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SUSANA MARTINEZ
GOVERNOR

2019 Charter School Renewal Report

School Name: Taos Academy
School Address: 110 Paseo del Canon West, Taos NM 87571
Head Administrator: Traci Filiss
Business Manager: Deanna Gomez
Authorized Grade Levels: 5-12
Authorized Enrollment: 250
Contract Term: July 1, 2014 – June 30, 2019

Mission: *"The mission of Taos Academy is to prepare students in fifth through twelfth grade to achieve and maintain a level of excellence by supporting and promoting academic achievement, strong leadership skills, and social responsibility. Through the use of innovative curriculum, leadership training, and enrichment opportunities, we foster a community of self-motivated, independent, lifelong learners. The partnership of school, parents, and community creates a learning environment where students acquire the knowledge, leadership skills, and sense of responsibility needed to succeed in the 21st century."* (Contract, p. 34)

PED Recommendation

The PED recommends **renewal for a term of 5 years with defined goals for school improvement in the academic framework** because the school demonstrated substantial progress towards the Department's standards for excellence (NMSA 1978 § 22-8B-12[K][2]) during each year of its contract, but with a noted area of concern.

Academic. The school performed well in the majority of categories of the A-F School Grading Report since 2015. However, during 2016, 2017, and 2018, low achievement in *improvement of lower performing students* (Q1) was observed. Achievement of all school specific goals were also noted for all years except 2017 when evidence for one (1) indicator (implementation of post-secondary pathway plan) was not observed. However, it was corrected in 2018.

Financial. The school had 8 findings and no repeats during the last 3 audit years. One (1) finding, related to a component unit (Taos Academy Foundation), was at the significant deficiency classification.

Organizational. During the most recent year (2017-2018), the school received zero (0) *"Falls Far Below Standard"* ratings and one (1) *"Falls Far Below Standard"* rating the previous year in 2016-2017 (related to Next Step Plans for students).

5-Year Renewal Conditions. Below are proposed conditions for charter renewal:

- Implement a continuous improvement plan such as NM DASH to improve Q1 *student achievement* resulting in a letter grade of at least a "C" in the category on the A-F School Grading Report during each year of its contract (2019-2020 through 2023-2024).

Please see the sections of the renewal application package, as follows:

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*** Part B (Progress Report) Evaluation**
based on the rubric contained in application

Part A – Section 1. ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence— A-F School Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Meets the Standard</i>
Part A – Section 2. FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Meets the Standard</i>
Part A – Section 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Meets the Standard</i>

Stakeholder Interviews

Stakeholder interviews were conducted on September 12, 2018 at Taos Academy. The participants included six (6) parents, six (6) students, two (2) Governing Council members, and four (4) staff members.

Parents commented about the growth that their students have shown during their time at the school, including parents of students with prior struggles in school, Asperger’s Syndrome, dyslexia, and different learning styles. The relationship between the school and the students was mentioned several times, for example, one parent stated “Even when a kid isn’t doing great, everyone is on the same team trying to find a solution”.

The students pointed out the things that they like about the school including the ability to work at your own pace, flexibility of the schedule, challenging coursework, earning college credits, more one-on-one help, and addressing individual needs. (One student shared that he is dyslexic and gifted and that teachers at other schools “didn’t really work with that” but “teachers here are willing to”. When asked about things they would like to change, one student wanted more STEM programs and one would prefer 9 to 5 for the school hours (instead of 8 to 4).

The Governing Council members seemed knowledgeable about the mission, have a tool and process for evaluating the Head Administrator, and were aware of the audit findings. They joined the board because they were invited due to their expertise (financial background and education).

The staff members interviewed have been teaching at Taos Academy for one, three, six and ten years. The teachers explained that the lowest performing students are initially identified via MAP testing. From there, a plan is developed based on each student’s specific needs. They explained that they adjust the schedule and the curriculum for students, interact with students daily, and provide regular progress reports (via the advisory teacher), as well as facilitate peer work and tutoring with staff collaboration.

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that 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 (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires 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 (§22-2E-4 [E] NMSA 1978).

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 is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either system add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may 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 provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.

1a. Department's Standards of Excellence—A-F Letter Grades

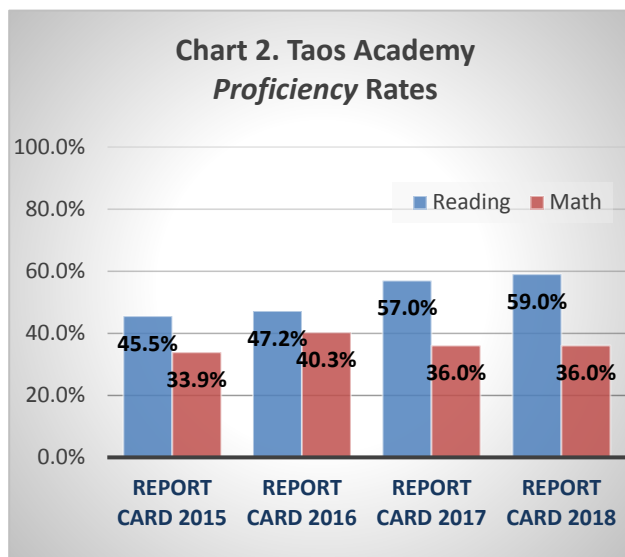
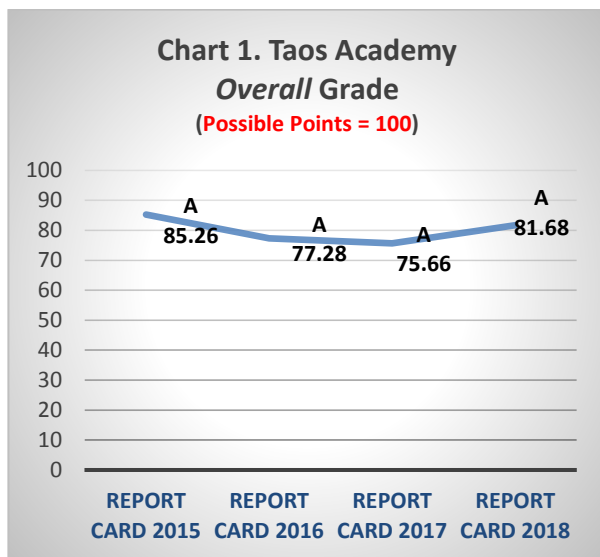
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Taos Academy's overall school grade in each of the last 4 years (2015-2018). The school earned an “A” each year along with bonus points that ranged between 3.99 to 5.00. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.² Overall points earned ranged from 75.66 to 85.26 during this

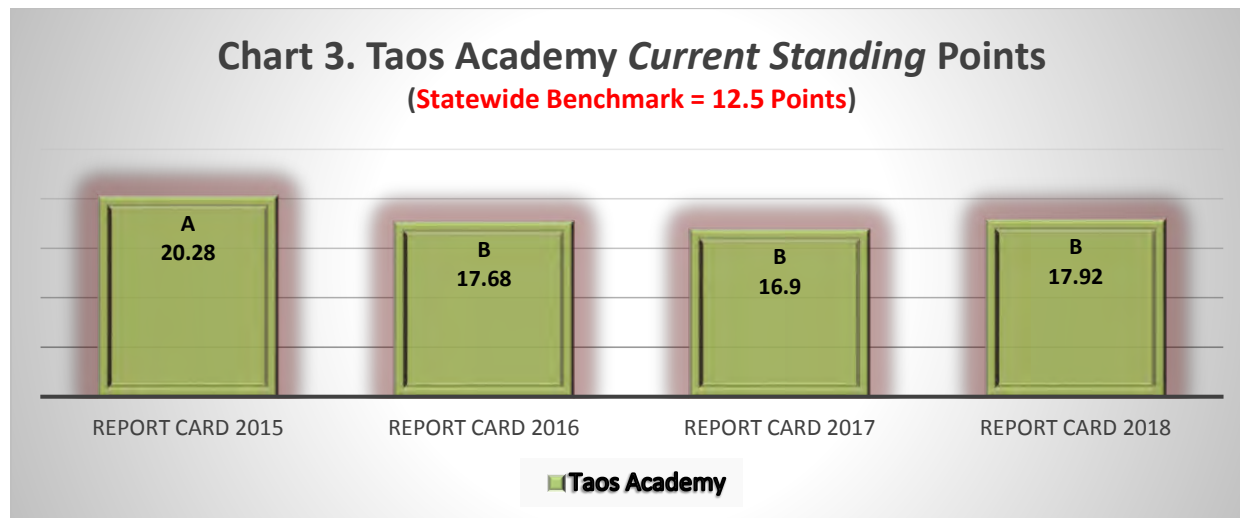
¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <http://aae.ped.state.nm.us/SchoolGradingLinks/1718/Technical%20Assistance%20for%20Educators/School%20Grading%20FAQs%202018.pdf>

² See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 71 which may be obtained at: <https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/New-Mexico-ESSA-State-Plan.pdf>

four (4) year period with proficiency rates in reading steadily increasing during the four (4) year period and math rates increasing during the past two (2) years (see Chart 2).



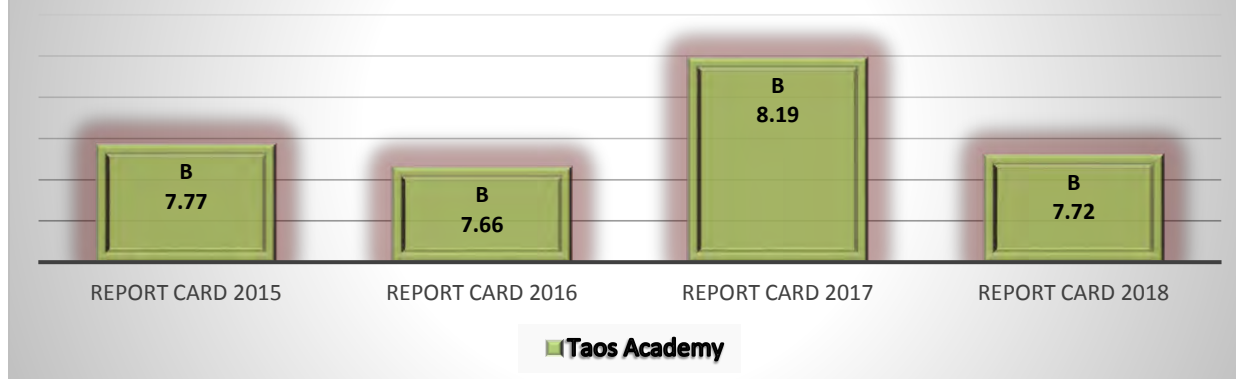
Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 17.92 points out of 30 possible points in this category, which was significantly above the statewide benchmark (established in 2012) of 12.5 points. The school has steadily maintained points earned in the category during the past 4 years.



School Improvement. The school improvement performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. 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. In Chart 4, the school earned between 7.66 – 8.19 points consistently earning a letter grade of “B” in the category for all four (4) years. All scores were above the statewide benchmark of 5.8 points.

Chart 4. Taos Academy School Improvement Points

(Statewide Benchmark = 5.8 Points)



Under the *school improvement* section of the School Grading Report, growth indices for both reading and math are presented (chart 5 to the right). A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar students.

In all years a positive growth index was observed in both reading and math.

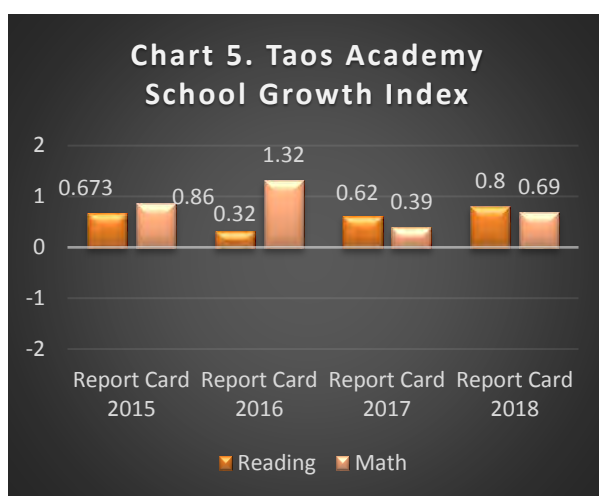
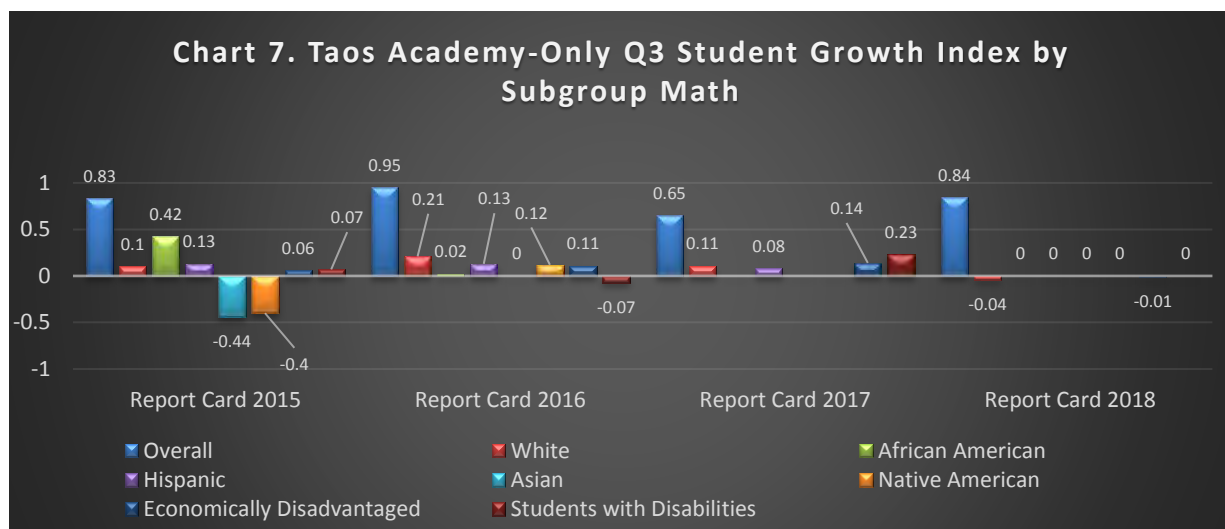
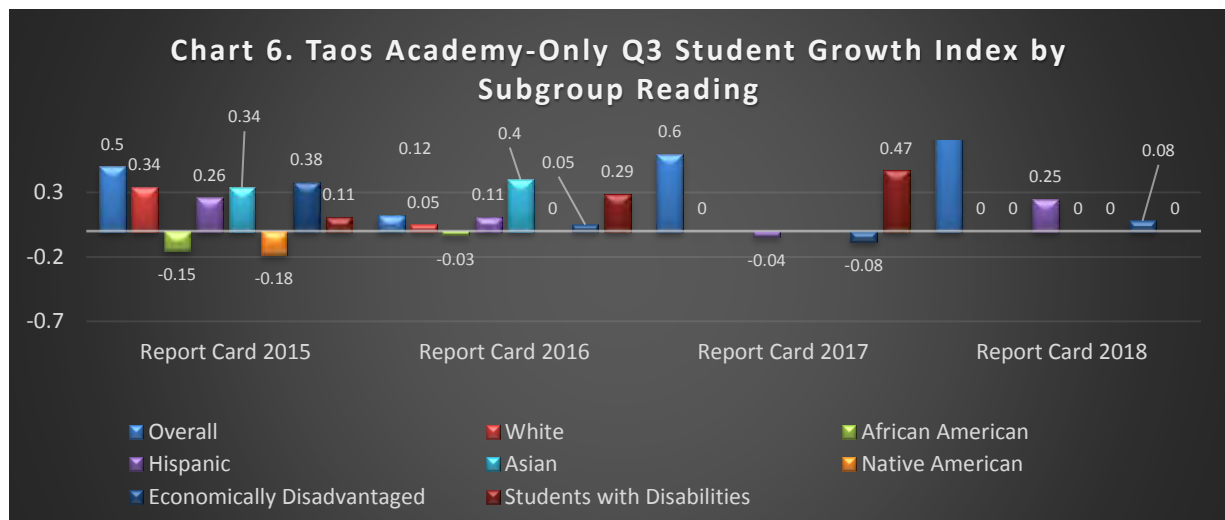


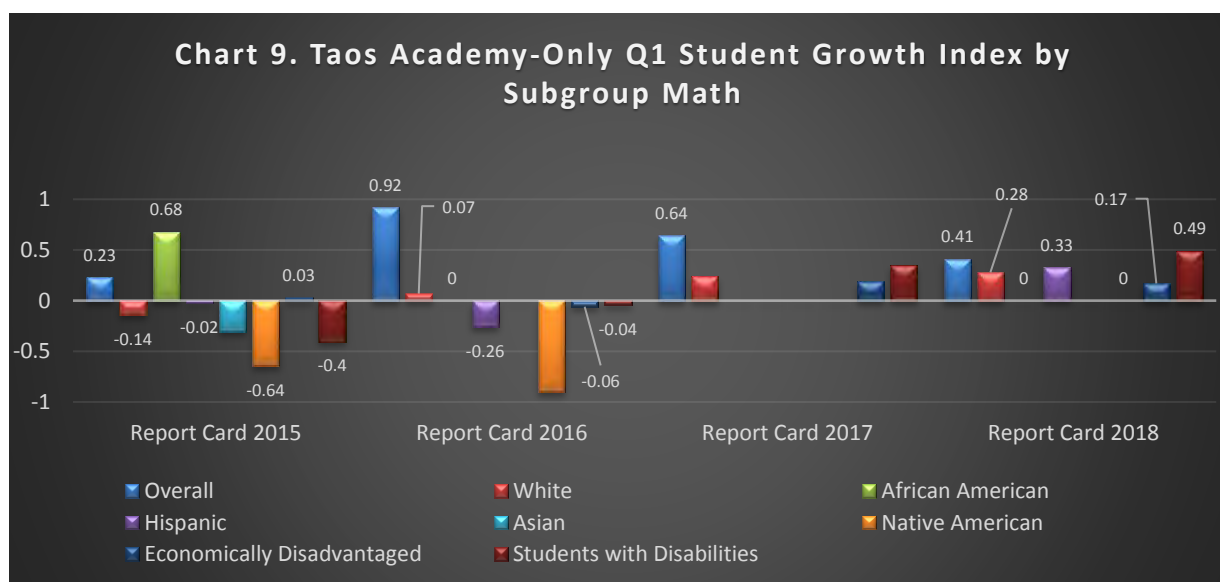
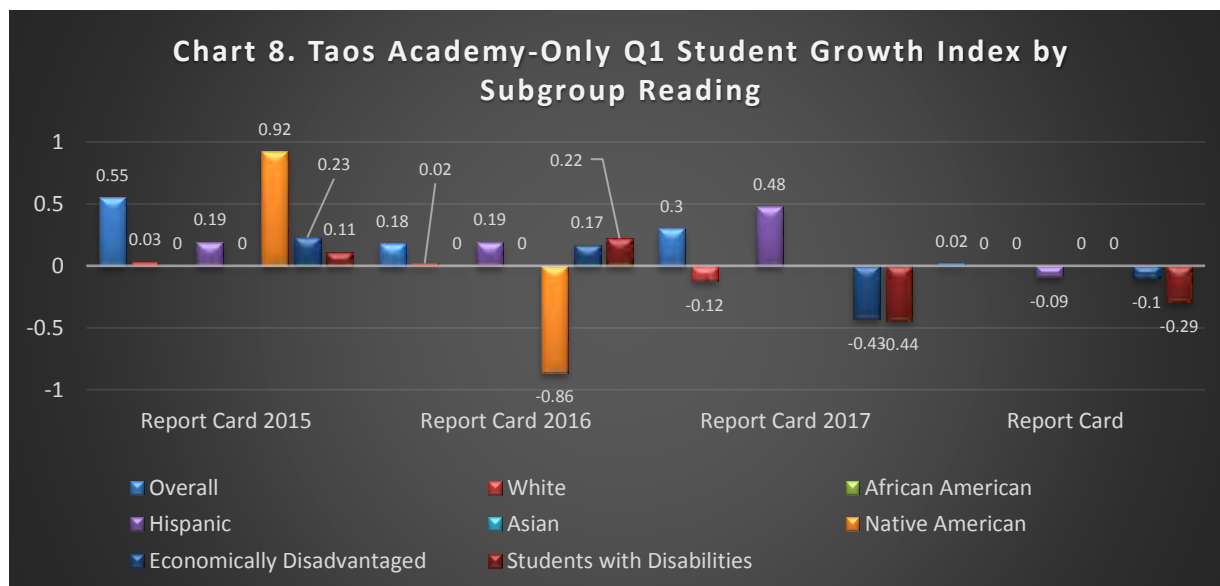
Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <small>*Possible 10 points</small>
2015	3.75	4.03	7.77
2016	3.12	4.54	7.66
2017	3.66	3.26	6.92
2018	3.94	3.78	7.72

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%). Most subgroups (excluding masked data) in at least 1 of 4 years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. In math, all subgroups in at least 1 of 4 years of the contract met expected growth with overall student growth being met in 4 of 4 years.



Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). All subgroups (excluding masked data) in at least 1 of 4 years of the contract term met expected growth in reading with overall student growth being met in 4 of 4 years. In math, all subgroups in most years met expected growth with overall student growth being met in 4 of 4 years.

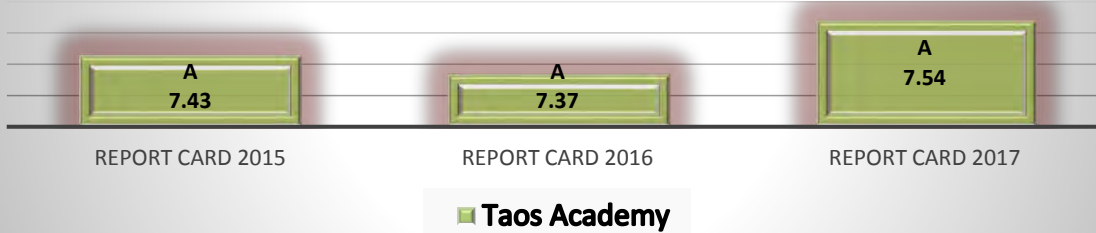


Opportunity to Learn (OTL). Opportunity to learn represents the learning environment schools provide⁴. This indicator is based on attendance and a classroom survey administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Taos Academy has performed well since 2015 exceeding the statewide benchmark in each of the past 3 years (excluding 2018) earning the majority of points as well as earning a letter grade of “A” for the indicator through 2017 (see chart 10). In 2018, the school had a high attendance rate of 97% but the category indicated an “N/A” rating which is currently being examined for accuracy. Consequently, results for the 2018 school year (points and letter grade) were not included.

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 10. Taos Academy Opportunity to Learn (OTL) Points

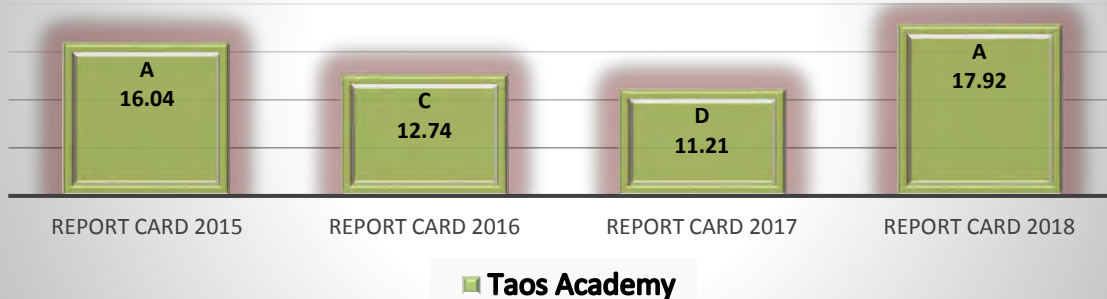
(Statewide Benchmark = 6.0 Points)



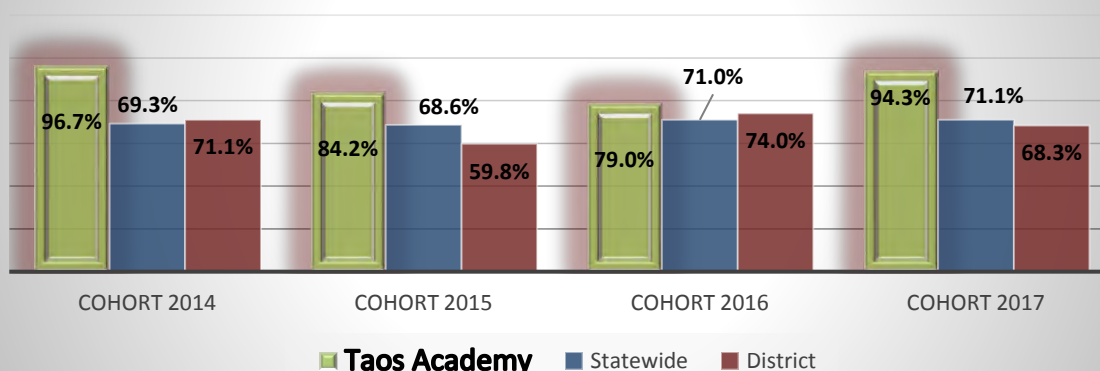
High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school's graduation cohort of 2014 surpassed the statewide goal of 90%. Taos Academy had a 96.7% rate that year. However, during the next 2 years the school did not meet the statewide target, but did exceed the statewide averages for cohorts of 2015 (79%) and 2016 (71%). Specifically, the school had an 84.15% rate for cohort of 2015 68.6% and a 79% rate for cohort 2016 but increased the rate to 94.3% for cohort 2017 increasing its points earned and receiving an "A" in the category. The school also surpassed the district average in all 4 years.

Chart 11. Taos Academy Graduation Points

(Statewide Benchmark = 12.8 Points)



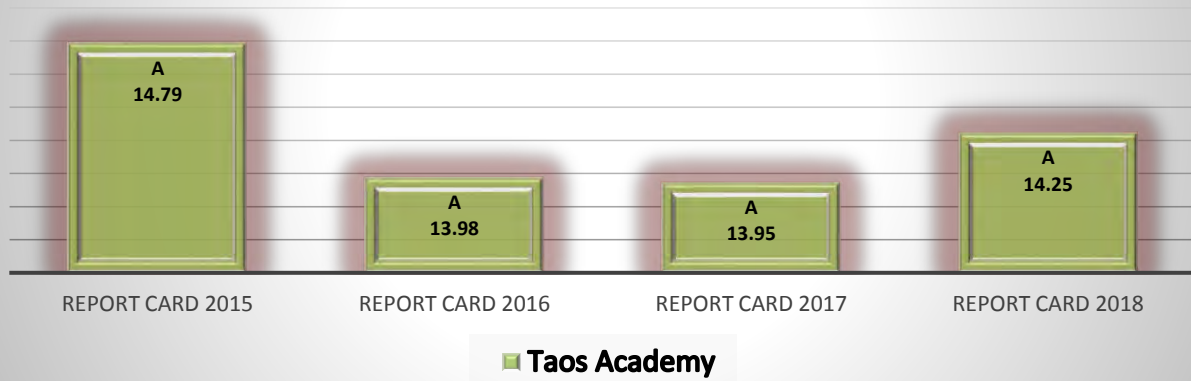
**Chart 12. Taos Academy
4-Year Graduation Rate (Multi-Year)**



College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 14 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. Taos Academy did well, surpassing the statewide benchmark in all years earning a letter grade of "A" in the category since 2015. In 2018, the school report card data indicated that 85% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 4.25 points out of 5 for this portion of the category. Out of the 85% of Taos Academy students who participated in *College and Career Readiness* opportunities in 2018, ≥90% were successful resulting in an additional 10.0 points earned (10 possible) for this portion of the category. This was the highest number of points earned by the school since 2015.

Chart 13. Taos Academy
College & Career Readiness Points
(Statewide Benchmark = 9.0 Points)



1b. Specific Charter Goals

This section includes analysis of Taos Academy's progress towards meeting its Specific Charter Goals (mission-specific and optional academic performance indicators) through 2017-2018. The school met or exceeded all goals except for Indicator 2.c in 2017 when evidence to support findings were not presented.

Charter Specific Goals

"PERFORMANCE INDICATOR 2.a: PROFICIENCY IN READING. Students in grades 5-12 at Taos Academy will achieve and maintain a level of academic success in Reading as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

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 NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing."

"PERFORMANCE INDICATOR 2.b: PROFICIENCY IN MATH. Students in grades 5-12 at Taos Academy will achieve and maintain a level of academic success in Math as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

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 NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing."

"PERFORMANCE INDICATOR 2.c: Students in grades 5-12 at Taos Academy who attend the school for two consecutive semesters will develop and successfully complete an individualized post-secondary career pathway plan. Implementation of the plan will be demonstrated by the successful completion of at least 1 credit in Career and Technology Education courses each year while attending Taos Academy. The Next Step Plan will document credit earned for both academic and career readiness biannually."

Figure 2. Progress towards Charter Specific Goals.⁶

Goal	Description	2015				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
2.a	NWEA reading	-	-	-	-	X				X			
2.b	NWEA math	-	-	-	-	X				X			
2.c	Post-secondary career pathway plan	X				X							X ⁷

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
2.a	NWEA reading	X			
2.b	NWEA math		X		
2.c	Post-secondary career pathway plan	X			

Student Attendance and Enrollment

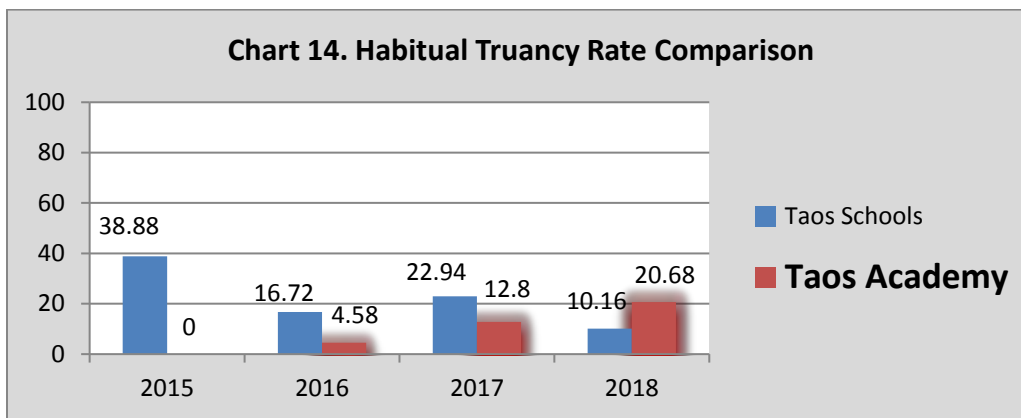
The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

The chart (next page) shows the school's habitual truancy rate compared to the local district, Taos Municipal Schools. Taos Academy's habitual truancy rate was lower than the local school district for three years, but surpassed it in 2017-2018. The information was pulled from STARS (Student and Teacher Accountability Reporting System) and the data is provided and entered by the school. However, please use caution when interpreting this data due to potential errors; please see the school's response that addresses attendance data and habitual truancy.

⁶ Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

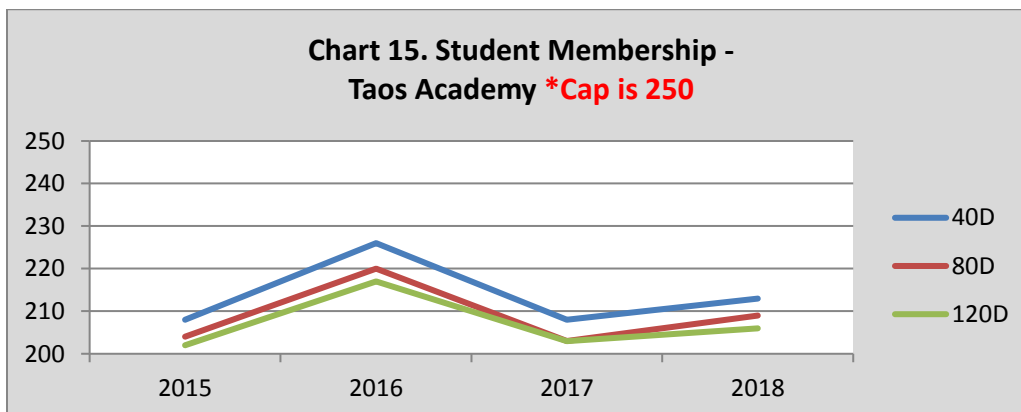
⁷ The web-EPSS report for 2016-2017 indicated that for "Performance Indicator 2c was rated 'Falls Far Below Standard' because no verifiable evidence was provided [e.g., career pathway plans, STARS reports, etc., to support the Excel spreadsheet submitted by the school purporting progress with the indicator..."



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

Student Membership (Enrollment)

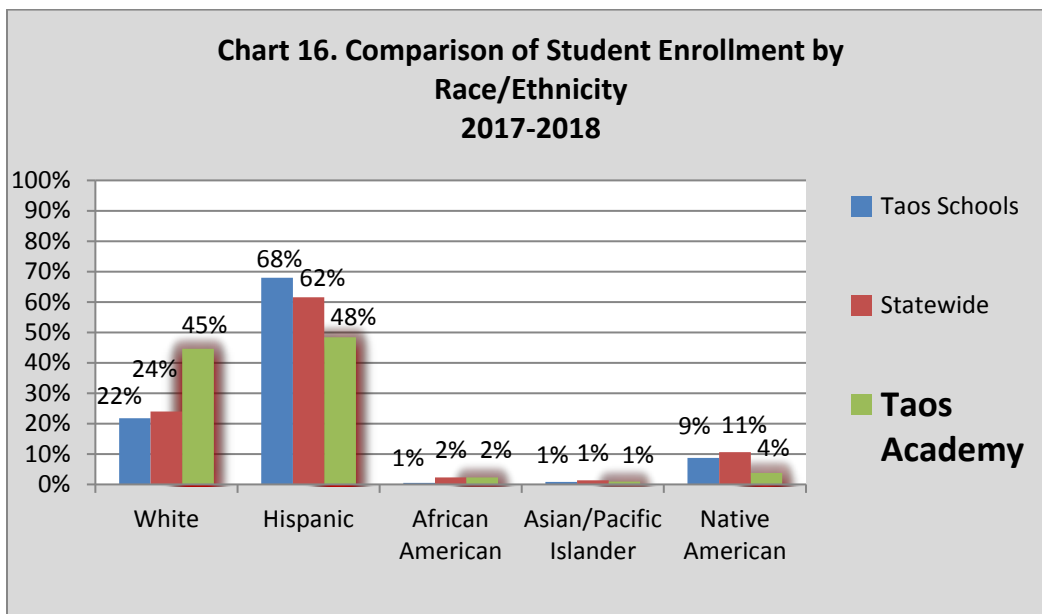
The chart shows the school's student membership for each of the years in operation during the current contract term. All reporting periods have maintained similar enrollment over the four years. Enrollment increased in 2016-2017 and dropped the following year. The school decreased in students between 40D and 80D and 80D to 120D at a similar rate each year.



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

Enrollment by Race/Ethnicity.

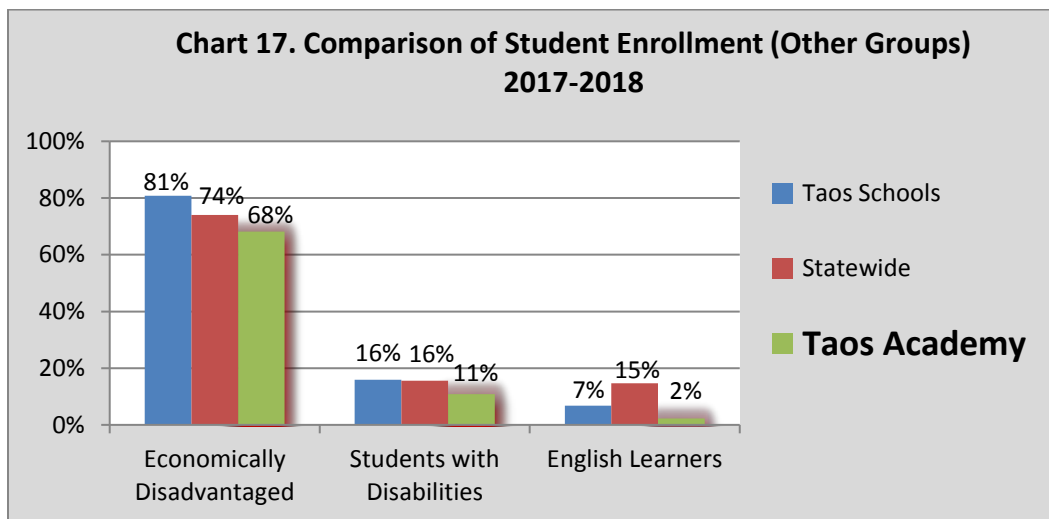
The school's student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state. The school serves a lower percentage of students with disabilities and lower percentage of English Learners compared to Taos Municipal Schools and the state.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

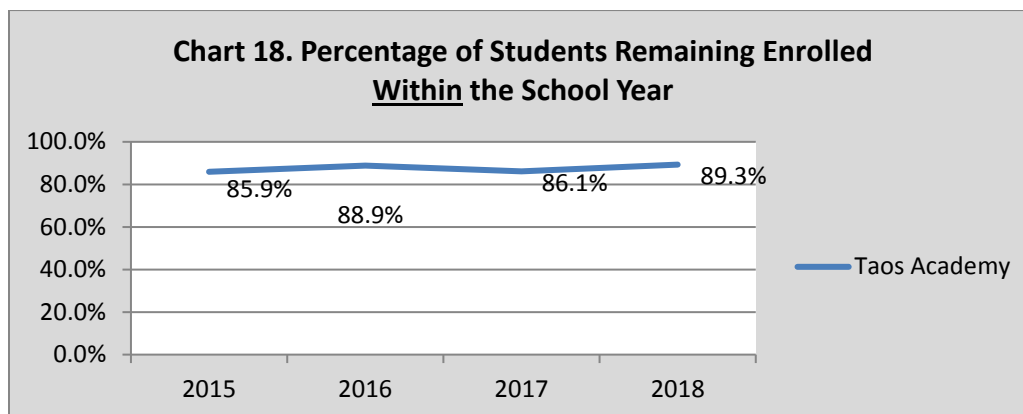
Retention and Recurring Enrollment

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

Below, 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 their control are removed from the data set.

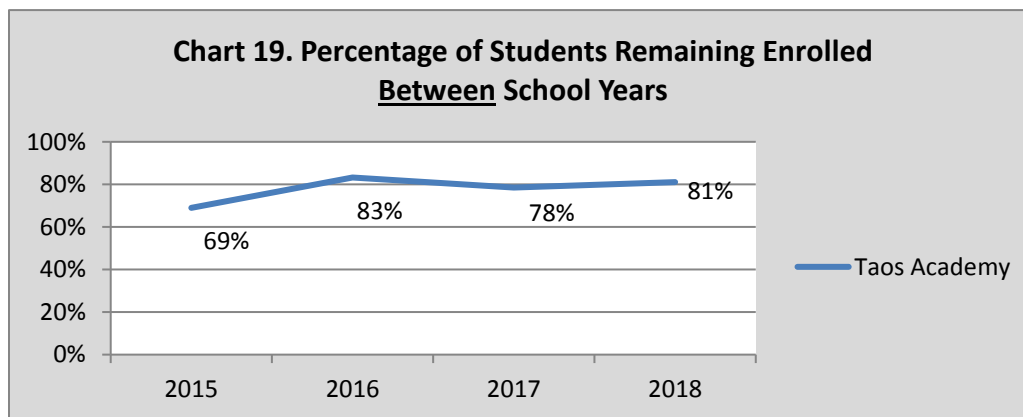
The student enrollment data in the chart below demonstrates that over 85% of students enrolled during the school year remain enrolled through the end of the school year, with over 89% in 2017-2018.



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 their control are removed from the data set.

Chart 20 below illustrates recurrent enrollment at the school. Student enrollment data indicates that 69% of the students that completed the school year in 2014-2015 returned to the school in 2015-2016. Eighty-one percent of the students that completed the 2016-2017 school year returned to Taos Academy in 2017-2018. The school has not met the goal of 85% recurrent enrollment in the last four years.

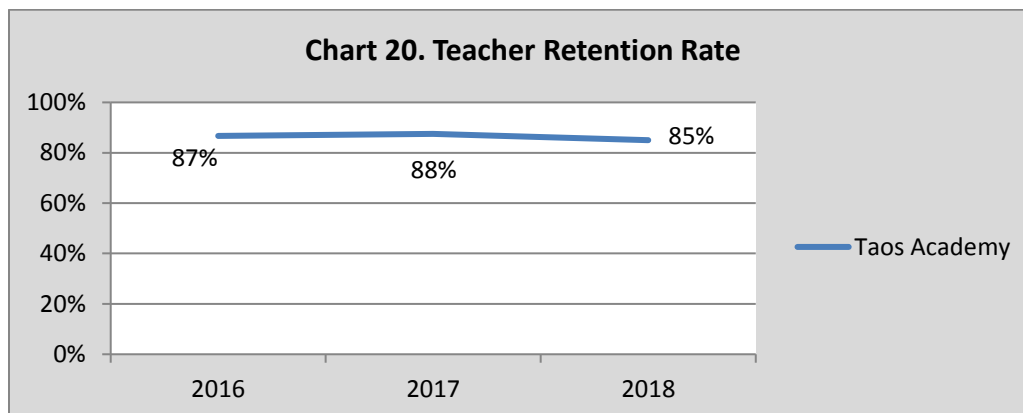


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The table below demonstrates teacher retention 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 2014-15 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. The chart below demonstrates the school's teacher retention rate over the last three school years. The school's teacher turnover rate was 13.3% for the 2015-2016 school year, 12.5% for the 2016-2017 school year and 15% for the 2017-2018 school year. The school met the 80% retention goal each year.



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/Significant Findings
FY17	3	0	1
FY16	2	0	0
FY15	3	0	0

Summary of Fiscal Reports

In **FY17**, the Foundation for Taos Academy received **1 significant deficiency**.

- 2017-001 Segregation of Duties for the Foundation Significant Deficiency**
Condition. The Foundation has one individual who is responsible for depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.

In **FY17**, the school received **2 other non-compliance findings** on issues related to (1) timely deposits and (2) travel and per diem policy.

- 2017-001 Timely Deposits Other Non-compliance**
Condition: During our review of eleven deposits, three deposits totaling \$2,550 did not have the dated receipts to support the date funds were received. As such, compliance with the twenty-four hour deposit requirement could not be determined.
- 2017-002 Travel and Training Policy Other Non-compliance**

Condition: During our review of travel and per diem expenditures, one of five disbursements reviewed included a reimbursement for alcohol. The total disbursement was for \$137 and the portion related to alcohol was approximately \$7.

In **FY16**, the school received **2 non-compliance** finding on issues related (1) excess expenditures over budget and (2) disposition of computers.

- **2016-001 Excess of Expenditures over Budget Non-compliance**

Condition: The School has expenditure functions where actual expenditures exceeded budgetary authority:

- Title XIX - Medicaid Support Services \$3,411.
- Private Direct Grants - Instruction \$1,655.

- **2016-002 Disposition of Computers Non-compliance**

Condition: During fiscal year 2016, the School disposed of various computers that had become obsolete. A letter was not sent to the New Mexico Office of the State Auditor to inform them of the intent to dispose of the computers.

In **FY15**, the school received **3 finding of non-compliance** related to (1) procurement code, (2) timely deposits, and (3) payroll.

- **2014-001 Procurement Code Non-compliance)**

Condition: The School did not follow proper procurement procedures when obtaining vendors' to install a basketball court and artificial turf for the School. The total estimated cost was \$25,613 for the basketball court and \$34,833 for the artificial turf. The School obtained quotes by making phone calls rather than sending written requests containing the specifications for the procurement.

Auditor's Note: This finding was reported in the 2014 audit and the School started taking corrective measures once it was reported to them in May 2015.

- **2015-001 Timely Deposits Non-compliance**

Condition: During testwork over cash receipts, we noted one deposit totaling \$410 collected on January 13, 2015. These funds were not deposited in the bank until January 15, 2015.

- **2015-002 Payroll Non-compliance**

Condition: During our review of over 25 payroll transactions, we found eight instances where the School was improperly calculating employee and employer FICA taxes for certain insurance deductions. These employee deductions should have been treated as pre-FICA tax deductions; however, the School treated them as post-FICA tax deductions.

2b. Board of Finance

The governing council of Taos Academy's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

The mission of Taos Academy is to prepare students in fifth through twelfth grade to achieve and maintain a level of excellence by supporting and promoting academic achievement, strong leadership skills, and social responsibility. Through the use of innovative curriculum, leadership training, and enrichment opportunities, we foster a community of self-motivated, independent, lifelong learners. The partnership of school, parents, and community creates a learning environment where students acquire the knowledge, leadership skills, and sense of responsibility needed to succeed in the 21st century.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

Educational Philosophy - Taos Academy expresses and practiced the belief that every learner deserves access to educational excellence regardless of his or her abilities. Taos Academy provides a hybrid learning environment that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. We believe that our focus on academic excellence, rooted in 21st-century learning skills and the development of strong leadership skills, prepare all Taos Academy students to become independent, lifelong learners who will be confident and successful in their future endeavors

Educational Approach - Taos Academy is dedicated to providing a high academic standard that meets or exceeds New Mexico state standards. Using proven educational practices, intentional instructional design, and meaningful assessments, the school provides students with the individualized instruction necessary to meet their learning goals. Taos Academy blends traditional classroom teaching methods with the latest technological advances, allowing students to benefit from both group and one-on-one approaches. After a thorough assessment, students are placed appropriately according to academic need. Placing students according to present performance levels ensures student success by building on their individual knowledge base rather than grade level. The school provides academic classes to students in a highly interactive digital format with the flexibility of anytime, anywhere learning. After students begin digital studies, their advisor will monitor all academic activities through the web-based program. The advisor has access to all daily academic activity, is able to track time spent on assignments, view scores of individual lessons and quizzes, and determine areas of weakness. Advisor and student are able to communicate using state-of-the-art web-based communications with the capability for audio, visual, and written communication, or live face-to-face communication in a traditional manner. Students are required to attend Math and Language Arts enrichment classes and have access to tutoring to further support academic excellence.

Taos Academy is devoted to developing a strong community of leaders throughout the organization, focusing our attention on 21st-century learning skills such as communication skills, teamwork, and research skills. Students are required to successfully complete one or more credits per year developing 21Century skills to ensure preparation of future endeavors. Classes offered

yearly include but are not limited to, leadership training, global studies, career and technical education development, and STEM institute. Leadership training programs include but are not be limited to, classes in emotional intelligence, advisory groups, outdoor education, and service learning projects. Global studies classes incorporate but are not limited to, global awareness, language study, cultural studies, and geography. Career and Technical Education classes are devoted to developing a college/career pathway plan and supports internships, dual credit classes, and online career classes. The STEM Institute classes offer students a variety of courses, aligned to STEM standards, to enrich the academic programming. Instructional methods include, but are not be limited to, direct instruction, guided teaching, and a constructivist approach (inquiry, analysis, synthesis, etc.). Students attend these classes on campus on a regular basis, depending on their individual plan.

Taos Academy is committed to parental and community involvement to further utilize resources needed to maximize student potential for success. Our parent cooperative model forms partnerships for parents to be actively involved in their child's educational growth through advisory roles, emotional intelligence training, volunteering, etc. Partnerships with community resources (individuals and businesses) support students in academic success, internships, tutoring, and workshops.

Student – Focused Term(s).

Taos Academy students are given choice and flexibility in deciding non-core educational programming. With the development of the individualized career pathway plan, students, parents and the school advisors design a schedule that promotes academic success along with targeting areas of interest with classes aligned to the student's career plan. Career and Technology Education courses such as (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) are offered each semester. Students must earn a minimum of 1 credit per year from the list above that aligns to the pathway plan.

Taos Academy begins instruction at the 5th-grade level to inhibit early academic failure.

- All students have an individualized learning program aligned to their personal goals to ensure success.*
- All students are required to meet the following rigorous academic requirements:*
- All students will participate in enrichment opportunities to further enhance their educational experience.*
- Mid-level students will successfully complete one academic or elective high school level class to enter ninth grade.*
- High school students will successfully complete and implement a College/Career Pathway plan.*

Students will have the opportunity to attend virtual summer school to further promote academic success.

Students are expected to develop yearly online portfolios of best work to demonstrate the ability to pose questions, marshal resources, and pursue learning with dedication, independence, imagination, and courage.

Teacher – Focused Term(s).

Staff training is dedicated to the development of blended models of education and the use of educational technology as well as the development of Emotional Intelligence. In the ever changing

technological world it is important for Taos Academy teachers to be trained in new technical educational tools as well as effective and efficient communication skill.

3b. Organizational Performance Framework

The school received zero (0) “Falls Far Below Standard” ratings in 2017-2018 and one (1) “Falls Far Below Standard” rating in 2016-2017.

Figure 4. 2017-2018 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
12	5	0

Figure 5. 2016-2017 Organizational Framework Rating (17 indicators total).

Meets	Working to Meet	Falls Far Below
13	3	1

Summary of “Falls Far Below” Ratings

- **Next Step Plans.** The school did not provide evidence or implementation of processes to ensure the school was having all eligible students complete Next Step Plans to include personal, career, and post-secondary goals [NMSA § 22-13-1.1].

3c. Governing Body Performance

According to the last reporting from this school, Taos Academy has five (5) members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Taos Academy’s Governing Board (specifically those who comprise the school’s Board of Finance):

Figure 6. Governing council composition (board of finance members).

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Bill MacDonald	President	N/A	Continuing	Complete
Dean Caldwell	Vice-President	N/A	Continuing	Complete
Simeon Herskovits	Secretary	N/A	Continuing	Complete
Matthew Currey	Treasurer	N/A	Continuing	Complete
Kristen Torres	Member	N/A	Continuing	Complete

*Service start dates were not provided by the school. As per online minutes, all members began serving prior to July 25, 2017.

According to PED records, the school has completed all training for FY18. The school had six members complete the required training in FY17. The school had five members complete the required training in FY16. The school had five members complete the required training in FY15.

Deanna Gomez is the current business manager for Taos Academy. The current CPO is Traci Filiss.

Part B: Progress Report*

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

1. 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 – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has received a D or F in any indicator of the letter grade in the past two years, 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). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

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 over the term of the contract AND have not received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

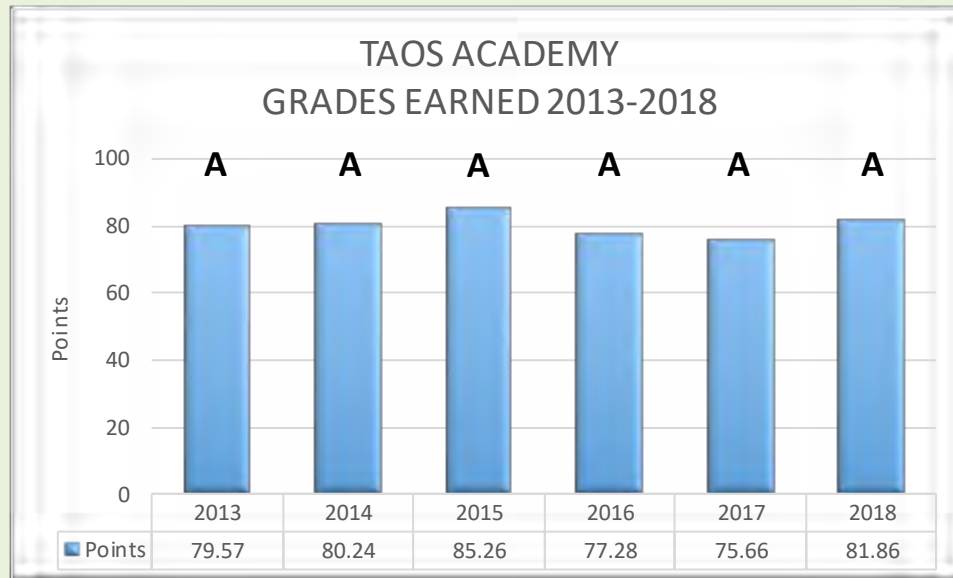
School response:

TAOS ACADEMY CHARTER SCHOOL

Six A Grades in the Last Seven Years

Although it is harder to earn an A grade today than it was five years ago, there are more A and B schools and fewer D and F schools this year than there were last year. Several schools, such as Animas High School, Texico High School, Grady High School, Dora Elementary School,

Rio Rancho Cyber Academy, and Taos Academy have earned six A grades in the last seven years.¹



Taos Academy Among Ten Highest-Performing State Charters

Taos Academy was ranked among the ten (10) highest-performing state charter schools in terms of proficiency in both English Language Arts and Mathematics. This recognition was highlighted in a 2018 PARCC Briefing Packet listing top-performing schools and districts throughout New Mexico. The publication is titled “NMPED 2017-18 Student Assessment Results”.²

Australia Replicates Taos Academy Blended-Learning Model

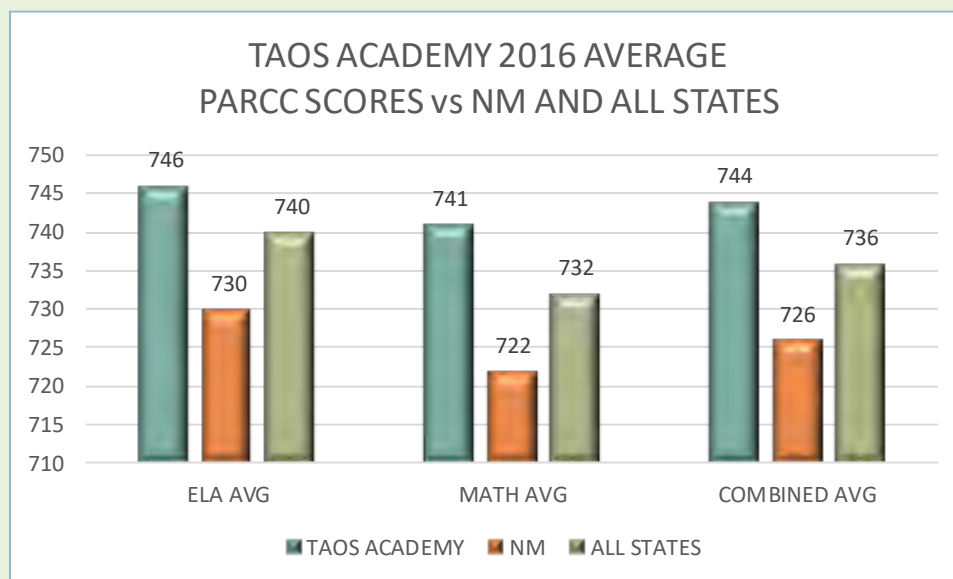
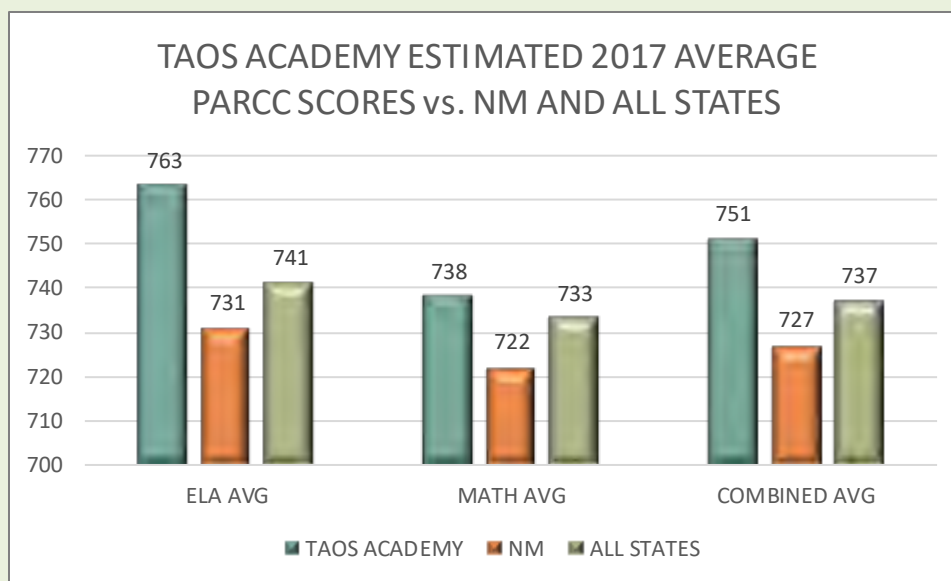
The Center for Relational Learning, founder George Otero, began visiting Taos Academy in 2012 with a team of Australian educators, administrators and parents. The core team returns to Taos Academy twice per year with differing educational entities in Australia, including key policymakers and state administrators to review Taos Academy's educational model. They have commented on how Taos Academy's innovative model is a direction they are implementing to better serve their diverse population. See letter in Appendix E. or for further communication please contact: George Otero, Center for Relational Learning, www.relationalelearning.com.

Taos Academy Outperforms New Mexico and Other States Implementing PARCC

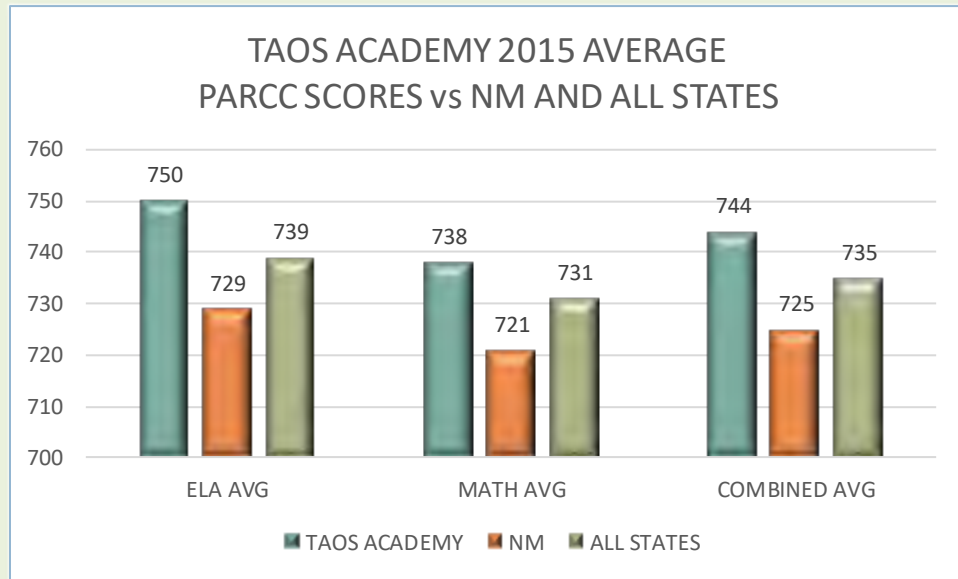
¹ NMPED Press Release: Ruszkowski, Christopher. New Mexico Releases 2018 School Grades, August 17, 2018

² <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf>

Based on average PARCC scores, Taos Academy demonstrated significantly higher achievement than the state of New Mexico and all U.S. states that administered the PARCC in 2015, 2016, 2017. The charts below display the average score comparison for the first three years of the current charter term. Data for 2018 is not yet available from the Public Education Department website.³



³ Source data for 2015, 2016, and 2017 is available on site for verification during the Renewal Site Visit. Source data is also available through NMPED PARCC Assessment Reports.



TAOS ACADEMY - A UNIQUE APPROACH TO LEARNING

It is Taos Academy's privilege to provide 5th-12th grade students with engaging and rigorous core curriculum, highly motivating elective classes, leadership and career training, college preparation and community involvement through its state-of-the-art 21st century learning environment. Key unique features of the curriculum design and delivery include:

- State-of-the-art electronic curricula allows for flexibility in scheduling and enables teachers to specifically tailor instruction to individual student needs.
- State-of-the-art media arts lab and a science/math/engineering lab.
- High academic standards focusing on continuing education preparation.
- Dual credit and advanced placement options permitting students to earn college credit while attending high school.
- Internship program for students who may not be college bound.
- High vocational standards focusing on media arts and engineering.
- Parent involvement on advisory groups and fund raising.
- Community collaboration to support enrichment opportunities.
- Outdoor education and leadership training.
- Focus on 21st Century Learning Skills.

Since opening, Taos Academy has established itself as a high-performing charter school with consistent overall grades of A. The overall grade is determined by the total combined points earned by each of eight indicators. In 2017, two of the eight indicators on the State Grade Report Card received a grade below C and in 2018, one indicator received a grade below C. The “Graduation” indicator (2017) is addressed first, followed by the “Improvement of Lowest-Performing Students” indicator (2017 and 2018).

2017 Graduation Indicator

Taos Academy Charter School received a grade of D in the 2017 Graduation Indicator for the first time since implementation of the A-F Grading System. The cohort of 2016 4-Year Graduation Rate was 79%. Actions taken by the Administration resulted in the Taos Academy Cohort of 2017 4-Year Graduation Rate increasing to **94.3%**, exceeding the Graduation Target of 90% in 2018. Following is a discussion of the cause of the 2017 Graduation indicator grade of D.

The Shared Accountability Method is used to calculate cohort graduation rates. Schools are proportionally accountable for graduation of all students in a cohort who were enrolled in their school for any amount of time. If a student transfers to another educational setting that can grant a diploma and graduates, the sending school receives proportional graduation credit which is then reflected in the Graduation Indicator grade earned. The Graduation Indicator grade points contribute to the overall school grade.

An analysis of data contributing to the lower 2016 4-Year Graduation Rate of 79% revealed reporting errors in STARS that were caused by an internal failure to properly track students. A review of STARS reports indicated that many students were categorized as “missing” (status unknown) due to a lack of follow-up to determine where students enrolled after withdrawing from Taos Academy Charter School.

Actions Taken to Improve Taos Academy Letter Grade:

Taos Academy administration re-established a clear monitoring and tracking procedure of students who leave the School to ensure they are indeed valid transfers and to help them get connected to their next school of choice. Every parent or individual student is contacted to ensure the accuracy of STARS reporting.

Evidence of Action Taken:

- *Tracking Procedure available onsite.*
- *2017-18 STARS reporting reflecting accurate data.*

In addition, Taos Academy developed intervention programs to support increased graduation rates as well as strong overall final school grades each year. These ongoing intervention programs include:

The Student Success Lab (SSL) – The Student Success Lab is a quiet environment designed to extend the classroom and ensure success for Taos Academy students, giving them more time with the Edgenuity online curriculum, as well as both structured and unstructured academic support from tutors and peers. SSL is voluntary for those who are making progress in their coursework and maintain high marks. SSL becomes mandatory for those on a Student Success Contract.

UNM-Taos FRIDAY Early College Program (FECF) - UNM-Taos offers a unique program of FRIDAY college classes designed for and attended by Taos County high school students only. Taos Academy 10th - 12th graders with a 2.0 GPA or higher are encouraged to begin their college campus dual credit experience in this program. Students register for a morning class and an afternoon class to have full immersion in the college experience at UNM-Taos.

HS STEM+Arts Institute Courses - The goal of the STEM+Arts Institute is to engage students in rigorous course work designed to increase graduation rates and enrollment in post-secondary universities and programs, while preparing for STEM related careers. A variety of semester-long courses are offered to middle and high school students in STEM (Science, Technology, Engineering, and Math) + Arts disciplines by engaging students in project-based activities guided by community professionals. All course offerings are aligned with National STEM Arts Standards.

Redesigned Career Pathways strands and classes - Each course develops 21st century learning skills and highlights individual career pathways while offering student exploration, and collaboration with professionals in the field. By providing real-world applications to the learning process, STEM+Arts courses expand student understanding of the possibilities for a career in these fields. Partners include Los Alamos National Laboratory, Intel, University of New Mexico, Taos Community Foundation, Century Link, STEMArts project, State Farm Good Neighbor Foundation, Verizon, local and national artists and businesses.

College Link (CL) - Dual Credit classes provide students with the opportunity to earn college credits at the University of New Mexico - Taos branch while still in high school. College Link students develop an individualized class schedule with their CL Advisor and may attend UNM-Taos campus classes during the week (Monday-Saturday). The flexible nature of our CL program was created to allow students more class choices throughout the week. Therefore, students are held accountable for demonstrated self-direction and motivation while successfully observing both UNM and Taos Academy academic requirements and school policies.

ECHO for Education - Taos Academy also participates in the ECHO for Education focus group with Michael Stanton and the PED College and Career Readiness Bureau, sharing and learning best practices for CTE engagement to increase student completion and on-time graduation.

Progress Made:

- The Taos Academy 4-Year Graduation Rate increased from 79% in 2017 to **94.3% in 2018**, exceeding the target of 90%.
- Graduation Indicator increased from a grade of D in 2017 to a grade of A in 2018.
- Taos Academy increased its overall points from **75.66** in 2017 to **81.68** and maintained its Final Grade of A.

Evidence of Progress Made:

- 2017 and 2018 School Grading Report Cards.

2017 and 2018 Lowest-Performing Students Indicator (Q1 - Lowest 25%)

Taos Academy has consistently received an A grade in the Improvement of Highest-Performing Students Indicator (Top 75%) in each year of the current contract term. However, in the Improvement of Lowest-Performing Students Indicator (lowest 25%), Taos Academy has received a grade of D.

Taos Academy serves grades 5 through 12. As per the A-F School Grading Technical Guide, a student entering Taos Academy below proficiency will generally be classified as a lowest performing Q1 student.⁴ We have found that students who are new to the school are generally at least two years behind grade level.

Adjusting to the Taos Academy's blended-learning model as well as its rigorous curriculum and high standards, means that first-year students must not only be learning academically, but also how to be a successful blended learner.

Actions Taken to Improve Taos Academy's Letter Grade:

The Taos Academy curriculum meets each student at their personal learning level and prescribes a learning path that best fits their academic growth. Students are assessed and given an individual learning plan (ILP) according to the skills assessment, not grade level. A student may need remediation in one area yet be strong in another. This is a strength of digital education. We can customize the learning for

⁴<http://aae.ped.state.nm.us/SchoolGradingLinks/1718/Technical%20Assistance%20for%20Educators/Technical%20Guide%202018.pdf>

each student to best fit the need. Taos Academy identifies and addresses the needs of students who are both achieving at a low rate and showing low academic growth in either ELA or Math.

Actions Taken to Assist Q1 Students New to Taos Academy:

- Within the first two weeks of arrival, an individualized learning plan is developed for each new student.
- To assist new students in their adjustment to the blended-learning environment, they are required to be on campus 5 days per week and are surrounded by tutors to make sure they make the progress they need to make. They are tracked via their short-cycle assessment scores and their progress towards proficiency.
- In the Smart Lab, fifth and sixth graders develop increased computing skills, technology use, typing, and personal safety on the internet.

Actions Taken to Support Continuing Students Identified as Q1:

- The Director requested and received specific training directly from the Charter School Division to increase her understanding of how the Improvement of Lowest-Performing Students (Q1) Indicator is calculated and how Q1 students are identified.
- Each Q1 student's skill deficits were assessed, drilling down to the root cause(s) of low performance. Skill-based recommendations from NWEA MAP assessments guided targeted instruction delivered throughout the year for those students. Each student received extra tutoring in their area(s) of weakness.
- Supporting Low Achieving/Low Growth students has become a school-wide goal for Taos Academy. This goal has also been a part of each staff members' Professional Development Plan.
- Taos Academy has invested in technology tools that help build targeted skills for students, including MobyMax, iXL, and Khan Academy. These supplemental learning technologies increase the school's ability to meet each student where they are and to quickly get them focused help in areas of challenge.
- The Math Lab and Writing Lab have been restructured so that students are receiving more hands-on support for sustained applications of knowledge such as essays, labs, and performance tasks.
- The Student Success Lab (SSL) becomes mandatory for those on a Student Success Contract. The SSL provides a quiet environment designed to extend the classroom and ensure success for students, giving them more time with our Edgenuity online curriculum, as well as both structured and unstructured academic support from tutors and peers. The SSL Supervisor works directly with students to develop their weekly learning goals, sharpen their time management skills and support their individual learning journey.

- Taos Academy continuously provides a 360-degree model (wrap-around model) of delivering support through content facilitators, tutoring and counseling. Real-time instruction and tutoring are constantly available. If a student is “stuck”, a tutor is available immediately. There is no waiting for a class or a specific tutoring time.
- Students have ongoing access to content for online classes from home.
- Taos Academy successfully implemented a pilot program during the summer of 2018 to support high school credit-recovery students. This program will be further developed and extended in the summer of 2019 for middle-school students who are not proficient.

Although this section specifically addresses students identified as Q1, Taos Academy customizes the learning path for all students to best fit their individual needs. It is the flexibility of the Taos Academy model that promotes increased academic proficiency as students move through the grade levels. See charts under “Progress Made” below.

Evidence of Actions Taken:

- *Individualized Learning Plans for new students.*
- *State Assessment Grade Level Proficiencies (see Charts below).*
- *Professional Development Plans with goal supporting low-achieving/low-growth students.*
- *Technology tools (MobyMax, iXL, Khan Academy).*
- *Student Success Lab in action.*
- *Pilot summer program records.*

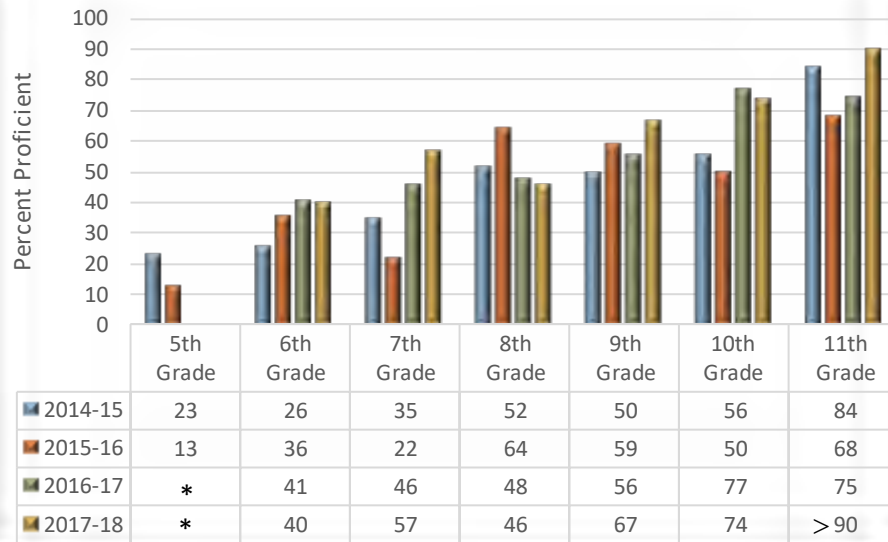
Progress Made:

Based on the New Mexico state assessment grade-level data, overall student performance increases in both Reading and Math as students move from grade to grade in Taos Academy’s state-of-the-art 21st century learning environment. This is an indication that the actions taken to assist Q1 students new to Taos Academy, continuing students identified as Q1, and all other students contribute to the school’s overall performance and consistent School Report Card grades of A.

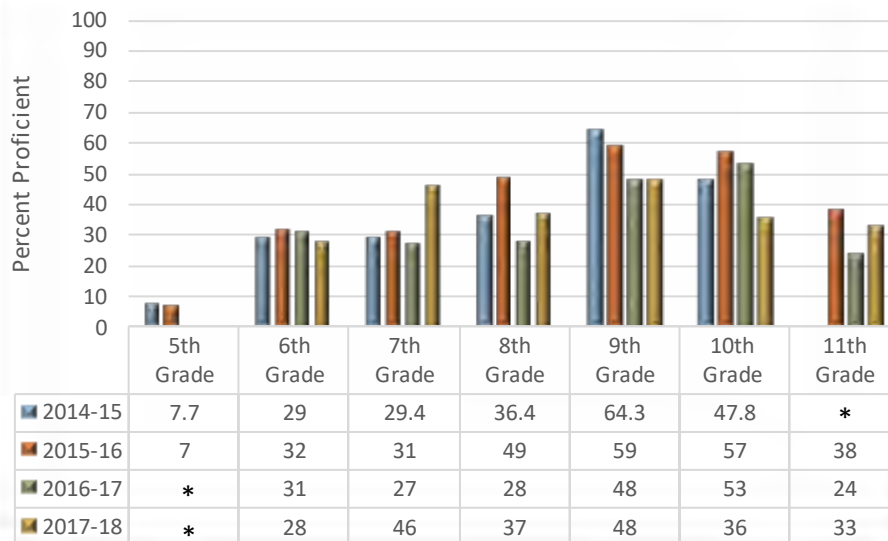
State Assessment Grade-Level Proficiency:

To meet confidentiality requirements in the charts below, grade level information is not shown for groups with fewer than 10 students. *

2015-2018 STATE ASSESSMENT READING PROFICIENCY BY GRADE LEVELS



2015-2018 STATE ASSESSMENT MATH PROFICIENCY BY GRADE LEVELS



It is noted that Grades 10 and 11 math performance shows an apparent decrease in proficiency. At those grades, the PARCC math assessments are not tied to student grade levels as they are in reading. They

are instead tied to specific basic math courses, omitting the assessment for many students who are enrolled at UNM taking advanced courses.

Evidence of progress made:

- Achievement Data – Proficiencies Webfiles, State, District, School by Grade:
<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-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:

Taos Academy met or exceeded all of its school-specific goals (Performance Indicators) in each year of the contract term.

Following is a summary analysis of performance on each goal over the term of the contract including a visual representation of longitudinal data showing the progress of the school over the contract term.

School Specific Goal – Reading:

PERFORMANCE INDICATOR 2.a: PROFICIENCY IN READING. Students in grades 5-12⁵ at Taos Academy will achieve and maintain a level of academic success in Reading as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students in grades 5-12* at Taos Academy.

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 NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing.

Exceeds Standard:

□ 80% or above of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy AND of this 80%, 10% must achieve more than a full year's growth.

Meets Standard:

□ 70% to 79% of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy.

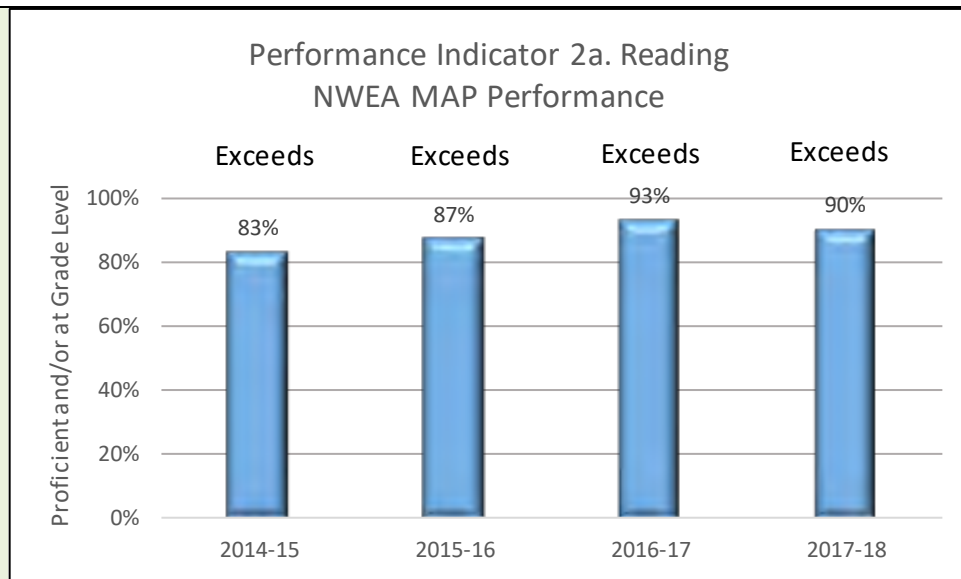
Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy.

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will reach show "one year's growth" or grade level proficiency in reading after two consecutive semesters at Taos Academy.

⁵ NWEA MAP does not provide Projected RIT Scores or Student Status Norms for 12th grade; therefore, the Reading chart below represents performance of grades 5-11 only.



Based on the criteria of Performance Indicator 2a, Taos Academy earned an **“Exceeds Standard”** in Reading for each year of the current Contract Term.⁶

School Specific Goal – Mathematics:

***PERFORMANCE INDICATOR 2.b: PROFICIENCY IN MATH.** Students in grades 5-12⁷ at Taos Academy will achieve and maintain a level of academic success in Math as demonstrated by showing grade level proficiency or one year’s growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year*

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

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 NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (“One year’s growth” will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the “projected RIT” score. If the student matches

⁶ NWEA MAP Reading data has been uploaded into the data folder in the Application section of the WebEPSS.

⁷ NWEA MAP does not provide Projected RIT Scores or Student Status Norms for 12th grade; therefore, the Mathematics chart represents performance of grades 5-11 only.

or exceeds the “projected RIT” score in either the winter or the spring, then that student will have shown “one year’s growth.”)

Grade Level Proficiency. In order to show “grade level proficiency” (the second phrase in each of the standards set forth below), a student must test at “average”, “high average” or “high” as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing.

Exceeds Standard:

□ 80% or above of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy AND of this 80%, 10% must achieve more than a full year’s growth.

Meets Standard:

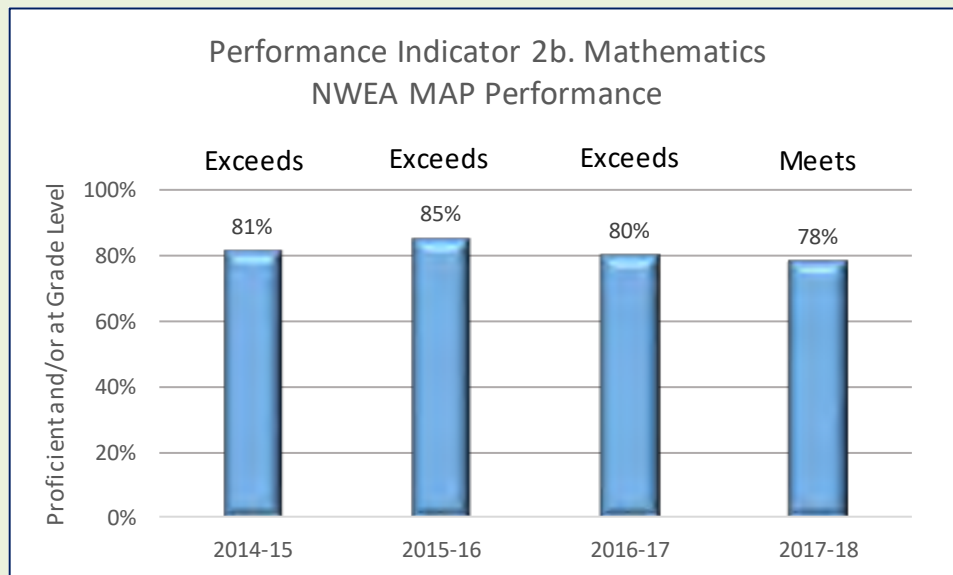
□ 70% to 79% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will reach show “one year’s growth” or grade level proficiency in math after two consecutive semesters at Taos Academy.



Based on the criteria of Performance Indicator 2b, Taos Academy earned an “**Exceeds Standard**” rating in Mathematics for three of the four years of the current contract term. Taos Academy earned a “**Meets**

Standard” in 2017-18.⁸

School-Specific Goal – Career and Technology Education:

PERFORMANCE INDICATOR 2.c: Students in grades 5-12 at Taos Academy who attend the school for two consecutive semesters will develop and successfully complete an individualized post-secondary career pathway plan. Implementation of the plan will be demonstrated by the successful completion of at least 1 credit in Career and Technology Education courses each year while attending Taos Academy. The Next Step Plan will document credit earned for both academic and career readiness biannually.

Exceeds Standard:

□ 80% or above of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

Meets Standard:

□ 70% to 79% of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

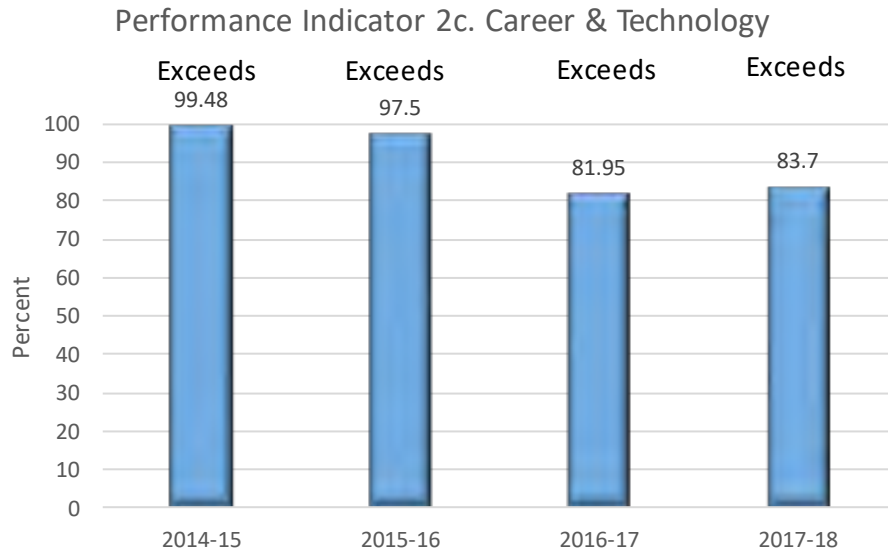
Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will develop and implement an individualized career pathway plan demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

⁸ NWEA MAP Math data has been uploaded into the data folder in the Application section of the WebEPSS.



Based on the criteria of Performance Indicator 2c, Taos Academy earned an **“Exceeds Standard”** rating in each of the four years of the current contract term.⁹

⁹ 2017-18 data supporting the Career and Technology Goal have been uploaded into the data folder in the Application section of the WebEPSS. Previous years data will be available on site for review during the Renewal Site Visit.

2. 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

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.

For any school that has received material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site 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 received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

School response:

Following is a table that addresses one significant deficiency (Taos Academy Foundation FY17) and one repeat audit finding (FY14 reported in FY15) received by Taos Academy Charter School during the current term of the contract. Improvement actions taken to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance are also addressed.

Audit Year	Nature of Finding	Improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance
FY 17	<i>Finding (Significant Deficiency):</i> The Foundation for Taos Academy 2017-001 Segregation of Duties for the Foundation <i>Condition:</i> The Foundation has one individual who is responsible for	Note: This finding is related to a component unit of Taos Academy Charter School: The Taos Academy Foundation. <u>Improvement Action(s):</u>

	<p>depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.</p>	<p>The School Business Manager worked with the Foundation on implementing a sound Internal Control Structure. As of 1/1/2018, the Foundation began reporting its finances to the Governing Board of the School on a quarterly basis. The Finance Committee also reviewed the financial statements and procedures of the Foundation.</p> <p><u>Specific Evidence:</u> Quarterly Governing Board Minutes reflecting the Foundation financial reports beginning as of 1/1/2018.</p> <p>Finance Committee records showing review of the financial statements and procedures of the Foundation.</p> <p><u>Effectiveness of the Improvement Action:</u> Finding will not be repeated in the FY18 Audit Report.</p> <p><u>Specific Evidence:</u> FY 18 Audit Report</p>
FY16	<p>The school did not receive any material weakness, significant deficiency, or repeat audit findings</p>	<p>N/A</p>
FY 14 (reported in FY 15)	<p><i>Finding: Non-compliance - Repeated and Modified (not noted)</i></p> <p>2014-001 Procurement Code Non-compliance</p> <p><i>Condition:</i> The School did not follow proper procurement procedures when obtaining vendors to install a basketball court and artificial turf for the School.</p>	<p><u>Improvement Action(s):</u></p>

The total estimated cost was \$25,613 for the basketball court and \$34,833 for the artificial turf. The School obtained quotes by making phone calls rather than sending written requests containing the specifications for the procurement.

Auditor's Note: This finding was reported in the 2014 audit and the School started taking corrective measures once it was reported to them in May 2015.

This finding was prior to the audit of FY14. After the audit of FY14, the School implemented procedures to be in compliance with state requirements for written requests containing specifications for procurement. Taos Academy Governing Council updated the procurement policy in the spring of FY2016 to ensure a better understanding of the process. The director and business manager also revised their procedures to be in compliance with the policy.

Specific Evidence:

Updated procurement policy in effect as of spring of 2016.

Revised procedures used by the director and business manager in accordance with updated procurement policy.

Effectiveness of the Improvement Action:

This finding was not repeated in the FY16 or FY17 Audits.

Specific Evidence:

FY16 and FY17 Audit Reports

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:

Not Applicable. Taos Academy maintained all Board of Finance authority during the entire term of the contract.

3. 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.

Each school must provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

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.**

School response:

Taos Academy has implemented all Material Terms of the Charter.

Taos Academy Contract Number	Material Term		Narrative Describing Implementation of Material Terms of the Charter
8.01(a)(i)	Operational Structure.		Taos Academy has implemented the Operational Structure terms of the Charter. Taos Academy maintains a 4-day schedule as verified by the School Calendar. Instructional days total 151.
	Length of school day	4-day school schedule	
	Enrollment cap	250	

	<div>Authorized school grades</div> <div>5th through 12th</div>	<p>The enrollment cap of 250 has not been exceeded in any year of the current charter term.</p> <p>The school serves grades 5-12.</p>
8.01(a)(ii)	<p>School Mission.</p> <p>The mission of Taos Academy is to prepare students in fifth through twelfth grade to achieve and maintain a level of excellence by supporting and promoting academic achievement, strong leadership skills, and social responsibility. Through the use of innovative curriculum, leadership training, and enrichment opportunities, we foster a community of self-motivated, independent, lifelong learners. The partnership of school, parents, and community creates a learning environment where students acquire the knowledge, leadership skills, and sense of responsibility needed to succeed in the 21st century.</p>	<p>Taos Academy has implemented all components of the School Mission.</p> <p>Components are reflected in the student's daily schedule and school calendar. See section iii and for additional information.</p>
8.01(a)(iii)	<p>Educational Program of the School.</p> <p><u>Educational Philosophy</u> - Taos Academy expresses and practiced the belief that every learner deserves access to educational excellence regardless of his or her abilities. Taos Academy provides a hybrid learning environment that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. We believe that</p>	<p>Taos Academy has received 6 years of an A grade as a result of implementing the school mission and educational program as described.</p> <p>Taos Academy is a blended learning school combining the best pedagogy from online and face-to-face instruction. All members of the Public Education Commission are warmly invited to visit Taos Academy to see</p>

	<p>our focus on academic excellence, rooted in 21 st-century learning skills and the development of strong leadership skills, prepare all Taos Academy students to become independent, lifelong learners who will be confident and successful in their future endeavors</p> <p><u>Educational Approach</u> - Taos Academy is dedicated to providing a high academic standard that meets or exceeds New Mexico state standards. Using proven educational practices, intentional instructional design, and meaningful assessments, the school provides students with the individualized instruction necessary to meet their learning goals. Taos Academy blends traditional classroom teaching methods with the latest technological advances, allowing students to benefit from both group and one-on-one approaches. After a thorough assessment, students are placed appropriately according to academic need. Placing students according to present performance levels ensures student success by building on their individual knowledge base rather than grade level. The school provides academic classes to students in a highly interactive digital format with the flexibility of anytime, anywhere learning. After students begin digital studies, their advisor will monitor all academic activities through the web-based program. The advisor has access to all daily academic activity, is able to track time spent on assignments, view scores of individual lessons and quizzes, and determine areas of weakness. Advisor and</p>	<p>its innovative blended learning model in action.</p> <p>Every student has an Individual Learning Plan (ILP) which allows every student to excel at his or her own learning progression.</p> <p>How the Taos Academy implements its educational philosophy is thoroughly explained in the description of its “Educational Approach.”</p>
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	<p>student are able to communicate using state-of-the-art web-based communications with the capability for audio, visual, and written communication, or live face-to-face communication in a traditional manner. Students are required to attend Math and Language Arts enrichment classes and have access to tutoring to further support academic excellence.</p> <p>Taos Academy is devoted to developing a strong community of leaders throughout the organization, focusing our attention on 21st-century learning skills such as communication skills, teamwork, and research skills. Students are required to successfully complete one or more credits per year developing 21Century skills to ensure preparation of future endeavors. Classes offered yearly include but are not limited to, leadership training, global studies, career and technical education development, and STEM Institute. Leadership training programs include but are not be limited to, classes in emotional intelligence, advisory groups, outdoor education, and service learning projects. Global studies classes incorporate but are not limited to, global awareness, language study, cultural studies, and geography. Career and Technical Education classes are devoted to developing a college/career pathway plan and support internships, dual credit classes, and online career classes. The STEM Institute classes offer students a variety of courses, aligned to STEM standards, to enrich the academic programming. Instructional methods</p>	
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	<p>include, but are not be limited to, direct instruction, guided teaching, and a constructivist approach (inquiry, analysis, synthesis, etc.). Students attend these classes on campus on a regular basis, depending on their individual plan.</p> <p>Taos Academy is committed to parental and community involvement to further utilize resources needed to maximize student potential for success. Our parent cooperative model forms partnerships for parents to be actively involved in their child's educational growth through advisory roles, emotional intelligence training, volunteering, etc. Partnerships with community resources (individuals and businesses) support students in academic success, internships, tutoring, and workshops.</p>	
8.01(a)(iv)	<p>Student-Focused Terms.</p> <p>Taos Academy students are given choice and flexibility in deciding non-core educational programming. With the development of the individualized career pathway plan, students, parents, and the school advisors design a schedule that promotes academic success along with targeting areas of interest with classes aligned to the student's career plan. Career and Technology Education courses such as (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) are offered each semester. Students must earn a minimum of 1 credit per year from</p>	<p>All student-focused terms have been fully implemented over the term of the charter.</p> <p>Taos Academy offers students in 5th through 12th grade an opportunity to explore career and technical education through its STEM Institute. Each semester, students are offered approximately twelve career and technology education courses to support further exploration of their individual interests.</p>

	<p>the list above that aligns to the pathway plan.</p> <p>Taos Academy begins instruction at the 5th-grade level to inhibit early academic failure.</p> <ul style="list-style-type: none"> • All students have an individualized learning program aligned to their personal goals to ensure success. • All students are required to meet the following rigorous academic requirements: • All students will participate in enrichment opportunities to further enhance their educational experience. • Mid-level students will successfully complete one academic or elective high school level class to enter ninth grade. • High school students will successfully complete and implement a College/Career Pathway plan. • Students will have the opportunity to attend virtual summer school to further promote academic success. • Students are expected to develop yearly online portfolios of best work to demonstrate the ability to pose questions, marshal resources, and pursue learning with dedication, independence, imagination, and courage. 	
8.01(a)(v)	Teacher-Focused Terms.	

	<p>Staff training is dedicated to the development of blended models of education and the use of educational technology as well as the development of Emotional Intelligence. In the ever-changing technological world, it is important for Taos Academy teachers to be trained in new technical educational tools as well as effective and efficient communication skill.</p>	<p>In the Taos Academy blended-learning model, trained teachers are known as Teacher Advisors. Teachers in their first year at Taos Academy, although they are already experienced teachers, spend their first year as support to experienced Teacher Advisors to ensure they are fully trained in utilizing technology-based instruction. They become Teacher Advisors as of their second year.</p> <p>Teachers work 166 days per year. During the teachers work year, they receive 15 full days plus an additional 3 hours per week (500 hours) of professional development focused on blended learning, the use of educational technology, and Emotional Intelligence.</p>
8.01(a)(vi)	<p>Total School Enrollment.</p> <p>As set forth above, the School is authorized to enroll the following: 250 students</p> <p>The School shall provide instruction to students in such grades and subject to approved caps in each year of operation. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to</p>	<p>The enrollment cap of 250 has not been exceeded in any year of the current charter term.</p>

	<p>this contract or waiver of grade cap provision.</p> <p>If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.</p>	
8.01(a)(vii)	<p>Intent to Provide Educational Services</p> <p>The School represents to the Authorizer that based upon its mission and school goals, it intends to provide educational services including delivery of instruction in the following described general geographic area: County(ies): Taos County City(ies): Taos</p>	<p>Taos Academy met the “Intent to provide educational services” provision throughout the term of the charter. Taos Academy has provided educational services including delivery of instruction in the County of Taos and the City of Taos.</p>
8.01(a)(viii)	<p>Facility.</p> <p>[X] <i>For Schools with a Set Location.</i> The Charter School’s primary location is: 110 Paseo del Canon W, Taos, NM 87571. The facility meets all applicable facility requirements of State and Federal law.</p>	<p>Taos Academy has implemented the facility requirements throughout the term of the charter. The school has occupied its facility located at 110 Paseo del Canon W, Taos, NM 87571 for all years of the current charter term.</p> <p>The facility meets all applicable facility requirements of State and Federal law.</p>
8.01(a)(ix)	<p>Facilities Occupancy Requirement.</p> <p>The School acknowledges that its facility must meet all educational occupancy standards required by applicable New</p>	<p>Taos Academy has met the facility occupancy requirements throughout the term of the charter.</p>

	<p>Mexico Construction Codes. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building including the approval of the director or designee of the PSFA. The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011).</p> <p>The School shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>	<p>Taos Academy has four E-Occupancy Certificates for 110 Paseo del Canon W, Taos, NM 87571 reflecting the expansion of facilities over time:</p> <ul style="list-style-type: none"> • Town of Taos dated 8/9/2011; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 1/6/2012; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 6/11/2014; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 6/28/2017. <p>See Appendix D for a copy of each E-Occupancy Certificate.</p> <p>Taos Academy has provided assurances that its facilities meet the requirements as set forth in Section 22-8B-4.2 NMSA 1978 (2011). See notarized facility assurance form C in Appendix D of this application.</p> <p>Taos Academy has complied with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>
8.01(a)(x)	<p>New Mexico Condition Index</p> <p>The School acknowledges that it may not open or relocate to a facility after opening unless:</p>	<p>Taos Academy met the New Mexico Condition Index requirement throughout the term of the charter.</p>

	<p>A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or</p> <p>B. the School demonstrates within 18 (eighteen) months of occupancy or relocation of the School, the facility will achieve a rating of equal to or better than the average New Mexico condition index.</p>	<p>Taos Academy received a 2018-19 wNMCI rating of 2.61%. See Appendix D of this application for a wNMCI letter from PSFA dated April 17, 2018.</p>
8.01(a)(xi)	<p>Facilities Funding.</p> <p>The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act; the Public School Capital Improvements Act; the Public School Buildings Act; and any other applicable law.</p>	<p>Taos Academy has received State Lease Assistance funding since opening in 2008.</p> <p>Taos Academy also receives SB-9 funds from the Taos Municipal Schools.</p> <p>In addition, Taos Academy receives Gross Receipts Tax funding from the local municipality.</p>
8.01(a)(xii)	<p>Lease Purchase Agreement.</p> <p>The School acknowledges that it may not enter into a Public School Lease Purchase Agreement without prior approval of the NMPED.</p>	<p>Taos Academy is in a lease purchase agreement that has been approved by the Public Education Department (6/30/2016).</p>
8.01(a)(xiii)	<p>Multiple Facilities.</p> <p>With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program</p>	<p>Taos Academy does not maintain separate facilities at two or more locations.</p>

	units pursuant to the Public School Finance Act.	
8.01(a)(xiv)	<p>Governing Board.</p> <p>The Governing Council consisting of no less than five (5) members shall govern Taos Academy. Taos Academy's Educational Director will be an additional non-voting member of this council. The Governing Council may also include other non-voting members: student, parent, and staff member.</p>	The Taos Academy Governing Council by-laws are in compliance with the membership as stated, including non-voting membership.
8.01(a)(xv)	<p>Food Service.</p> <p>According to the Charter, the School [X] will not provide food services.</p>	Taos Academy does not provide food services.
8.01(a)(xvi)	<p>Transportation.</p> <p>[X] The School, in accordance with the Act, shall not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.</p>	<p>Taos Academy does not provide student to-and-from transportation.</p> <p>Taos Academy has complied with all students with disabilities' qualified IEP and Section 504 plan requirements related to transportation.</p>
8.01(a)(xvii)	N/A	The Taos Academy Contract does not contain an item numbered 8.01(a)(xvii).

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

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:

Taos Academy received three repeat “Working to Meet Standard” ratings on the most recently completed organizational performance framework evaluation (2017-18). Responses follow:

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
III-A.04 Educational Plan <i>Working to Meet Standard</i>	Process for identifying English Language Learners: Outdated form.	<u>Improvement Action:</u> Taos Academy contacted the PED Language Bureau to determine the current and correct HLS form to use. The current HLS reflecting the requirement for three attempts to obtain HLS and

		<p>screeners scores from transfer schools is now being used.</p> <p><u>Specific Evidence:</u> Outdated form has been replaced by current and correct HLS form</p> <p><u>Effectiveness of Action:</u> Three attempts to obtain HLS from transfer school are documented on the form. If HLS cannot be procured, school will have parent/guardian complete form.</p> <p><u>Specific Evidence:</u> HLS forms in students' cumulative file.</p>
	Potential errors on the ELP Error Report in STARS	<p><u>Improvement Action:</u> The 6.1.18 ELP Error Report was reviewed and reconciled. Taos Academy's STARS administrator is now using the new "ELP Error report for Snapshot" to ensure students are not under or over-identified for language acquisition services.</p> <p><u>Specific Evidence:</u> Potential errors have been resolved on STARS report as of 6.21.18.</p> <p><u>Effectiveness of Action:</u> Taos Academy ensures that students are not under or over-identified for language acquisition services.</p> <p><u>Specific Evidence:</u> ELP Status Error Report Reconciliation (6.21.18)</p>
III-A.06 Educational Plan <i>Working to Meet Standard</i>	2017-18 recurrent enrollment is 81.07%, below the standard of 85%.	This data was pulled by the Charter Schools Division from STARS. No follow-up from Taos Academy was requested.
IV-A.01 Business Management and Oversight	<p>2017 <i>Finding (Significant Deficiency):</i></p> <p>The Foundation for Taos Academy</p>	<p>This finding is related to a component unit of Taos Academy Charter School: The Taos Academy Foundation.</p> <p><u>Improvement Action(s):</u></p>

<p><i>Working to Meet Standard</i></p>	<p>2017-001 Segregation of Duties for the Foundation</p> <p><i>Condition:</i> The Foundation has one individual who is responsible for depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.</p>	<p>Taos Academy submitted a Corrective Action Plan.</p> <p>The School Business Manager worked with the Foundation on implementing a sound Internal Control Structure. As of 1/1/2018, the Foundation began reporting its finances to the Governing Board of the School on a quarterly basis. The Finance Committee also reviewed the financial statements and procedures of the Foundation.</p> <p><u><i>Specific Evidence:</i></u></p> <ul style="list-style-type: none"> • Quarterly Governing Board Minutes reflecting the Foundation financial reports beginning as of 1/1/2018. • Finance Committee records showing review of the financial statements and procedures of the Foundation. <p><u>Effectiveness of the Improvement Action:</u></p> <p>Finding will not be repeated in the FY18 Audit Report.</p> <p><u><i>Specific Evidence:</i></u></p> <p>FY 18 Audit Report</p>
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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:

The following table identifies the membership of the Taos Academy Governing Council at all times during the term of the contract (including roles, service terms for all members, and required committee membership.

Members 2018-2019	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
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Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2017	June, 2020	Finance
Simeon Herskovits	Secretary	July, 2018	June, 2021	
Matthew Currey	Treasurer	July, 2017	June, 2020	Audit
Kristen Torres	Member	July, 2018	June, 2021	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Members 2017-2018	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2017	June, 2020	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2017	June, 2020	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Member 2016-2017	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2014	June, 2017	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Member 2015-2016	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership

Bill MacDonald	President	July, 2013	June, 2016	Finance & Audit
Dean Caldwell	Vice President	July, 2014	June, 2017	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Members 2014-2015	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2013	June, 2016	Finance & Audit
Art Mulligan	Vice President	July, 2014	June, 2017	Finance
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Simeon Herskovits	Secretary	July, 2012	June, 2015	
Kristin Torres	Member	July, 2012	June, 2015	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	

At no time did the membership on the Taos Academy Governing Council fall below the requirements of its by-laws or the statutory minimum of 5 members.

The Taos Academy Governing Council maintained the required committee membership at all times.

At no time during the current charter term were vacancies open on the Taos Academy Governing Council.

All members of the Governing Council completed all training-hour requirements in every year of the contract term. Training was continuous from 2014-2018. Training for the current year, 2018-19 is complete.

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

Part C: Financial Statement

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

NM Public Education Department

STATE OF NEW MEXICO PUBLIC EDUCATION DEPARTMENT SCHOOL BUDGET AND FINANCE ANALYSIS BUREAU

CHARTER SCHOOL RENEWAL APPLICATION BUDGET ANALYSIS

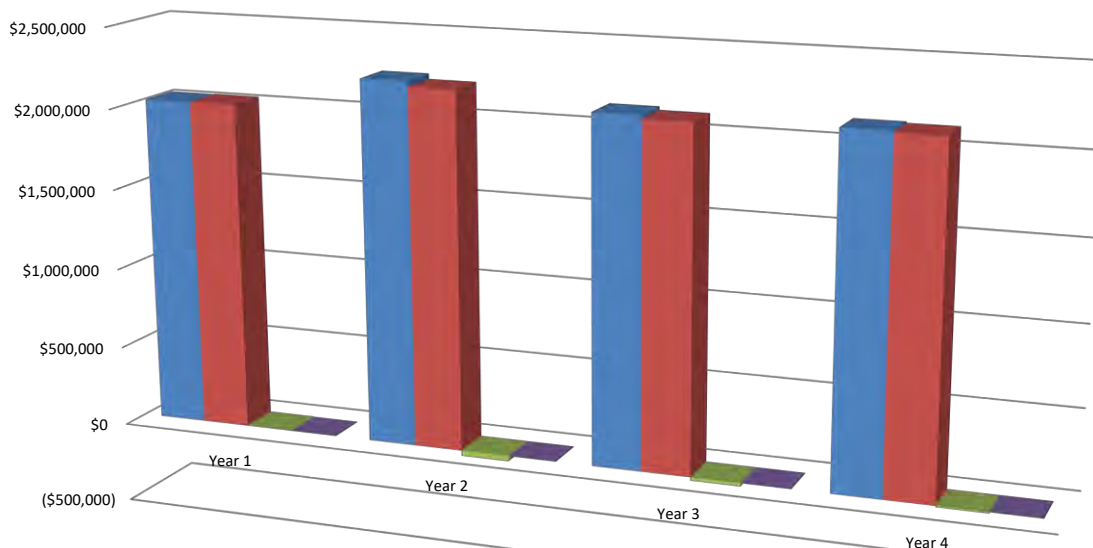
I. Operational Fund Revenues

- A. i. How do operational fund revenues budgeted compare to actual operational fund revenues for each year of the charter term?
ii. Was there a loss or a gain in each year?
iii. Explain where losses were absorbed or where gains were utilized.

The schools revenues are usually projected lower to be conservative while in the planning process. The school BARs most of the revenue that comes in during the school year until BAR cutoff dates. The school was in the process of acquiring a lease purchase approval and had some of the down payment within our cash reserves when the cash sweeps took place. The loss was absorbed by not implementing some of the programming that was planned in the following year.

B.i.	Year 1 FY2015	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 1	Year 1	(\$)	% of Change
		\$2,032,140	\$2,034,188	\$2,048	0.10%
B.ii.	Year 2 FY2016	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 2	Year 2	(\$)	% of Change
		\$2,242,412	\$2,209,392	(\$33,020)	-1.49%
B.iii.	Year 3 FY2017	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 3	Year 3	(\$)	% of Change
		\$2,131,253	\$2,110,779	(\$20,474)	-0.97%
B.iv.	Year 4 FY2018	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 4	Year 4	(\$)	% of Change
		\$2,133,846	\$2,125,907	(\$7,939)	-0.37%
B.iv.	Year 5 FY2019	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 5	Year 5	(\$)	% of Change
		N/A	\$2,031,727	N/A	N/A

Fund 11000 Operational Program Cost Final Funded versus Preliminary Funded



II. Student Membership

- A. i. How does budgeted student membership compare to actual student membership (Avg 80/120) in each year of the charter term?
 ii. How does actual student membership (Avg 80/120) change over the charter term?
 iii. Was there a loss or a gain in each year?
 iv. Explain how these changes impacted the school's budget (revenues, expenses, etc.)
 v. Explain how budget losses were absorbed or how budget gains were utilized.

The school has a conservative approach to budgeting growth so that we don't have a reduction in funding due to student membership not meeting budgeted projections. The school has maintained growth units allowing for the school to continue to add resources for students.

B. Program Units

i. Year 1

FY2015

ii. Year 2

FY2016

iii. Year 3

FY2017

iv. Year 4

FY2018

iv. Year 5

FY2019

Funded Year 0	Budgeted Year 1	Funded Year 1	Year 1 Avg 80/120	Difference
465.351	491.118	512.781	546.441	33.7
Funded Year 1	Budgeted Year 2	Funded Year 2	Year 2 Avg 80/120	Difference
512.781	546.441	558.351	552.908	(5.4)
Funded Year 2	Budgeted Year 3	Funded Year 3	Year 3 Avg 80/120	Difference
558.351	552.908	548.358	517.052	(31.3)
Funded Year 3	Budgeted Year 4	Funded Year 4	Year 4 Avg 80/120	Difference
548.358	517.052	520.682	492.322	(28.4)
Funded Year 4	BUDGETED Year 5			Difference
520.682	492.322			0.0

C. Growth Units

	FY2015	FY2016	FY2017	FY2018	FY2019
40 Day - Year 1	40 Day - Year 2	40 Day - Year 3	40 Day - Year 4	40 Day - Year 5	
40 Day MEM Actual	208.000	226.000	208.000	213.000	
MEM Budgeted	203.000	218.500	203.000	207.500	207.5000
Difference	5.000	7.500	5.000	5.500	

Budgeted Growth Units

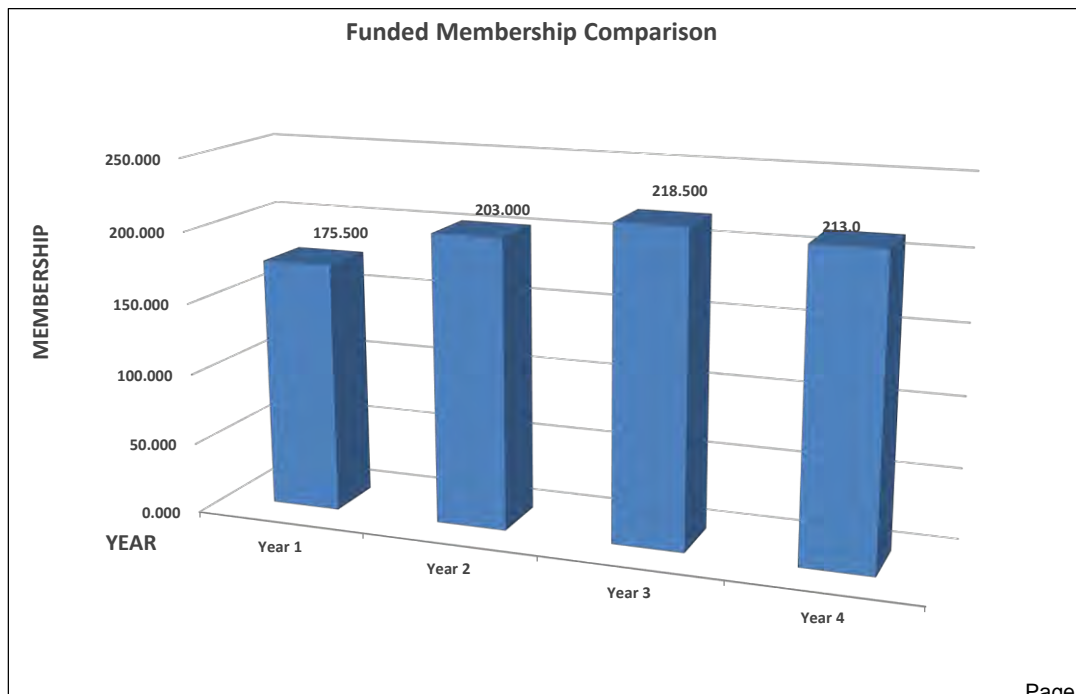
Funded Growth Units

Year 1	Year 2	Year 3	Year 4	Year 5
33.000	20.700	4.550	0.0	0.0
48.88	32.610	23.610	6.805	

D. Funded Membership

Difference from Prior Year

Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
175.500	203.000	218.500	213.0	210.0
	27.5	15.5	-5.5	-3

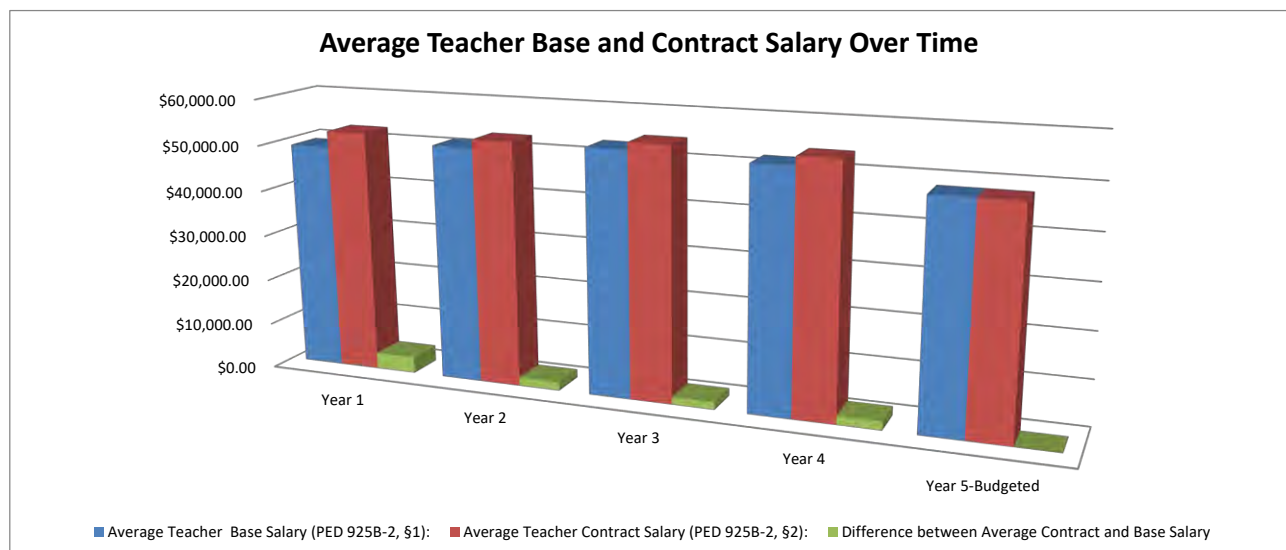
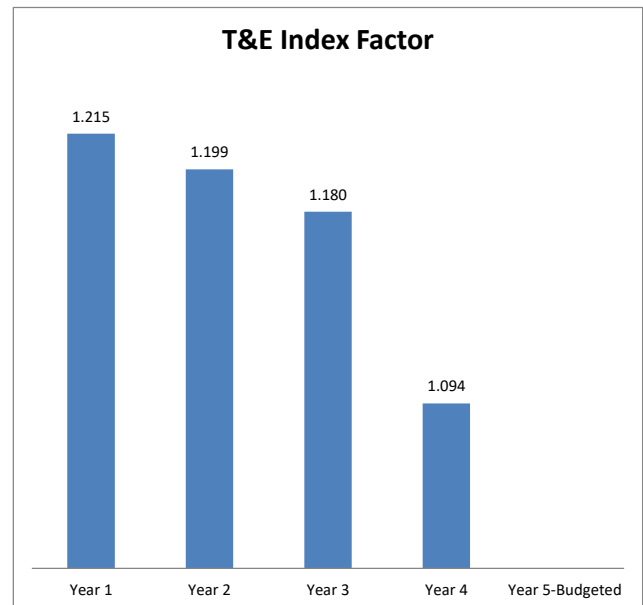
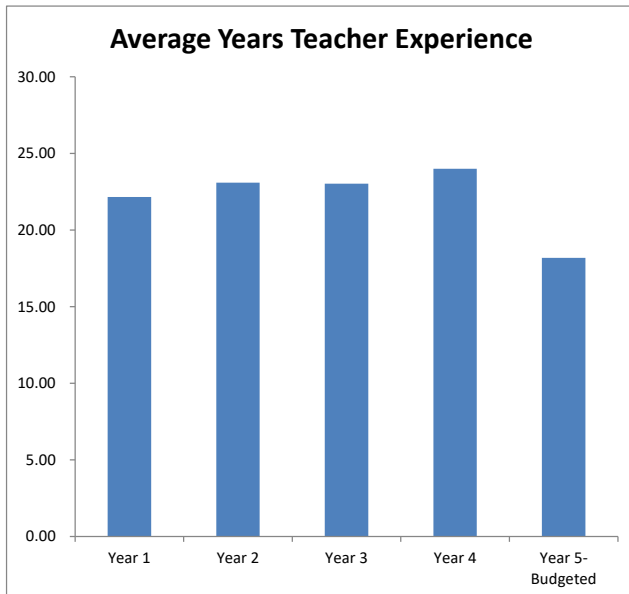


III. SALARY - Estimated Average Salary Increases

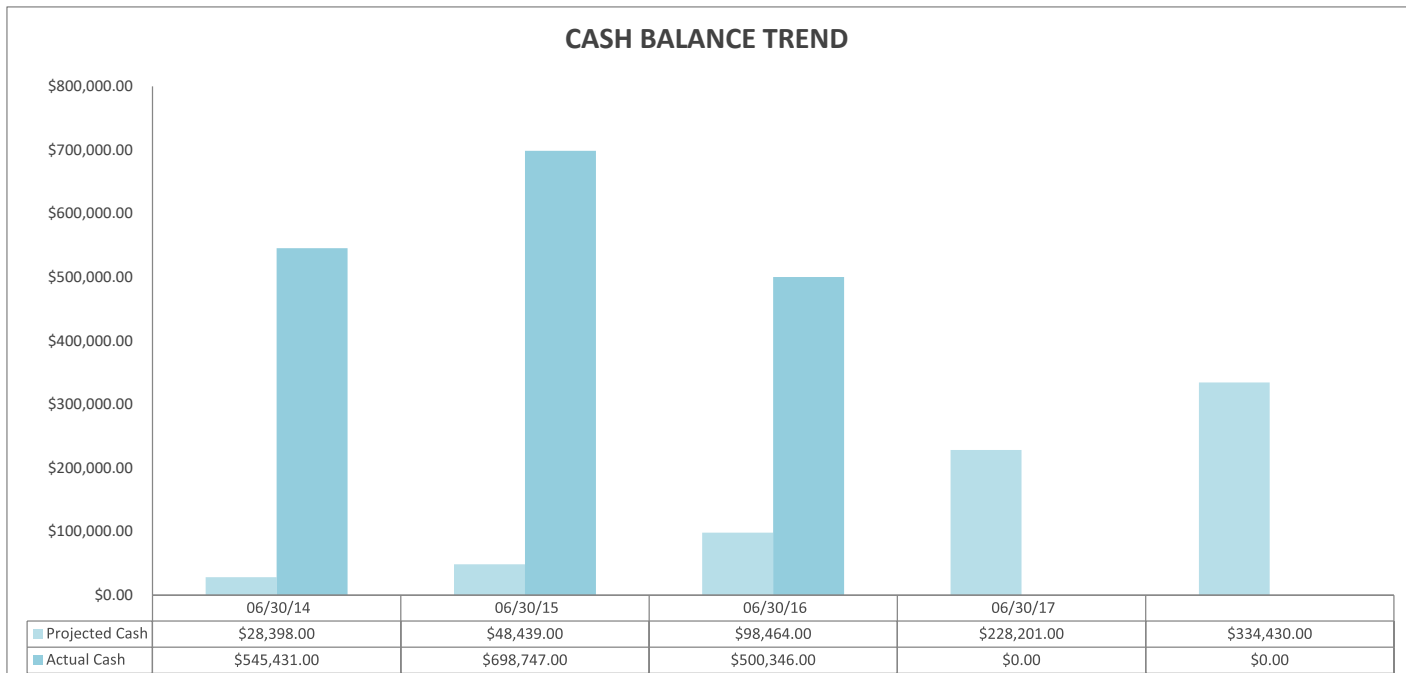
	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Average Teacher Base Salary (PED 925B-2, \$1):	\$49,321.00	\$51,272.00	\$53,000.00	\$52,051.00	\$48,322.00
Average Teacher Contract Salary (PED 925B-2, \$2):	\$52,836.00	\$53,091.00	\$54,633.00	\$53,994.00	\$48,322.00
Difference between Average Contract and Base Salary	\$3,515.00	\$1,819.00	\$1,633.00	\$1,943.00	\$0.00
% Average BASE Salary Increase (\$1)	4.07%	3.78%	2.58%	0.39%	3.87%
% Average Contract Salary Increase (\$2)	3.85%	3.65%	2.50%	0.37%	3.87%
Average Base Salary Difference from Prior Year		\$1,951.00	\$1,728.00	(\$949.00)	(\$3,729.00)
Average Contract Salary Difference from Prior Year		\$255.00	\$1,542.00	(\$639.00)	(\$5,672.00)
Average Years Experience (PED 925B-3)	22.16	23.09	23.02	24.00	18.18
Average Years Experience Difference from Prior Year		0.93	-0.07	0.98	-5.82

IV. TRAINING & EXPERIENCE

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
T&E Index Factor Actual	1.215	1.199	1.180	1.094	
T&E Index Factor Budgeted	1.158	1.215	1.199	1.180	1.094



V. CASH BALANCE REVIEW



- A. i. Explain how actions of the school leadership (administrator and board) have impacted the trend in cash balances over the years above.
 ii. How has the amount of the cash balance in each year impacted the school's programmatic or capital plans.

The school has been fiscally conservative by projecting cash balances lower so that the school will not be forced to decrease the budget in subsequent years. The school has attempted to maintain a cash balance of at least \$250,000 so that the school would be able to operate regular programming if there were a shortfall. The school also keeps a cash balance to replace equipment and to help with facility maintenance. Charter Schools have not been able to apply for emergency supplemental, so it is imperative for charters to have cash reserves.

B. Operational Cash Comparison	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Estimated OpBud Cash Balance	\$28,398.00	\$48,439.00	\$98,464.00	\$228,201.00	\$334,430.00
4th Quarter Audited Cash	\$545,431.00	\$698,747.00	\$500,346.00	Unaudited	N/A
Difference	\$517,033.00	\$650,308.00	\$401,882.00	(\$228,201.00)	N/A
Actual Total Yearly Expenditures	#####	\$2,098,292.20	\$2,317,320.96	\$2,260,629.56	
Budgeted Total Yearly Expenditures	#####	\$2,744,765.00	\$2,800,330.00	\$2,638,583.00	\$2,366,157.00
Difference	\$544,529.41	\$646,472.80	\$483,009.04	\$377,953.44	
% EOY Cash Balance to Total Yearly Expenditures	28.82%	33.30%	21.59%	0.00%	
% Prior EOY Cash Balance to Yearly Expenditures		25.99%	30.15%	22.13%	

C. Emergency Reserve:	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Amount in Approved Operating Budget	\$0	\$0	\$0	\$0	\$0
Restricted Expenditures	\$0	\$0	\$0	\$0	\$0
Percentage of Operating Expenditures	0	0	0	0	#DIV/0!

VI. OPERATIONAL FUNCTION VARIANCES:

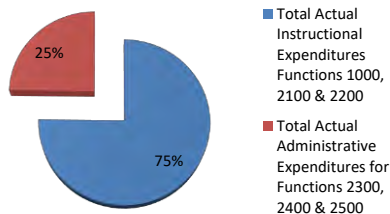
A. Overall Operational Exp FY2015

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total Actual Operational Expenditures	#####	\$2,098,292.20	\$2,317,320.96	\$2,260,629.56	
Total Budgeted Operational Expenditures	#####	\$2,744,765.00	\$2,800,330.00	\$2,638,583.00	\$2,366,157.00

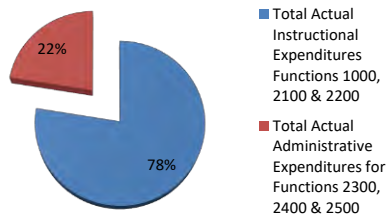
B. Operational Expenditure FY2015

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total <i>Actual</i> Instructional Expenditures Functions 1000, 2100 & 2200	#####	\$1,475,122.53	\$1,359,130.11	\$1,516,229.42	
Total <i>Budgeted</i> Instructional Expenditures Functions 1000, 2100 & 2200	#####	\$1,683,863.00	\$1,653,015.00	\$1,641,757.00	\$1,563,317.00
Difference	(\$226,038.28)	(\$208,740.47)	(\$293,884.89)	(\$125,527.58)	
% <i>Actual</i> Total Instructional Expenditures to Total Operational Expenditures	68.76%	70.30%	58.65%	67.07%	
% <i>Budgeted</i> Total Instructional Expenditures to Total Operational Expenditures	62.67%	61.35%	59.03%	62.22%	66.07%
Difference	6.09%	8.95%	-0.38%	4.85%	
Total <i>Actual</i> Administrative Expenditures for Functions 2300, 2400 & 2500	\$429,473.88	\$426,751.28	\$428,016.23	\$470,647.44	
Total <i>Budgeted</i> Administrative Expenditures for Functions 2300, 2400 & 2500	\$500,883.00	\$479,823.00	\$484,512.00	\$536,571.00	\$470,344.00
Difference	(\$71,409.12)	(\$53,071.72)	(\$56,495.77)	(\$65,923.56)	
% <i>Actual</i> Total Instructional Expenditures to Total Operational Expenditures	22.69%	20.34%	18.47%	20.82%	
% <i>Budgeted</i> Total Instructional Expenditures to Total Operational Expenditures	20.55%	17.48%	17.30%	20.34%	19.88%
Difference	2.14%	2.86%	1.17%	0.48%	

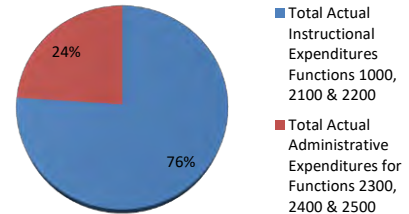
**Year 1
Operational Expenditures
by Type**



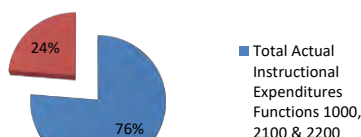
**Year 2
Operational Expenditures
by Type**



**Year 3
Operational Expenditures
by Type**



**Year 4
Operational Expenditures
by Type**



C. Actual Operational Expenditures by Function

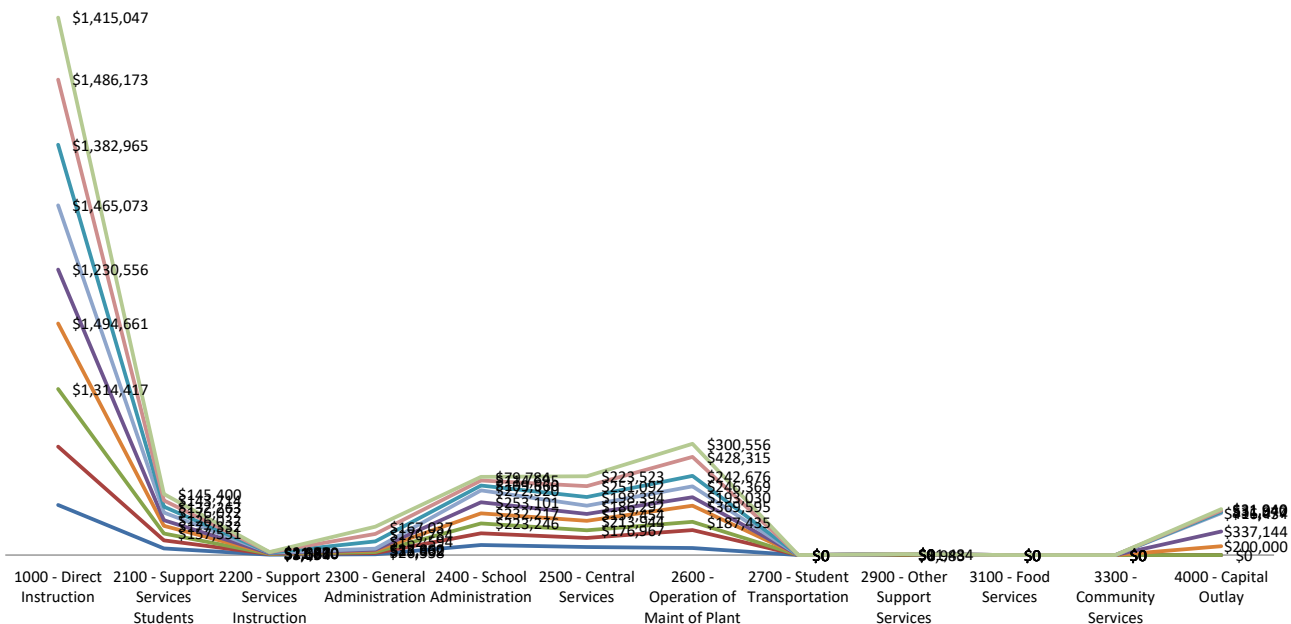
	FY2015	FY2016	FY2017	FY2018
	Year 1	Year 2	Year 3	Year 4
1000 - Direct Instruction	\$1,142,140	\$1,314,417	\$1,230,556	\$1,382,965
2100 - Support Services Students	\$150,501	\$157,551	\$126,032	\$132,263
2200 - Support Services Instruction	\$8,868	\$3,154	\$2,543	\$1,001
2300 - General Administration	\$16,129	\$26,538	\$17,462	\$162,594
2400 - School Administration	\$229,995	\$223,246	\$253,101	\$109,660
2500 - Central Services	\$183,351	\$176,967	\$157,454	\$198,394
2600 - Operation of Maint of Plant	\$161,755	\$187,435	\$193,030	\$242,676
2700 - Student Transportation	\$0	\$0	\$0	\$0
2900 - Other Support Services		\$8,983	\$0	\$0
3100 - Food Services	\$0	\$0	\$0	\$0
3300 - Community Services	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$0	\$337,144	\$31,077
Totals should equal expenditures above	\$1,892,739	\$2,098,292	\$2,317,321	\$2,260,630

C. Budgeted Operational Expenditures by Function

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5
1000 - Direct Instruction	\$1,331,525	\$1,494,661	\$1,465,073	\$1,486,173	\$1,415,047
2100 - Support Services Students	\$182,153	\$177,332	\$176,072	\$143,714	\$145,400
2200 - Support Services Instruction	\$13,870	\$11,870	\$11,870	\$11,870	\$2,870
2300 - General Administration	\$27,500	\$33,662	\$25,900	\$170,784	\$167,037
2400 - School Administration	\$266,581	\$232,217	\$272,320	\$114,695	\$79,784
2500 - Central Services	\$206,802	\$213,944	\$186,292	\$251,092	\$223,523
2600 - Operation of Maint of Plant	\$407,748	\$369,595	\$246,369	\$428,315	\$300,556
2700 - Student Transportation	\$0	\$0	\$0	\$0	\$0
2900 - Other Support Services	\$1,089	\$11,484	\$0	\$0	\$0
3100 - Food Services	\$0	\$0	\$0	\$0	\$0
3300 - Community Services	\$0	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$200,000	\$416,434	\$31,940	\$31,940
Totals should equal expenditures above	\$2,437,268	\$2,744,765	\$2,800,330	\$2,638,583	\$2,366,157

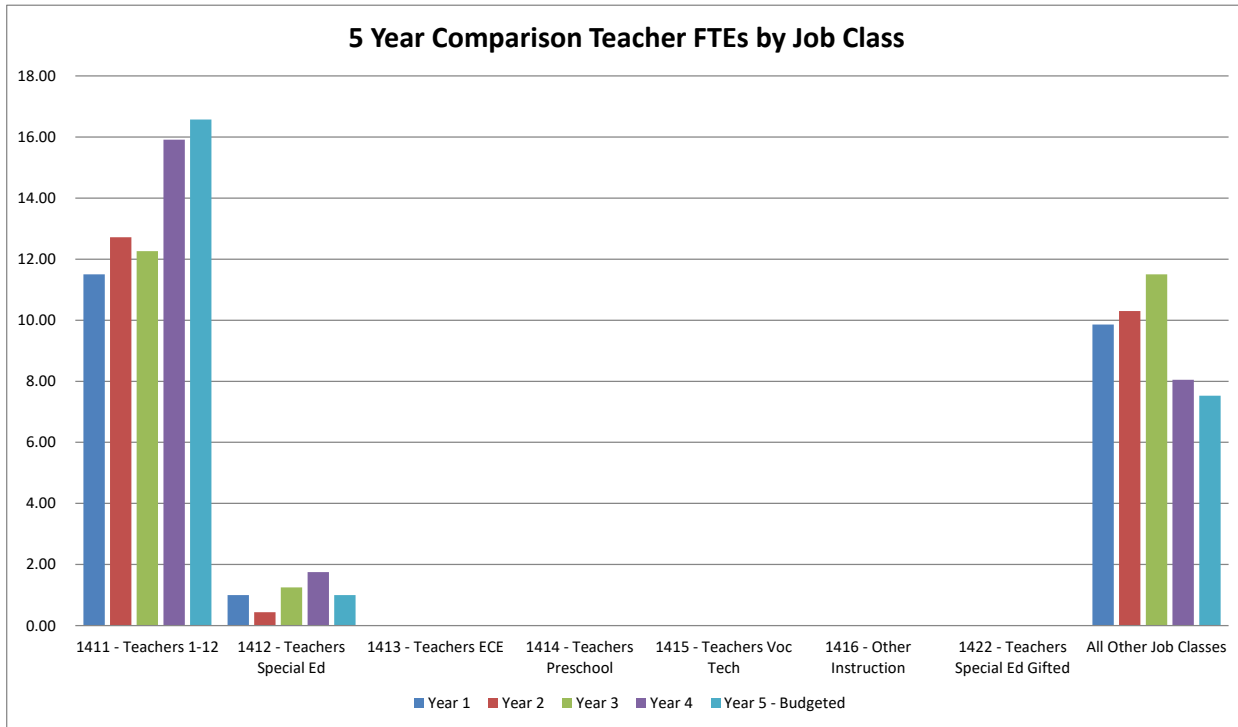
5 Year Comparison of Actual and Budgeted Expenditures by Function

- Year 1 Actual Operational Expenditures
- Year 1 Budgeted Operational Expenditures
- Year 2 Actual Operational Expenditures
- Year 2 Budgeted Operational Expenditures
- Year 3 Actual Operational Expenditures
- Year 3 Budgeted Operational Expenditures
- Year 4 Actual Operational Expenditures
- Year 4 Budgeted Operational Expenditures
- Year 5 Budgeted Operational Expenditures



VII. FUND 11000 "OPERATIONAL" FTE COMPARISON

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
1411 - Teachers 1-12	11.50	12.72	12.26	15.91	16.57
1412 - Teachers Special Ed	1.00	0.44	1.25	1.75	1.00
1413 - Teachers ECE					
1414 - Teachers Preschool					
1415 - Teachers Voc Tech					
1416 - Other Instruction					
1422 - Teachers Special Ed Gifted					
All Other Job Classes	9.86	10.30	11.50	8.05	7.53
Grand Total Fund 11000 FTE	22.36	23.46	25.01	25.71	25.10



VIII. SCHOOL CALENDAR

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Instructional Days	151	151	151	151	151

IX. SCHOOLS THAT HAVE EARNED A "D" OR LOWER LETTER GRADE

Describe how the school prioritized resources toward proven programs and methods linked to improved student achievement from the time it earned a "D" or "F" until the school earned a grade of C or better for two consecutive years. If the school has not yet earned a grade of C or better for two consecutive years, the narrative must identify current/ongoing actions. CSD will review and evaluate evidence to verify these actions on the site visit.

Part D: Petitions of Support

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

1. Petition of Support from Employees

Instructions:

- Signatures must be collected during the year prior to the least year of the contract, using the school's employee information on the 120th day.

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the Taos Academy and hereby certify that: the attached petition in support of the Taos Academy renewing its charter was circulated to all employees of the Taos Academy. There are 32 persons employed by the Taos Academy. The petition contains the signatures of 29 employees which represents 90 percent of the employees employed by the Taos Academy.

STATE OF NEW MEXICO)

ss.

COUNTY OF TAOS)

I, Traci Filiss, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Traci Filiss

Subscribed and sworn to before me this 28th day of August 2016.



OFFICIAL SEAL
MORIAH F GONZALES
NOTARY PUBLIC
STATE OF NEW MEXICO

My Commission Expires: 03/17/20

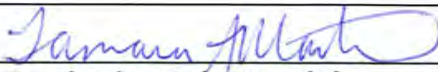
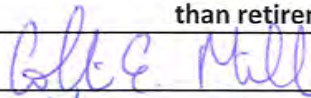
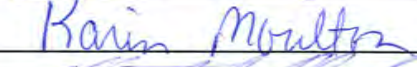


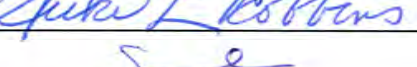



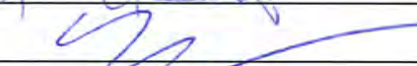

Moriah F Gonzales
Notary Public

My Commission Expires:

03/17/20

**EMPLOYEE PETITION OF SUPPORT FOR RENEWAL OF THE
TAOS ACADEMY CHARTER**

	Employee Name	Position	Signature
1	Anaya, Evelyn	Assistant Business Manager	Evelyn Anaya
2	Arguello, Ann-Marie	Certified Instructor	P Arguello
3	Becker, Chaney	Instructional Tutor(Hourly)	C Becker
4	Carr, Jeff	Advisor	Termination Code: 07-Retired
5	Cisneros, Julian	Advisor	Julian Cisneros
6	Clancy, Tammi	Advisor	Tammi Clancy
7	DeHerrera, Michelle	Administrative Secretary	Michelle DeHerrera
8	Densow, Gayle	Advisor	Gayle A. Densow
9	Driver, Burch	Certified Instructor	Burch Driver
10	Emanuelli, Anne Marie	Advisor	AM Emanuelli
11	Espinoza, Jose	Maintenance Coordinator	Jose Espinoza
12	Filiss, Traci	Director/Superintendent	Traci Filiss
13	Goss, Donna	SPED	Termination Code: 08-Personal Reasons
14	Henshaw, Jeanette	SPED/MS+	Jeanette Henshaw
15	Joseph, Lisa	Advisor	Lisa A. Joseph
16	Kelly, Warren	Advisor/Curriculum	Warren Kelly
17	Laure, Estelle	Certified Instructor	Estelle Laure
18	LeBlanc, Elizabeth	Advisor	E. LeBlanc
19	Lucero, Amy	Administrative Assistant	Amy D. Lucero
20	Lucero-Martinez, Jamie	Educational Assistant-SSL	Jamie Lucero-Martinez

21	Martinson, Tami	Certified Instructor	
22	McPartlon, Hillary	Dean of Students/Curriculum	Termination Code: 02-Left for reasons other than retirement
23	Miller, Collin	Technology Administrator	
24	Moulton, Karin	STEM Coordinator	
25	Musialowski, Mike	Instructional Assistant	
26	Pike, Kelci	Certified Instructor	
27	Robbins, Vicki	Administrative Assistant/Registrar	
28	Samoiel, Samantha	Certified Instructor	
29	Senescu, Cobey	Counselor	
30	Shawver, Lee	Smart Lab/PE	
31	Thompson, Lisa	Educational Assistant	
32	Weisfeld, Jason	Advisor	
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			

2. Petition of Support from Households

Instructions:

- Signatures must be collected during the year prior to the least year of the contract, using the school's enrollment information on the 120th day.
- Students over the age of 18 and students acting as a head of household may provide the signature for the household. For students under the age of 18 living with a parent or guardian, the signature shall be the parent or guardian's signature.

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the Taos Academy and certify that: the attached petition in support of the Taos Academy renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 150 households which represents 87 percent of the households whose children were enrolled in the Taos Academy.

STATE OF NEW MEXICO)

ss.

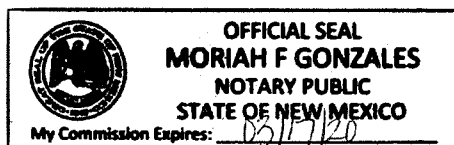
COUNTY OF TAOS)

I, Traci Filiss, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Traci Filiss

Subscribed and sworn to before me this 29th day of August 2016.

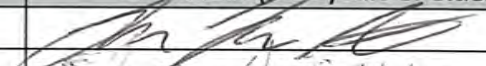
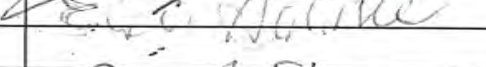
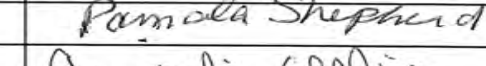
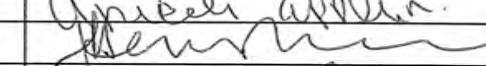
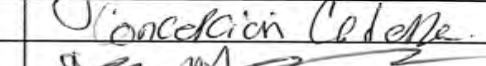
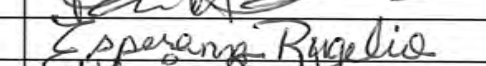
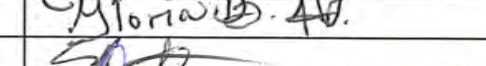
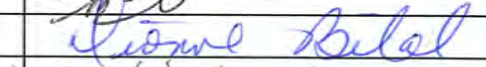

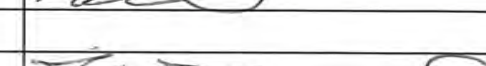
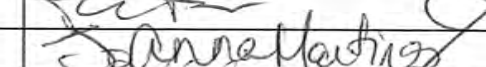
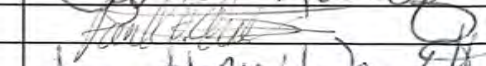
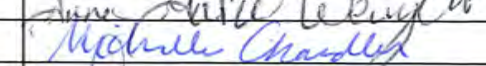

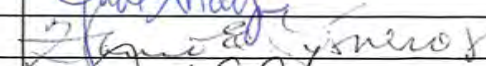

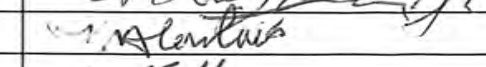





Moriah F. Gonzales
Notary Public

My Commission Expires:

03/17/20

HOUSEHOLD PETITION OF SUPPORT FOR RENEWAL OF THE TAOS ACADEMY CHARTER

Household	Name(s) of Student(s) in the Household	Printed Name of Parent, Guardian, or Student (if 18 years or older)	Signature of Parent, Guardian, or Student (if 18 years or older)
1		Aby, Lluvia	
2		Adame, Elsa	
3		Shepherd, Pamela	
4		Madrid, Mary	
5		Applin, Araceli	
6		Henshaw, Jeanette	
7		Cadena, Concepcion	
8		Arguello, Kristin	
9		Rugelio, Esperanza	
10		Barreto Hidrogo, Gloria	
11		Benton, Suzie	
12		Bilal, Dionne	
13		Stone, Melissa	
14		Nelson, Nikesha	
15		Brown, Greta	
16		Bush, Regina	
17		Martinez, JoAnna	
18		Castillo, Paul	
19		Weinzetl, Anna Marie	
20		Chandler, Michelle	
21		MacDonald, Marti	
22		Anaya, Jade	
23		Cisneros, Flavio	
24		Cline, Jill	
25		Cohn, Murray	
26		Comtois, Meredith	
27		Aragon, Judith	

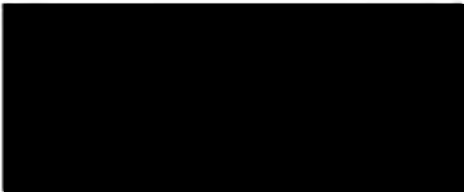
28		Cordova, Julie Ann	Julie Ann Cordova
29		Corral, Monica	Monica Corral
30		Cortez, Connie	
31		Cortopassi, Julie	
32		Densmore, Debbie	Debbie Densmore
33		De Puy, Isabel	
34		Tucker, Jodi	Rinold D. Lla
35		Foley, Alison	Alison Ray Foley
36		Donaldson, Katsa	Katsa Donaldson
37		Doughty, Kelly	Kelly Doughty
38		Sampere, Elizabeth	
39		Dumitrescu, Cecilia	Cecilia Dumitrescu
40		Duran, Dawn	Dawn Duran
41		Earle, Aundrea	aundrea earle
42		England, Rheanna	
43		Vigil, Stephanie	Stephanie Vigil
44		Karsian, Anne	
45		Fitch, Jennifer	Jennifer Fitch
46		Phillips, Rachel	Matt Ford
47		Dunton, Sara	Sara Dunton
48		Fox, Amanda	Amanda Fox
49		Quintana, Jolenta	Jolenta Quintana
50		Froeschle, Tony	Alicia Tony Froeschle
51		Gantz, Rachel	Rachel Gantz
52		Garcia, Alice	Alice Garcia
53		Gaydosh, Karen	Karen Gaydosh
54		Rivera, Adela	Adela Rivera
55		Garcia, Gloria	Gloria Garcia
56		Grassmick, Melissa	Melissa Grassmick
57		Griego, Jessica	Jessica Griego
58		Alvarado, Lisa	Lisa Alvarado
59		Hall, Dora	Dora Hall

60		Dougherty-Hanna, Julia	Julia Dougherty-Hanna	
61		Lightwood, Jennifer	Jennifer Lightwood	
62		Parsons, Kiersten <i>Kirsten</i>	Kiersten Parsons	
63		Aleman, Melissa	Melissa Aleman	
64		Nelson, Nikesha <i>- Chris Heon</i>	Nikesha Nelson	
65		Herrera, Valerie	Valerie Herrera	
66		Mitchell, Chastelle <i>—————</i>	Chastelle Mitchell	
67		Hunsaker, Michelle	Michelle Hunsaker	
68		Gossner, Kristin	Kristin Gossner	
69		Ekster, Dara Amy	Dara Amy Ekster	
70		McClurg, Stacy	Stacy McClurg	
71		Kauffman, Kristie <i>Heidi Carr</i>	Kristie Kauffman	
72		Vigil, Lonella <i>N. Kelly</i>	Lonella Vigil	
73		Keltner, Alice	Alice Keltner	
74		Kiker, Paulette	Paulette Kiker	
75		Konz, Heather	Heather Konz	
76		Kriegshauser, Heather	Heather Kriegshauser	
77		LaMure, Julee <i>Roberta Lerman</i>	Julee LaMure	
78		Lerman, Roberta	Roberta Lerman	
79		Lewis, Dolores	Dolores Lewis	
80		Lewis, Tonya	Tonya Lewis	
81		Lovato, Vanessa	Vanessa Lovato	
82		Espinoza, Kara <i>Kara ESPINOZA</i>	Kara Espinoza	
83		Shendo, Colleen	Colleen Shendo	
84		Mangum, Miquela	Miquela Mangum	
85		Manuelito, Jennifer	Jennifer Manuelito	
86		Marchasin, Estelle	Estelle Marchasin	
87		Yazzie, Angie	Angie Yazzie	
88		Martinez, Jennifer	Jennifer Martinez	
89		Martinez, Melody	Melody Martinez	
90		Martinez, Anita	Anita Martinez	
91		Gomez, Linda	Linda Gomez	

92	Martinez, Julie	Julie Martinez	
93	Archuleta, Renee	Renee Archuleta	
94	Martinez, Jennifer	Jennifer Martinez	
95	Martinez, Sandra	Sandra M. Martinez	
96	McAllister, Donja	Donja McAllister	
97	McCutcheon, Laura	Laura McCutcheon	
98	Barba, Judith	Judith Barba	W
99	Miera, Madalena	Madalena Miera	
100	Miller, Crystal	Crystal Miller	
101	Germann Molz, Jennifer	Jennifer Germann Molz	
102	Mondragon, Geraldine	Geraldine Mondragon	
103	Pereyra, Jose	Jose Pereyra	
104	Montes, Adrian	Adrian Montes	
105	Montoya, Sandra	Sandra C. Montoya	
106	Montoya, Magdelyn	Magdelyn Montoya	
107	Marcus, Marlee	Marlee Marcus	
108	Thoma, Alicia	Alicia Thoma	
109	Duckworth-Moulton, Kiva	Kiva Duckworth-Moulton	
110	Naylor, Robin	Robin Naylor	
111	Nelson, Kirry	Kirry Nelson	
112	Nieto, April	April Nieto	
113	Schreiber, Yori	Yori Schreiber	
114	Oakeley, Karen	Karen Oakeley	
115	O'Brien, Simon	Simon O'Brien	
116	Pacheco, Yvette	Yvette Pacheco	W
117	Pacheco, Angela	Angela Pacheco	
118	Pacheco, Yvette	Yvette Pacheco	
119	Padberg, Michele	Michele Padberg	
120	Patrick, Trina	Trina Patrick	W
121	Rodelas, Luz	Luz A. Rodelas	
122	Pino, Maria de la Luz	Maria de la Luz Pino	
123	Legere, Caitlin	Caitlin Legere	

124		Rael, Rosita	
125		Rael, Angelica	<i>Angelica Rael</i>
126		Rhodus, Jodi	<i>Jodi Rhodus</i>
127		Hernandez, Alexandra	<i>Alexandra Hernandez</i>
128		Richmond, Willow	<i>Willow Richmond</i>
129		Ontiveros, Juana	<i>Juana Ontiveros</i>
130		Trujillo, Barbriana	<i>Barbriana Trujillo</i>
131		Grainger, Dawn	<i>Dawn Grainger</i>
132		Romero, Amy	<i>Amy Romero</i>
133		Lucero, Amy	<i>Amy D. Lucero</i>
134		Romero, Regina	<i>Regina Romero</i>
135		Romo, Cheryle	<i>Cheryle Romo</i>
136		Massey, Morgan	<i>Morgan Massey</i>
137		Medrano, Carmen	<i>Carmen Medrano</i>
138		Overley, Laine	<i>Laine Overley</i>
139		Sadler, January	<i>January Sadler</i>
140		Salmons, Amanda	<i>Amanda Salmons</i>
141		Sanchez, Monica	<i>Monica Sanchez</i>
142		Topete, Julia	<i>Julia Topete</i>
143		Sides, Kim	<i>Kim Sides</i>
144		Slater, Meredith	<i>Meredith Slater</i>
145		Edwards, Ursula	<i>Ursula Edwards</i>
146		Smith, Maxine	<i>Maxine Smith</i>
147		Tomlinson, Shanene	<i>Shanene Tomlinson</i>
148		White, Kelly	<i>Kelly White</i>
149		Stewart-Jackson, Heather	<i>Heather Stewart-Jackson</i>
150		Stone, Melissa	<i>Melissa Stone</i>
151		Stow, Cindy	<i>Cindy Stow</i>
152		Crawford, Karin	<i>Karin Crawford</i>
153		Summers, Crystal	<i>Crystal Summers</i>
154		Espinoza, Rena	<i>Rena Espinoza</i>
155		Tafoya, Katherine	<i>Katherine Tafoya</i>

156		Tomashot, Teresa	<i>[Signature]</i>
157		Bruce, Misty	<i>[Signature]</i>
158		Tovino, Evelyn	<i>[Signature]</i>
159		Treasaigh, Tamera	<i>[Signature]</i>
160		Martinez, Monique	<i>[Signature]</i>
161		Valdez, Stephanie	<i>[Signature]</i>
162		Escobedo, Perla	<i>[Signature]</i>
163		Flores, Monique	<i>[Signature]</i>
164		Herrera, Samantha	<i>[Signature]</i>
165		Colonna, Caroline	<i>[Signature]</i>
166		Pereyra, Pamela	<i>[Signature]</i>
167		Whitlock, D'Nette	
168		Wilhite, Candice	
169		Webber, Dawn	<i>[Signature]</i>
170		Gonzales, Natasha	<i>[Signature]</i>
171		Young, Jennifer	<i>[Signature]</i>



Gail Osborne

Gail Osborne

September 11, 2018

Traci Filiss
Taos Academy Charter School
Director/Superintendent
110 Paseo Del Canon West
Taos, NM 87571

RE: Value of educational exchange with Australian Educators

To Whom It May Concern:

The Center for Relational learning began visiting Taos Academy in 2012. Since then, the Center has brought over 200 Australian educators, administrators and parents to learn about the vision, mission, values, and blended learning programs of Taos Academy. Participants from Australia are exploring whole school community approaches to education, especially blended learning and positive relationships between school, family and community.

Study tour participants visit 8 to 10 schools in New Mexico and they always rate the visit to Taos Academy as a high point. They are inspired by the commitment and hard work of founders, administrators and staff. They comment on the clarity of the school's mission and how well the school programs and procedures support the attainment of those goals for each student. They are impressed with the curriculum and role teachers play in ensuring that each student attains success academically at their own pace and skill level. They also find the involvement of community in teaching special classes and the involvement of students in community activities and civic engagement exceptional, and report taking these program approaches to explore back in their own school.

Taos Academy is an international model of best practice and our Center is grateful for the opportunity to learn this practice with on-site school visits several times a year.

Very truly yours,
Dr. George Otero, Director
1918 Ft. Union
Santa Fe, New Mexico, 87505
505 690 8123

Part E: Description of Charter School Facilities and Assurances

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

F. Facility

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.

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix D**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

The school must also 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. A template is available from the PEC's website.

School response:

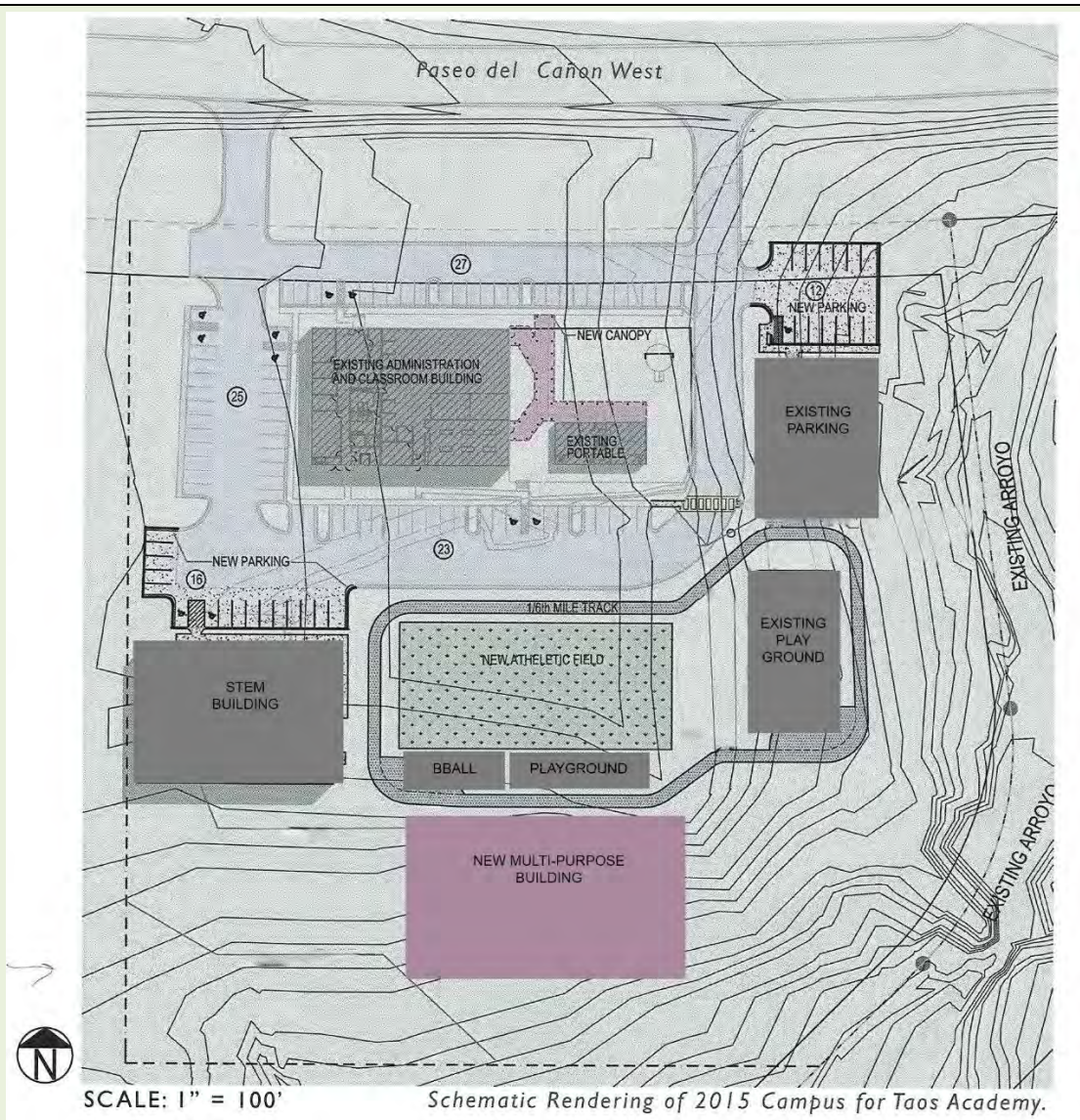
In response to the requirements of this section, Taos Academy presents a summary description of its facilities as detailed in the comprehensive Facilities Master Plan (FMP) Education Specification 2015-2020. The complete 57-page document is included in Appendix D for reference. Updates are also addressed in this description as appropriate.

Additional documents attached in Appendix D include:

1. A copy of the building E Occupancy certificates
2. A letter from the PSFA with the facility NMCI Score
3. A notarized Certification Form C providing assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.
4. Taos Academy Lease Purchase Agreement Documents
5. Taos Academy Facilities Master Plan Education Specification 2015-2020

Taos Academy is located at 110 Paseo del Cañon West, Taos, NM 87571. The facility's current wNMCI score is 2.61%. The school is in a lease-purchase agreement that has been approved by the Public Education Department. A total of four buildings have E-Occupancy Certificates.

The description of the facilities begins with a schematic rendering of the Taos Academy Campus as of 2015:



In accordance with the FMP, construction of the new multipurpose building shown above began in 2017 and was completed in 2018. The following photographs show stages of the construction project:



PPC Solar installing Solar Panels on the new building.



The new Multipurpose Building.

The Taos Academy Instructional Program

Taos Academy is a hybrid school that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. Taos Academy combines a strong core curriculum focused on mastery with an emphasis on 21st Century Learning skills, workplace skills, technology skills and emotional intelligence skills to develop well-rounded life-long learners. The curriculum meets each student at their personal learning level and prescribes a learning path that best fits their academic growth. Students are assessed and given an individual learning plan (ILP) according to the skills assessment, not grade level. A student may need remediation in one area yet be strong in another. This is the beauty of digital education. Taos Academy can customize the learning for each student to best fit the need.

Grades levels at Taos Academy are divided into four families. This strategy allows for students to be appropriately challenged while continuing to develop their peer-related social skills.

Elementary Family – 5th and 6th grades

Pre-high Family – 7th and 8th grades

Mid-High Family - 9th & 10th grades

Senior High Family - 11th & 12th grades

The school's facilities are designed to support its unique instructional program. Creative scheduling allows for available classroom and computer lab space to be utilized both throughout the week and the school


day. Taos Academy has a base schedule to ensure equal availability to all students yet has the flexibility to meet each student's learning needs. Morning blocks are designated for academic and 21st Century skill instruction and the afternoon blocks are designated for enrichment in math and language as well as elective offerings. All students are required to attend during state testing times.


Unique Curriculum, Unique Space

Classrooms

Because there are various learning approaches utilized at Taos Academy, there are various types of classrooms and class sizes. Class Loading is dependent on the type of class being conducted. Below is a chart identifying the types of classroom required by the Taos Academy curriculum, number of students that can be accommodated, and a description of how each is utilized.

Classroom Type	# of Students Accommodated	Utilization
Computer Labs	20-25 students in each lab	The computer labs are used by all students for their academic classes, which are completed and evaluated digitally. These classes are the core of the student curriculum, with all other classes supporting the work that happens in the computer lab. The computer workstations become personal study stations and a place for students to receive one-on-one help from roaming teachers. An ideal size of a classroom for one teacher monitor is 20-25 workstations.
Lecture Classrooms	15-20 students in each room	The lecture classrooms are used for traditional lecture-style instruction, as well as for Enrichment and Leadership curriculum. These classes typically have 15-20 students. The rooms are adaptable for different activities.
Tutoring Lab	8-12 students	The Tutoring Lab is a smaller computer lab where teachers can conduct small group lessons. One-on-one tutoring can take place with a roaming teacher and students at individual workstations. This lab should have 8-12 workstations.

SMART Lab	15-20 students	<p>The SMART Lab is a specialty classroom where students work in small groups to complete engineering, science, art, and math projects. The projects are experiential, experimental and require specialized equipment. This class is a requirement for all middle school students and required for graduating high school at Taos Academy. This lab needs a large amount of table workspace and floor space for testing ideas, projects, and experiments.</p> 
Student Success Labs	18-24 students in each lab	<p>The Student Success Labs are computer labs where students have the opportunity to come to campus and use the computer lab facilities on weekdays they do not have scheduled classes and in the evenings. One-on-one tutoring can take place with a roaming teacher and students at individual workstations.</p>
College Link Lab	18-24 students	<p>The College Link Lab (Early College High School) is a computer lab where students attending college classes may schedule their required academic time at Taos Academy. One-on-one tutoring can take place with a roaming teacher and students at individual workstations.</p>
Media Arts/Engineering Lab	10-15 students	<p>The Media Arts/Engineering Lab is an extension of the SMART Lab and is necessary for the STEM Institute career pathway program and aspects of the GROW program. It is a specialty classroom where students work on projects that are experiential, experimental and require specialized equipment. This lab needs a large amount of table workspace and floor space for testing</p>

		ideas, projects, and experiments. This Lab should be for 10-15 students.
STEM Institute Classrooms	15-20 students in each room	The STEM Institute classrooms are for traditional lecture-style instruction, as well as for Engineering, Math and Business/Entrepreneur curriculum. The GROW program will utilize this space as well. The rooms are adaptable for different activities.
Life Skills Classroom	15-20 students in each room	The Life Skills classroom is a specialty classroom where students learn skills necessary for personal, development, workforce development, and wellness. Classes will include, but not be limited to Culinary Arts, Nutrition and Wellness, Business, and Career Development. This space includes a stove/oven, countertop space, a sink, and a large amount of table workspace.
Growing Dome	5-10 students	<p>The Growing Dome is a solar-powered greenhouse used in the GROW program. It is utilized by students to learn agricultural concepts, aquaculture, and green energy use.</p> 
Music Lab	10-15 students	The Music Lab is a specialty classroom for music instruction and includes storage and sufficient electrical outlets for music instruments.
Art Lab	10-15 students	The Art Lab is a specialty room for art instruction and includes storage space for materials, table and floor workspace for projects and access to a utility sink.

Gymnasium/Performance Space		This space is the largest space in the school and is flexible to allow for large meetings of the entire student and parent body for school events such as dances, fundraisers, performances, graduation, and sports. This space is also used for required PE and Health.
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In addition to classroom space, student support spaces are important to the Taos Academy program.

Student Support Spaces

Student Commons/Cafeteria/Indoor Activities

The commons space is a large space and is flexible to allow for group meetings, large class activities, demonstrations, and indoor physical education. This space is central to the layout of the school and has multiple storage locations for indoor activities and games.

Counseling Room

The counseling room is an office space ideal for up to 4 people. This space is somewhat private so that students will not see other students coming and going from the counselor.

Outdoor Recreation Area

The outdoor recreation area includes basketball courts, swings, a climbing structure, a field, and a track. As part of Taos Academy's fitness program, all students and staff walk 20 minutes daily. A track is available for this physical exercise. Swings and climbing structures are available for our middle school students, and basketball for our high school students. The field accommodates our PE program.

For additional information on the school's facilities, please see the Facilities Master Plan (FMP) Education Specification 2015-2020 and other documents located in Appendix D.

TOWN OF TAOS

CERTIFICATE OF OCCUPANCY

THIS CERTIFICATE HAS BEEN ISSUED PURSUANT TO THE REQUIREMENTS OF SECTION 110 OF THE 2009 INTERNATIONAL BUILDING CODE CERTIFYING THAT AT THE TIME OF ISSUANCE THIS STRUCTURE APPEARED TO BE IN COMPLIANCE WITH THE VARIOUS ORDINANCES AND CODES OF THE TOWN OF TAOS REGULATING BUILDING CONSTRUCTION OR USE. THE BUILDING OFFICIAL IS AUTHORIZED TO SUSPEND OR REVOKE A CERTIFICATE OF OCCUPANCY WHEREVER THE CERTIFICATE IS ISSUED IN ERROR, ON THE BASIS OF INCORRECT INFORMATION SUPPLIED, OR WHERE IT IS DETERMINED THAT THE BUILDING OR STRUCTURE OR PORTION THEREOF IS IN VIOLATION OF ANY ORDINANCE, REGULATION, OR ANY OF THE PROVISIONS OF THIS CODE.

Use Classification: Change of Occupancy / Taos Academy Charter School Zone: M-1

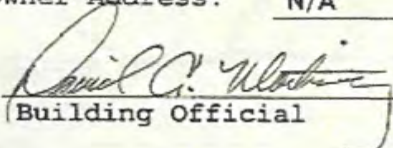
Building Address: 110 Paseo del Canon West

Group: E Construction Type V-B Building Permit No. N/A

Contractor: N/A License No. N/A

Owner of Building: N/A

Owner Address: N/A


Building Official

8/9/11
Date Issued:



STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

No 16585

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
✓ PERMANENT _____ TEMPORARY, _____ EXPIRATION DATE _____

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo Del Canon West Taos NM
BUILDING ADDRESS

1005 Academy Chapter 110 Paseo Del Canon West
NAME AND ADDRESS OF OWNER 1005 NM

Rutherford Wayne
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

2011017501
BUILDING PERMIT NUMBER

PORTION OF BUILDING

[Signature]
INSPECTOR'S NAME

1-4-2012
DATE

COMMENTS

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

19317

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
☒ PERMANENT ☐ TEMPORARY, _____ EXPIRATION DATE _____

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP E V AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo Del Canon w Taos NM
BUILDING ADDRESS

Roy Cunningham 403 Paseo Pueblo Sur Taos NM 87581
NAME AND ADDRESS OF OWNER

Modular Space Corp.
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

2013022846
BUILDING PERMIT NUMBER

PORTION OF BUILDING

Julian Douglas
INSPECTOR'S NAME

06-11-2014
DATE

Decal 24948, 24945 24946
COMMENTS 2013022747

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

22217

✓ THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
PERMANENT _____ TEMPORARY _____ EXPIRATION DATE _____

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP A-1/E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo del Cañon West Taos New Mexico 87571
BUILDING ADDRESS

FRANK W. Luna Azul 102 Paseo del Pueblo Sur Taos NM 87571
NAME AND ADDRESS OF OWNER

Robert L. Krongard / The Grand Hotel Taos
NAME(S) OF LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

GENC 2016024182
BUILDING PERMIT NUMBER

100%
PORTION OF BUILDING

Harry Rosales
DATE OF INSPECTION

6-28-2017
DATE

COMMENTS
1/10

April 17, 2018

RE: Taos Academy Charter School; 110 Paseo Del Canon West

Director Filiss,

This letter is in response to your request on April 16, 2018 regarding your current wNMCI. In addition this letter will address compliance with NMSA1978 § 22-8B-4.2 (D).

The facility current wNMCI score is 2.61%. The school is in a lease purchase agreement that has been approved by the Public Education Department (6/30/2016). The facility does contain an Educational Occupancy certificate.

If you have any questions regarding this letter, please feel free to contact me. I can be reached at (505)468-0274.



Martica Casias
Planning & Design Manager
Public Schools Facilities Authority

Cc; Norma Ahlskog, PSFA Financial Specialist

CERTIFICATION C
Facility Owner - Non-Profit Foundation

The undersigned hereby certify under penalty of perjury that the owner of the facility in which (Taos Academy Charter School) is housed is a nonprofit entity specifically organized for the purpose of providing the facility for (Taos Academy Charter School).

In addition, the undersigned hereby certify under penalty of perjury that the owner of the facility is fully be responsible for maintaining the facility to the statewide adequacy standards applicable to charter schools, at no cost to the lessee school or to the state, as set forth in NMSA 1978 Section 22-8B-4.2(D)(2)(a), or a successor statute.



Charter School Governing Board

By: [Signature]
Print Name: Matthew Correy
Print Title: Treasurer
Date: 5/22/18

STATE OF NEW MEXICO)
) ss.
COUNTY OF Taos)

On this 22nd day of May, 2018, before me, the undersigned officer, personally appeared _____, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

Lynell J. Vigil
Notary Public

My Commission Expires:

July 24, 2018



Charter School Principal / Administrator

By: [Signature]
Print Name: Traci Filiss
Print Title: Director
Date: 5/22/18

STATE OF NEW MEXICO)
) ss.
COUNTY OF Taos)

On this 22nd day of May, 2018, before me, the undersigned officer, personally appeared Traci Filiss, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

Lynell J. Vigil
Notary Public

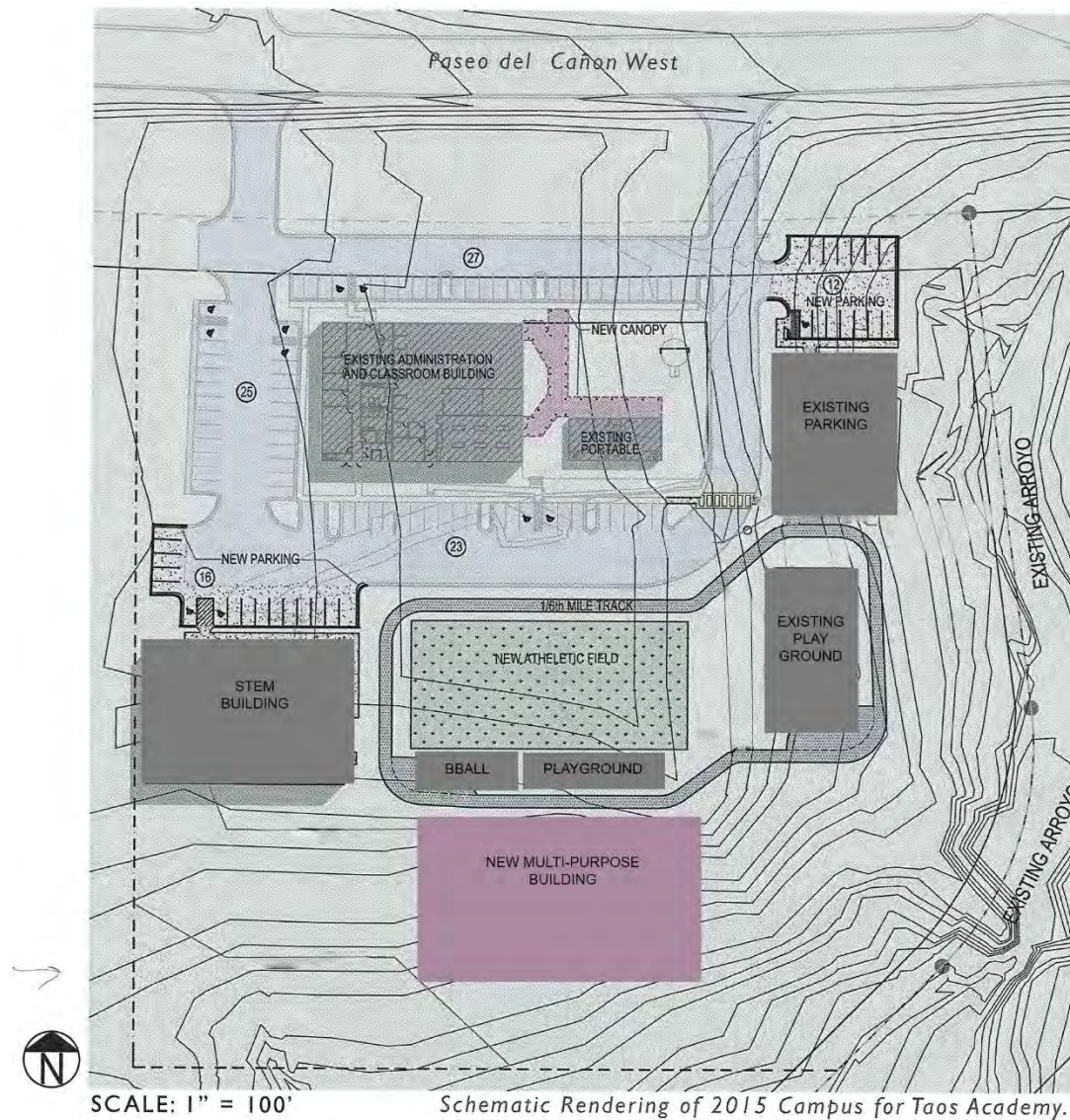
My Commission Expires:

TAOS ACADEMY

FACILITIES MASTER PLAN

EDUCATION SPECIFICATION

2015-2020



Taos Academy also included an entire copy of the school's Facilities Master Plan, which is available in a separate file.

Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to increase student enrollment capacity from 200 to 250 students.	Approved	02/28/2014	N/A
Amendment request to increase the total members of the governing board.	Approved	02/28/2014	N/A

Part B: Progress Report*

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

1. 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 – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has received a D or F in any indicator of the letter grade in the past two years, 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). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.

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 over the term of the contract AND have not received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

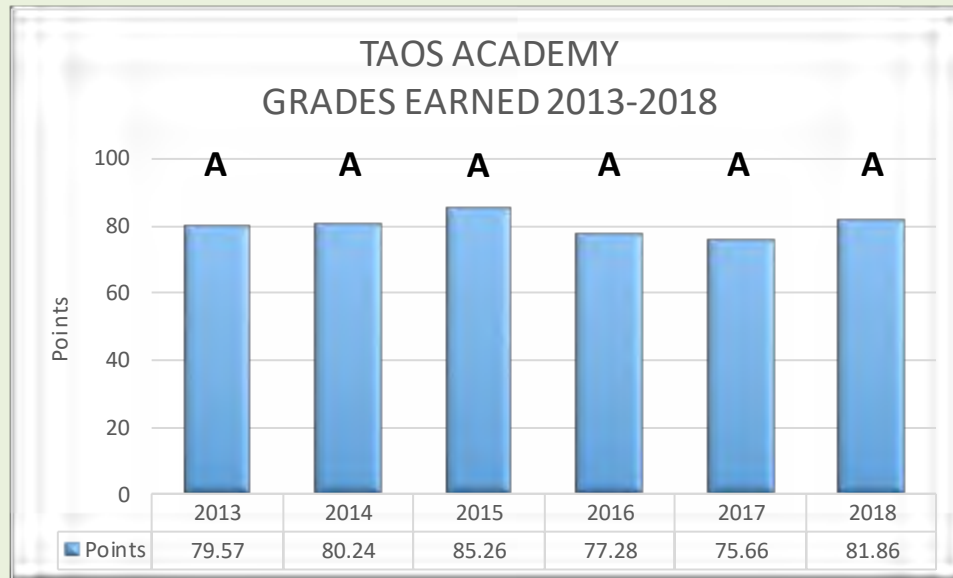
School response:

TAOS ACADEMY CHARTER SCHOOL

Six A Grades in the Last Seven Years

Although it is harder to earn an A grade today than it was five years ago, there are more A and B schools and fewer D and F schools this year than there were last year. Several schools, such as Animas High School, Texico High School, Grady High School, Dora Elementary School,

Rio Rancho Cyber Academy, and Taos Academy have earned six A grades in the last seven years.¹



Taos Academy Among Ten Highest-Performing State Charters

Taos Academy was ranked among the ten (10) highest-performing state charter schools in terms of proficiency in both English Language Arts and Mathematics. This recognition was highlighted in a 2018 PARCC Briefing Packet listing top-performing schools and districts throughout New Mexico. The publication is titled “NMPED 2017-18 Student Assessment Results”.²

Australia Replicates Taos Academy Blended-Learning Model

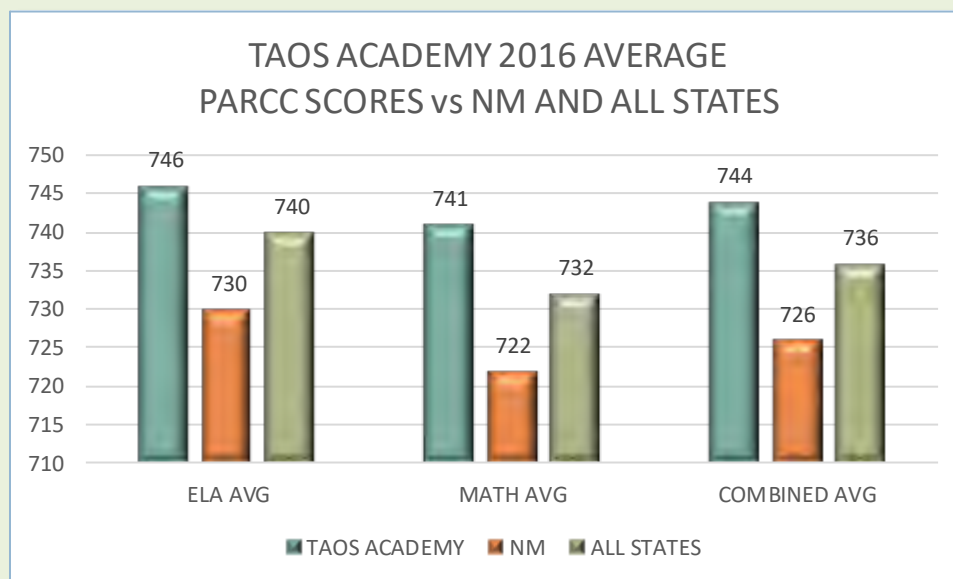
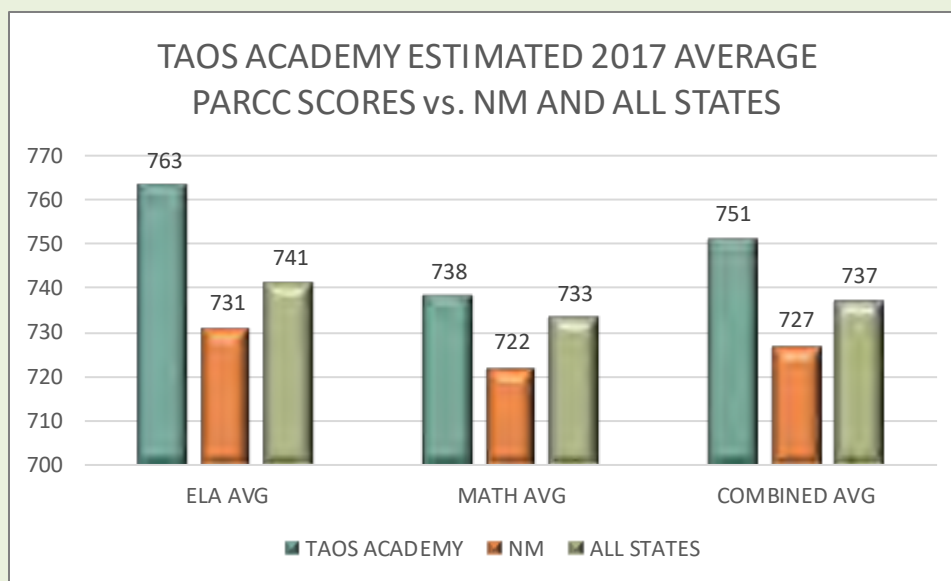
The Center for Relational Learning, founder George Otero, began visiting Taos Academy in 2012 with a team of Australian educators, administrators and parents. The core team returns to Taos Academy twice per year with differing educational entities in Australia, including key policymakers and state administrators to review Taos Academy's educational model. They have commented on how Taos Academy's innovative model is a direction they are implementing to better serve their diverse population. See letter in Appendix E. or for further communication please contact: George Otero, Center for Relational Learning, www.relationalearning.com.

Taos Academy Outperforms New Mexico and Other States Implementing PARCC

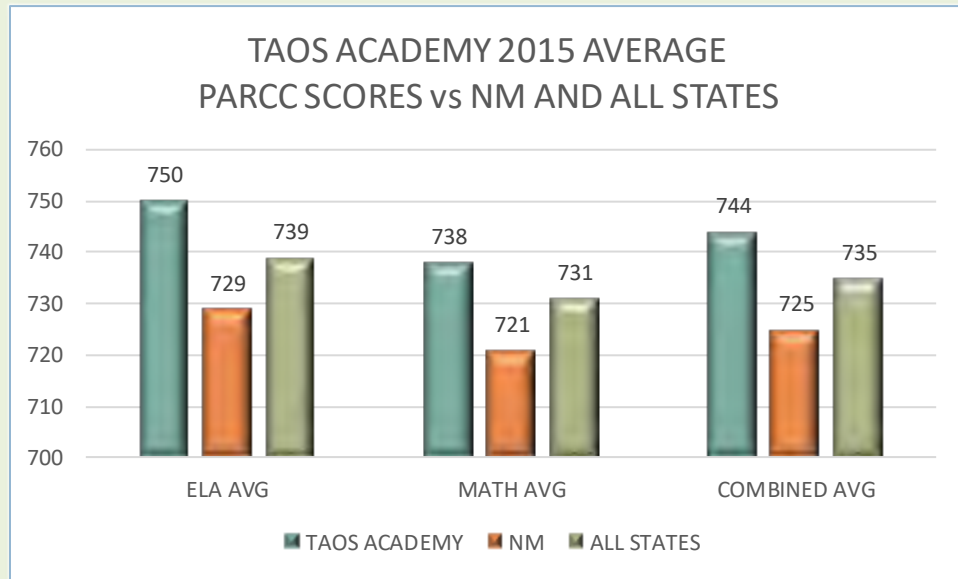
¹ NMPED Press Release: Ruszkowski, Christopher. New Mexico Releases 2018 School Grades, August 17, 2018

² <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf>

Based on average PARCC scores, Taos Academy demonstrated significantly higher achievement than the state of New Mexico and all U.S. states that administered the PARCC in 2015, 2016, 2017. The charts below display the average score comparison for the first three years of the current charter term. Data for 2018 is not yet available from the Public Education Department website.³



³ Source data for 2015, 2016, and 2017 is available on site for verification during the Renewal Site Visit. Source data is also available through NMPED PARCC Assessment Reports.



TAOS ACADEMY - A UNIQUE APPROACH TO LEARNING

It is Taos Academy's privilege to provide 5th-12th grade students with engaging and rigorous core curriculum, highly motivating elective classes, leadership and career training, college preparation and community involvement through its state-of-the-art 21st century learning environment. Key unique features of the curriculum design and delivery include:

- State-of-the-art electronic curricula allows for flexibility in scheduling and enables teachers to specifically tailor instruction to individual student needs.
- State-of-the-art media arts lab and a science/math/engineering lab.
- High academic standards focusing on continuing education preparation.
- Dual credit and advanced placement options permitting students to earn college credit while attending high school.
- Internship program for students who may not be college bound.
- High vocational standards focusing on media arts and engineering.
- Parent involvement on advisory groups and fund raising.
- Community collaboration to support enrichment opportunities.
- Outdoor education and leadership training.
- Focus on 21st Century Learning Skills.

Since opening, Taos Academy has established itself as a high-performing charter school with consistent overall grades of A. The overall grade is determined by the total combined points earned by each of eight indicators. In 2017, two of the eight indicators on the State Grade Report Card received a grade below C and in 2018, one indicator received a grade below C. The “Graduation” indicator (2017) is addressed first, followed by the “Improvement of Lowest-Performing Students” indicator (2017 and 2018).

2017 Graduation Indicator

Taos Academy Charter School received a grade of D in the 2017 Graduation Indicator for the first time since implementation of the A-F Grading System. The cohort of 2016 4-Year Graduation Rate was 79%. Actions taken by the Administration resulted in the Taos Academy Cohort of 2017 4-Year Graduation Rate increasing to **94.3%**, exceeding the Graduation Target of 90% in 2018. Following is a discussion of the cause of the 2017 Graduation indicator grade of D.

The Shared Accountability Method is used to calculate cohort graduation rates. Schools are proportionally accountable for graduation of all students in a cohort who were enrolled in their school for any amount of time. If a student transfers to another educational setting that can grant a diploma and graduates, the sending school receives proportional graduation credit which is then reflected in the Graduation Indicator grade earned. The Graduation Indicator grade points contribute to the overall school grade.

An analysis of data contributing to the lower 2016 4-Year Graduation Rate of 79% revealed reporting errors in STARS that were caused by an internal failure to properly track students. A review of STARS reports indicated that many students were categorized as “missing” (status unknown) due to a lack of follow-up to determine where students enrolled after withdrawing from Taos Academy Charter School.

Actions Taken to Improve Taos Academy Letter Grade:

Taos Academy administration re-established a clear monitoring and tracking procedure of students who leave the School to ensure they are indeed valid transfers and to help them get connected to their next school of choice. Every parent or individual student is contacted to ensure the accuracy of STARS reporting.

Evidence of Action Taken:

- *Tracking Procedure available onsite.*
- *2017-18 STARS reporting reflecting accurate data.*

In addition, Taos Academy developed intervention programs to support increased graduation rates as well as strong overall final school grades each year. These ongoing intervention programs include:

The Student Success Lab (SSL) – The Student Success Lab is a quiet environment designed to extend the classroom and ensure success for Taos Academy students, giving them more time with the Edgenuity online curriculum, as well as both structured and unstructured academic support from tutors and peers. SSL is voluntary for those who are making progress in their coursework and maintain high marks. SSL becomes mandatory for those on a Student Success Contract.

UNM-Taos FRIDAY Early College Program (FECF) - UNM-Taos offers a unique program of FRIDAY college classes designed for and attended by Taos County high school students only. Taos Academy 10th - 12th graders with a 2.0 GPA or higher are encouraged to begin their college campus dual credit experience in this program. Students register for a morning class and an afternoon class to have full immersion in the college experience at UNM-Taos.

HS STEM+Arts Institute Courses - The goal of the STEM+Arts Institute is to engage students in rigorous course work designed to increase graduation rates and enrollment in post-secondary universities and programs, while preparing for STEM related careers. A variety of semester-long courses are offered to middle and high school students in STEM (Science, Technology, Engineering, and Math) + Arts disciplines by engaging students in project-based activities guided by community professionals. All course offerings are aligned with National STEM Arts Standards.

Redesigned Career Pathways strands and classes - Each course develops 21st century learning skills and highlights individual career pathways while offering student exploration, and collaboration with professionals in the field. By providing real-world applications to the learning process, STEM+Arts courses expand student understanding of the possibilities for a career in these fields. Partners include Los Alamos National Laboratory, Intel, University of New Mexico, Taos Community Foundation, Century Link, STEMArts project, State Farm Good Neighbor Foundation, Verizon, local and national artists and businesses.

College Link (CL) - Dual Credit classes provide students with the opportunity to earn college credits at the University of New Mexico - Taos branch while still in high school. College Link students develop an individualized class schedule with their CL Advisor and may attend UNM-Taos campus classes during the week (Monday-Saturday). The flexible nature of our CL program was created to allow students more class choices throughout the week. Therefore, students are held accountable for demonstrated self-direction and motivation while successfully observing both UNM and Taos Academy academic requirements and school policies.

ECHO for Education - Taos Academy also participates in the ECHO for Education focus group with Michael Stanton and the PED College and Career Readiness Bureau, sharing and learning best practices for CTE engagement to increase student completion and on-time graduation.

Progress Made:

- The Taos Academy 4-Year Graduation Rate increased from 79% in 2017 to **94.3% in 2018**, exceeding the target of 90%.
- Graduation Indicator increased from a grade of D in 2017 to a grade of A in 2018.
- Taos Academy increased its overall points from **75.66** in 2017 to **81.68** and maintained its Final Grade of A.

Evidence of Progress Made:

- 2017 and 2018 School Grading Report Cards.

2017 and 2018 Lowest-Performing Students Indicator (Q1 - Lowest 25%)

Taos Academy has consistently received an A grade in the Improvement of Highest-Performing Students Indicator (Top 75%) in each year of the current contract term. However, in the Improvement of Lowest-Performing Students Indicator (lowest 25%), Taos Academy has received a grade of D.

Taos Academy serves grades 5 through 12. As per the A-F School Grading Technical Guide, a student entering Taos Academy below proficiency will generally be classified as a lowest performing Q1 student.⁴ We have found that students who are new to the school are generally at least two years behind grade level.

Adjusting to the Taos Academy's blended-learning model as well as its rigorous curriculum and high standards, means that first-year students must not only be learning academically, but also how to be a successful blended learner.

Actions Taken to Improve Taos Academy's Letter Grade:

The Taos Academy curriculum meets each student at their personal learning level and prescribes a learning path that best fits their academic growth. Students are assessed and given an individual learning plan (ILP) according to the skills assessment, not grade level. A student may need remediation in one area yet be strong in another. This is a strength of digital education. We can customize the learning for

⁴<http://aae.ped.state.nm.us/SchoolGradingLinks/1718/Technical%20Assistance%20for%20Educators/Technical%20Guide%202018.pdf>

each student to best fit the need. Taos Academy identifies and addresses the needs of students who are both achieving at a low rate and showing low academic growth in either ELA or Math.

Actions Taken to Assist Q1 Students New to Taos Academy:

- Within the first two weeks of arrival, an individualized learning plan is developed for each new student.
- To assist new students in their adjustment to the blended-learning environment, they are required to be on campus 5 days per week and are surrounded by tutors to make sure they make the progress they need to make. They are tracked via their short-cycle assessment scores and their progress towards proficiency.
- In the Smart Lab, fifth and sixth graders develop increased computing skills, technology use, typing, and personal safety on the internet.

Actions Taken to Support Continuing Students Identified as Q1:

- The Director requested and received specific training directly from the Charter School Division to increase her understanding of how the Improvement of Lowest-Performing Students (Q1) Indicator is calculated and how Q1 students are identified.
- Each Q1 student's skill deficits were assessed, drilling down to the root cause(s) of low performance. Skill-based recommendations from NWEA MAP assessments guided targeted instruction delivered throughout the year for those students. Each student received extra tutoring in their area(s) of weakness.
- Supporting Low Achieving/Low Growth students has become a school-wide goal for Taos Academy. This goal has also been a part of each staff members' Professional Development Plan.
- Taos Academy has invested in technology tools that help build targeted skills for students, including MobyMax, iXL, and Khan Academy. These supplemental learning technologies increase the school's ability to meet each student where they are and to quickly get them focused help in areas of challenge.
- The Math Lab and Writing Lab have been restructured so that students are receiving more hands-on support for sustained applications of knowledge such as essays, labs, and performance tasks.
- The Student Success Lab (SSL) becomes mandatory for those on a Student Success Contract. The SSL provides a quiet environment designed to extend the classroom and ensure success for students, giving them more time with our Edgenuity online curriculum, as well as both structured and unstructured academic support from tutors and peers. The SSL Supervisor works directly with students to develop their weekly learning goals, sharpen their time management skills and support their individual learning journey.

- Taos Academy continuously provides a 360-degree model (wrap-around model) of delivering support through content facilitators, tutoring and counseling. Real-time instruction and tutoring are constantly available. If a student is “stuck”, a tutor is available immediately. There is no waiting for a class or a specific tutoring time.
- Students have ongoing access to content for online classes from home.
- Taos Academy successfully implemented a pilot program during the summer of 2018 to support high school credit-recovery students. This program will be further developed and extended in the summer of 2019 for middle-school students who are not proficient.

Although this section specifically addresses students identified as Q1, Taos Academy customizes the learning path for all students to best fit their individual needs. It is the flexibility of the Taos Academy model that promotes increased academic proficiency as students move through the grade levels. See charts under “Progress Made” below.

Evidence of Actions Taken:

- *Individualized Learning Plans for new students.*
- *State Assessment Grade Level Proficiencies (see Charts below).*
- *Professional Development Plans with goal supporting low-achieving/low-growth students.*
- *Technology tools (MobyMax, iXL, Khan Academy).*
- *Student Success Lab in action.*
- *Pilot summer program records.*

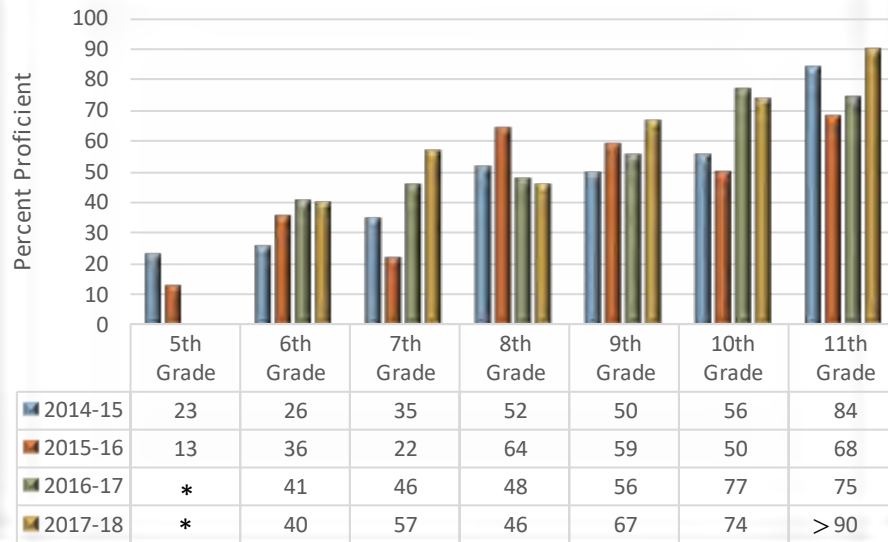
Progress Made:

Based on the New Mexico state assessment grade-level data, overall student performance increases in both Reading and Math as students move from grade to grade in Taos Academy’s state-of-the-art 21st century learning environment. This is an indication that the actions taken to assist Q1 students new to Taos Academy, continuing students identified as Q1, and all other students contribute to the school’s overall performance and consistent School Report Card grades of A.

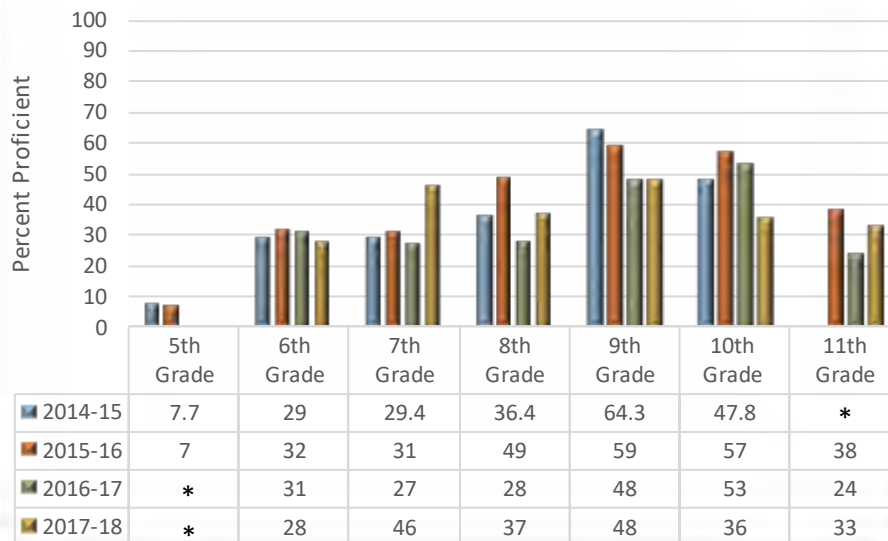
State Assessment Grade-Level Proficiency:

To meet confidentiality requirements in the charts below, grade level information is not shown for groups with fewer than 10 students. *

2015-2018 STATE ASSESSMENT READING PROFICIENCY BY GRADE LEVELS



2015-2018 STATE ASSESSMENT MATH PROFICIENCY BY GRADE LEVELS



It is noted that Grades 10 and 11 math performance shows an apparent decrease in proficiency. At those grades, the PARCC math assessments are not tied to student grade levels as they are in reading. They

are instead tied to specific basic math courses, omitting the assessment for many students who are enrolled at UNM taking advanced courses.

Evidence of progress made:

- Achievement Data – Proficiencies Webfiles, State, District, School by Grade:
<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-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:

Taos Academy met or exceeded all of its school-specific goals (Performance Indicators) in each year of the contract term.

Following is a summary analysis of performance on each goal over the term of the contract including a visual representation of longitudinal data showing the progress of the school over the contract term.

School Specific Goal – Reading:

PERFORMANCE INDICATOR 2.a: PROFICIENCY IN READING. Students in grades 5-12⁵ at Taos Academy will achieve and maintain a level of academic success in Reading as demonstrated by showing grade level proficiency or one year's growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students in grades 5-12* at Taos Academy.

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 NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score. If the student matches or exceeds the "projected RIT" score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show "grade level proficiency" (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing.

Exceeds Standard:

□ 80% or above of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy AND of this 80%, 10% must achieve more than a full year's growth.

Meets Standard:

□ 70% to 79% of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy.

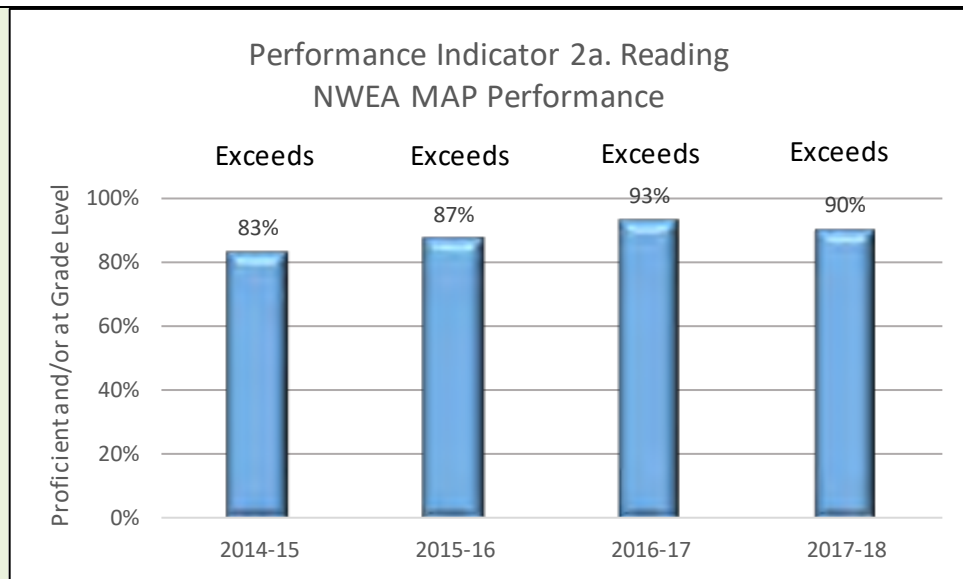
Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will show "one year's growth" or reach grade level proficiency in reading after two consecutive semesters at Taos Academy.

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will reach show "one year's growth" or grade level proficiency in reading after two consecutive semesters at Taos Academy.

⁵ NWEA MAP does not provide Projected RIT Scores or Student Status Norms for 12th grade; therefore, the Reading chart below represents performance of grades 5-11 only.



Based on the criteria of Performance Indicator 2a, Taos Academy earned an **“Exceeds Standard”** in Reading for each year of the current Contract Term.⁶

School Specific Goal – Mathematics:

***PERFORMANCE INDICATOR 2.b: PROFICIENCY IN MATH.** Students in grades 5-12⁷ at Taos Academy will achieve and maintain a level of academic success in Math as demonstrated by showing grade level proficiency or one year’s growth in one of the following measures: proficiency on annual state standardized testing, proficiency or typical yearly growth on short-cycle assessment administered three times a year*

Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students in grades 5-12 at Taos Academy.

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 NWEA MAPS grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (“One year’s growth” will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the “projected RIT” score. If the student matches

⁶ NWEA MAP Reading data has been uploaded into the data folder in the Application section of the WebEPSS.

⁷ NWEA MAP does not provide Projected RIT Scores or Student Status Norms for 12th grade; therefore, the Mathematics chart represents performance of grades 5-11 only.

or exceeds the “projected RIT” score in either the winter or the spring, then that student will have shown “one year’s growth.”)

Grade Level Proficiency. In order to show “grade level proficiency” (the second phrase in each of the standards set forth below), a student must test at “average”, “high average” or “high” as identified on winter or spring tests as shown on the NWEA MAPS Grade or Class report OR score proficient on the annual state standardized testing.

Exceeds Standard:

□ 80% or above of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy AND of this 80%, 10% must achieve more than a full year’s growth.

Meets Standard:

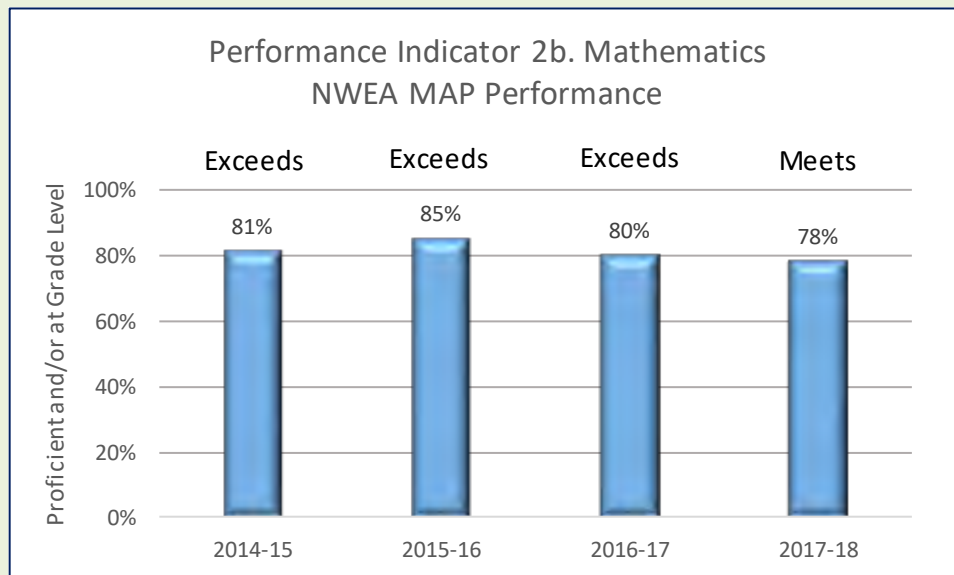
□ 70% to 79% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will show “one year’s growth” or reach grade level proficiency in math after two consecutive semesters at Taos Academy.

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will reach show “one year’s growth” or grade level proficiency in math after two consecutive semesters at Taos Academy.



Based on the criteria of Performance Indicator 2b, Taos Academy earned an “**Exceeds Standard**” rating in Mathematics for three of the four years of the current contract term. Taos Academy earned a “**Meets**

Standard” in 2017-18.⁸

School-Specific Goal – Career and Technology Education:

PERFORMANCE INDICATOR 2.c: Students in grades 5-12 at Taos Academy who attend the school for two consecutive semesters will develop and successfully complete an individualized post-secondary career pathway plan. Implementation of the plan will be demonstrated by the successful completion of at least 1 credit in Career and Technology Education courses each year while attending Taos Academy. The Next Step Plan will document credit earned for both academic and career readiness biannually.

Exceeds Standard:

□ 80% or above of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

Meets Standard:

□ 70% to 79% of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

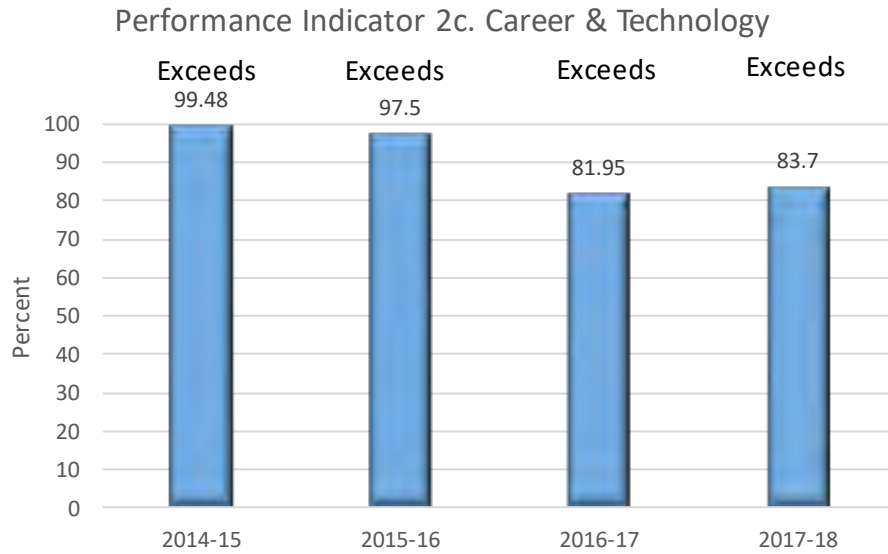
Does Not Meet Standard:

□ 60% to 69% of Taos Academy students will develop an individualized career pathway plan and implement the plan as demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

Falls Far Below Standard:

□ Less than 60% of Taos Academy students will develop and implement an individualized career pathway plan demonstrated by completing 1 or more credits in Career and Technology Education courses (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) each year with a passing grade of 90% or better

⁸ NWEA MAP Math data has been uploaded into the data folder in the Application section of the WebEPSS.



Based on the criteria of Performance Indicator 2c, Taos Academy earned an **“Exceeds Standard”** rating in each of the four years of the current contract term.⁹

⁹ 2017-18 data supporting the Career and Technology Goal have been uploaded into the data folder in the Application section of the WebEPSS. Previous years data will be available on site for review during the Renewal Site Visit.

2. 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

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.

For any school that has received material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site 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 received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

School response:

Following is a table that addresses one significant deficiency (Taos Academy Foundation FY17) and one repeat audit finding (FY14 reported in FY15) received by Taos Academy Charter School during the current term of the contract. Improvement actions taken to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance are also addressed.

Audit Year	Nature of Finding	Improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance
FY 17	<i>Finding (Significant Deficiency):</i> The Foundation for Taos Academy 2017-001 Segregation of Duties for the Foundation <i>Condition:</i> The Foundation has one individual who is responsible for	Note: This finding is related to a component unit of Taos Academy Charter School: The Taos Academy Foundation. <u>Improvement Action(s):</u>

	<p>depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.</p>	<p>The School Business Manager worked with the Foundation on implementing a sound Internal Control Structure. As of 1/1/2018, the Foundation began reporting its finances to the Governing Board of the School on a quarterly basis. The Finance Committee also reviewed the financial statements and procedures of the Foundation.</p> <p><u>Specific Evidence:</u> Quarterly Governing Board Minutes reflecting the Foundation financial reports beginning as of 1/1/2018.</p> <p>Finance Committee records showing review of the financial statements and procedures of the Foundation.</p> <p><u>Effectiveness of the Improvement Action:</u> Finding will not be repeated in the FY18 Audit Report.</p> <p><u>Specific Evidence:</u> FY 18 Audit Report</p>
FY16	<p>The school did not receive any material weakness, significant deficiency, or repeat audit findings</p>	<p>N/A</p>
FY 14 (reported in FY 15)	<p><i>Finding: Non-compliance - Repeated and Modified (not noted)</i></p> <p>2014-001 Procurement Code Non-compliance</p> <p><i>Condition:</i> The School did not follow proper procurement procedures when obtaining vendors to install a basketball court and artificial turf for the School.</p>	<p><u>Improvement Action(s):</u></p>

The total estimated cost was \$25,613 for the basketball court and \$34,833 for the artificial turf. The School obtained quotes by making phone calls rather than sending written requests containing the specifications for the procurement.

Auditor's Note: This finding was reported in the 2014 audit and the School started taking corrective measures once it was reported to them in May 2015.

This finding was prior to the audit of FY14. After the audit of FY14, the School implemented procedures to be in compliance with state requirements for written requests containing specifications for procurement. Taos Academy Governing Council updated the procurement policy in the spring of FY2016 to ensure a better understanding of the process. The director and business manager also revised their procedures to be in compliance with the policy.

Specific Evidence:

Updated procurement policy in effect as of spring of 2016.
Revised procedures used by the director and business manager in accordance with updated procurement policy.

Effectiveness of the Improvement Action:

This finding was not repeated in the FY16 or FY17 Audits.

Specific Evidence:

FY16 and FY17 Audit Reports

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:

Not Applicable. Taos Academy maintained all Board of Finance authority during the entire term of the contract.

3. 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.

Each school must provide a brief narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

If the school has made substantial changes or has not met any of the material terms of the contract during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

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.**

School response:

Taos Academy has implemented all Material Terms of the Charter.

Taos Academy Contract Number	Material Term		Narrative Describing Implementation of Material Terms of the Charter
8.01(a)(i)	Operational Structure.		Taos Academy has implemented the Operational Structure terms of the Charter. Taos Academy maintains a 4-day schedule as verified by the School Calendar. Instructional days total 151.
	Length of school day	4-day school schedule	
	Enrollment cap	250	

	<div>Authorized school grades</div> <div>5th through 12th</div>	<p>The enrollment cap of 250 has not been exceeded in any year of the current charter term.</p> <p>The school serves grades 5-12.</p>
8.01(a)(ii)	<p>School Mission.</p> <p>The mission of Taos Academy is to prepare students in fifth through twelfth grade to achieve and maintain a level of excellence by supporting and promoting academic achievement, strong leadership skills, and social responsibility. Through the use of innovative curriculum, leadership training, and enrichment opportunities, we foster a community of self-motivated, independent, lifelong learners. The partnership of school, parents, and community creates a learning environment where students acquire the knowledge, leadership skills, and sense of responsibility needed to succeed in the 21st century.</p>	<p>Taos Academy has implemented all components of the School Mission.</p> <p>Components are reflected in the student's daily schedule and school calendar. See section iii and for additional information.</p>
8.01(a)(iii)	<p>Educational Program of the School.</p> <p><u>Educational Philosophy</u> - Taos Academy expresses and practiced the belief that every learner deserves access to educational excellence regardless of his or her abilities. Taos Academy provides a hybrid learning environment that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. We believe that</p>	<p>Taos Academy has received 6 years of an A grade as a result of implementing the school mission and educational program as described.</p> <p>Taos Academy is a blended learning school combining the best pedagogy from online and face-to-face instruction. All members of the Public Education Commission are warmly invited to visit Taos Academy to see</p>

	<p>our focus on academic excellence, rooted in 21 st-century learning skills and the development of strong leadership skills, prepare all Taos Academy students to become independent, lifelong learners who will be confident and successful in their future endeavors</p> <p><u>Educational Approach</u> - Taos Academy is dedicated to providing a high academic standard that meets or exceeds New Mexico state standards. Using proven educational practices, intentional instructional design, and meaningful assessments, the school provides students with the individualized instruction necessary to meet their learning goals. Taos Academy blends traditional classroom teaching methods with the latest technological advances, allowing students to benefit from both group and one-on-one approaches. After a thorough assessment, students are placed appropriately according to academic need. Placing students according to present performance levels ensures student success by building on their individual knowledge base rather than grade level. The school provides academic classes to students in a highly interactive digital format with the flexibility of anytime, anywhere learning. After students begin digital studies, their advisor will monitor all academic activities through the web-based program. The advisor has access to all daily academic activity, is able to track time spent on assignments, view scores of individual lessons and quizzes, and determine areas of weakness. Advisor and</p>	<p>its innovative blended learning model in action.</p> <p>Every student has an Individual Learning Plan (ILP) which allows every student to excel at his or her own learning progression.</p> <p>How the Taos Academy implements its educational philosophy is thoroughly explained in the description of its “Educational Approach.”</p>
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	<p>student are able to communicate using state-of-the-art web-based communications with the capability for audio, visual, and written communication, or live face-to-face communication in a traditional manner. Students are required to attend Math and Language Arts enrichment classes and have access to tutoring to further support academic excellence.</p> <p>Taos Academy is devoted to developing a strong community of leaders throughout the organization, focusing our attention on 21st-century learning skills such as communication skills, teamwork, and research skills. Students are required to successfully complete one or more credits per year developing 21Century skills to ensure preparation of future endeavors. Classes offered yearly include but are not limited to, leadership training, global studies, career and technical education development, and STEM Institute. Leadership training programs include but are not be limited to, classes in emotional intelligence, advisory groups, outdoor education, and service learning projects. Global studies classes incorporate but are not limited to, global awareness, language study, cultural studies, and geography. Career and Technical Education classes are devoted to developing a college/career pathway plan and support internships, dual credit classes, and online career classes. The STEM Institute classes offer students a variety of courses, aligned to STEM standards, to enrich the academic programming. Instructional methods</p>	
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	<p>include, but are not be limited to, direct instruction, guided teaching, and a constructivist approach (inquiry, analysis, synthesis, etc.). Students attend these classes on campus on a regular basis, depending on their individual plan.</p> <p>Taos Academy is committed to parental and community involvement to further utilize resources needed to maximize student potential for success. Our parent cooperative model forms partnerships for parents to be actively involved in their child's educational growth through advisory roles, emotional intelligence training, volunteering, etc. Partnerships with community resources (individuals and businesses) support students in academic success, internships, tutoring, and workshops.</p>	
8.01(a)(iv)	<p>Student-Focused Terms.</p> <p>Taos Academy students are given choice and flexibility in deciding non-core educational programming. With the development of the individualized career pathway plan, students, parents, and the school advisors design a schedule that promotes academic success along with targeting areas of interest with classes aligned to the student's career plan. Career and Technology Education courses such as (21st Century classes, dual credit, internship, STEM Institute classes, career prep, elective and/or honors classes) are offered each semester. Students must earn a minimum of 1 credit per year from</p>	<p>All student-focused terms have been fully implemented over the term of the charter.</p> <p>Taos Academy offers students in 5th through 12th grade an opportunity to explore career and technical education through its STEM Institute. Each semester, students are offered approximately twelve career and technology education courses to support further exploration of their individual interests.</p>

	<p>the list above that aligns to the pathway plan.</p> <p>Taos Academy begins instruction at the 5th-grade level to inhibit early academic failure.</p> <ul style="list-style-type: none"> • All students have an individualized learning program aligned to their personal goals to ensure success. • All students are required to meet the following rigorous academic requirements: • All students will participate in enrichment opportunities to further enhance their educational experience. • Mid-level students will successfully complete one academic or elective high school level class to enter ninth grade. • High school students will successfully complete and implement a College/Career Pathway plan. • Students will have the opportunity to attend virtual summer school to further promote academic success. • Students are expected to develop yearly online portfolios of best work to demonstrate the ability to pose questions, marshal resources, and pursue learning with dedication, independence, imagination, and courage. 	
8.01(a)(v)	Teacher-Focused Terms.	

	<p>Staff training is dedicated to the development of blended models of education and the use of educational technology as well as the development of Emotional Intelligence. In the ever-changing technological world, it is important for Taos Academy teachers to be trained in new technical educational tools as well as effective and efficient communication skill.</p>	<p>In the Taos Academy blended-learning model, trained teachers are known as Teacher Advisors. Teachers in their first year at Taos Academy, although they are already experienced teachers, spend their first year as support to experienced Teacher Advisors to ensure they are fully trained in utilizing technology-based instruction. They become Teacher Advisors as of their second year.</p> <p>Teachers work 166 days per year. During the teachers work year, they receive 15 full days plus an additional 3 hours per week (500 hours) of professional development focused on blended learning, the use of educational technology, and Emotional Intelligence.</p>
8.01(a)(vi)	<p>Total School Enrollment.</p> <p>As set forth above, the School is authorized to enroll the following: 250 students</p> <p>The School shall provide instruction to students in such grades and subject to approved caps in each year of operation. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to</p>	<p>The enrollment cap of 250 has not been exceeded in any year of the current charter term.</p>

	<p>this contract or waiver of grade cap provision.</p> <p>If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.</p>	
8.01(a)(vii)	<p>Intent to Provide Educational Services</p> <p>The School represents to the Authorizer that based upon its mission and school goals, it intends to provide educational services including delivery of instruction in the following described general geographic area: County(ies): Taos County City(ies): Taos</p>	<p>Taos Academy met the “Intent to provide educational services” provision throughout the term of the charter. Taos Academy has provided educational services including delivery of instruction in the County of Taos and the City of Taos.</p>
8.01(a)(viii)	<p>Facility.</p> <p>[X] <i>For Schools with a Set Location.</i> The Charter School’s primary location is: 110 Paseo del Canon W, Taos, NM 87571. The facility meets all applicable facility requirements of State and Federal law.</p>	<p>Taos Academy has implemented the facility requirements throughout the term of the charter. The school has occupied its facility located at 110 Paseo del Canon W, Taos, NM 87571 for all years of the current charter term.</p> <p>The facility meets all applicable facility requirements of State and Federal law.</p>
8.01(a)(ix)	<p>Facilities Occupancy Requirement.</p> <p>The School acknowledges that its facility must meet all educational occupancy standards required by applicable New</p>	<p>Taos Academy has met the facility occupancy requirements throughout the term of the charter.</p>

	<p>Mexico Construction Codes. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building including the approval of the director or designee of the PSFA. The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011).</p> <p>The School shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>	<p>Taos Academy has four E-Occupancy Certificates for 110 Paseo del Canon W, Taos, NM 87571 reflecting the expansion of facilities over time:</p> <ul style="list-style-type: none"> • Town of Taos dated 8/9/2011; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 1/6/2012; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 6/11/2014; • State of New Mexico Regulation and Licensing Department, Construction Industries Division dated 6/28/2017. <p>See Appendix D for a copy of each E-Occupancy Certificate.</p> <p>Taos Academy has provided assurances that its facilities meet the requirements as set forth in Section 22-8B-4.2 NMSA 1978 (2011). See notarized facility assurance form C in Appendix D of this application.</p> <p>Taos Academy has complied with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>
8.01(a)(x)	<p>New Mexico Condition Index</p> <p>The School acknowledges that it may not open or relocate to a facility after opening unless:</p>	<p>Taos Academy met the New Mexico Condition Index requirement throughout the term of the charter.</p>

	<p>A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or</p> <p>B. the School demonstrates within 18 (eighteen) months of occupancy or relocation of the School, the facility will achieve a rating of equal to or better than the average New Mexico condition index.</p>	<p>Taos Academy received a 2018-19 wNMCI rating of 2.61%. See Appendix D of this application for a wNMCI letter from PSFA dated April 17, 2018.</p>
8.01(a)(xi)	<p>Facilities Funding.</p> <p>The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act; the Public School Capital Improvements Act; the Public School Buildings Act; and any other applicable law.</p>	<p>Taos Academy has received State Lease Assistance funding since opening in 2008.</p> <p>Taos Academy also receives SB-9 funds from the Taos Municipal Schools.</p> <p>In addition, Taos Academy receives Gross Receipts Tax funding from the local municipality.</p>
8.01(a)(xii)	<p>Lease Purchase Agreement.</p> <p>The School acknowledges that it may not enter into a Public School Lease Purchase Agreement without prior approval of the NMPED.</p>	<p>Taos Academy is in a lease purchase agreement that has been approved by the Public Education Department (6/30/2016).</p>
8.01(a)(xiii)	<p>Multiple Facilities.</p> <p>With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program</p>	<p>Taos Academy does not maintain separate facilities at two or more locations.</p>

	units pursuant to the Public School Finance Act.	
8.01(a)(xiv)	<p>Governing Board.</p> <p>The Governing Council consisting of no less than five (5) members shall govern Taos Academy. Taos Academy's Educational Director will be an additional non-voting member of this council. The Governing Council may also include other non-voting members: student, parent, and staff member.</p>	The Taos Academy Governing Council by-laws are in compliance with the membership as stated, including non-voting membership.
8.01(a)(xv)	<p>Food Service.</p> <p>According to the Charter, the School [X] will not provide food services.</p>	Taos Academy does not provide food services.
8.01(a)(xvi)	<p>Transportation.</p> <p>[X] The School, in accordance with the Act, shall not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.</p>	<p>Taos Academy does not provide student to-and-from transportation.</p> <p>Taos Academy has complied with all students with disabilities' qualified IEP and Section 504 plan requirements related to transportation.</p>
8.01(a)(xvii)	N/A	The Taos Academy Contract does not contain an item numbered 8.01(a)(xvii).

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

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:

Taos Academy received three repeat “Working to Meet Standard” ratings on the most recently completed organizational performance framework evaluation (2017-18). Responses follow:

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Actions
III-A.04 Educational Plan <i>Working to Meet Standard</i>	Process for identifying English Language Learners: Outdated form.	<u>Improvement Action:</u> Taos Academy contacted the PED Language Bureau to determine the current and correct HLS form to use. The current HLS reflecting the requirement for three attempts to obtain HLS and

		<p>screeners scores from transfer schools is now being used.</p> <p><u>Specific Evidence:</u> Outdated form has been replaced by current and correct HLS form</p> <p><u>Effectiveness of Action:</u> Three attempts to obtain HLS from transfer school are documented on the form. If HLS cannot be procured, school will have parent/guardian complete form.</p> <p><u>Specific Evidence:</u> HLS forms in students' cumulative file.</p>
	Potential errors on the ELP Error Report in STARS	<p><u>Improvement Action:</u> The 6.1.18 ELP Error Report was reviewed and reconciled. Taos Academy's STARS administrator is now using the new "ELP Error report for Snapshot" to ensure students are not under or over-identified for language acquisition services.</p> <p><u>Specific Evidence:</u> Potential errors have been resolved on STARS report as of 6.21.18.</p> <p><u>Effectiveness of Action:</u> Taos Academy ensures that students are not under or over-identified for language acquisition services.</p> <p><u>Specific Evidence:</u> ELP Status Error Report Reconciliation (6.21.18)</p>
III-A.06 Educational Plan <i>Working to Meet Standard</i>	2017-18 recurrent enrollment is 81.07%, below the standard of 85%.	This data was pulled by the Charter Schools Division from STARS. No follow-up from Taos Academy was requested.
IV-A.01 Business Management and Oversight	<p>2017 <i>Finding (Significant Deficiency):</i></p> <p>The Foundation for Taos Academy</p>	<p>This finding is related to a component unit of Taos Academy Charter School: The Taos Academy Foundation.</p> <p><u>Improvement Action(s):</u></p>

<p><i>Working to Meet Standard</i></p>	<p>2017-001 Segregation of Duties for the Foundation</p> <p><i>Condition:</i> The Foundation has one individual who is responsible for depositing receipts, handling cash, and maintaining the support for the revenues. This individual also has the ability to write checks, enter transactions into the accounting system and has online banking access.</p>	<p>Taos Academy submitted a Corrective Action Plan.</p> <p>The School Business Manager worked with the Foundation on implementing a sound Internal Control Structure. As of 1/1/2018, the Foundation began reporting its finances to the Governing Board of the School on a quarterly basis. The Finance Committee also reviewed the financial statements and procedures of the Foundation.</p> <p><u><i>Specific Evidence:</i></u></p> <ul style="list-style-type: none"> • Quarterly Governing Board Minutes reflecting the Foundation financial reports beginning as of 1/1/2018. • Finance Committee records showing review of the financial statements and procedures of the Foundation. <p><u>Effectiveness of the Improvement Action:</u></p> <p>Finding will not be repeated in the FY18 Audit Report.</p> <p><u><i>Specific Evidence:</i></u></p> <p>FY 18 Audit Report</p>
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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:

The following table identifies the membership of the Taos Academy Governing Council at all times during the term of the contract (including roles, service terms for all members, and required committee membership.

Members 2018-2019	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
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Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2017	June, 2020	Finance
Simeon Herskovits	Secretary	July, 2018	June, 2021	
Matthew Currey	Treasurer	July, 2017	June, 2020	Audit
Kristen Torres	Member	July, 2018	June, 2021	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Members 2017-2018	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2017	June, 2020	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2017	June, 2020	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Member 2016-2017	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2016	June, 2019	Finance & Audit
Dean Caldwell	Vice President	July, 2014	June, 2017	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Member 2015-2016	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership

Bill MacDonald	President	July, 2013	June, 2016	Finance & Audit
Dean Caldwell	Vice President	July, 2014	June, 2017	Finance
Simeon Herskovits	Secretary	July, 2015	June, 2018	
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Kristen Torres	Member	July, 2015	June, 2018	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	
Members 2014-2015	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill MacDonald	President	July, 2013	June, 2016	Finance & Audit
Art Mulligan	Vice President	July, 2014	June, 2017	Finance
Matthew Currey	Treasurer	July, 2014	June, 2017	Audit
Simeon Herskovits	Secretary	July, 2012	June, 2015	
Kristin Torres	Member	July, 2012	June, 2015	
Traci Filiss	Non-Voting Member	n/a	n/a	
Deanna Gomez	Non-Voting Member	n/a	n/a	
Karin Moulton	Non-Voting Member	n/a	n/a	

At no time did the membership on the Taos Academy Governing Council fall below the requirements of its by-laws or the statutory minimum of 5 members.

The Taos Academy Governing Council maintained the required committee membership at all times.

At no time during the current charter term were vacancies open on the Taos Academy Governing Council.

All members of the Governing Council completed all training-hour requirements in every year of the contract term. Training was continuous from 2014-2018. Training for the current year, 2018-19 is complete.

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

Appendix E (Part B)

September 11, 2018

Traci Filiss
Taos Academy Charter School
Director/Superintendent
110 Paseo Del Canon West
Taos, NM 87571

RE: Value of educational exchange with Australian Educators

To Whom It May Concern:

The Center for Relationalearning began visiting Taos Academy in 2012. Since then, the Center has brought over 200 Australian educators, administrators and parents to learn about the vision, mission, values, and blended learning programs of Taos Academy. Participants from Australia are exploring whole school community approaches to education, especially blended learning and positive relationships between school, family and community.

Study tour participants visit 8 to 10 schools in New Mexico and they always rate the visit to Taos Academy as a high point. They are inspired by the commitment and hard work of founders, administrators and staff. They comment on the clarity of the school's mission and how well the school programs and procedures support the attainment of those goals for each student. They are impressed with the curriculum and role teachers play in ensuring that each student attains success academically at their own pace and skill level. They also find the involvement of community in teaching special classes and the involvement of students in community activities and civic engagement exceptional, and report taking these program approaches to explore back in their own school.

Taos Academy is an international model of best practice and our Center is grateful for the opportunity to learn this practice with on-site school visits several times a year.

Very truly yours,
Dr. George Otero, Director
1918 Ft. Union
Santa Fe, New Mexico, 87505
505 690 8123

Part C: Financial Statement

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

NM Public Education Department

STATE OF NEW MEXICO PUBLIC EDUCATION DEPARTMENT SCHOOL BUDGET AND FINANCE ANALYSIS BUREAU

CHARTER SCHOOL RENEWAL APPLICATION BUDGET ANALYSIS

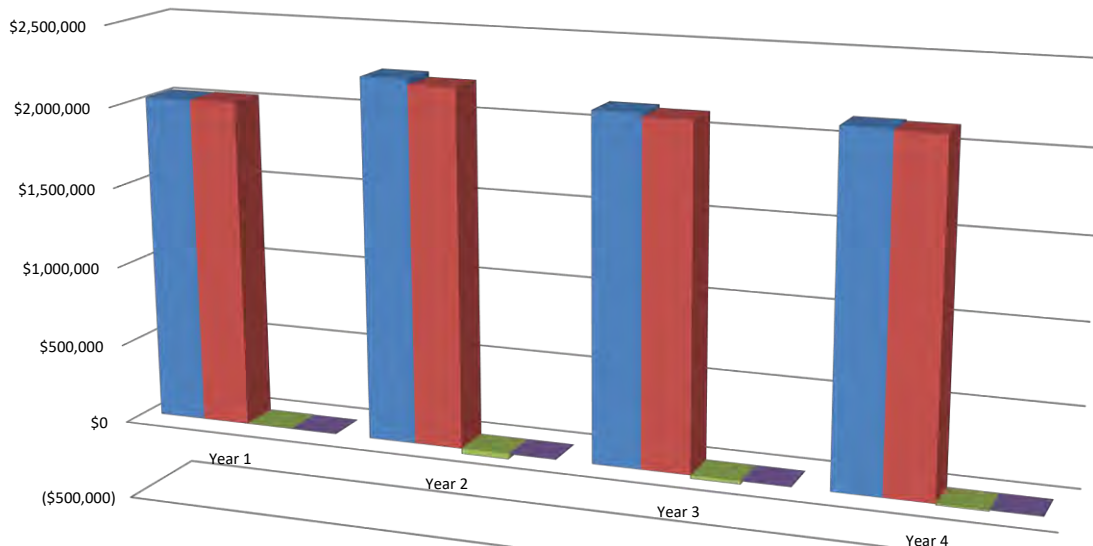
I. Operational Fund Revenues

- A. i. How do operational fund revenues budgeted compare to actual operational fund revenues for each year of the charter term?
ii. Was there a loss or a gain in each year?
iii. Explain where losses were absorbed or where gains were utilized.

The schools revenues are usually projected lower to be conservative while in the planning process. The school BARs most of the revenue that comes in during the school year until BAR cutoff dates. The school was in the process of acquiring a lease purchase approval and had some of the down payment within our cash reserves when the cash sweeps took place. The loss was absorbed by not implementing some of the programming that was planned in the following year.

B.i.	Year 1 FY2015	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 1	Year 1	(\$)	% of Change
		\$2,032,140	\$2,034,188	\$2,048	0.10%
B.ii.	Year 2 FY2016	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 2	Year 2	(\$)	% of Change
		\$2,242,412	\$2,209,392	(\$33,020)	-1.49%
B.iii.	Year 3 FY2017	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 3	Year 3	(\$)	% of Change
		\$2,131,253	\$2,110,779	(\$20,474)	-0.97%
B.iv.	Year 4 FY2018	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 4	Year 4	(\$)	% of Change
		\$2,133,846	\$2,125,907	(\$7,939)	-0.37%
B.iv.	Year 5 FY2019	Actual Operational Fund Revenues	Operational Fund Revenues Budgeted	Difference	
		Year 5	Year 5	(\$)	% of Change
		N/A	\$2,031,727	N/A	N/A

Fund 11000 Operational Program Cost Final Funded versus Preliminary Funded



II. Student Membership

- A. i. How does budgeted student membership compare to actual student membership (Avg 80/120) in each year of the charter term?
 ii. How does actual student membership (Avg 80/120) change over the charter term?
 iii. Was there a loss or a gain in each year?
 iv. Explain how these changes impacted the school's budget (revenues, expenses, etc.)
 v. Explain how budget losses were absorbed or how budget gains were utilized.

The school has a conservative approach to budgeting growth so that we don't have a reduction in funding due to student membership not meeting budgeted projections. The school has maintained growth units allowing for the school to continue to add resources for students.

B. Program Units

i. Year 1

FY2015

ii. Year 2

FY2016

iii. Year 3

FY2017

iv. Year 4

FY2018

iv. Year 5

FY2019

Funded Year 0	Budgeted Year 1	Funded Year 1	Year 1 Avg 80/120	Difference
465.351	491.118	512.781	546.441	33.7
Funded Year 1	Budgeted Year 2	Funded Year 2	Year 2 Avg 80/120	Difference
512.781	546.441	558.351	552.908	(5.4)
Funded Year 2	Budgeted Year 3	Funded Year 3	Year 3 Avg 80/120	Difference
558.351	552.908	548.358	517.052	(31.3)
Funded Year 3	Budgeted Year 4	Funded Year 4	Year 4 Avg 80/120	Difference
548.358	517.052	520.682	492.322	(28.4)
Funded Year 4	BUDGETED Year 5			Difference
520.682	492.322			0.0

C. Growth Units

	FY2015	FY2016	FY2017	FY2018	FY2019
40 Day - Year 1	40 Day - Year 2	40 Day - Year 3	40 Day - Year 4	40 Day - Year 5	
40 Day MEM Actual	208.000	226.000	208.000	213.000	
MEM Budgeted	203.000	218.500	203.000	207.500	207.5000
Difference	5.000	7.500	5.000	5.500	

Budgeted Growth Units

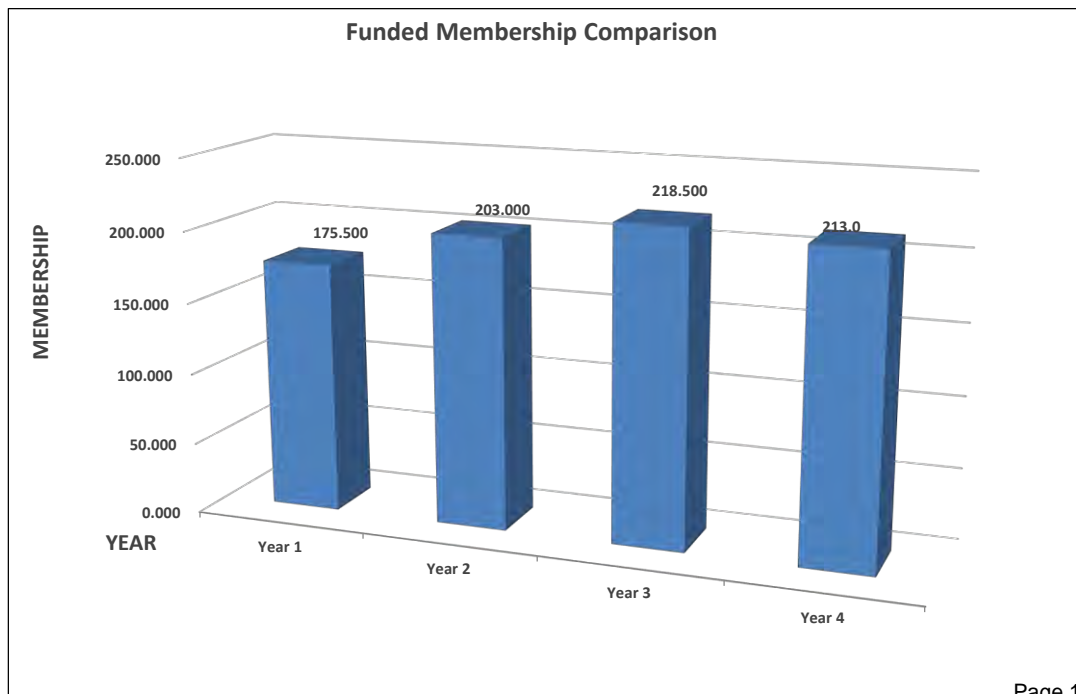
Funded Growth Units

Year 1	Year 2	Year 3	Year 4	Year 5
33.000	20.700	4.550	0.0	0.0
48.88	32.610	23.610	6.805	

D. Funded Membership

Difference from Prior Year

Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
175.500	203.000	218.500	213.0	210.0
	27.5	15.5	-5.5	-3

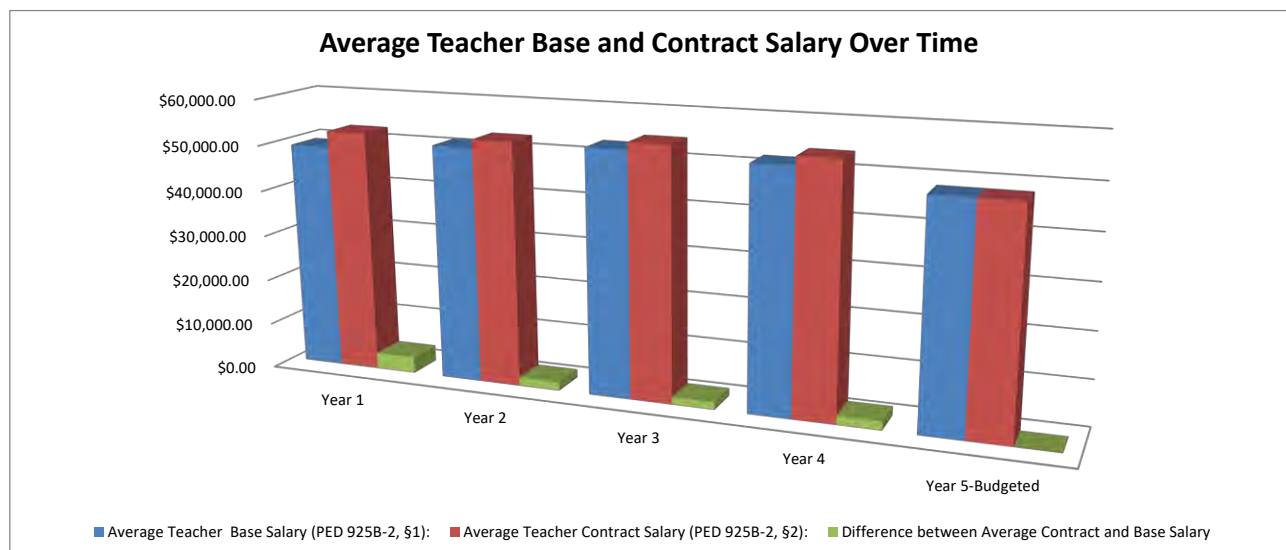
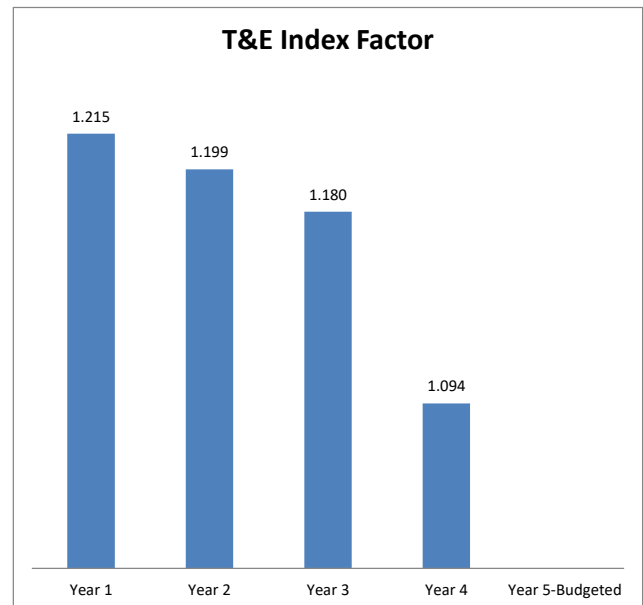
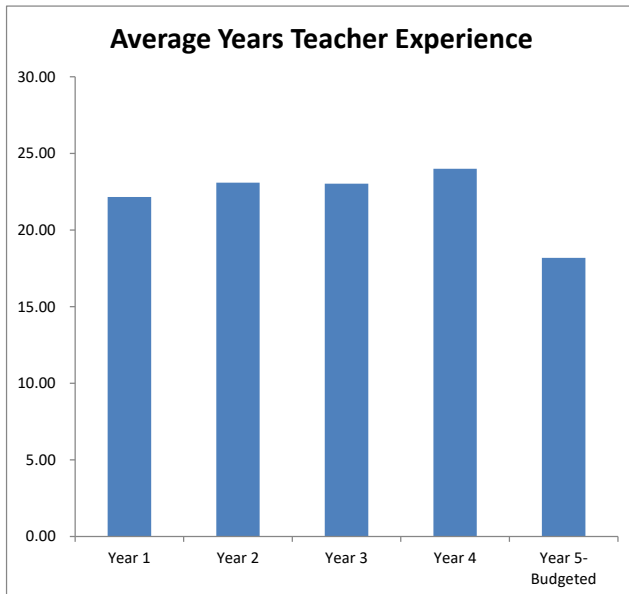


III. SALARY - Estimated Average Salary Increases

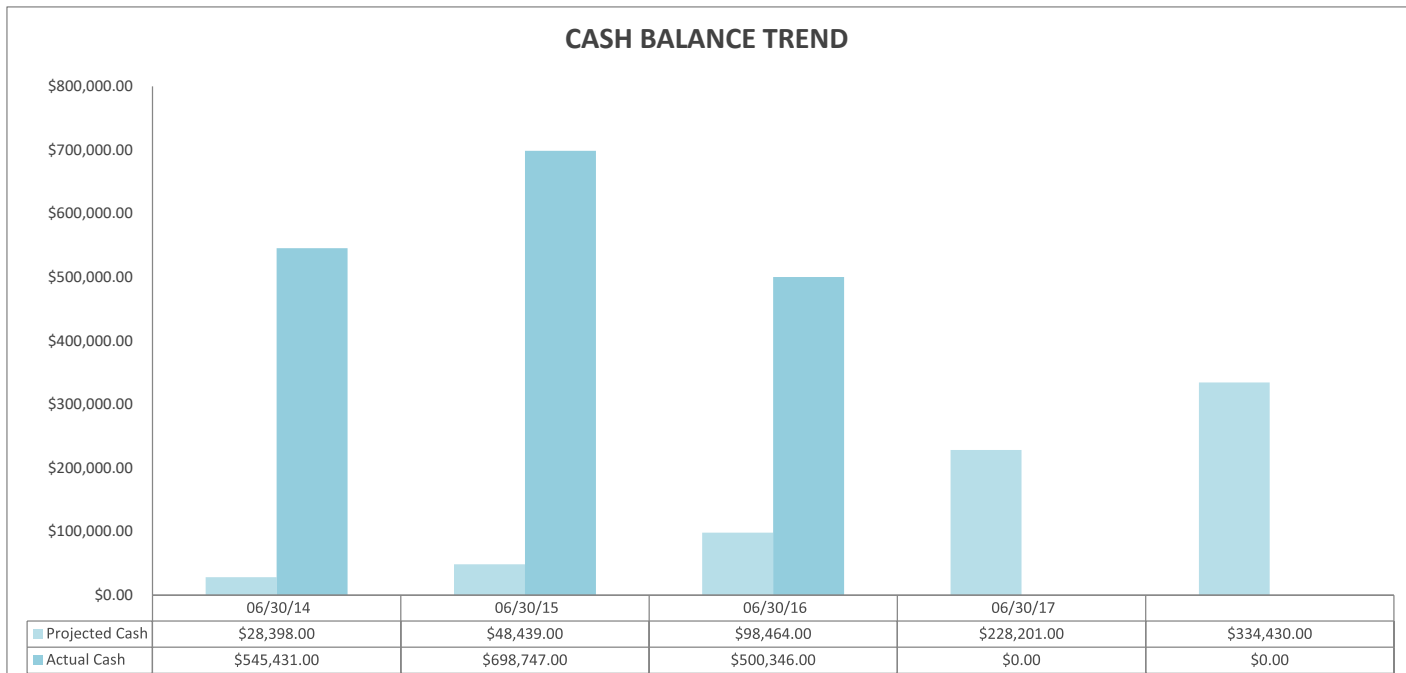
	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Average Teacher Base Salary (PED 925B-2, \$1):	\$49,321.00	\$51,272.00	\$53,000.00	\$52,051.00	\$48,322.00
Average Teacher Contract Salary (PED 925B-2, \$2):	\$52,836.00	\$53,091.00	\$54,633.00	\$53,994.00	\$48,322.00
Difference between Average Contract and Base Salary	\$3,515.00	\$1,819.00	\$1,633.00	\$1,943.00	\$0.00
% Average BASE Salary Increase (\$1)	4.07%	3.78%	2.58%	0.39%	3.87%
% Average Contract Salary Increase (\$2)	3.85%	3.65%	2.50%	0.37%	3.87%
Average Base Salary Difference from Prior Year		\$1,951.00	\$1,728.00	(\$949.00)	(\$3,729.00)
Average Contract Salary Difference from Prior Year		\$255.00	\$1,542.00	(\$639.00)	(\$5,672.00)
Average Years Experience (PED 925B-3)	22.16	23.09	23.02	24.00	18.18
Average Years Experience Difference from Prior Year		0.93	-0.07	0.98	-5.82

IV. TRAINING & EXPERIENCE

	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
T&E Index Factor Actual	1.215	1.199	1.180	1.094	
T&E Index Factor Budgeted	1.158	1.215	1.199	1.180	1.094



V. CASH BALANCE REVIEW



- A. i. Explain how actions of the school leadership (administrator and board) have impacted the trend in cash balances over the years above.
 ii. How has the amount of the cash balance in each year impacted the school's programmatic or capital plans.

The school has been fiscally conservative by projecting cash balances lower so that the school will not be forced to decrease the budget in subsequent years. The school has attempted to maintain a cash balance of at least \$250,000 so that the school would be able to operate regular programming if there were a shortfall. The school also keeps a cash balance to replace equipment and to help with facility maintenance. Charter Schools have not been able to apply for emergency supplemental, so it is imperative for charters to have cash reserves.

B. Operational Cash Comparison	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Estimated OpBud Cash Balance	\$28,398.00	\$48,439.00	\$98,464.00	\$228,201.00	\$334,430.00
4th Quarter Audited Cash	\$545,431.00	\$698,747.00	\$500,346.00	Unaudited	N/A
Difference	\$517,033.00	\$650,308.00	\$401,882.00	(\$228,201.00)	N/A
Actual Total Yearly Expenditures	#####	\$2,098,292.20	\$2,317,320.96	\$2,260,629.56	
Budgeted Total Yearly Expenditures	#####	\$2,744,765.00	\$2,800,330.00	\$2,638,583.00	\$2,366,157.00
Difference	\$544,529.41	\$646,472.80	\$483,009.04	\$377,953.44	
% EOY Cash Balance to Total Yearly Expenditures	28.82%	33.30%	21.59%	0.00%	
% Prior EOY Cash Balance to Yearly Expenditures		25.99%	30.15%	22.13%	

C. Emergency Reserve:	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Amount in Approved Operating Budget	\$0	\$0	\$0	\$0	\$0
Restricted Expenditures	\$0	\$0	\$0	\$0	\$0
Percentage of Operating Expenditures	0	0	0	0	#DIV/0!

VI. OPERATIONAL FUNCTION VARIANCES:

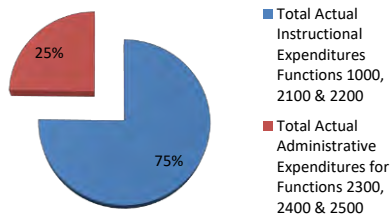
A. Overall Operational Exp FY2015

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total Actual Operational Expenditures	#####	\$2,098,292.20	\$2,317,320.96	\$2,260,629.56	
Total Budgeted Operational Expenditures	#####	\$2,744,765.00	\$2,800,330.00	\$2,638,583.00	\$2,366,157.00

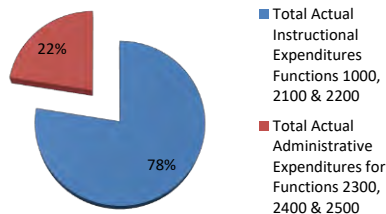
B. Operational Expenditure FY2015

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Total <i>Actual</i> Instructional Expenditures Functions 1000, 2100 & 2200	#####	\$1,475,122.53	\$1,359,130.11	\$1,516,229.42	
Total <i>Budgeted</i> Instructional Expenditures Functions 1000, 2100 & 2200	#####	\$1,683,863.00	\$1,653,015.00	\$1,641,757.00	\$1,563,317.00
Difference	(\$226,038.28)	(\$208,740.47)	(\$293,884.89)	(\$125,527.58)	
% <i>Actual</i> Total Instructional Expenditures to Total Operational Expenditures	68.76%	70.30%	58.65%	67.07%	
% <i>Budgeted</i> Total Instructional Expenditures to Total Operational Expenditures	62.67%	61.35%	59.03%	62.22%	66.07%
Difference	6.09%	8.95%	-0.38%	4.85%	
Total <i>Actual</i> Administrative Expenditures for Functions 2300, 2400 & 2500	\$429,473.88	\$426,751.28	\$428,016.23	\$470,647.44	
Total <i>Budgeted</i> Administrative Expenditures for Functions 2300, 2400 & 2500	\$500,883.00	\$479,823.00	\$484,512.00	\$536,571.00	\$470,344.00
Difference	(\$71,409.12)	(\$53,071.72)	(\$56,495.77)	(\$65,923.56)	
% <i>Actual</i> Total Instructional Expenditures to Total Operational Expenditures	22.69%	20.34%	18.47%	20.82%	
% <i>Budgeted</i> Total Instructional Expenditures to Total Operational Expenditures	20.55%	17.48%	17.30%	20.34%	19.88%
Difference	2.14%	2.86%	1.17%	0.48%	

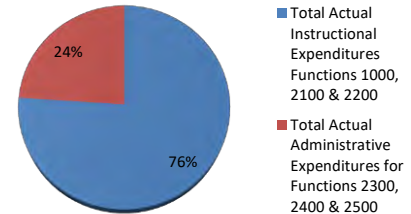
**Year 1
Operational Expenditures
by Type**



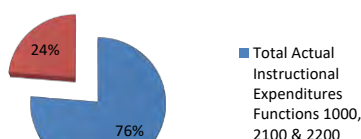
**Year 2
Operational Expenditures
by Type**



**Year 3
Operational Expenditures
by Type**



**Year 4
Operational Expenditures
by Type**



C. Actual Operational Expenditures by Function

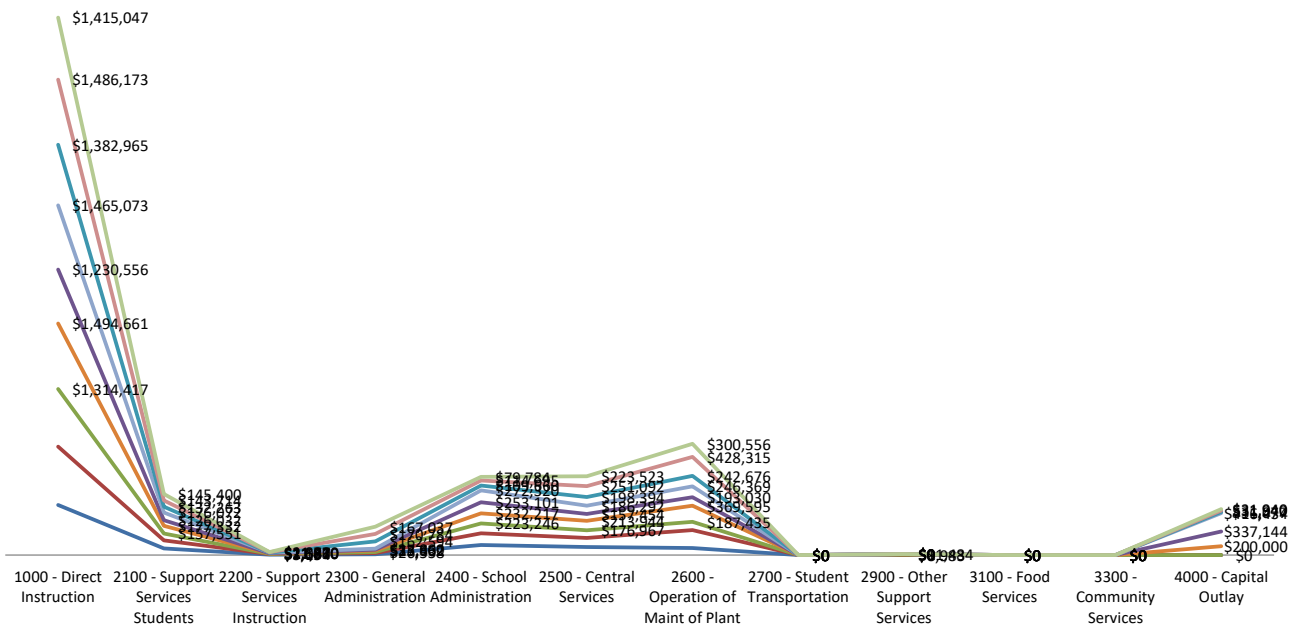
	FY2015	FY2016	FY2017	FY2018
	Year 1	Year 2	Year 3	Year 4
1000 - Direct Instruction	\$1,142,140	\$1,314,417	\$1,230,556	\$1,382,965
2100 - Support Services Students	\$150,501	\$157,551	\$126,032	\$132,263
2200 - Support Services Instruction	\$8,868	\$3,154	\$2,543	\$1,001
2300 - General Administration	\$16,129	\$26,538	\$17,462	\$162,594
2400 - School Administration	\$229,995	\$223,246	\$253,101	\$109,660
2500 - Central Services	\$183,351	\$176,967	\$157,454	\$198,394
2600 - Operation of Maint of Plant	\$161,755	\$187,435	\$193,030	\$242,676
2700 - Student Transportation	\$0	\$0	\$0	\$0
2900 - Other Support Services		\$8,983	\$0	\$0
3100 - Food Services	\$0	\$0	\$0	\$0
3300 - Community Services	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$0	\$337,144	\$31,077
Totals should equal expenditures above	\$1,892,739	\$2,098,292	\$2,317,321	\$2,260,630

C. Budgeted Operational Expenditures by Function

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5
1000 - Direct Instruction	\$1,331,525	\$1,494,661	\$1,465,073	\$1,486,173	\$1,415,047
2100 - Support Services Students	\$182,153	\$177,332	\$176,072	\$143,714	\$145,400
2200 - Support Services Instruction	\$13,870	\$11,870	\$11,870	\$11,870	\$2,870
2300 - General Administration	\$27,500	\$33,662	\$25,900	\$170,784	\$167,037
2400 - School Administration	\$266,581	\$232,217	\$272,320	\$114,695	\$79,784
2500 - Central Services	\$206,802	\$213,944	\$186,292	\$251,092	\$223,523
2600 - Operation of Maint of Plant	\$407,748	\$369,595	\$246,369	\$428,315	\$300,556
2700 - Student Transportation	\$0	\$0	\$0	\$0	\$0
2900 - Other Support Services	\$1,089	\$11,484	\$0	\$0	\$0
3100 - Food Services	\$0	\$0	\$0	\$0	\$0
3300 - Community Services	\$0	\$0	\$0	\$0	\$0
4000 - Capital Outlay	\$0	\$200,000	\$416,434	\$31,940	\$31,940
Totals should equal expenditures above	\$2,437,268	\$2,744,765	\$2,800,330	\$2,638,583	\$2,366,157

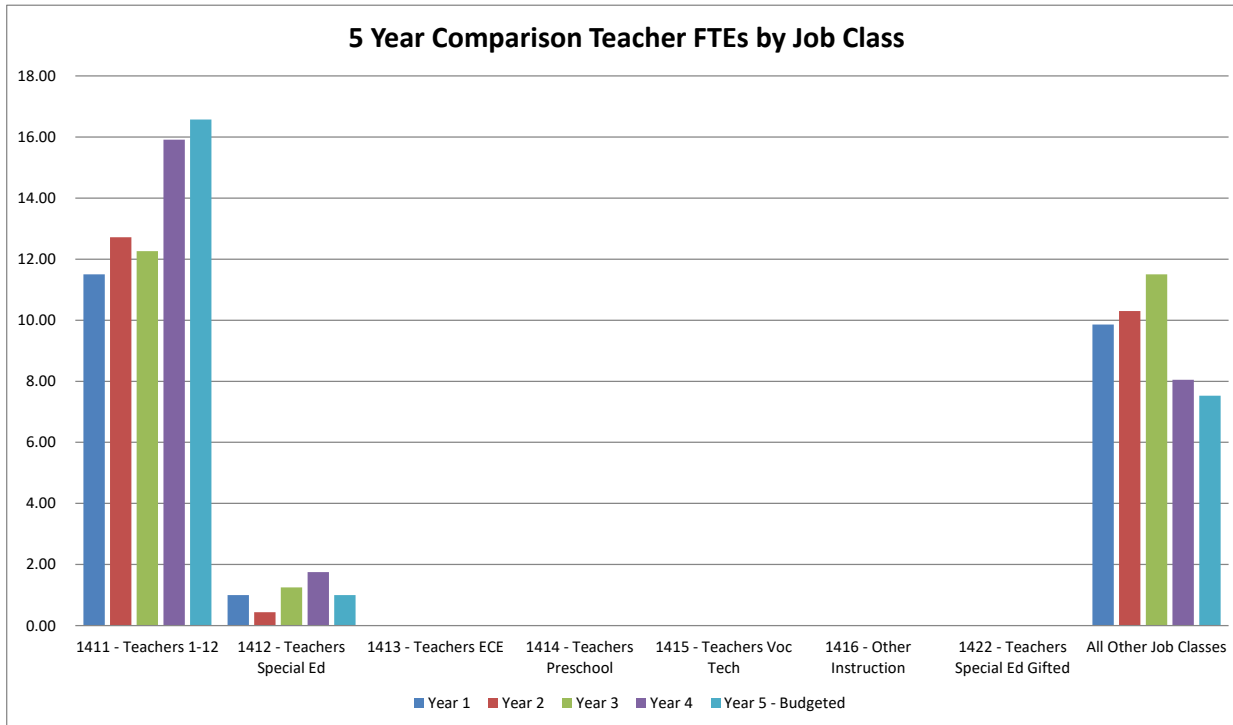
5 Year Comparison of Actual and Budgeted Expenditures by Function

- Year 1 Actual Operational Expenditures
- Year 1 Budgeted Operational Expenditures
- Year 2 Actual Operational Expenditures
- Year 2 Budgeted Operational Expenditures
- Year 3 Actual Operational Expenditures
- Year 3 Budgeted Operational Expenditures
- Year 4 Actual Operational Expenditures
- Year 4 Budgeted Operational Expenditures
- Year 5 Budgeted Operational Expenditures



VII. FUND 11000 "OPERATIONAL" FTE COMPARISON

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5 - Budgeted
1411 - Teachers 1-12	11.50	12.72	12.26	15.91	16.57
1412 - Teachers Special Ed	1.00	0.44	1.25	1.75	1.00
1413 - Teachers ECE					
1414 - Teachers Preschool					
1415 - Teachers Voc Tech					
1416 - Other Instruction					
1422 - Teachers Special Ed Gifted					
All Other Job Classes	9.86	10.30	11.50	8.05	7.53
Grand Total Fund 11000 FTE	22.36	23.46	25.01	25.71	25.10



VIII. SCHOOL CALENDAR

	FY2015	FY2016	FY2017	FY2018	FY2019
	Year 1	Year 2	Year 3	Year 4	Year 5-Budgeted
Instructional Days	151	151	151	151	151

IX. SCHOOLS THAT HAVE EARNED A "D" OR LOWER LETTER GRADE

Describe how the school prioritized resources toward proven programs and methods linked to improved student achievement from the time it earned a "D" or "F" until the school earned a grade of C or better for two consecutive years. If the school has not yet earned a grade of C or better for two consecutive years, the narrative must identify current/ongoing actions. CSD will review and evaluate evidence to verify these actions on the site visit.

Part D: Petitions of Support

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

1. Petition of Support from Employees

Instructions:

- Signatures must be collected during the year prior to the least year of the contract, using the school's employee information on the 120th day.

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the Taos Academy and hereby certify that: the attached petition in support of the Taos Academy renewing its charter was circulated to all employees of the Taos Academy. There are 32 persons employed by the Taos Academy. The petition contains the signatures of 29 employees which represents 90 percent of the employees employed by the Taos Academy.

STATE OF NEW MEXICO)

ss.

COUNTY OF TAOS)

I, Traci Filiss, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Traci Filiss

Subscribed and sworn to before me this 28th day of August 2016.



My Commission Expires: 03/17/20

OFFICIAL SEAL
MORIAH F GONZALES
NOTARY PUBLIC
STATE OF NEW MEXICO

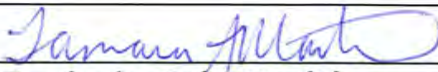
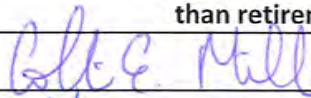
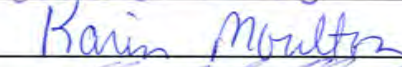

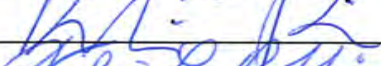
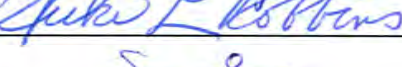


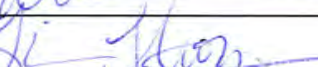
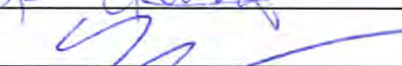
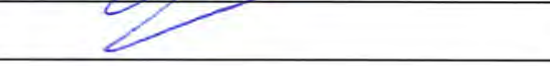
Moriah F. Gonzales
Notary Public

My Commission Expires:

03/17/20

**EMPLOYEE PETITION OF SUPPORT FOR RENEWAL OF THE
TAOS ACADEMY CHARTER**

	Employee Name	Position	Signature
1	Anaya, Evelyn	Assistant Business Manager	Evelyn Anaya
2	Arguello, Ann-Marie	Certified Instructor	P Arguello
3	Becker, Chaney	Instructional Tutor(Hourly)	C Becker
4	Carr, Jeff	Advisor	Termination Code: 07-Retired
5	Cisneros, Julian	Advisor	Julian Cisneros
6	Clancy, Tammi	Advisor	Tammi Clancy
7	DeHerrera, Michelle	Administrative Secretary	Michelle DeHerrera
8	Densow, Gayle	Advisor	Gayle A. Densow
9	Driver, Burch	Certified Instructor	Burch Driver
10	Emanuelli, Anne Marie	Advisor	AM Emanuelli
11	Espinoza, Jose	Maintenance Coordinator	Jose Espinoza
12	Filiss, Traci	Director/Superintendent	Traci Filiss
13	Goss, Donna	SPED	Termination Code: 08-Personal Reasons
14	Henshaw, Jeanette	SPED/MS+	Jeanette Henshaw
15	Joseph, Lisa	Advisor	Lisa A. Joseph
16	Kelly, Warren	Advisor/Curriculum	Warren Kelly
17	Laure, Estelle	Certified Instructor	Estelle Laure
18	LeBlanc, Elizabeth	Advisor	E. LeBlanc
19	Lucero, Amy	Administrative Assistant	Amy D. Lucero
20	Lucero-Martinez, Jamie	Educational Assistant-SSL	Jamie Lucero-Martinez

21	Martinson, Tami	Certified Instructor	
22	McPartlon, Hillary	Dean of Students/Curriculum	Termination Code: 02-Left for reasons other than retirement
23	Miller, Collin	Technology Administrator	
24	Moulton, Karin	STEM Coordinator	
25	Musialowski, Mike	Instructional Assistant	
26	Pike, Kelci	Certified Instructor	
27	Robbins, Vicki	Administrative Assistant/Registrar	
28	Samoiel, Samantha	Certified Instructor	
29	Senescu, Cobey	Counselor	
30	Shawver, Lee	Smart Lab/PE	
31	Thompson, Lisa	Educational Assistant	
32	Weisfeld, Jason	Advisor	
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			

2. Petition of Support from Households

Instructions:

- Signatures must be collected during the year prior to the least year of the contract, using the school's enrollment information on the 120th day.
- Students over the age of 18 and students acting as a head of household may provide the signature for the household. For students under the age of 18 living with a parent or guardian, the signature shall be the parent or guardian's signature.

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the Taos Academy and certify that: the attached petition in support of the Taos Academy renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 150 households which represents 87 percent of the households whose children were enrolled in the Taos Academy.

STATE OF NEW MEXICO)

ss.

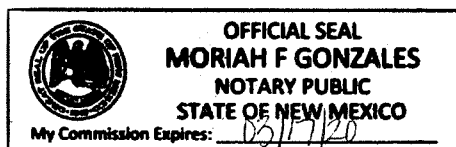
COUNTY OF TAOS)

I, Traci Filiss, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Traci Filiss

Subscribed and sworn to before me this 29th day of August 2016.

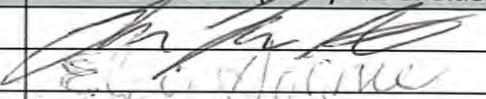
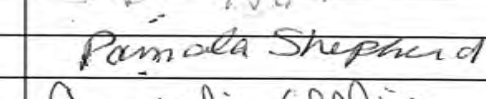
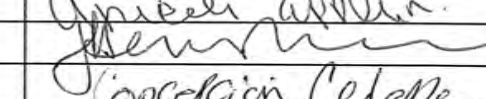
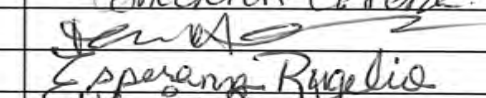
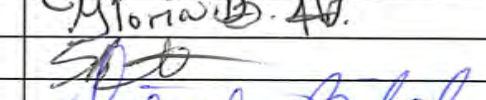
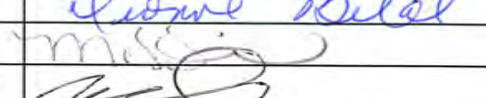
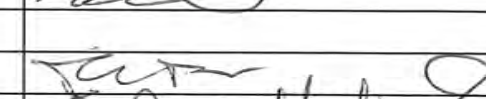
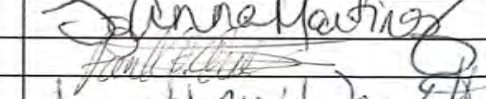
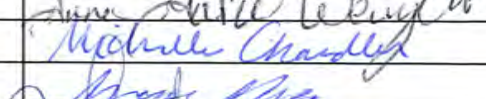
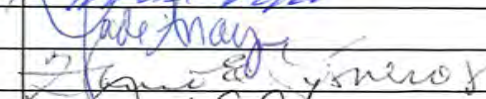
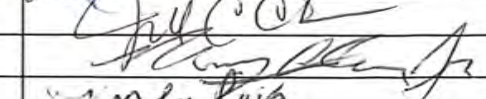
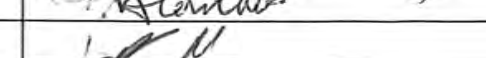

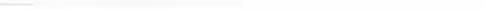


Moriah F. Gonzales
Notary Public

My Commission Expires:

03/17/20

HOUSEHOLD PETITION OF SUPPORT FOR RENEWAL OF THE TAOS ACADEMY CHARTER

Household	Name(s) of Student(s) in the Household	Printed Name of Parent, Guardian, or Student (if 18 years or older)	Signature of Parent, Guardian, or Student (if 18 years or older)
1		Aby, Lluvia	
2		Adame, Elsa	
3		Shepherd, Pamela	
4		Madrid, Mary	
5		Applin, Araceli	
6		Henshaw, Jeanette	
7		Cadena, Concepcion	
8		Arguello, Kristin	
9		Rugelio, Esperanza	
10		Barreto Hidrogo, Gloria	
11		Benton, Suzie	
12		Bilal, Dionne	
13		Stone, Melissa	
14		Nelson, Nikesha	
15		Brown, Greta	
16		Bush, Regina	
17		Martinez, JoAnna	
18		Castillo, Paul	
19		Weinzetl, Anna Marie	
20		Chandler, Michelle	
21		MacDonald, Marti	
22		Anaya, Jade	
23		Cisneros, Flavio	
24		Cline, Jill	
25		Cohn, Murray	
26		Comtois, Meredith	
27		Aragon, Judith	

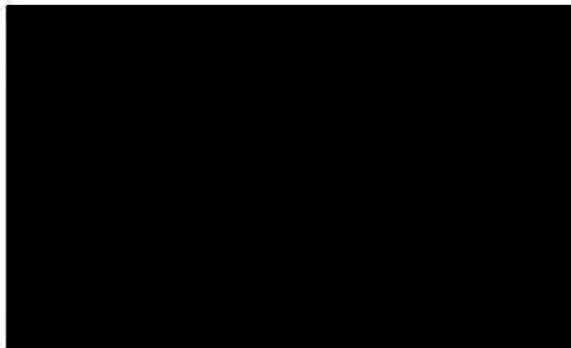
28		Cordova, Julie Ann	Julie Ann Cordova
29		Corral, Monica	Monica Corral
30	go	Cortez, Connie	
31		Cortopassi, Julie	
32		Densmore, Debbie	Debbie Densmore
33		De Puy, Isabel	
34		Tucker, Jodi	Rinold D. Lla
35		Foley, Alison	Alison Ray Foley
36		Donaldson, Katsa	Katsa
37		Doughty, Kelly	Kelly Doughty
38		Sampere, Elizabeth	
39		Dumitrescu, Cecilia	Cecilia Dumitrescu
40		Duran, Dawn	Dawn Duran
41		Earle, Aundrea	aundrea earle
42		England, Rheanna	
43		Vigil, Stephanie	Stephanie Vigil
44		Karsian, Anne	
45		Fitch, Jennifer	Jennifer
46		Phillips, Rachel	Matt Ford
47		Dunton, Sara	Sara Dunton
48		Fox, Amanda	Amanda Fox
49		Quintana, Jolenta	Jolenta Quintana
50		Froeschle, Tony	Alicia Tony Froeschle
51		Gantz, Rachel	Rachel Gantz
52		Garcia, Alice	Alice Garcia
53		Gaydosh, Karen	Karen Gaydosh
54		Rivera, Adela	Adela Rivera
55		Garcia, Gloria	Gloria Garcia
56		Grassmick, Melissa	Melissa Grassmick
57		Griego, Jessica	Jessica Griego
58		Alvarado, Lisa	Lisa Alvarado
59		Hall, Dora	Dora Hall

60		Dougherty-Hanna, Julia	Julia Dougherty	
61		Lightwood, Jennifer	Jennifer Lightwood	
62		Parsons, Kiersten kirsten	Kiersten Parsons	
63		Aleman, Melissa	Melissa Aleman	W
64		Nelson, Nikesha - Chris Heon	Nikesha Nelson	
65		Herrera, Valerie	Valerie Herrera	
66		Mitchell, Chastelle	Chastelle Mitchell	
67		Hunsaker, Michelle	Michelle Hunsaker	
68		Gossner, Kristin	Kristin Gossner	
69		Ekster, Dara Amy	Dara Amy Ekster	
70		McClurg, Stacy	Stacy McClurg	
71		Kauffman, Kristie Heidi Carr	Kristie Kauffman	
72		Vigil, Lonella N. Kelly	Lonella Vigil	
73		Keltner, Alice	Alice Keltner	
74		Kiker, Paulette	Paulette Kiker	
75		Konz, Heather	Heather Konz	
76		Kriegshauser, Heather		
77		LaMure, Julee	Julee LaMure	
78		Lerman, Roberta Roberta Lerman	Roberta Lerman	W
79		Lewis, Dolores	Dolores Lewis	
80		Lewis, Tonya	Tonya Lewis	
81		Lovato, Vanessa	Vanessa Lovato	
82		Espinoza, Kara Kara ESPINOZA	Kara Espinoza	
83		Shendo, Colleen	Colleen Shendo	
84		Mangum, Miquela	Miquela Mangum	
85		Manuelito, Jennifer	Jennifer Manuelito	
86		Marchasin, Estelle	Estelle Marchasin	
87		Yazzie, Angie		
88		Martinez, Jennifer		
89		Martinez, Melody	Melody Martinez	W
90		Martinez, Anita	Anita Martinez	
91		Gomez, Linda	Linda Gomez	W

92		Martinez, Julie	Julie Martinez	
93		Archuleta, Renee	Renee Archuleta	
94		Martinez, Jennifer	Jennifer Martinez	
95		Martinez, Sandra	Sandra M. Martinez	
96		McAllister, Donja	Donja McAllister	
97		McCutcheon, Laura	Laura McCutcheon	
98		Barba, Judith	Judith Barba	W
99		Miera, Madalena	Madalena Miera	
100		Miller, Crystal	Crystal Miller	
101		Germann Molz, Jennifer	Jennifer Hermann Molz	
102		Mondragon, Geraldine	Geraldine Mondragon	
103		Pereyra, Jose	Jose Pereyra	
104		Montes, Adrian	Adrian Montes	
105		Montoya, Sandra	Sandra C. Montoya	
106		Montoya, Magdelyn	Magdelyn Montoya	
107		Marcus, Marlee	Marlee Marcus	
108		Thoma, Alicia	Alicia Thoma	
109		Duckworth-Moulton, Kiva	Kiva Duckworth-Moulton	
110		Naylor, Robin	Robin Naylor	
111		Nelson, Kirry	Kirry Nelson	
112		Nieto, April	April Nieto	
113		Schreiber, Yori	Yori Schreiber	
114		Oakeley, Karen	Karen Oakeley	
115		O'Brien, Simon	Simon O'Brien	
116		Pacheco, Yvette	Yvette Pacheco	W
117		Pacheco, Angela	Angela Pacheco	
118		Pacheco, Yvette	Yvette Pacheco	
119		Padberg, Michele	Michele Padberg	
120	Patrick, Dane	Patrick, Trina	Trina Patrick	W
121	Perez, Ximena	Rodelas, Luz	Luz A. Rodelas	
122	Pino, Irvin	Pino, Maria de la Luz	Maria de la Luz Pino	
123	Rach, Forest	Legere, Caitlin	Caitlin Legere	

124	Rael, Alicia	Rael, Rosita	
125	Rael, Elijah	Rael, Angelica	<i>C. Rael</i>
126	Rhodus, Mitchell	Rhodus, Jodi	<i>J. Rhodus</i>
127	Ribeiro, Angeles	Hernandez, Alexandra	<i>A. Ribeiro</i>
128	Richmond, Lily	Richmond, Willow	<i>W. Richmond</i>
129	Rivera, Karen	Ontiveros, Juana	<i>J. Ontiveros</i>
130	Robbins, Ian	Trujillo, Barbriana	<i>B. Trujillo</i>
131	Rojas-Grainger, Chloe	Grainger, Dawn	<i>D. Grainger</i>
132		Romero, Amy	<i>Amy D. Romero</i>
133		Lucero, Amy	<i>Amy D. Lucero</i>
134		Romero, Regina	<i>Regina Romero</i>
135		Romo, Cheryle	<i>Cheryle Romo</i>
136		Massey, Morgan	<i>Morgan Massey</i>
137		Medrano, Carmen	<i>Carmen Medrano</i>
138		Overley, Laine	<i>Laine Overley</i>
139		Sadler, January	<i>Jan. Sadler</i>
140		Salmons, Amanda	<i>A. Salmons</i>
141		Sanchez, Monica	<i>M. Sanchez</i>
142		Topete, Julia	<i>Julia Topete</i>
143		Sides, Kim	<i>Kim Sides</i>
144		Slater, Meredith	<i>Meredith Slater</i>
145		Edwards, Ursula	<i>U. Edwards</i>
146		Smith, Maxine	<i>Maxine Smith</i>
147		Tomlinson, Shanene	<i>Shanene Tomlinson</i>
148		White, Kelly	<i>Kelly White</i>
149		Stewart-Jackson, Heather	<i>H. Stewart-Jackson</i>
150		Stone, Melissa	<i>M. Stone</i>
151		Stow, Cindy	<i>C. Stow</i>
152		Crawford, Karin	<i>K. Crawford</i>
153		Summers, Crystal	<i>Crystal Summers</i>
154		Espinoza, Rena	<i>Rena Espinoza</i>
155		Tafoya, Katherine	<i>Katherine Tafoya</i>

156		Tomashot, Teresa	<i>[Signature]</i>
157		Bruce, Misty	<i>[Signature]</i>
158		Tovino, Evelyn	<i>[Signature]</i>
159		Treasaigh, Tamera	<i>[Signature]</i>
160		Martinez, Monique	<i>[Signature]</i>
161		Valdez, Stephanie	<i>[Signature]</i>
162		Escobedo, Perla	<i>[Signature]</i>
163		Flores, Monique	<i>[Signature]</i>
164		Herrera, Samantha	<i>[Signature]</i>
165		Colonna, Caroline	<i>[Signature]</i>
166		Pereyra, Pamela	<i>[Signature]</i>
167		Whitlock, D'Nette	
168		Wilhite, Candice	
169		Webber, Dawn	<i>[Signature]</i>
170		Gonzales, Natasha	<i>[Signature]</i>
171		Young, Jennifer	<i>[Signature]</i>



Gail Osborne

Gail Osborne

Part E: Description of Charter School Facilities and Assurances

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

F. Facility

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.

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix D**.

In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

The school must also 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. A template is available from the PEC's website.

School response:

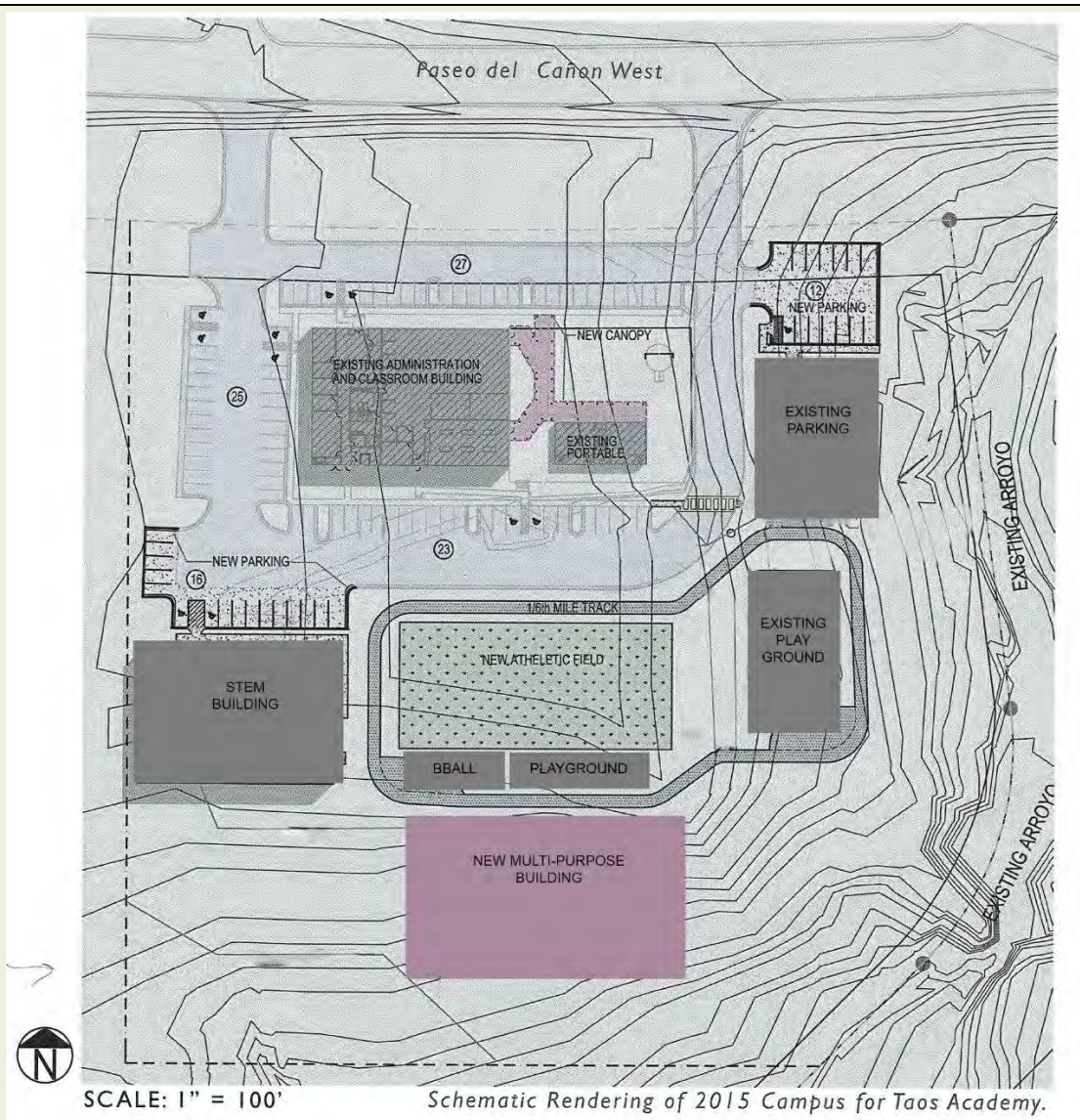
In response to the requirements of this section, Taos Academy presents a summary description of its facilities as detailed in the comprehensive Facilities Master Plan (FMP) Education Specification 2015-2020. The complete 57-page document is included in Appendix D for reference. Updates are also addressed in this description as appropriate.

Additional documents attached in Appendix D include:

1. A copy of the building E Occupancy certificates
2. A letter from the PSFA with the facility NMCI Score
3. A notarized Certification Form C providing assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.
4. Taos Academy Lease Purchase Agreement Documents
5. Taos Academy Facilities Master Plan Education Specification 2015-2020

Taos Academy is located at 110 Paseo del Cañon West, Taos, NM 87571. The facility's current wNMCI score is 2.61%. The school is in a lease-purchase agreement that has been approved by the Public Education Department. A total of four buildings have E-Occupancy Certificates.

The description of the facilities begins with a schematic rendering of the Taos Academy Campus as of 2015:



In accordance with the FMP, construction of the new multipurpose building shown above began in 2017 and was completed in 2018. The following photographs show stages of the construction project:



PPC Solar installing Solar Panels on the new building.



The new Multipurpose Building.

The Taos Academy Instructional Program

Taos Academy is a hybrid school that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs. Taos Academy combines a strong core curriculum focused on mastery with an emphasis on 21st Century Learning skills, workplace skills, technology skills and emotional intelligence skills to develop well-rounded life-long learners. The curriculum meets each student at their personal learning level and prescribes a learning path that best fits their academic growth. Students are assessed and given an individual learning plan (ILP) according to the skills assessment, not grade level. A student may need remediation in one area yet be strong in another. This is the beauty of digital education. Taos Academy can customize the learning for each student to best fit the need.

Grades levels at Taos Academy are divided into four families. This strategy allows for students to be appropriately challenged while continuing to develop their peer-related social skills.

Elementary Family – 5th and 6th grades

Pre-high Family – 7th and 8th grades

Mid-High Family - 9th & 10th grades

Senior High Family - 11th & 12th grades

The school's facilities are designed to support its unique instructional program. Creative scheduling allows for available classroom and computer lab space to be utilized both throughout the week and the school


day. Taos Academy has a base schedule to ensure equal availability to all students yet has the flexibility to meet each student's learning needs. Morning blocks are designated for academic and 21st Century skill instruction and the afternoon blocks are designated for enrichment in math and language as well as elective offerings. All students are required to attend during state testing times.


Unique Curriculum, Unique Space

Classrooms

Because there are various learning approaches utilized at Taos Academy, there are various types of classrooms and class sizes. Class Loading is dependent on the type of class being conducted. Below is a chart identifying the types of classroom required by the Taos Academy curriculum, number of students that can be accommodated, and a description of how each is utilized.

Classroom Type	# of Students Accommodated	Utilization
Computer Labs	20-25 students in each lab	The computer labs are used by all students for their academic classes, which are completed and evaluated digitally. These classes are the core of the student curriculum, with all other classes supporting the work that happens in the computer lab. The computer workstations become personal study stations and a place for students to receive one-on-one help from roaming teachers. An ideal size of a classroom for one teacher monitor is 20-25 workstations.
Lecture Classrooms	15-20 students in each room	The lecture classrooms are used for traditional lecture-style instruction, as well as for Enrichment and Leadership curriculum. These classes typically have 15-20 students. The rooms are adaptable for different activities.
Tutoring Lab	8-12 students	The Tutoring Lab is a smaller computer lab where teachers can conduct small group lessons. One-on-one tutoring can take place with a roaming teacher and students at individual workstations. This lab should have 8-12 workstations.

SMART Lab	15-20 students	<p>The SMART Lab is a specialty classroom where students work in small groups to complete engineering, science, art, and math projects. The projects are experiential, experimental and require specialized equipment. This class is a requirement for all middle school students and required for graduating high school at Taos Academy. This lab needs a large amount of table workspace and floor space for testing ideas, projects, and experiments.</p> 
Student Success Labs	18-24 students in each lab	<p>The Student Success Labs are computer labs where students have the opportunity to come to campus and use the computer lab facilities on weekdays they do not have scheduled classes and in the evenings. One-on-one tutoring can take place with a roaming teacher and students at individual workstations.</p>
College Link Lab	18-24 students	<p>The College Link Lab (Early College High School) is a computer lab where students attending college classes may schedule their required academic time at Taos Academy. One-on-one tutoring can take place with a roaming teacher and students at individual workstations.</p>
Media Arts/Engineering Lab	10-15 students	<p>The Media Arts/Engineering Lab is an extension of the SMART Lab and is necessary for the STEM Institute career pathway program and aspects of the GROW program. It is a specialty classroom where students work on projects that are experiential, experimental and require specialized equipment. This lab needs a large amount of table workspace and floor space for testing</p>

		ideas, projects, and experiments. This Lab should be for 10-15 students.
STEM Institute Classrooms	15-20 students in each room	The STEM Institute classrooms are for traditional lecture-style instruction, as well as for Engineering, Math and Business/Entrepreneur curriculum. The GROW program will utilize this space as well. The rooms are adaptable for different activities.
Life Skills Classroom	15-20 students in each room	The Life Skills classroom is a specialty classroom where students learn skills necessary for personal, development, workforce development, and wellness. Classes will include, but not be limited to Culinary Arts, Nutrition and Wellness, Business, and Career Development. This space includes a stove/oven, countertop space, a sink, and a large amount of table workspace.
Growing Dome	5-10 students	<p>The Growing Dome is a solar-powered greenhouse used in the GROW program. It is utilized by students to learn agricultural concepts, aquaculture, and green energy use.</p> 
Music Lab	10-15 students	The Music Lab is a specialty classroom for music instruction and includes storage and sufficient electrical outlets for music instruments.
Art Lab	10-15 students	The Art Lab is a specialty room for art instruction and includes storage space for materials, table and floor workspace for projects and access to a utility sink.

Gymnasium/Performance Space		This space is the largest space in the school and is flexible to allow for large meetings of the entire student and parent body for school events such as dances, fundraisers, performances, graduation, and sports. This space is also used for required PE and Health.
-----------------------------	--	--

In addition to classroom space, student support spaces are important to the Taos Academy program.

Student Support Spaces

Student Commons/Cafeteria/Indoor Activities

The commons space is a large space and is flexible to allow for group meetings, large class activities, demonstrations, and indoor physical education. This space is central to the layout of the school and has multiple storage locations for indoor activities and games.

Counseling Room

The counseling room is an office space ideal for up to 4 people. This space is somewhat private so that students will not see other students coming and going from the counselor.

Outdoor Recreation Area

The outdoor recreation area includes basketball courts, swings, a climbing structure, a field, and a track. As part of Taos Academy's fitness program, all students and staff walk 20 minutes daily. A track is available for this physical exercise. Swings and climbing structures are available for our middle school students, and basketball for our high school students. The field accommodates our PE program.

For additional information on the school's facilities, please see the Facilities Master Plan (FMP) Education Specification 2015-2020 and other documents located in Appendix D.

TOWN OF TAOS

CERTIFICATE OF OCCUPANCY

THIS CERTIFICATE HAS BEEN ISSUED PURSUANT TO THE REQUIREMENTS OF SECTION 110 OF THE 2009 INTERNATIONAL BUILDING CODE CERTIFYING THAT AT THE TIME OF ISSUANCE THIS STRUCTURE APPEARED TO BE IN COMPLIANCE WITH THE VARIOUS ORDINANCES AND CODES OF THE TOWN OF TAOS REGULATING BUILDING CONSTRUCTION OR USE. THE BUILDING OFFICIAL IS AUTHORIZED TO SUSPEND OR REVOKE A CERTIFICATE OF OCCUPANCY WHEREVER THE CERTIFICATE IS ISSUED IN ERROR, ON THE BASIS OF INCORRECT INFORMATION SUPPLIED, OR WHERE IT IS DETERMINED THAT THE BUILDING OR STRUCTURE OR PORTION THEREOF IS IN VIOLATION OF ANY ORDINANCE, REGULATION, OR ANY OF THE PROVISIONS OF THIS CODE.

Use Classification: Change of Occupancy / Taos Academy Charter School Zone: M-1

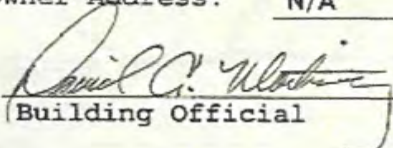
Building Address: 110 Paseo del Canon West

Group: E Construction Type V-B Building Permit No. N/A

Contractor: N/A License No. N/A

Owner of Building: N/A

Owner Address: N/A


Building Official

8/9/11
Date Issued:



STATE OF NEW MEXICO
-REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

No 16585

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
✓ PERMANENT _____ TEMPORARY, _____ EXPIRATION DATE _____

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo Del Canon West Taos NM
BUILDING ADDRESS

1005 Academy Chapter 110 Paseo Del Canon West
NAME AND ADDRESS OF OWNER 1005 NM

Rutherford Wayne
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

2011017501
BUILDING PERMIT NUMBER

PORTION OF BUILDING

[Signature]
INSPECTOR'S NAME

1-4-2012
DATE

COMMENTS

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

19317

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
☒ PERMANENT ☐ TEMPORARY, _____ EXPIRATION DATE _____

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP E V AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo Del Canon w Taos NM
BUILDING ADDRESS

Roy Cunningham 403 Paseo Pueblo Sur Taos NM 87581
NAME AND ADDRESS OF OWNER

Modular Space Corp.
NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

2013022846
BUILDING PERMIT NUMBER

PORTION OF BUILDING

Julian Douglas
INSPECTOR'S NAME

06-11-2014
DATE

Decal 24948, 24945 24946
COMMENTS 2013022747

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

22217

✓ THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
PERMANENT _____ TEMPORARY _____ EXPIRATION DATE _____

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
OCCUPANCY GROUP A-1/E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

110 Paseo del Cañon West Tros New Mexico 87571
BUILDING ADDRESS

FRANK W. Luna Azul 102 Paseo del Pueblo Sur Tros NM 87571
NAME AND ADDRESS OF OWNER

Robert L. Krongard / The Grand Heritage
NAME(S) OF LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

GENC 2016024182
BUILDING PERMIT NUMBER

100%
PORTION OF BUILDING

Harry Rosales
DATE OF INSPECTION

6-28-2017
DATE

COMMENTS
1/10

April 17, 2018

RE: Taos Academy Charter School; 110 Paseo Del Canon West

Director Filiss,

This letter is in response to your request on April 16, 2018 regarding your current wNMCI. In addition this letter will address compliance with NMSA1978 § 22-8B-4.2 (D).

The facility current wNMCI score is 2.61%. The school is in a lease purchase agreement that has been approved by the Public Education Department (6/30/2016). The facility does contain an Educational Occupancy certificate.

If you have any questions regarding this letter, please feel free to contact me. I can be reached at (505)468-0274.



Martica Casias
Planning & Design Manager
Public Schools Facilities Authority

Cc; Norma Ahlskog, PSFA Financial Specialist

CERTIFICATION C
Facility Owner - Non-Profit Foundation

The undersigned hereby certify under penalty of perjury that the owner of the facility in which (Taos Academy Charter School) is housed is a nonprofit entity specifically organized for the purpose of providing the facility for (Taos Academy Charter School).

In addition, the undersigned hereby certify under penalty of perjury that the owner of the facility is fully be responsible for maintaining the facility to the statewide adequacy standards applicable to charter schools, at no cost to the lessee school or to the state, as set forth in NMSA 1978 Section 22-8B-4.2(D)(2)(a), or a successor statute.



Charter School Governing Board

By: [Signature]
Print Name: Matthew Correy
Print Title: Treasurer
Date: 5/22/18

STATE OF NEW MEXICO)
) ss.
COUNTY OF Taos)

On this 22nd day of May, 2018, before me, the undersigned officer, personally appeared _____, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

Lynell J. Vigil
Notary Public

My Commission Expires:

July 24, 2018



Charter School Principal / Administrator

By: [Signature]
Print Name: Traci Filiss
Print Title: Director
Date: 5/22/18

STATE OF NEW MEXICO)
) ss.
COUNTY OF Taos)

On this 22nd day of May, 2018, before me, the undersigned officer, personally appeared Traci Filiss, known to me to be the person whose name is subscribed to the within instrument, and acknowledged executing the same for the purpose therein contained.

Lynell J. Vigil
Notary Public

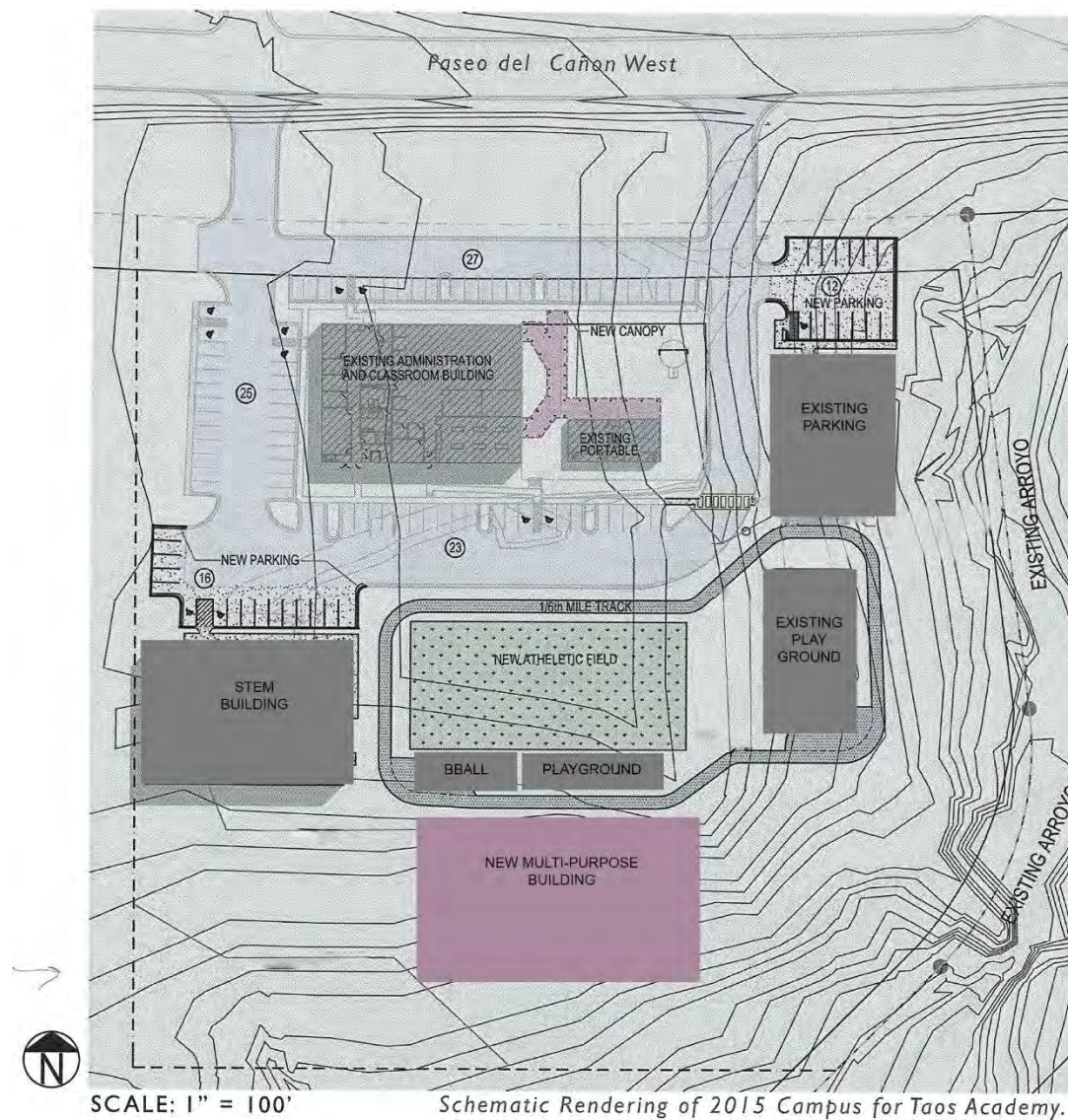
My Commission Expires:

TAOS ACADEMY

FACILITIES MASTER PLAN

EDUCATION SPECIFICATION

2015-2020



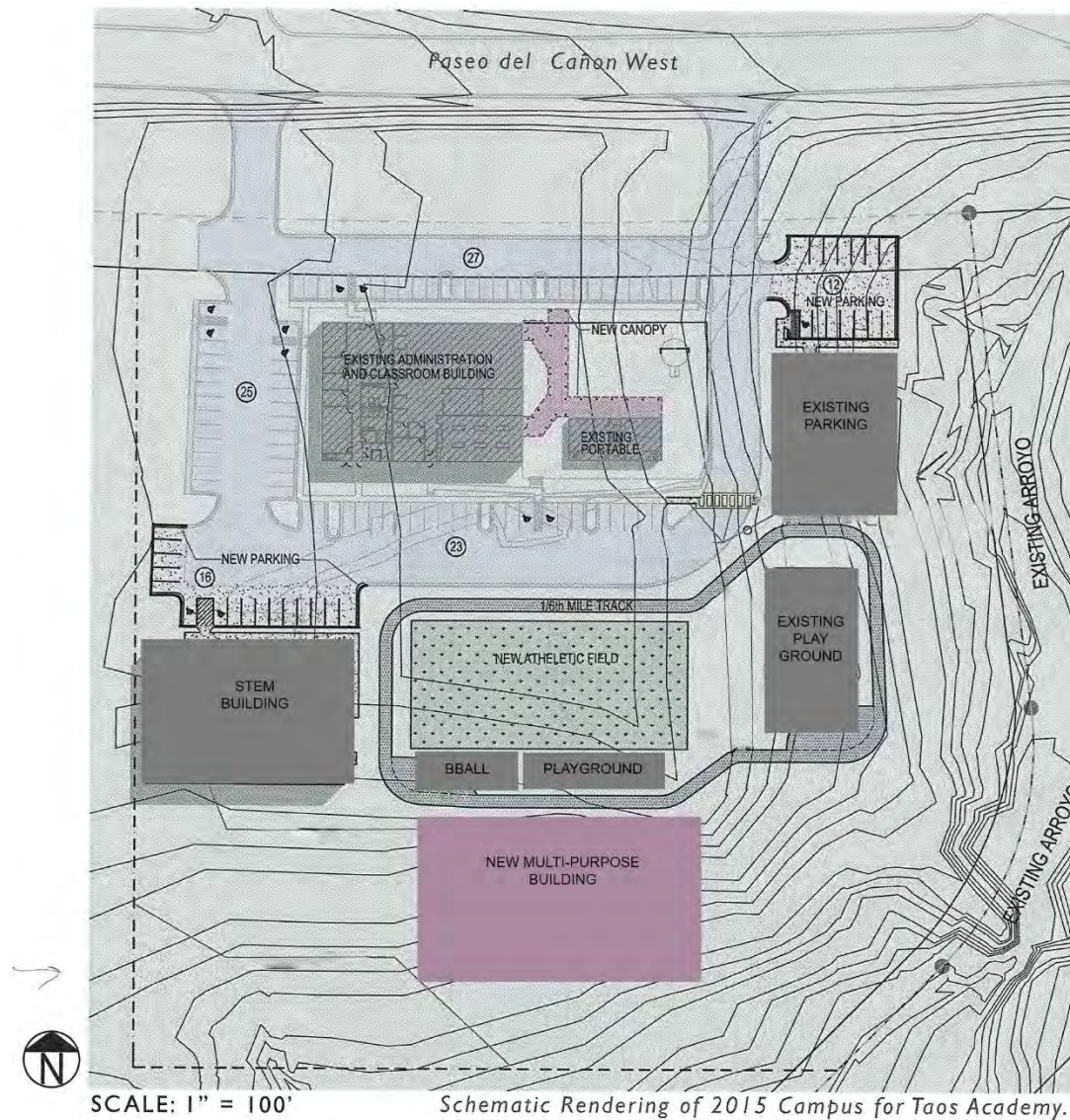
Taos Academy also included an entire copy of the school's Facilities Master Plan, which is available in a separate file.

TAOS ACADEMY

FACILITIES MASTER PLAN

EDUCATION SPECIFICATION

2015-2020



Taos Academy Educational Specification

1.0 Educational Program and Delivery System

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Overview of Educational Specification

Taos Academy is a state funded charter school that specializes in the use of digital curriculum. This document outlines Taos Academy's instructional program and defines the functional, spatial, and environmental characteristics necessary for the success of the school facility.

The Instructional Program

Educational Philosophy and Approach

Taos Academy expresses and practices the belief that every learner deserves access to educational excellence regardless of his or her abilities. Taos Academy is a hybrid school that combines direct and digital instruction with experiential curriculum to create a holistic learning environment able to meet each student's academic and social/emotional needs.

Taos Academy is dedicated to providing a high academic standard that meets or exceeds New Mexico state standards. Using proven educational practices, intentional instructional design, and meaningful assessments, the school provides students with the individualized instruction necessary to meet their learning goals. Students develop the leadership skills needed to succeed in the 21st century. Taos Academy is devoted to developing a strong community of leaders throughout the organization, focusing attention on 21st century learning skills such as communication, teamwork, technology, and research. Taos Academy is committed to parental and community involvement utilizing resources to maximize student potential.

Educational Approach

Taos Academy teaches a hybrid approach that combines direct and digital instruction with experiential curriculum to create a holistic learning environment because we believe this method will best meet each student's academic and social/emotional needs. Digital curriculum allows students to work at their own ability level and at their own pace. The curriculum provides for acceleration or remediation as needed. A student is able to work on modules for remediation instead of repeating a grade level or material he/she has already mastered. A gifted student is able to take advanced courses to prepare for college-level classes while in high school. With digital curriculum teachers have full access to information about every aspect of a student's learning. Teachers are able to use quality data immediately to design or modify instruction that meets a student's individual need.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 1.0 The Instructional Program

Taos Academy also includes traditional direct instruction as well, because we believe in the importance of positive student/teacher relationships. Concepts can be communicated face-to-face that may not be transmitted as clearly digitally. Direct instruction is a way to support each student's learning to ensure success and to provide opportunities for socialization. Because one of our goals is to give students leadership skills and prepare them for the 21st century, this socialization is imperative. Our leadership courses and extracurricular activities enrich students' learning experiences by providing them with opportunities to communicate and collaborate with one another and our school staff.

The Instructional Approach

Grades levels at Taos Academy are divided into four families. This strategy allows for students to be appropriately challenged while continuing to develop their peer-related social skills.

Elementary Family – 5th and 6th grades

Requirements include: individualized academics, leadership training, career/technical education, and enrichment classes. These classes may include art, music, technology skills, participation in advisory council, emotional intelligence, outdoor education, and local community service. Each student must show competency mastery, particularly in literacy and mathematics, to move to the next family.

Pre-high Family – 7th and 8th grades

Requirements include: individualized academics and electives, leadership training and enrichment classes. Leadership and enrichment classes may include emotional intelligence, pre-teen counseling, outdoor education, local or national community service, participation in advisory council, art, music, technology, and telecommunication skills. Each student must show competency mastery in core areas or must take recovery classes to show academic success. Taos Academy requires students to leave the pre-high family with at least one high school-level credit.

Mid-High Family - 9th & 10th grades

Requirements include: individualized academics and electives, college/career preparation or remediation for credit and GPA, foreign language, and leadership training. Leadership classes may include emotional intelligence, teen counseling, outdoor leadership training, local, national, or global community service, telecommunications skills, and a leadership role in advisory council. Each student must have GPA of at least 2.5 to enter the next level or must take recovery classes to show academic success.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 1.0 The Instructional Program

Senior High Family - 11th & 12th grades

Requirements include: individualized academics, college prep/internship classes, foreign language, and leadership training. Leadership classes may include emotional intelligence, outdoor leadership training, telecommunication skills, and a college/career readiness class. Each student must graduate with at least two college/career classes, pass the PARCC, and complete a minimum of 24 credits. Taos Academy's College Link program allows students to attend high school and college simultaneously and graduate high school with college credit towards a degree.

The Scheduling Approach

Students at Taos Academy are required to attend campus two days a week. 5th-8th graders attend on Mondays and Wednesdays, and 9th-12th graders attend on Tuesdays and Thursdays. Students begin school at 8:00 am and stay until 4:00 pm. This creative scheduling allows for available classroom and computer lab space to be utilized both throughout the week and the school day.

Monday	Tuesday	Wednesday	Thursday	Friday
Academic / 21st Century Classes				Staff Meetings
Lunch				
5th/6th Academic Classes	9th/10th Enrichment Classes	7th/8th Enrichment Classes	9th/10th Academic Classes	
7th/8th Enrichment Classes	11th/12th Academic Classes	5th/6th Academic Classes	11th/12th Enrichment Classes	
Electives				

:typical week schedule at Taos Academy

Note: Students are also scheduled to attend school for 5 days a year for ski/snowboard club or for an alternative PE activity.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 1.0 The Instructional Program

Special Curricular Needs

Students have the opportunity to come to campus and use the computer lab facilities on weekdays they do not have scheduled classes and in the evenings. This gives students access to facilities for extended hours and the opportunity to have additional tutoring and 1-on-1 attention if they desire. This is part of Taos Academy's 'Student Success Contract,' which assists students who are more than 5% behind in their academics. On weekdays when students do not have scheduled classes, the tutoring lab is available from 8:00 am until 12:00pm. Computer Lab 4 is dedicated to tutoring from 8:00 am until 12:00pm. It is necessary for the campus to have a small computer lab that can be easily monitored by staff members to meet this extended hour need. Additionally, 11th and 12th grade students have the opportunity to participate in Taos Academy's College Link program, which allows students to attend high school and college simultaneously. Students enrolled in college classes must schedule their high school classes to accommodate their university schedule. A dedicated computer lab is needed for the College Link students so that their various schedules can be monitored by Taos Academy staff. In the 5 year plan, Computer Lab 5 will be dedicated to College Link students 8:00am until 4:00pm, Monday through Thursday to meet their unique needs.

Extracurricular Needs

Taos Academy currently partners with many local businesses and non-profits to engage students in the community. This enrichment further utilizes resources needed to maximize student potential for success and provides students with experiences in different learning environments. During the past four years, Taos Academy has been developing the STEM Institute. The STEM Institute instructs middle and high school students in STEM (Science, Technology, Engineering, and Math) concepts through project-based activities. High school students have the opportunity to gain marketable skills and dual credit. The goal of the STEM Institute is to engage all students in rigorous course work designed to increase graduation rates and enrollment in post-secondary universities and programs, building career pathways from middle school through college. Our SMART Lab, Media Arts/Engineering lab, Life Skills classroom, and STEM Institute classrooms are used for these learning opportunities from 8:00pm until 4:00pm.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 1.0 The Instructional Program

Beginning with the 2011-2012 school year, Taos Academy instigated the GROW program, Growing Renewable Options for the World. GROW project classes teach adaptive approaches to sustainable food production and nutrition utilizing our solar powered growing dome, local farms, and partners. We offer this curriculum through our Leadership classes and as part of the STEM Institute. Students are working with local partners to study soil preparation, composting, planting, plant rotation, harvesting, healthy food production. One third of the produce is shared with the Taos Academy community, one third is shared with partners, and one third is shared with local food banks. High school students may choose a career pathway in agriculture designed to lead into college classes and/or internships in the community. The growing dome, the Life Skills classroom, and the STEM Institute classroom are used for this program. Additionally, students choosing a green energy engineering career pathway, related to the GROW program will utilize the Media Arts/Engineering Lab.

Some developing partnerships include:

ON CAMPUS

(These organizations come to our school to share their skills with our staff and students or support our programs.)

UNM Taos offers dual credit for Taos Academy's STEM+Arts classes

Los Alamos National Laboratory Foundation funding STEM+Arts Program

Taos Center for the Arts funding for STEM+Arts program

Taos Heritage Farm greenhouse development

Biz-Adventures, Inc. development of Business classes

Local Artists developing STEM+Arts classes
(STEM =Science, Technology, Engineering, and Math)

Local Gardeners volunteer for greenhouse

Sube, Inc. and STEMArts implementation of technology courses for STEM+Arts program

Community Wellness and Teambuilder's Inc. - counseling services

Wholly Rags textile arts

Taos Community Foundation funding for the GROW program and ski program

Intel – funding for Digital Media Arts Lab equipment

Century Link funding for Digital Media Arts Lab equipment

Farm to Table funding for the GROW program

Subaru funding for the GROW program

Swashbuckler Media, Inc. film production

Stadz Records music classes

Various Chefs culinary arts program

OFF CAMPUS

(Taos Academy currently shares facilities with these businesses in order to fulfill our educational program needs.)

UNM Taos- dual credit classes

Bridges Project for Education- college preparation counseling

FITaos- outdoor education programming

Town of Taos and Taos Youth and Family Center –swimming and skating

Taos Ski Valley- skiing, snowboarding and hiking

Northside Health and Fitness Center – fitness and yoga classes

Sipapu Ski Area - skiing, snowboarding and hiking

Taos Municipal Schools and Town of Taos – Eco-Park

The Roc Pit – disc golf

Rocky Mountain Youth Corps- ropes challenge course; shared spaces for evacuation drills and educational programs.

Taos Heritage Farm - GROW program curriculum

Holy Cross Hospital student internships

Harwood Museum student internships and student artshow

Big Brothers Big Sisters student internships

Taos Academy currently houses the largest state of the art computer lab in the town of Taos. The Academy intends to share this amenity to benefit the greater Taos community during evenings in the near future. By offering all community members access to opportunities presented by technology, Taos Academy will link community members with the information they need to be comfortable and skilled with developing computer technologies of business and professional life.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 2.0 Student Enrollment

Student Enrollment

Current Year and Projected Enrollment

Taos Academy's Charter is for a total of 250 students. 220 students are currently enrolled for the 2015-2016 school year. We expect to reach our capacity of 250 students in the 2016-2017 school year.

Class Loading Requirements

Unique Curriculum, Unique Space

There are various learning approaches at Taos Academy, and therefore there are various types of classrooms and class sizes. Class Loading is dependent on the type of class being conducted. Outlined below are the classroom types required by the TA curriculum.

Computer Labs

The computer labs are used by all students for their academic classes, which are completed and evaluated digitally. These classes are the core of the student curriculum, with all other classes supporting the work that happens in the computer lab. The computer workstations become personal study stations and a place for students to receive one-on-one help from roaming teachers. An ideal size of a classroom for 1 teacher monitor is 20-24 workstations.

Lecture Classrooms

The lecture rooms are used for traditional lecture-style instruction, as well as for Enrichment and Leadership curriculum. These classes typically have 15-20 students. The rooms should be adaptable for different activities.

Tutoring Lab

The Tutoring Lab is a smaller computer lab where teachers can conduct small group lessons. 1-on-1 tutoring can take place with a roaming teacher and students at individual workstations. This lab should have 8-12 workstations.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 2.0 Student Enrollment

Smart Lab

The Smart Lab is a specialty classroom where students work in small groups to complete engineering, science, art, and math projects. The projects are experiential, experimental and require specialized equipment. This class is a requirement for all middle school students and required for graduating high school at Taos Academy. This lab needs a large amount of table workspace and floor space for testing ideas, projects, and experiments. This Lab should be for 15-20 students.

Science Lab

The science lab is a traditional science classroom where students can conduct experiments. This classroom should have 4-6 workstations and comply with all OSHA standards.

Student Success Labs

The Student Success Labs are computer labs where students have the opportunity to come to campus and use the computer lab facilities on weekdays they do not have scheduled classes and in the evenings. 1-on-1 tutoring can take place with a roaming teacher and students at individual workstations. This lab should have 18-24 workstations in each lab.

College Link Lab

The College Link Lab is a computer lab where students attending college classes may schedule their required academic time at Taos Academy. 1-on-1 tutoring can take place with a roaming teacher and students at individual workstations. This lab should have 18-24 workstations.

Media Arts/ Engineering Lab

The Media Arts/Engineering Lab is an extension of the SMART Lab and is necessary for the STEM Institute career pathway program and aspects of the GROW program. It is a specialty classroom where students work on projects that are experiential, experimental and require specialized equipment. This lab needs a large amount of table workspace and floor space for testing ideas, projects, and experiments. This Lab should be for 15-20 students.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 2.0 Student Enrollment

STEM Institute Classrooms

The STEM Institute classrooms are for traditional lecture-style instruction, as well as for Engineering, Math and Business/Entrepreneur curriculum. The GROW program will utilize this space as well. These classes typically have 15-20 students. The rooms should be adaptable for different activities.

Life Skills Classroom

The Life Skills classroom is a specialty classroom where students learn skills necessary for personal, development, workforce development, and wellness. Classes will include, but not limited to Culinary Arts, Nutrition and Wellness, Business, and Career Development. This space should include a stove/oven, countertop space, a sink, and a large amount of table workspace for 10-15 students.

The Growing Dome

The Growing Dome is a solar powered greenhouse used in the GROW program. It is utilized by 5-10 students at a time to learn agricultural concepts, aquaculture, and green energy use.

Art Lab

The Art Lab is a specialty room for art instruction and should include storage space for materials, table and floor workspace for projects and access to a utility sink.

Music Lab

The Music Lab is a specialty classroom for music instruction and should include storage and sufficient electrical outlets for music instruments.

Classroom Type	#of Students to Accommodate
Computer Labs	20-25 students in each lab
Lecture Classrooms	15-20 students in each room
Tutoring Lab	8-12 students
SMART Lab	15-20 students
Science Lab	10-15 students
Student Success Labs	18-24 students in each lab
College Link Lab	18-24 students
Media Art/Engineer Center	10-15 students
STEM Institute Classrooms	15-20 students in each room
Life Skills Classroom	15-20 students in each room
Growing Dome	5-10 students
Music Lab	10-15 students
Art Lab	10-15 students

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 3.0 Facility Goals

Facility Goals & Concepts

Taos Academy incorporates a great deal of digital instruction and therefore computer labs are very important to the success of the facility. Having comfortable environments for the individual students to work on their assignments is key to the success of their digital instruction. In addition, Taos Academy recognizes that the time spent at school with peers is important for emotional and social development. The traditional classroom environment, student commons, and outdoor education spaces are very important in providing an environment where this social interaction can take place.

Because of the dual-instruction of the school, flexibility of space becomes very important. The same facility will be used one day for students in grades 5-8 and the next day for students in grades 9-12. Spaces should be designed to the highest standard to accommodate both age groups. Flexibility of space also comes into play when supporting Taos Academy's belief that each student learns differently and specific facility spaces are needed to support this individualized learning. This means that at Taos Academy, instruction and instructional spaces come in all shapes, sizes, and configurations. Providing a variety of learning environments gives each student opportunity to learn in his chosen way.

Taos Academy also believes that community involvement and partnership is essential to child development. Taos Academy will open its doors to the community on selected evenings and weekends as a way to encourage this community interaction.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 4.0 Space Requirements

Projected Space Requirements for 5 -Year Facility:

Taos Academy increased enrollment from 200 students to 250 students when it was re-chartered in 2014. While the current facility accommodates the current enrollment, it will become inadequate with additional students. The following chart is a projection of necessary spaces in order to accommodate the charter capacity of 250 students.

Notes:

Computer Labs 1, 2, and three are the same size, 800 nsf each for a total of 2,400.

Classroom sizes are based on PSFA standards of a minimum of 28 nsf per student.

Teacher offices are based on 100 nsf per staff member.

Science Lab classroom, SMART Lab classroom, Music classroom, and Art classroom are based on the layout of work stations.

A tare of 30% is used, per PSFA standards.

INSERT CURRENT UTILIZATION CHART

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 4.0 Space Requirements

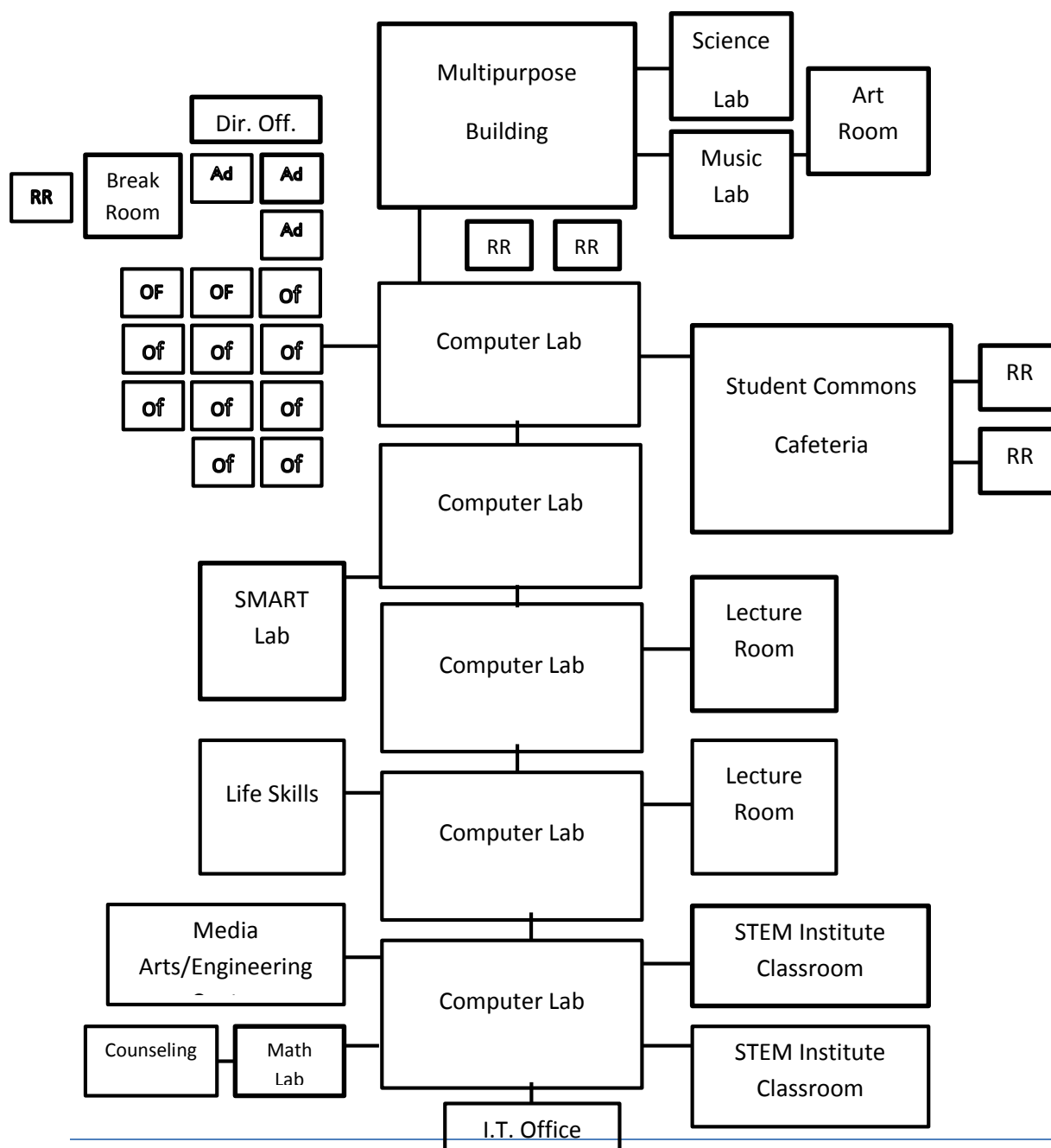
CLASSROOMS	
Computer Labs 1, 2, and 3 (22 work stations in each lab - 800 sf each)	2,400
Computer Lab 4 (SSL) (40 work stations)	1400
Computer Lab 5 (College Link) (20 workstations)	600
Lecture Classrooms 1 and 2 (15-20 students in each) (500 sf each)	1,000
SMART Lab (18-20 Students)	780
Media Arts/Engineering (15-18 students)	600
Art Classroom (15-18 students)	600
Music Classroom (15-18 students)	650
Science Lab (15-20 students)	600
Tutoring/Math Lab (8-10 students)	300
Life Skills Room (18-20 students)	800
STEM classrooms 1 and 2(15-20 students in each) (750 sf each)	1,500
STUDENT SUPPORT	
Student Commons/Cafeteria/Indoor Activities	960
Outdoor Recreation Space	1 acre
Multi-purpose Building (not including classrooms and restrooms)	6,350
OFFICES	
Director's Office	300
Administrative Office 1	200
Administrative Office 2	200
Administrative Office 3	200
Teacher Offices (11 offices x 100sf each)	1,100
SPECIALTY OFFICES	
Counseling Room	300
Server/IT Office	300
STAFF SUPPORT	
Staff Kitchen	75
RESTROOMS	
Men's Bathrooms (3 stalls required) x 2 buildings	400
Women's Bathrooms (3 stalls required) x 2 buildings	450
Staff Bathroom	75
ADA Bathrooms 1/bldg. - 3 total	250
Total Net sf:	22,390
30% Tare sf:	6,717
Total Gross sf:	29,107

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 4.0 Program Diagram

Spatial Relationships

At Taos Academy the students complete their interactive digital curriculum in the computer labs. These education spaces are the center of the school, and all other academic spaces support the work that happens in the labs.



Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 4.0 Facility Utilization

Classroom Utilization

The following chart projects the 5-Year Facility classrooms, labs, and academic spaces and the times in which they will be used throughout the day. This schedule supports an enrollment of 250 students.

chart- Current Utilization chart

Notes:

** Computer Lab 4 will be used for students coming to Taos Academy on non-scheduled days for additional tutoring from 8:00am-12:00pm. These spaces will be used for Extra-Curricular and Enrichment from 1:00pm-3:00pm. Computer Lab 5 will be used for the College Link students Monday-Thursday 8:00-4:00 and on Fridays for math tutoring from 8:00am to 12:00pm.*

-Groups of students rotate through Academic, 21st Century, and Enrichment Settings.

-Enrichment classes include (but are not limited to) math, literacy, science, and business.

-Elective classes include Physical Education, Reproductive Health, and courses determined by the expertise of staff.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 4.0 Facility Utilization

Capacity and Efficiency

Through creative scheduling, Taos Academy is able to use their current facility to maximum capacity at all times. This efficient use of limited space allows the school to keep overhead low. However, the full utilization of the facility does not allow any overflow space during the school day for special activities nor does it allow for smaller work groups to divide up between classrooms. In addition, the campus does not currently have a space large enough for a school assembly.

Space Recommendation Support

The space recommendation in this document takes into consideration the current use of Taos Academy and projects an adequate facility for full charter enrollment of 250 students. Most of the spaces included are already existing at Taos Academy, and are recommended in larger quantity to accommodate increased enrollment. Additional recommended spaces such as a Music classroom, Art classroom, Science Lab, and Multi-purpose Area are recommended to allow for classroom overflow, indoor activities, and a large enough space for all students to congregate at once.

The recommendations in this report are conservative and allow for the necessary facilities for Taos Academy to function as a 21st Century school.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 5.0 Space Characteristics

Classroom Spaces

Computer Lab

The layout of the computer labs should be carefully considered so that each workstation has adequate space and that circulation throughout the space is fluid. Adequate access to electrical outlets and phone jacks must be provided to allow for flexibility of space. The temperature control of the computer lab should be independent to accommodate the heat that is created by the computers. Windows must provide shade devices and artificial lights must be on dimmers. A Smart Board should be included in the room for lecture style instruction. A large worktable should be included.



Existing SMART Lab
showing typical group
workstation.

Lecture Classrooms

The lecture classrooms should include white boards, tack boards, and a Smart Board. Large worktables and wireless internet are required. A storage area for instruction material is mandatory.

Tutoring Lab

The tutoring lab should include all the amenities of a computer lab, simply on a smaller scale.

Smart Lab

The Smart Lab is a specialty classroom with special workstations. Additional storage is necessary for the project equipment. Each group workstation contains 3 computer stations and a large layout/work space. Extra floor space for testing projects and experiments is also necessary.

Media Arts/ Engineering Lab

The Media Arts/Engineering Lab is a specialty classroom with special workstations. Additional storage is necessary for the project equipment. A large layout/work space is required for creating music and film sets and for constructing engineering projects. Extra floor space lighting and cameras is also necessary.

Student Success Lab

The Student Success Lab is used by all students for academic classes, which are completed online. This computer lab must have adequate work space and access to

electrical outlets and internet service. Temperature control should accommodate heat generated by the computers. A large work table should be included for small

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 5.0 Space Characteristics

College Link Lab

The College Link Lab is a computer lab that is used for students to complete their academic work online. It must have adequate workspace and access to electrical outlets and internet service. Temperature control should accommodate heat generated by the computers. This lab must be separated from the main computer lab in the school because students come and go throughout the day. Students schedule their Taos Academy academic work time around the university classes they are taking. Therefore, student schedules vary. By separating this space, the rest of the high school students are not distracted and the College Link students can be monitored.

Science Lab

The science lab is a shared facility for all science disciplines. Secure storage is mandatory, in order to keep dangerous materials stored safely. The facility must be flexible, in order to allow students to work in teams. The facility must also follow all federal and state requirements, and include amenities such as an eyewash station, special ventilation, and emergency shutoffs.

Music Classroom

The music classroom is a dedicated space to hold music class and to house Taos Academy's extensive collection of musical instruments. The space should have adequate storage for guitars, keyboards, drums, and a piano. It should have plenty of outlets for electronic equipment, a screen such as a smartboard or TV with internet connection and projection capabilities, and good acoustics.

Art Classroom

The art classroom is a space to hold art class as well as additional classroom overflow. It should have storage for supplies, large tables and a floor that are easily cleaned. It must have a utility sink, internet connection, and a way to project images.

STEM Institute Classrooms

A lecture classroom is needed for instructional sessions in the STEM Institute. It should include white boards, tack boards, and a Smart Board. Large worktables and wireless internet are required. A storage area for instruction material is mandatory.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 5.0 Space Characteristics

Life Skills Classroom

The Life Skills classroom will incorporate a kitchen for home economics and healthy living classes supported by the GROW program and sustainable living curriculum. Large worktables and wireless internet are required. A storage area for instruction material is mandatory. A stove/oven, a refrigerator, cabinets, and a utility sinks are needed to support non-technical STEM programming. All federal and state requirements for equipment will be met.

Growing Dome

The Growing Dome/Greenhouse is a solar-powered dome designed to accommodate small class sizes specific to the GROW program and the STEM Institute *Alternative Energy/Environmental Studies* courses. Students participating in the GROW program learn about sustainable agriculture, local traditions, permaculture, and nutrition. This space requires planting beds, a water source, storage for gardening tools, and a central meeting space for students and instructor.



* Note: All classroom types should include a wall clocks an intercom system and a phone line. All classrooms should have access to wireless internet as well as other appropriate technological infrastructure. A teacher workspace is required in each classroom.

Student Support Spaces

Student Commons/Cafeteria/Indoor Activities

The commons space is a large space and should be flexible to allow for group meetings, large class activities, demonstrations, and indoor physical education. This space should be central in the layout of the school and have multiple storage locations for indoor activities and games.

Counseling Room

The counseling room will be an office space ideal for up to 4 people. This space should be somewhat private, so that students will not see other students coming and going from the counselor.

Multipurpose Building

This space is the largest space in the school and should be flexible to allow for large meetings of the entire student and parent body for school events such as dances, fundraisers, performances, graduation, and sports. The space should be able to accommodate at least 600 seated guests for school events. It should have multiple storage locations and its own restrooms. The Art classroom, Music classroom, and Science Lab are in this building as well (see characteristics for these spaces below). The large space should be well ventilated and well lit. There should be a stage for performances, a projector in the ceiling, a large screen, and basketball hoops on each end of the space.

Outdoor Recreation Area

The outdoor recreation area should include basketball courts, swings, climbing structure, a field, and a track. As part of Taos Academy's fitness program, all students and staff walk 20 minutes daily. A track is needed for this physical exercise. Swings and climbing structures are needed for our middle school students, and basketball for our high school students. The field is needed for our PE program.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

Ed. Spec. / 6.0 Project Budget

Estimate of Probable Costs

The current facility for Taos Academy is leased. The following table projects the cost of construction for a new facility for Taos Academy that meets their five year needs.

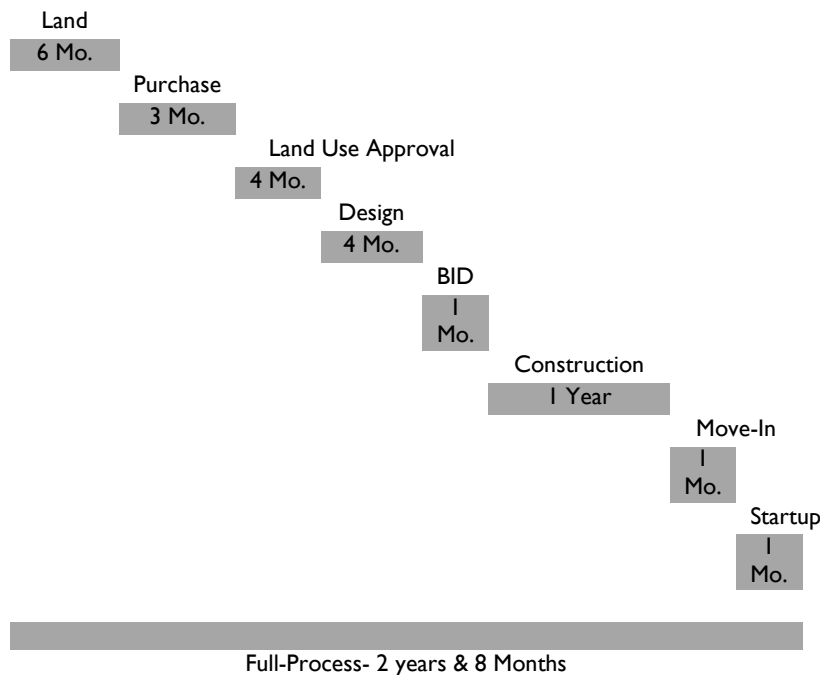
Proposed Net sf for Taos Academy five year facility (250 students)	22,390 nsf
+ 30% tare percentage	29,107 gsf
Proposed (unbuilt)	11,310 gsf

Proposed (unbuilt) conversion to cubic feet (per PSFA standard of 15/cf/sf for classrooms and 18cf/sf for higher clearance spaces)	PROPOSED = 85,503 cf (standard) & 203,580 cf (including proposed Multi- purpose Building)
Maximum cost of \$8.60/cf for proposed facilities	\$1,015,462
Cost of Land	\$1,000,000
Site Improvements	\$800,000
Total Cost of Proposed Facilities	\$2,815,462

Project Cost Estimating and Delivery Schedule

Cost Estimating is based on price per sf and the architect estimates a strict and tight budget for a new school facility to be priced at \$150/sf for construction in Northern New Mexico. This estimate is based on previous school work in Taos County, and is considered to be a very conservative estimate. This estimate puts the 29,107gsf facility at a cost of \$2,815,462, which is 7% above the estimate based on PSFA standards of \$860/ cubic foot (refer to chart on previous page). The cost of land will be approximately \$1,000,000, plus an additional \$1,100,000 for the existing buildings, totaling \$2,100,000.

The following project delivery chart assumes construction of a new facility, and includes time estimates for purchase of land and completion of land use approval.



Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / *Table of Contents*

Taos Academy Five Year Facility Master Plan

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Appendix A: Technology Plan

Tab labeled 'Technology Plan' contains the full technology plan for Taos Academy.

Appendix B: Adoption of FMP/Ed Spec

Amendment #1, Meeting Minutes Tab

Taos Academy's Educational Program

Taos Academy is a state funded charter school that serves 5-12 grade students with a unique curriculum for 21st century learning. The teaching approach at Taos Academy offers a combination of direct and digital instruction with experimental curriculum to create a holistic learning environment. This method of instruction allows each student's academic and emotional needs to be fulfilled.

Digital curriculum allows students to work at their own ability level and at their own pace. The curriculum also provides for acceleration or remediation as needed. A student is able to work on modules for remediation instead of repeating a grade level or material he/she has mastered. A gifted student is able to take advanced courses to prepare for college-level classes while in high school. Taos Academy is able to offer classes that may not be available to strictly traditional schools. With the digital curriculum, teachers have full access to information about every aspect of a student's learning. Teachers are able to use quality data immediately to design or modify instruction that meets a student's individual needs.

Taos Academy includes traditional direct instruction as well, because of the importance of positive student/teacher relationships. Concepts can be communicated face-to face that may not be translated as clearly digitally. Digital instruction is a way to support each student's learning to ensure success and to provide opportunities for socialization. Because one of Taos Academy's goals is to give students leadership skills and prepare them for the 21st century, this socialization is imperative. Our leadership courses and extracurricular activities enrich students' learning experiences by providing them opportunities to communicate and collaborate with one another and school staff.

Taos Academy's Strategies for Student Success

Taos Academy promotes and supports educational excellence regardless of student ability. Taos Academy staff interviews each student upon entry. The purpose of the interview is to review academic records and needs of the student, assess student ability level, and inform the parents and students about Taos Academy's offerings and requirements. Using a data-driven process, Taos Academy develops an individual learning program for each student according to his/her needs and learning goals. This process ensures the appropriate placement needed for students to be successful learners. To provide support of educational excellence, administrators assign a staff mentor to each student. Community connections for

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / I.I Goals and Process

student and parent participation opportunities are also discussed where appropriate. Each student receives an individualized schedule for all classes, both digital and on-campus.

Taos Academy is dedicated to providing a high academic standard while meeting each student's social/emotional needs. Taos Academy blends traditional classroom teaching methods with the latest technological advances, allowing students to benefit from both group and one-to-one approaches. After a thorough assessment, staff places students appropriately according to academic need. Placing students according to present performance levels ensures student success by building on their individual knowledge base rather than grade level. The school provides academic classes to students in a highly interactive digital format with the flexibility of anytime, anywhere learning. After students begin digital studies, their staff mentor monitors all academic activities through a web-based program. The staff mentor has access to all daily academic activity and is able to track time spent on assignments, view score of individual lessons and quizzes, and determine areas of weakness. Mentor and student are able to communicate using state-of-the-art web-based communications with the capability for, audio, visual, and written communication, or live face-to-face communication in a traditional manner. Students have access to tutoring and instruction on a daily basis to ensure academic success.

Students are required to successfully complete leadership training and enrichment classes along with their academic expectations. Leadership training programs include, but are not limited to, classes in emotional intelligence, advisory groups, outdoor education, and service learning projects. Enrichment classes include, but are not limited to, writing workshops, art, music, SMART Labs, and development of technology skills. Instructional methods will include, but are not limited to, direct instruction, guided teaching, and a constructivist approach (inquiry, analysis, synthesis, etc). Students attend these classes on campus on a regular basis, depending on their individual plan. Staff mentors monitor student growth in these areas.

To further endure excellence at Taos Academy, students are required to show adequate yearly growth in literacy and mathematics, a minimum GPA of 2.5 for grade advancement, concurrent enrollment for 8th- and 12th- grade students to earn high school or college credit respectively, and foreign language instruction. Taos Academy believes that our focus on academic excellence, rooted in 21st century learning skills and the development of strong leadership skills, prepares all

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / I.I Goals

Taos Academy students to become, independent, lifelong learners who will be confident and successful in their endeavors.

Using meaningful assessments to drive instructional design, students receive personalized and individual attention to meeting learning goals. Student growth is measured through digital reports, standardized short-cycle assessments, standardized state testing, as well as other content specific assessments such as literacy levels, technology skills, etc. Teachers monitor student progress daily and meet with students a minimum of once a week to review academic plans and collaborate on school and academic issues. All coursework is aligned with New Mexico content standards and benchmarks and performance standards. All Taos Academy teachers are New Mexico certified and highly qualified for the areas they teach.

Community Involvement

Taos Academy is committed to community involvement because cultivating a sense of belonging in the community is an important part of education. We use a host of community resources to support students in achieving academic excellence and leadership skills. The following paragraphs describe the alternative methods used to deliver required services to Taos Academy students.

Off Campus Alternative Methods

Our partnership with UNM Taos provides dual credit courses to Taos Academy 11th and 12th grade students on the UNM Taos campus as part of our College Link Program. Parents and students at Taos Academy utilize post secondary planning services of Bridges Project for Education. Bridges staff members come to the Taos Academy campus to inform students about their options and the importance of planning. Further counseling is done at Bridge's offices.

Taos Academy's Leadership elective class is required for graduation. It encompasses three elements – social/emotional curriculum, outdoor education, and service learning. The majority of the Leadership class takes place on campus. Some of the components require off-campus activities as part of the curriculum. Our partnership with FIT Taos, a non-profit organization, provides outdoor education opportunities throughout the school year. Wilderness trips take place off campus and Taos Academy families arrange their own transportation. Families are also

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / I.I Goals

responsible for getting students to their service learning projects when they occur off-campus.

As part of Taos Academy's "Activity week", usually during the months of January and February, students choose to participate in an approved activity in the community. Students may participate in Taos Academy's ski/snowboarding program at Taos Ski Valley or Sipapu Ski Area. Students may also receive credit for classes taken at the Northside Health and Fitness Center or swimming/skating at Taos Youth and Family Center.

Taos Academy utilizes several facilities within walking distance of the school to address its curricular needs. Taos Municipal Schools' and Town of Taos' Eco-Park and The Roc Pit Disc Golf Course are used as part of our physical education program. Rocky Mountain Youth Corps' ropes challenge course is incorporated into part of our outdoor education program. Taos Village Farm is an inherent part of Taos Academy's GROW program curriculum and the Taos County Economic Develop Corps (TCEDC) is used for the Culinary Arts program. KTAO radio station donates their performance hall once a semester to the Taos Academy music program for concerts. Taos County Extension office leases the Juan I. Agricultural Center to us for our school dances.

On Campus Alternative Methods

On campus, Taos Academy partners with several non-profit organizations and local artists to offer our STEM Institute curriculum as an elective class (See page 5 for a list of On Campus partners). Most of the classes which encompass STEM (science, technology, engineering, and math) concepts are offered to students on the days they are not scheduled to be on campus. This scheduling allows Taos Academy to efficiently utilize all spaces for a variety of purposes. Currently, lunch room and lecture classrooms are used for a variety of STEM Institute classes. Non-profit organizations, such as Los Alamos National Laboratory Foundation, Taos Community Foundation, Intel, and Taos Center for the Arts have helped provide funding for the program. Sube, Inc. a local business has coordinated the inception of the program. Taos Academy is expanding the STEM Institute to offer courses aligned with career pathway, including dual credit courses for high school students. Students have the opportunity to participate in internships in the community that relate to their chosen STEM career.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / I.I Goals

Also on campus, the existing greenhouse has inspired students in agricultural pursuits as well as entrepreneurship. Businesses and individuals are partnering with Taos Academy for renovation and maintenance of the greenhouse space. Biz-Adventures, Inc. and Taos Academy staff are developing a business class, encouraging entrepreneurship among students. During the 2009-2010 school year a group of student started “Green Dragon Nursery” utilizing the greenhouse space to grow vegetable starts to sell at the local farmer’s markets. During the 2011-2012 school year, students implemented the GROW program, learning adaptable approaches to sustainable food production and our solar powered growing dome, local farms, and partners. Included in the program is permaculture design and landscaping of a campus courtyard.

Taos Academy is partnering with businesses to develop a program, “Teaching 21st Century Skills in the Taos Community.” The program utilizes Taos Academy’s computer and tutoring labs, its technology and infrastructure, its software and resources to offer education to adult learners in Taos. Taos Academy staff will supervise as Taos Academy students teach adult learners technology skills and resources needed in the business and professional job market.

Finally, Northern New Mexico Midwifery Center teams with Taos Academy staff for reproductive health classes on campus in one of our lecture classrooms. This required course takes place during regularly scheduled class time. In the future, Taos Academy plans to add extra-curricular activities such as chess, drama, dance, speech and debate which will require shared spaces on campus. Parents also actively contribute to the learning environment by volunteering to share their special skills and work cooperatively together in support of student learning needs. Taos Academy’s Parent Advisory Council, comprised of parents and community members, meets regularly on campus to discuss the needs of the school and make recommendations to the staff and director.

Process for Capital Planning and Decision Making

Taos Academy is governed by the Governing Council, who will act as a Board of Finance for the state-approved charter school. The Governing Council has a responsibility to ensure that Taos Academy operates in accordance with all applicable laws and regulations and complies with the Open Meetings Act (NMSA 1978.10.15) and meets its commitments to the PEC authorizer as reflected in its charter. In accordance to the 1999 Charter School Act, Taos Academy Governing Council will be held responsible for its fiscal performance

The Governing Council is accountable for:

Fiscal Oversight

Compliance with all local, state, and federal law

Progress toward achievement of school goals

Strategic Planning

Policy development and review

Community partnerships

Hire and evaluate school administrator

Charter compliance

School facility funding

Public Relations

The Educational Director/Principal will be directly accountable to the Governing Council for all school operations. The director, along with other leadership team members will be responsible for:

Financial Operations and academic reporting (fiscal reports include: revenues, expenditures, and balance sheet for the quarter)

State student reporting to STARS

Hiring, supervising, and evaluating all employees

School-wide inventory

Student and staff recruitments

Compliance with all state and federal laws and regulations pertaining to public schools

Developing and implementing strategic planning

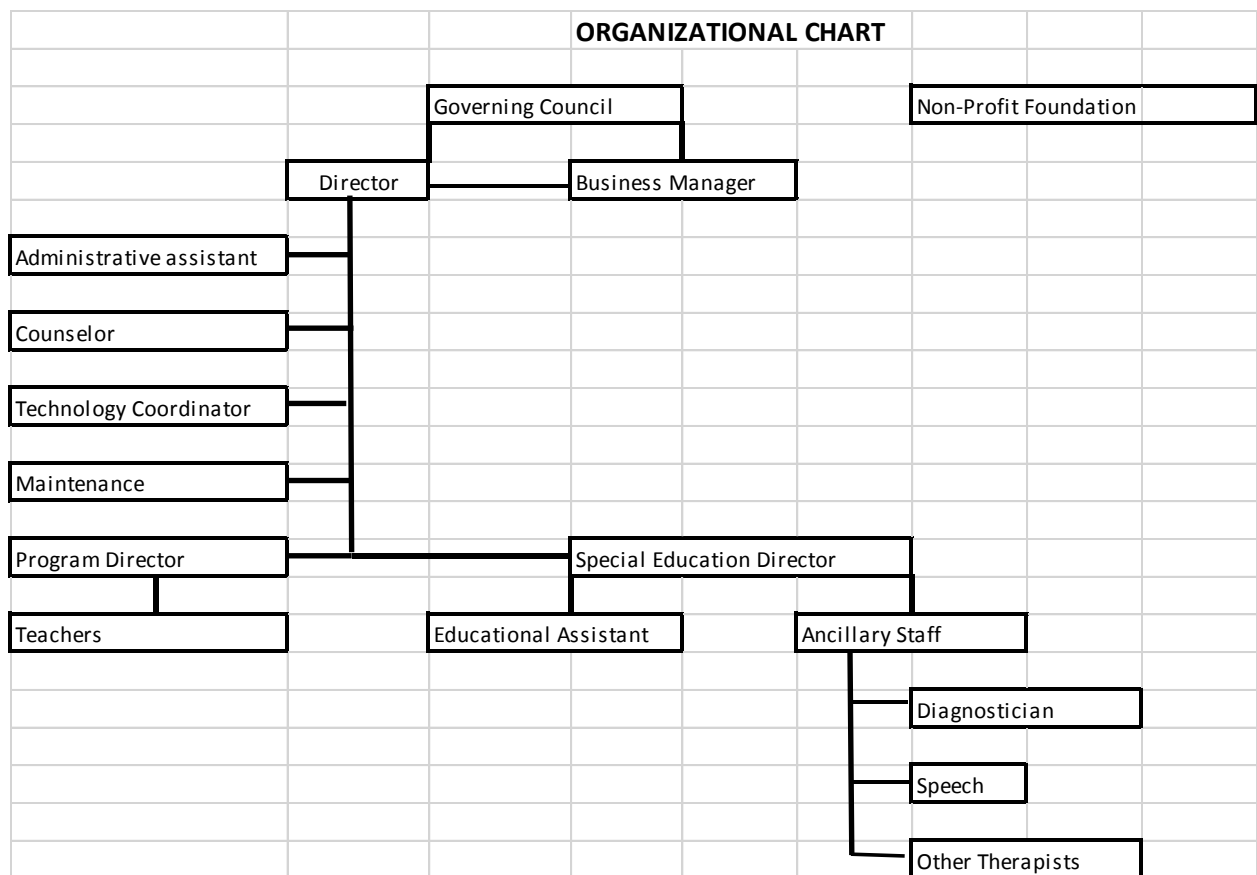
Ensuring student success and progress monitoring

Ensuring compliance to educational goals and objectives

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 1.2 Process

All Members of the Taos Academy learning community have an opportunity to participate in the advisory council, which meets monthly. Students, parents, teachers, and community members receive biannual satisfaction surveys to gather information. Increased enrollment. A low dropout rate, and a high percentage of students continuing postsecondary schools or continuing in a workforce placement are measured to indicate achievement of the school's mission.



Staff, Student, and Community Input

Taos Academy Governing Council is committed to parental and community involvement to further utilize resources needed to maximize student potential for success. The governing council, educational director, and staff will be responsible for communicating school related news to parents and the community in a timely manner using, newspaper, radio, e-mail, and web-site postings.

Staff, parents, and community members are welcome to be involved in the governance of the school. For individuals wanting to be on the governing council, vacancies are posted as stated above, and prospective applicants need to submit their name, a brief resume, and a short statement outlining their interests, goals, and objectives in serving on the governing council. A representative from the advisory council will attend the governing council meetings.

The advisory council is established for staff, students, and parents to participate in the decision making process for the school. The advisory council meets monthly to discuss any issues pertaining to Taos Academy's development. In addition, students, parents, teachers, and community members receive bi-annual satisfaction surveys to gather information about the success of and satisfaction with the school.

Acronyms and Definitions

FMP	Facility Master Plan
GPA	Grade Point Average
PE	Physical Education
STEM	Science, Technology, Engineering, Math
SMART Board	A multi-media teaching tool (image on page 13)
SMART Lab	A state-of-the-art technology lab
TMS	Taos Municipal Schools
UNM	University of New Mexico

Type of School

Taos Academy is a state funded charter school for the state of New Mexico.

2.1.1 How Grade Levels are Configured

Taos Academy serves students in 5th-12th grade. Please see pages 3-4 of this document, outlining the 4 families of grade levels at Taos Academy.

2.1.2 Projected Changes in Programs that Impact the Facility

School Size

At the beginning of the 2014 school year, Taos Academy had 200 students enrolled. By 2016, enrollment will be 250 students. Yearly increases in student population has affected the number of staff, as well as the amount of classroom space needed at the facility.

Class Size

The size of classes at Taos Academy will vary based on the curriculum being taught. When students are working 1-on-1 on digital curriculum, they work in large computer labs at individual workstations. Lecture classrooms are used for smaller classes, with 20 students maximum.

Grade Level Configuration

Taos Academy teaches 5th-12th graders. Taos Academy had its first graduating class in 2011 (7 students). Our second graduating class increased to 17 students and the third class was 26 students. As grade sizes increase, more space will be necessary. In addition, we have created a dedicated space for 5th and 6th grade students in order to give these younger learners more support. They are encouraged to attend school four days per week to receive this support. As our overall student population increases, Taos Academy envisions having another dedicated space for grades 7 and 8.

Extended Year Facilities

Taos Academy is not a year-round school, but it does offer extended year schooling. Taos Academy students have the opportunity to have an extended year schedule supporting the needs of a variety of learning goals. Students can work at their individual learning level and therefore can remediate or accelerate based on learning goals rather than grade levels. If students lack mastery in particular skill areas or need credit recovery, they will be able to make up those deficiencies without the stigma of “failure.” This opportunity makes necessary a room in which students are able to access computers and tutoring on days they are not scheduled to be in school or during the summer months. The plan is to expand in future years to include community access for professional development, technology workshops, credit recovery, as well as offering STEM courses to the public. The STEM Institute began offering summer courses to community students in 2012. Internships in related fields will take place on campus, particularly in the STEM Institute Lab, in the Growing Dome, and in the permaculture courtyard.

2.1.3 Shared/Joint Facilities

Information about Taos Academy’s Community Partnerships is located in the Community Involvement section. This section talks about Taos Academy’s Alternative Methods for meeting adequacy standards through the use of both Shared and Joint facilities.

2.2 Site and Facility

The following table summarizes the existing facility for Taos Academy, as of July 2015.

Facility Name	Taos Academy
State Identification #	510018001
Physical Address	110 Paseo del Canon West Taos, NM 87571
Date Chartered	10/31/2008
Date of Opening	8/17/2009
Dates of Additions	Greenhouse Dome – 8/2011
	Portable Building – 1/2012
	STEM Building – 6/2014
Owned or Leased	Leased
Building Area gsf (classrooms and student support)	11,700
Total GSF (all buildings)	29,107 (is this figure necessary?)
Total site acreage	5.65 acres
Total permanent general classrooms	4
Total permanent specialty classrooms	6
Total portable classrooms	2
Total classrooms	12
Percentage of portable compared to permanent classrooms	57%
Total enrollment current year	200
Number of gross sf/student	58.5 gsf

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 2.2 Overview of Existing Conditions

Overview of Existing Conditions

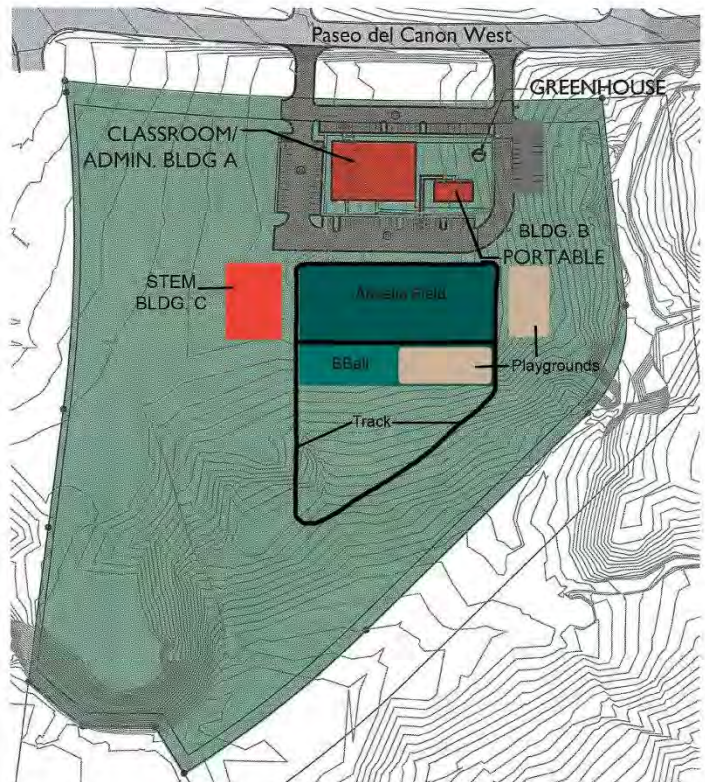
Taos Academy currently occupies three buildings; one is leased to own (11,700 gsf), and two portable buildings owned by TACS (1,740 and 5,040). These buildings are at 110 Paseo del Canon West, Taos, New Mexico. Building A is home to 90% of the computer labs, administrative spaces, teacher office spaces, College Link Program, the tutoring facility, and additional support spaces (see Building A existing floor plan on page 40). Building B, SSL portable (Student Success Lab), contains two computer labs (see Building B existing floor plan on page 41). Building C, STEM portable (Science, Technology, Engineering, Math), includes the SMART Lab, Digital Media Arts Lab, Life Skills classroom, two classrooms, and two offices (see Building C existing floor plan on page 42). These three buildings are located on a large 5.65 acres lot, which provides 130 parking spaces and a greenhouse. The western side of the property, in front of the STEM portable building is used for outdoor activities. (see existing site plan on this page). The 2015-2016 school year had 220 student attending the school, with an average of 100 students on site each day. Taos Academy plans to increase enrollment to 250 as per our charter.

Current Site Of Taos Academy,
5.65 acres.

Building A
11,700 gsf

Building B
SSL Lab Portable:
1,740 gsf

Building C
STEM Portable
5040 gsf



Taos Academy E



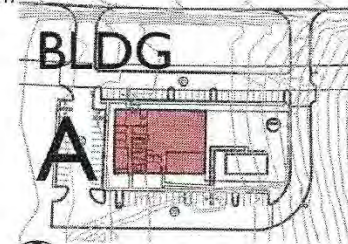
EXISTING SITE PLAN
SCALE: 1" = 200'

FMP / 2.2 Overview of Existing Conditions

Campus Inventory- Taos Academy			
Main Building			
Room #	Room Type	SF	# of students (28 nsf/ student)
100	Reception	595	
100A	Storage	92	
100B	Counseling	92	
101	Director's Office	330	
102	Business	160	
103	Special Ed.	160	5.7
104	Tutoring	160	5.7
105	College Link	570	20.4
106	Storage	230	
107	Lounge	74	
107A	Staff Restroom	73	
108	Men's RR	220	
109	Women's RR	290	
110	Student CPU lab	3150	112.5
110A	Teacher's Office	64	

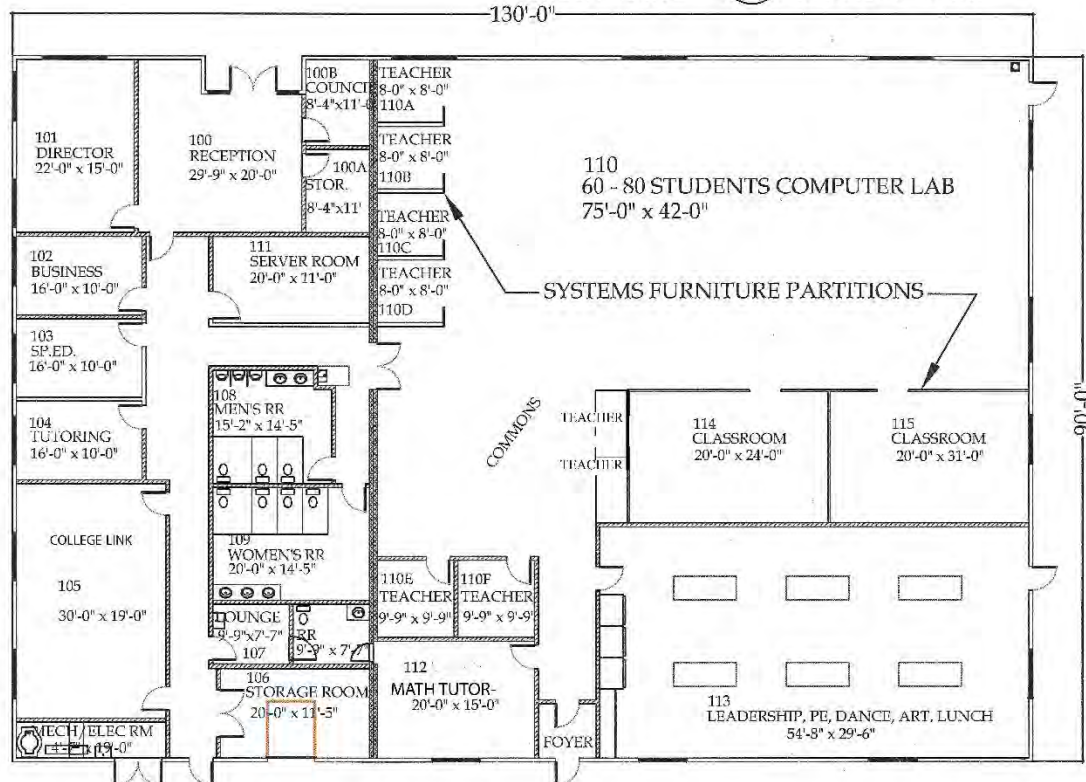
110C	Teacher's Office	64
110D	Teacher's Office	64
110E	Teacher's Office	95
110F	Teacher's Office	95
111	Server Room	220
112	Math Tutoring Lab	300 10.7
113	Multipurpose Room	1613 57.6
114	Classroom	620 22.1
115	Classroom	480 17.1
116	Mechanical	86
110G	Teacher's Office	9961 nsf
110H	Teacher's Office	11700 gsf

key plan



BUILDING A
GROSS SF: 11,700 SF
+ 312 FOR THE
GREENHOUSE

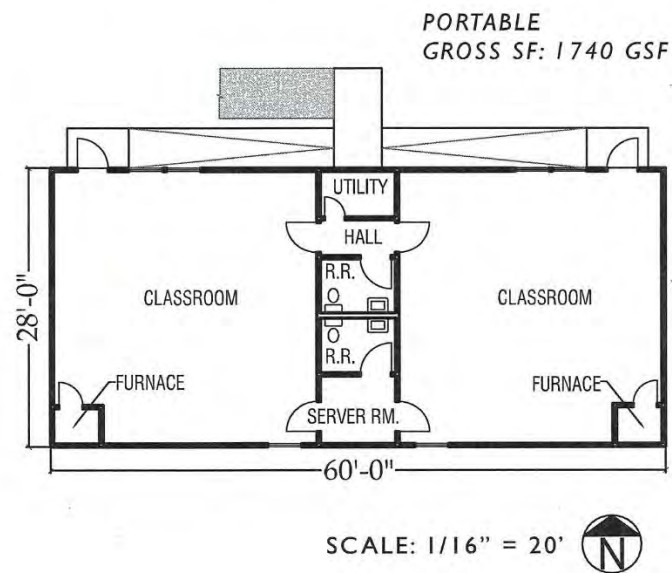
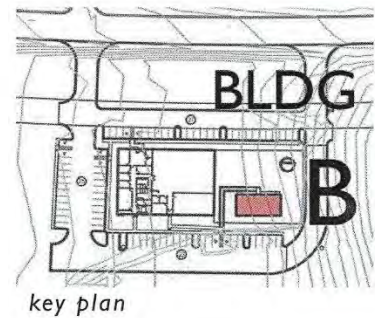
SCALE: 1" = 20'



Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 2.2 Overview of Existing Conditions

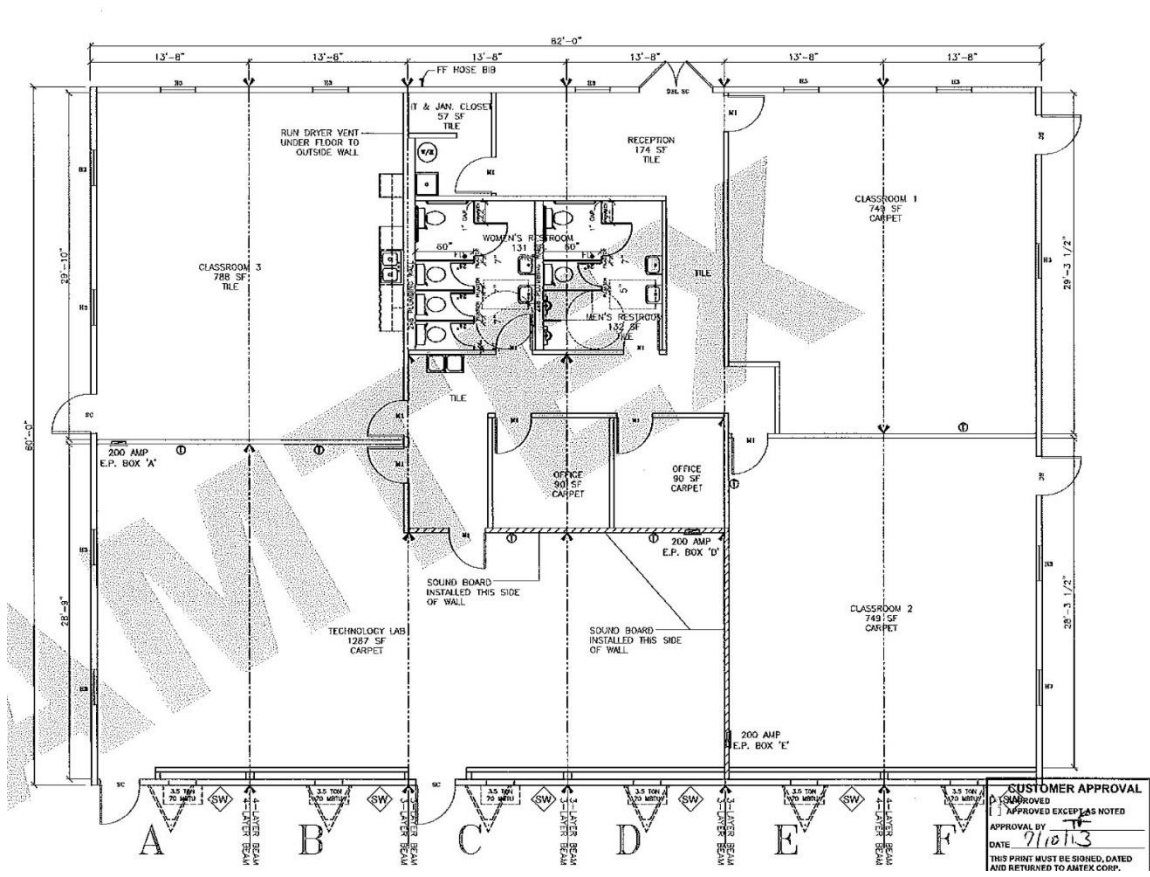
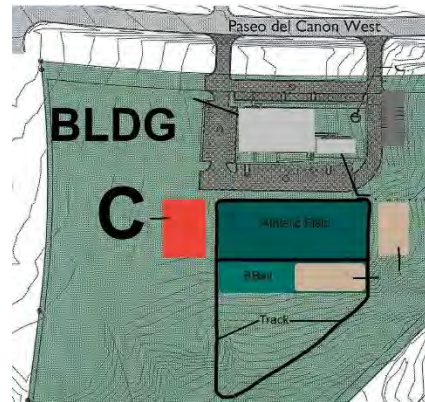
Portable			
Room #	Room Type	SF	# of students (28 nsf/ student)
201	CPU Lab	683	24.4
202	CPU Lab	683	24.4
203	Server	50	
204	Restroom	40	
205	Restroom	40	
206	Utility	33	
		1529 nsf	
		1740 gsf	



Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 2.2 Overview of Existing Conditions

STEM Building			
Room #	Room Type	SF	# of students (28 nsf/student)
1	Classroom	750	26
2	Classroom	750	26
3	SMART Lab	780	27
4	Media Lab	600	21
5	Life Skills	800	28.5
5	Office	90	
6	Office	90	
8	Restroom	131	
9	Restroom	132	
10	Utility	57	
		4180 nsf	
		5040 gsf	



Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 2.3 Growth & 2.4 Enrollment

Taos Academy Growth Plan

Taos Academy will grow in response to their approved charter. Although District growth is relevant, Taos Academy works on a lottery system of enrollment, which currently has a waiting list.

Student Growth

Taos Academy has enrolled an additional 20-30 students each year since its opening. The school fulfilled its original charter with 200 students in the 2013-2014 school year. In 2014, Taos Academy re-chartered and increased enrollment to 250 students. The 2015-2016 school year currently has 220 students enrolled. It is projected that we will enroll 250 students in the 2016-2017 school year.

Staffing Growth

Taos Academy will adhere to the state regulations on teacher/student ratio requirement of section 22-10A-20 NMSA 1978; class loads.

Facility Growth

Taos Academy understands and will meet the requirements of 22-8B-4.2A NMSA 1978; educational occupancy standards. Facility space will increase accordingly along with growth in student enrollment as per state regulations.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 2.5 Utilization & Capacity

Current Classroom Utilization

The following chart shows the current classrooms, labs, and academic spaces and the times in which they are used throughout the day. This schedule supports an enrollment of 250 students. There is currently no space for indoor PE, sports, assemblies, student activities, and events.

***charts* - attached separately from Taos Academy**

** Note: Computer Lab 4 is used by students who need extra lab time for their academic classes. The space is available, first come first serve, on non-campus days for each student. On Mondays & Wednesdays, this space is available for 9th-12th graders from 8:00-12:00. Computer Lab 5 is used by 11th and 12th grade students in the College Link program for their required academic time at Taos Academy. This lab is available from 8am to 4pm Monday through Thursday.*

-This schedule is for Mondays & Wednesdays. A similar schedule is used for Tuesday & Thursdays, when high school students are on campus. 5th-6th grade can be replaced with 9th-10th grade, and 7th-8th grade can be replaced with 11th-12th grade.

-All classrooms are used all periods of the day.

-The 'Max # of st./ sq ft' for Computer Labs is determined by the current number of computer workspaces within the classrooms. Each computer lab currently holds 20 computers workstations. According to the architect's study of the existing space, this is the maximum number of workstations that will fit within these existing lab spaces.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 2.5 Utilization & Capacity

Maximum and Functional Capacity

Please see pages 10 & 11 of this proposal (which is part of the required Ed. Spec. document). The chart and program diagram outline the 5-year facility needs of Taos Academy.

The current **maximum capacity** of Taos Academy's Facilities is **250** students in 14 classrooms (262 total occupants). (This number is dependent on PSFA's guidelines of 28 sf/ per student, if all existing classroom spaces, 9,380 gsf of space, are fully occupied.) The **functional capacity** of Taos Academy, dependent on scheduling and class size, is currently **200** students.

Strategies to Accommodate Meeting Needs at Taos Academy

Accommodating student growth is a concern for Taos Academy. Facility space will increase accordingly along with growth in student enrollment as per state regulations.

The priority for Taos Academy is to have adequate facilities for additional enrollment of 50 students and to accommodate the expanding STEM+Arts program. This means that technology requirements and classroom spaces must be increased. The plan is to have a staged expansion process that accommodates increased enrollment and programming, and results in a fully built-out campus for the 2017-2018 school year.

Taos Academy currently occupies one leased building and two buildings owned by the school. Within the next 5 years, Taos Academy plans to purchase the current building and surrounding land. Plans include construction of the Multipurpose building.

As a first step to expand the campus, Taos Academy must either negotiate a lease/purchase agreement with the current landlord or work with its non-profit organization, Taos Academy Foundation, to purchase the facility it is now leasing. The next step is to construct the multipurpose building.

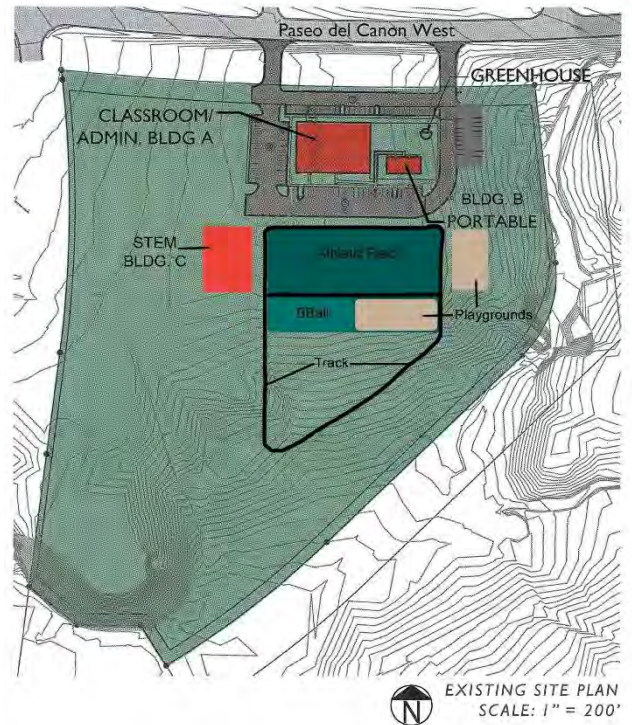
By 2017-2018, Taos Academy will have a fully-built out facility. This proposal addresses the plan for the 5 year expansion of Taos Academy.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

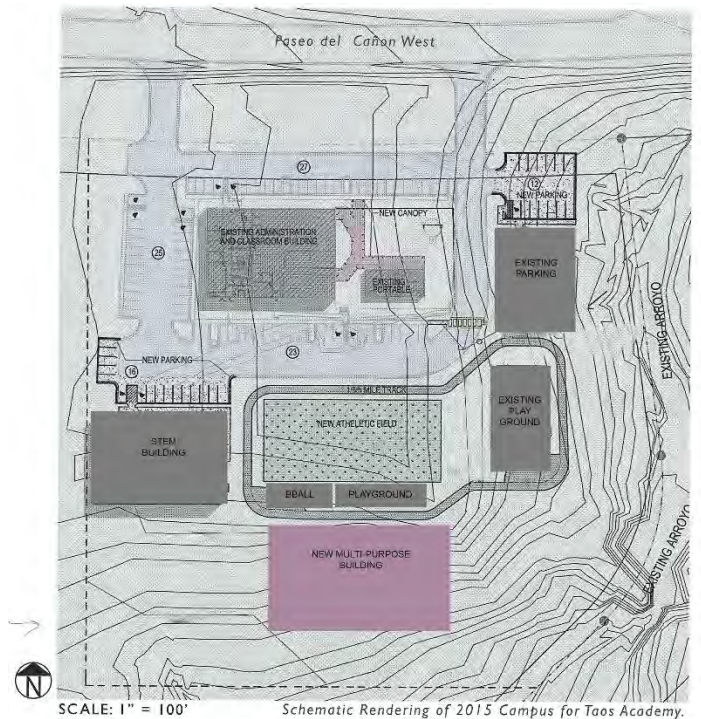
FMP / 2.5 Strategies to Meet Needs

EXISTING AND PROPOSED SITE PLANS

EXISTING CAMPUS
5.65 ACRES (LEASED)
1 BUILDING, 2 PORTABLES



1 BUILDING
GROSS SF: 8,700
5 YEAR EXPANSION AND
LAND PURCHASE



2.6 Overview of Technology Plan

Our mission is to maintain a level of excellence by supporting and promoting innovative use of technology to enhance academic achievement, leadership skills, and social responsibility. Please see tab titled “Technology Plan” located at the end of this document for the complete Technology Plan for Taos Academy

A chart with current existing technology at Taos Academy is shown on page 50, under “Prioritization Process – Technology”.

2.7 Energy Management Program

Taos Academy incorporates many energy saving techniques in our current facility. All computers are set to turn off automatically after the school day. All staff members are responsible for checking that computers and lights are turned off when leaving for the day. We teach conservation as part of our everyday interaction with students. All thermostats in our building are adjusted in the evenings, weekends, and holidays to use less energy when no one is present in the buildings. Doors and windows are kept shut when heating or cooling is turned on to keep temperatures constant. Sufficient insulation guarantees retention of constant temperatures in the buildings. Our greenhouse has temperature control systems to keep plants alive and use energy only when needed. Windows in the main computer lab and Lecture Room 2 make it possible to use less lights in those areas. Taos Academy uses energy saving light bulbs wherever possible. Students have recycling bins for paper and cans throughout the campus to conserve waste produced by the school. Solar panels throughout the school are used to produce energy and as educational tools for our students and utilized in student projects. Taos Academy offers courses in renewable energy and sustainable living as part of our Leadership class, in the SMART Lab, and as part of our STEM+Arts curriculum. Every opportunity will be used in our building plans to include energy saving ideas, including light fixtures, appliances, water conservation fixtures, window placements, solar applications, and conserving air flow from exterior to interior spaces.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 2.8 Capital Funding

Capital Funding History

To date, Taos Academy's history encompasses seven years: the first year was our planning year; our second year was our first year of operation; we moved locations for our third year of operation to our current facility. Federal Stimulus funding provided the first three months of lease payments for our current facility. Since then, our lease payments are funded through Lease Assistance from PSFA and Operational Funding from State Equalization Guarantee.

Capital Funding Plan

The following chart identifies Taos Academy's current and future financial resources, either available or expected to be available for meeting capital needs.

Year	Funding Source	Amount
2015-2016	Lease Assistance (220 students@ \$730 per student)	\$160,600
	State Equalization Guarantee	\$18,000
	SB9	\$70,000
2016-2017	Lease Assistance (250 students@ \$730 per student)	\$182,500
	State Equalization Guarantee	\$18,000
	SB9	\$70,000
	Gross Reciepts Tax	\$300,000
2017-2018	Lease Assistance (250 students@ \$730 per student)	\$182,500
	State Equalization Guarantee	\$20,000
	SB9	\$70,000
2018-2019	Lease Assistance (250 students@ \$730 per student)	\$182,500
	State Equalization Guarantee	\$20,000
	SB9	\$70,000
2019-2020	Lease Assistance (250 students@ \$730 per student)	\$182,500
	State Equalization Guarantee	\$20,000
	SB9	\$70,000
	Bond	\$1,263,400
	Total Financial Resources	2,900,000

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 3.0 Capital Improvement

3.0 CAPITAL IMPROVEMENT PLAN

3.1 Total Facility Capital Needs

Floor Plans on **pages** 52-54 meet the requirements for Taos Academy's expansion. These plans are based on the facility requirements outlined in the Education Specification for Taos Academy.

3.2 Prioritization Process – Facilities

This chart summarizes the capital projects outlined for Taos Academy over the next 5 years. The completion of the projects results in a fully built out campus with 3 academic buildings (20,407 gsf of school space) on a 2.71 acre site that provides 1 acre of open green space.

Capital Improvement Project	Scope of Project	Date of Implementation	Estimated Cost	Funding
Purchase of Property	Purchase of the permanent building currently occupied by TA (Building A) and surrounding 5.65 acre plot of land	2016	\$2,100,000.00	Combined SB9, Lease Assistance, and State Equalization Guarantee
Construction of new Multipurpose Building (Phase 1)	Basketball court and bleachers, performance space, bathrooms, 2-3 classrooms, storage	2016	\$800,000.00	Combined SB9, Gross Receipts, and State Equalization Guarantee
Additional site hardscape and landscape (Phase 2)	Sidewalk connections and landscaping throughout developed site and additional parking to the east of the new multipurpose building	2017	\$100,000	Combined SB9, and State Equalization Guarantee
Recreation Area	Turf and Track	2018	\$300,000	SB9, State Equalization Guarantee, Bond
Multipurpose Building (Phase 3)	Gym Floor, stage and theater area	2019	\$200,000	State Equalization Guarantee, Bond, Local Funding

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 3.0 Capital Improvement

3.2 Prioritization Process – Technology

This following chart outlines our technology improvement plan for the next five years. See Appendix A: Technology Plan.

Device Distribution based on Student Population					
Year	Student Count	PCs (WIN)	Laptops (WIN)	Chrome OS Devices	Total Units
2015-2016	225	120	60	108	288
2016-2017	250	100	60	128	288
2017-2018	250	66	60	162	288
2018-2019	250	66	60	162	288
2019-2020	250	66	60	162	288

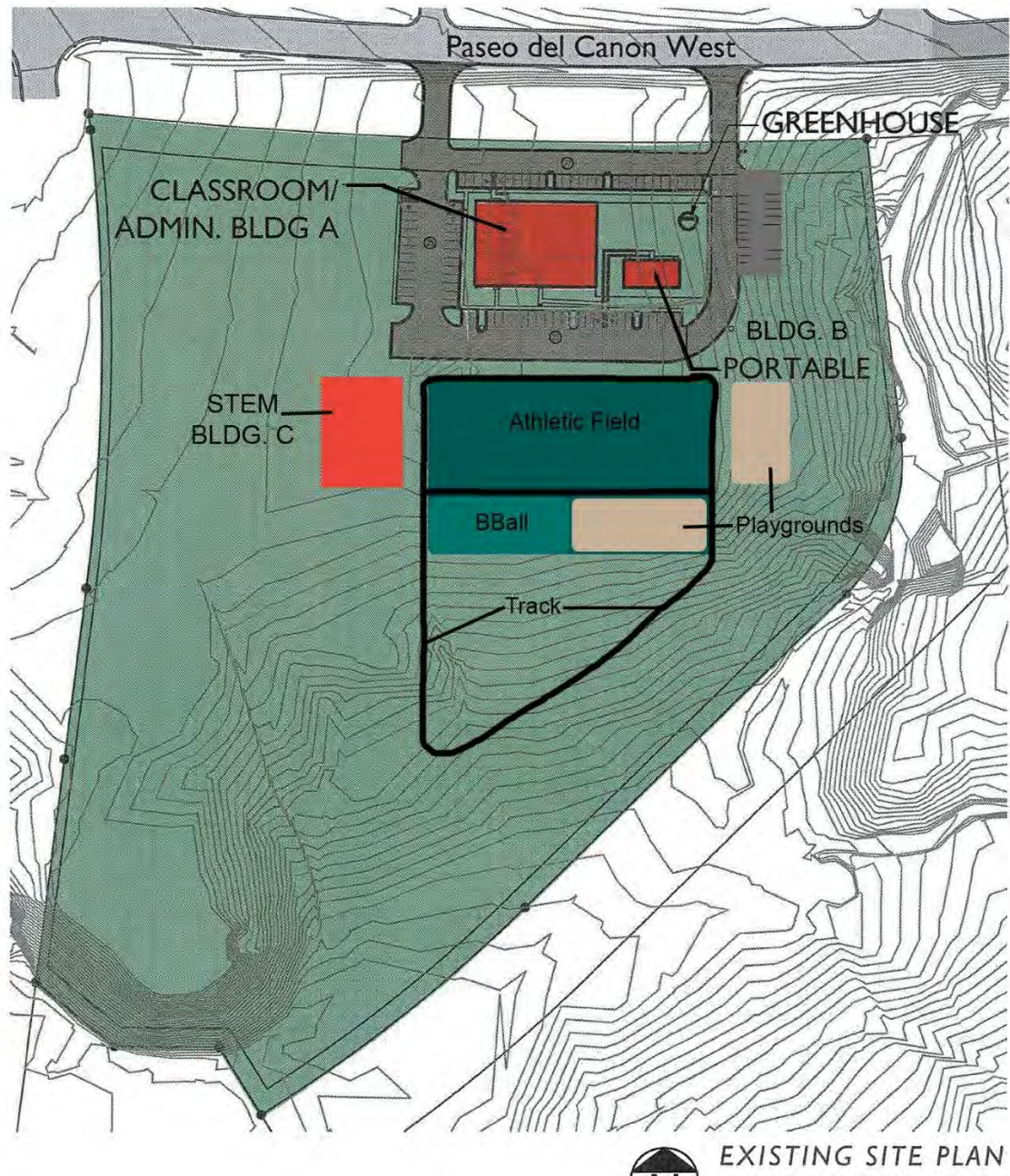
Estimated Acquisition Cost - Student Computers (New/Replacement)						
Year	Student Population Change	PCs (WIN)	Laptops (WIN)	Chrome OS Devices	Estimated Unit Cost	Total
2015-2016	25	0	0	108	\$250.00	\$27,000.00
2016-2017	25	0	0	20	\$250.00	\$5,000.00
2017-2018	0	22	20	44	\$250.00	\$21,500.00
2018-2019	0	22	20	0	\$250.00	\$10,500.00
2019-2020	0	22	20	0	\$250.00	\$10,500.00

Financial Strategies to Meet Capital Needs

Please refer to the chart on page 48 which outlines Taos Academy's plan for securing funding.

Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 4.0 Existing Site Plan



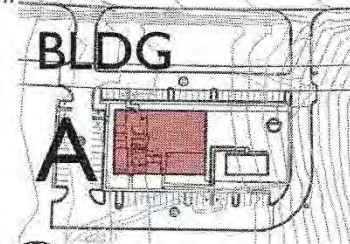
Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 4.0 Building A – Existing Floor Plan

Campus Inventory- Taos Academy			
Main Building			
Room #	Room Type	SF	# of students (28 nsf/ student)
100	Reception	595	
100A	Storage	92	
100B	Counseling	92	
101	Director's Office	330	
102	Business	160	
103	Special Ed.	160	5.7
104	Tutoring	160	5.7
105	College Link	570	20.4
106	Storage	230	
107	Lounge	74	
107A	Staff Restroom	73	
108	Men's RR	220	
109	Women's RR	290	
110	Student CPU lab	3150	112.5
110A	Teacher's Office	64	

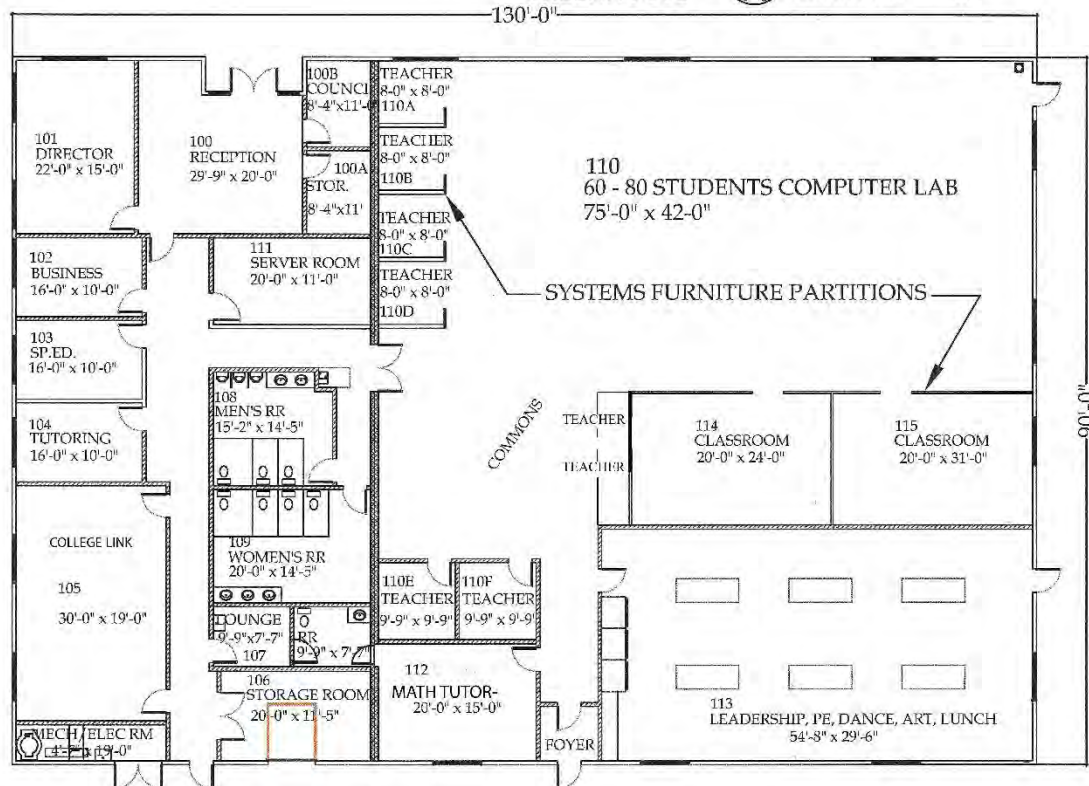
110C	Teacher's Office	64	
110D	Teacher's Office	64	
110E	Teacher's Office	95	
110F	Teacher's Office	95	
111	Server Room	220	
112	Math Tutoring Lab	300	10.7
113	Multipurpose Room	1613	57.6
114	Classroom	620	22.1
115	Classroom	480	17.1
116	Mechanical	86	
110G	Teacher's Office	9961 nsf	
110H	Teacher's Office	11700 gsf	

key plan



BUILDING A
GROSS SF: 11,700 SF
+ 312 FOR THE
GREENHOUSE

SCALE: 1" = 20'



Taos Academy Ed. Spec. & 5 Year Facility Master Plan

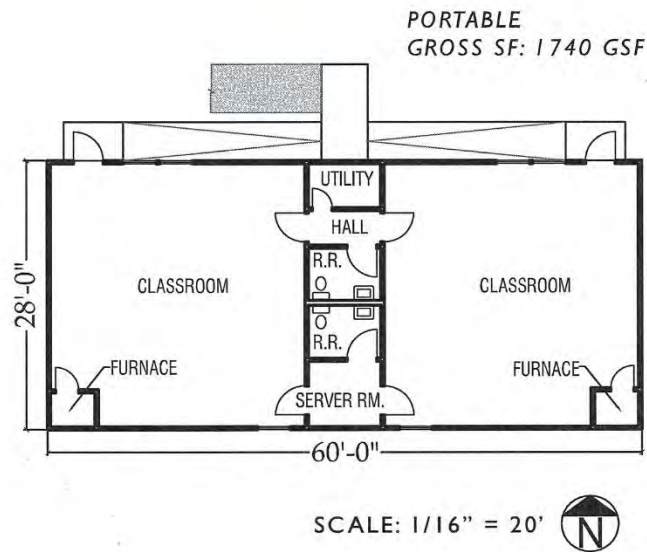
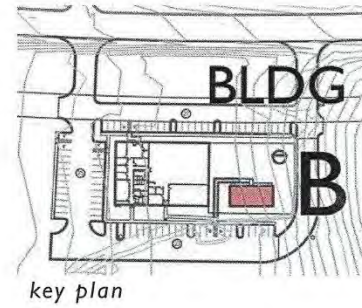
FMP / 4.0 Building B – Existing Floor Plan

January 2015

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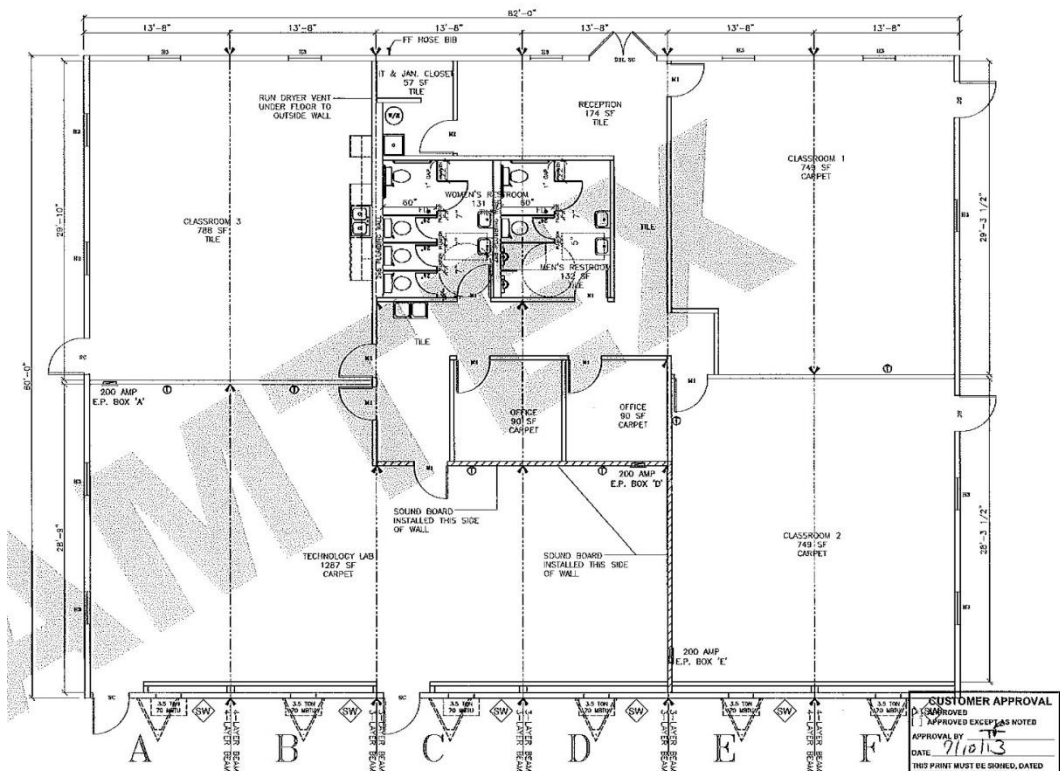
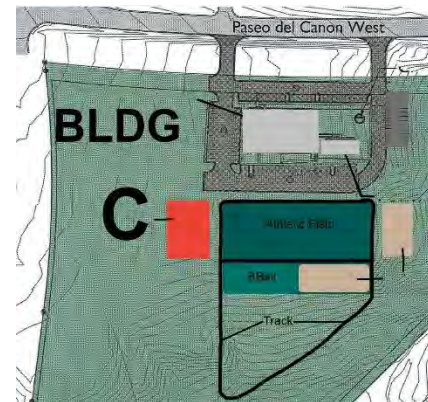
Portable			
Room #	Room Type	SF	# of students (28 nsf/ student)
201	CPU Lab	683	24.4
202	CPU Lab	683	24.4
203	Server	50	
204	Restroom	40	
205	Restroom	40	
206	Utility	33	
		1529 nsf	
		1740 gsf	



Taos Academy Ed. Spec. & 5 Year Facility Master Plan

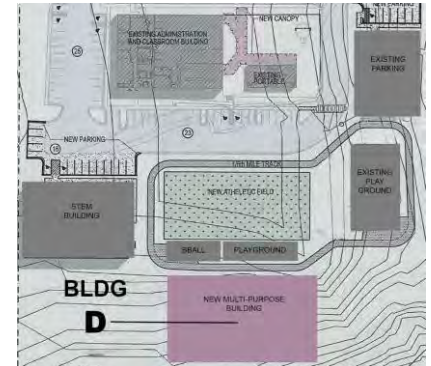
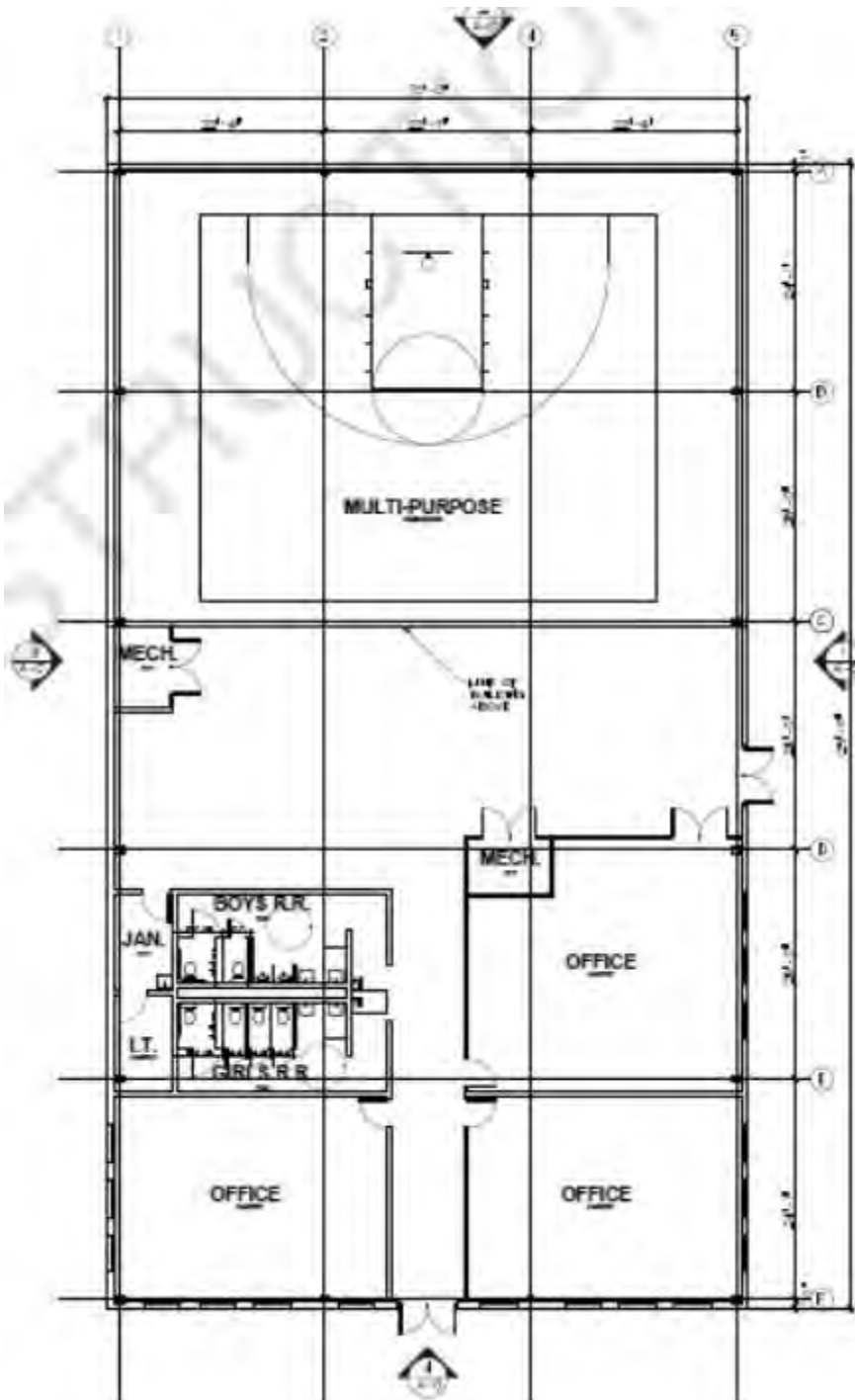
FMP / 4.0 Building C – Existing Floor Plan

STEM Building			
Room #	Room Type	SF	# of students (28 nsf/student)
1	Classroom	750	26
2	Classroom	750	26
3	SMART Lab	780	27
4	Media Lab	600	21
5	Life Skills	800	28.5
5	Office	90	
6	Office	90	
8	Restroom	131	
9	Restroom	132	
10	Utility	57	
		4180 nsf	
		5040 gsf	



Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 4.0 Building D (Mutipurpose) Proposed Floor Plan



Multipurpose Building		
Room Type	SF	# St / 28nsf
Class 1	550	20
Class 2	550	20
Class 3	550	20
Multi-Purpose	5,250	200
Restroom	240	
Restroom	240	
Total GSF 8,700		

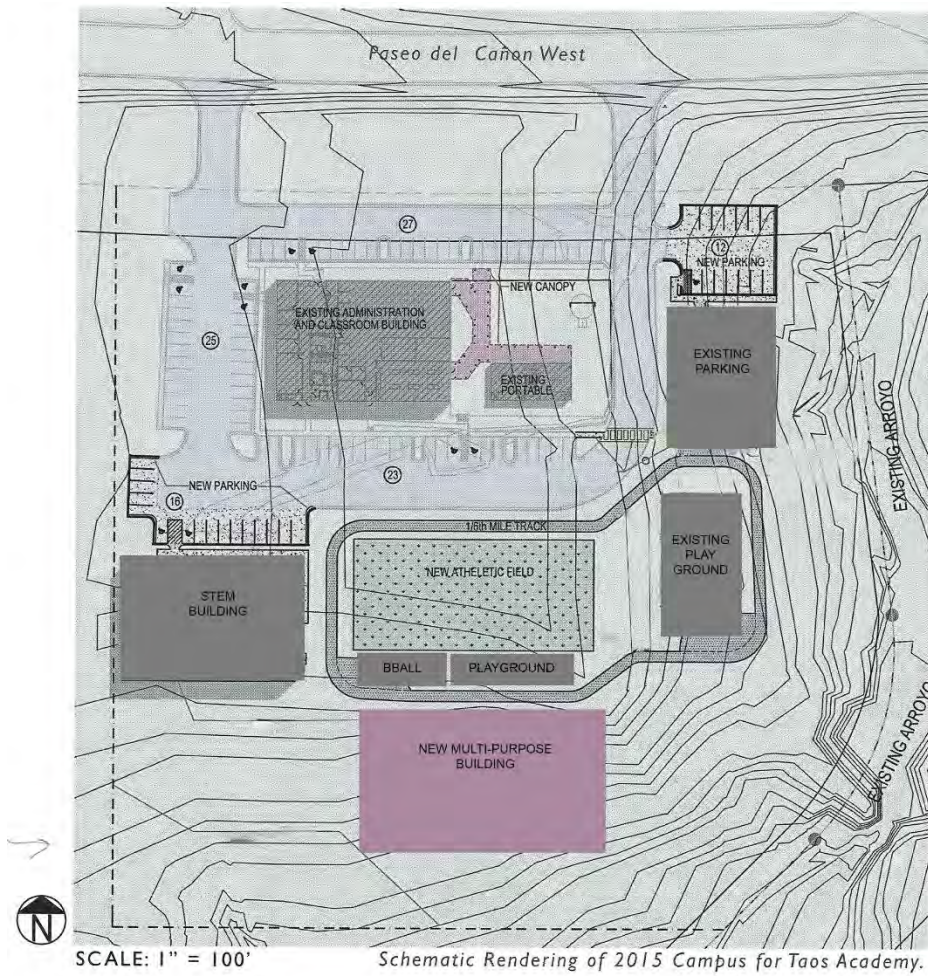
Taos Academy Ed. Spec. & 5 Year Facility Master Plan

FMP / 4.0 Master Plan Support Material

Master Plan Support Materials

Because this Master Plan is for a single school facility, Master Plan Support Material is located throughout the document. Please refer to the following list in order to find specific information, related to sections 4.2-4.4

4.2 Growth/Enrollment/Utilization Detail	page 43
4.3 Taos Academy Technology Plan	tab “Technology Plan”
4.4 Energy Management Plan	page 47
Adoption of FMP/Ed. Spec	tab “Amendment #1”



Part F: Amendments and Amendment Requests

In addition to historical information on amendments and amendment requests provided by the Charter Schools Division in this report the school will need to identify additional amendments it would like to have considered as part of the renewal process. These amendments may include changes in facility location, enrollment cap increases, changes in grade levels served, changes in the educational program and other standard amendment requests. For the purpose of this report, all amendment requests and actions to date are listed below:

Figure 7. Amendment Requests and actions.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to increase student enrollment capacity from 200 to 250 students.	Approved	02/28/2014	N/A
Amendment request to increase the total members of the governing board.	Approved	02/28/2014	N/A



TA Response - Habitual Truancy

Taos Academy Attendance Policy: Taos Academy's attendance is unique in that the school is accountable for student progress and mastery as well as physical attendance within the school building during the instructional day.

Under the Cyber School Act, we are required to report Academic Attendance per TA policy, which is as follows:

"All TA courses are intended to be completed during the period of a single semester (18 weeks) in order to be receive credit. Students may work ahead in their classes but must maintain the minimum established pace as indicated by the student's assignment calendar and meet a minimum mastery level of 70% in all classes. ***Students not maintaining an actual grade of 70% will receive an Academic Absence for the week.***"

It is worth pointing out that:

- 1) this is a higher standard than a traditional brick-and-mortar school is held to; in essence, any time a TA student's actual grades drop below a C average in any class, they accrue an Academic Absence.
- 2) Academic Absences at Taos Academy do not equate in the same way to loss of instructional time as a traditional Physical Absence. In a traditional classroom, a student who is not physically present misses instructional time that they can never regain. In Taos Academy's blended learning model, an Academic Absence indicates that a student is behind in their work or has a low grade - and that student is brought in for additional time and learning on our campus with their teachers. Not only is there not a true loss of instructional time (because the academic work remains accessible to the student 24/7), but the result is an increase of instructional time because of our intervention system. This mastery-based versus time-based academic rigor is one reason for our success as a school over the last 9 years.

According to NMPED data, Taos Academy's Habitual Truancy rate for SY1718 rose to 20.68%, above the Habitual Truancy rate of the neighboring school district, which fell to just above 10% for the same year. This data is based on STARS reporting for the school year and shows that 55 TA students were considered Habitually Truant over the course of the year, meaning that they accrued 10 or more Unexcused Academic Absences through low grades, low progress in their coursework, or a combination of both.

Data Correction for SY1718:

Upon review of the data presented by the Charter School Division in preparation for our ReCharter Meeting, Taos Academy found several reporting errors that impact these numbers to some degree. These errors are due to duplicate enrollment records in the first 40 days of SY1718 that over-reported absences for affected students:

Student ID	Truancy Days Reported in STARS	Actual Truancy Days as Verified in PowerSchool
	30	19
	21	19
	19	5 (removed from HT calculation)
	11	0 (removed from HT calculation)
	33	16
	20	3 (removed from HT calculation)
	23	19
	17	13
	17	15
	10	3 (removed from HT calculation)
	20	3 (removed from HT calculation)
	18	4 (removed from HT calculation)
	10	9 (removed from HT calculation)
	14	0 (removed from HT calculation)
	14	12
TOTAL Academic Absences (UNFD):	277	140 (137 AA's reported in error)
Number of Students Counted Habitually Truant	55	48
Percentage of TA Students Habitually Truant	Original Data: 20.68% for SY1718	Corrected Data: 18% for SY1718

Total By Day	Original Data: 1,227 Unexcused Full Day Academic Absences (per STARS Unexcused Absences Report for EOY SY1718)	Corrected Data: 1090 Unexcused Full Day Academic Absences (Subtracting the 137 incorrect UNFDs)
Chronic Absenteeism Rate (Total Number of Instructional Days Missed / Possible Number of Instructional Days for ALL Students)	Original Data: 24,478 days enrolled - 23,715 total days present = 0.9688% Days Present (Attendance Rate of 96.88%)	Corrected Data: 24,478 days enrolled - 23,852 total days present = 0.9744% Days Present (Attendance Rate of 97.44%)

Interpretation of Data:

Less than one in five of Taos Academy students received more than 10 Unexcused Academic Absences in the course of SY1718. The high Attendance Rate demonstrates that while a proportionally larger number of TA students may be considered Habitually Truant under this NMPED calculation than in our surrounding school district, our high achievement and high overall Attendance Rate demonstrates that this number does not represent the same loss of instructional time as it might in a traditional school setting.

Attached Documentation:

- 1) Sample Student report from PowerSchool SIS with Academic Absences highlighted.
These are available if needed for all students affected by the errors above.
- 2) Habitual Truancy Rate Comparison Chart from CSD.
- 3) Habitually Truant Student Number from SY1718 STARS Data.
- 4) Chronic Absenteeism report from STARS for EOY SY1718.
- 5) Unexcused and Excused Absences Report for EOY SY1718.

School FollowUp: We are also attaching a 40th Day STARS Report from SY1819, demonstrating that the error from last year has not been replicated in our Student Information Systems due to increased training of our front office staff and registrar, and that we are currently showing no Habitually Truant Students from Taos Academy.

Attendance



A ACS Transferred Out

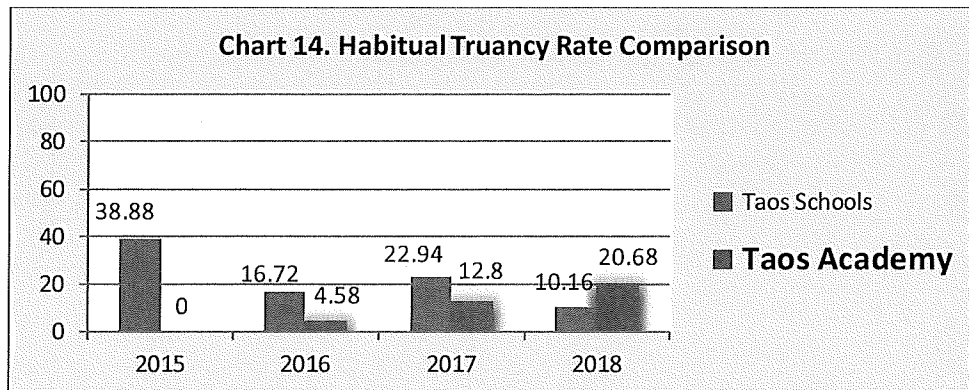
Meeting | Daily

Course	Expression	7/3-7/7					7/10-7/14					7/17-7/21					7/24-7/28					7/31-8/4					8/7-8/11					8/14-8/18					8/21-8/25				
		M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H						
Academics Robbins, Vicki TA E: 08/14/2017 L: 05/23/2018	ACA(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Student Success Lab Martinson, Tami Annex E: 09/06/2017 L: 05/23/2018	P1-P2(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Leadership Kelly, Henry Warren Green Lab E: 08/15/2017 L: 09/29/2017	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Global Studies Pike, Kelci STEM2 E: 10/16/2017 L: 12/22/2017	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Physical Education Kelly, Henry Warren Field/Bldg E: 01/15/2018 L: 03/09/2018	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS SmartLab Shawver, Lee SmartLab E: 03/19/2018 L: 05/23/2018	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS Advisory Group - AM Cisneros, Julian Yellow Lab E: 08/15/2017 L: 05/23/2018	P2(A-FRI) P4(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS LS Monday Henshaw, Jeanette Annex East E: 09/05/2017 L: 05/23/2018	P3-P4(A-FRI) MS8(A)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
MS LS Wednesday Henshaw, Jeanette Annex East E: 09/05/2017 L: 05/23/2018	P3-P4(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Course	Expression	9/11-9/15					9/18-9/22					9/25-9/29					10/2-10/6					10/9-10/13					10/16-10/20					10/23-10/27					10/30-11/3				
		M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H						
Academics Robbins, Vicki TA E: 08/14/2017 L: 05/23/2018	ACA(A-FRI)	U					U																															U			
MS Student Success Lab Martinson, Tami Annex E: 09/06/2017 L: 05/23/2018	P1-P2(A-FRI)							E	T						E						E	E																			
MS Leadership Kelly, Henry Warren Green Lab E: 08/15/2017 L: 09/29/2017	P1(A-FRI)																																								
MS Global Studies Pike, Kelci STEM2 E: 10/16/2017 L: 12/22/2017	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
MS Physical Education Kelly, Henry Warren Field/Bldg E: 01/15/2018 L: 03/09/2018	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
MS SmartLab Shawver, Lee SmartLab E: 03/19/2018 L: 05/23/2018	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
MS Advisory Group - AM Cisneros, Julian Yellow Lab E: 08/15/2017 L: 05/23/2018	P2(A-FRI) P4(A-FRI)															E																									
MS LS Monday Henshaw, Jeanette Annex East E: 09/05/2017 L: 05/23/2018	P3-P4(A-FRI) MS8(A)																																								
MS LS Wednesday Henshaw, Jeanette Annex East E: 09/05/2017 L: 05/23/2018	P3-P4(A-FRI)																																								
Course	Expression	11/20-11/24					11/27-12/1					12/4-12/8					12/11-12/15					12/18-12/22					12/25-12/29					1/1-1/5					1/8-1/12				
		M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H	F	M	T	W	H						
Academics Robbins, Vicki TA E: 08/14/2017 L: 05/23/2018	ACA(A-FRI)	-	-	-	-	U					U					U																									
MS Student Success Lab Martinson, Tami Annex E: 09/06/2017 L: 05/23/2018	P1-P2(A-FRI)	-	-	-	-	-			T																												E				
MS Leadership	P1(A-FRI)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				

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Attendance Codes:
 =Present | P=Present | T=Tardy | UP=Unexcused Physical Absence | E=Excused Physical Absence | U=Unexcused Academic Absence | EA=Excused Academic Absence | ISS=In School Suspension

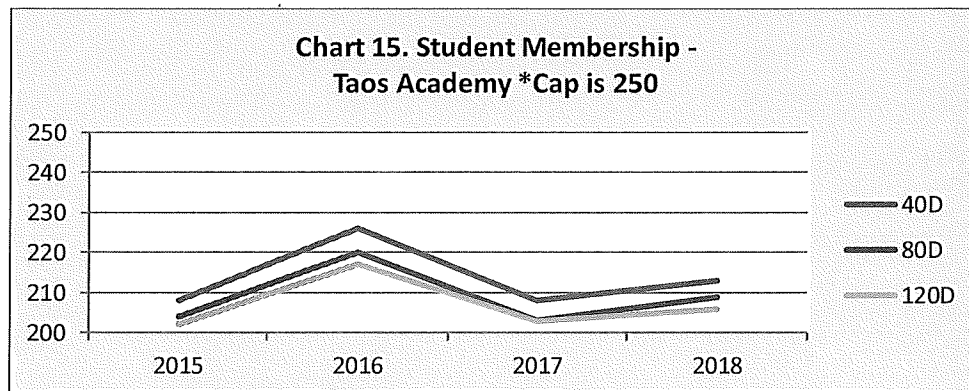




Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

The chart shows the school's student membership for each of the years in operation during the current contract term. All reporting periods have maintained similar enrollment over the four years. Enrollment increased in 2016-2017 and dropped the following year. The school decreased in students between 40D and 80D and 80D to 120D at a similar rate each year.



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

Enrollment by Race/Ethnicity.

The school's student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state.

Habitual Truant Students

School Year: 2017-2018

Reporting Level: District

Location Organization Types: Central Office, Charter, Home School, Off-Site, Private

Location Status: OPEN

School Level: Central Office, High School, Non-Accredited Private School, Prekindergarten



District Name	Code	Location Name	ID	Status	Level	Org Type	Student Name	Student ID	Days Truant	Student Count
TAOS ACADEMY	510	*District Total								55
*Report Total										55

A student is identified as Habitual Truant when the student has accumulated 10 or more days truant. Both half day (UNHD) and full day (UNFD) truancy are used in the Daily Attendance Template.

</eui.ped.state.nm.us/sites/stars/Test/Public Folders/eScholar Framework - Verify/District and Location Reports/Mobility, Truancy and Chronic Absenteeism/Habitual Truant Students.rdl>

Chronic Absenteeism



School Year: 2017-2018

Note: This report includes only Public and Charter Schools. Off-Site, District Office and State Supported schools are not included.

% missed = 1-(Present/enrolled); % Chronic Absenteeism = ([% missed] >= .1) / [Total Student Count]

District Name	District Code	Location Legal Name	Loc ID	Student ID	Total Student Count	Total Days Enrolled	Total Days	% Days Present	% Days Missed	Student Count Missed GTE .1 %	%Chronic Absenteeism
TAOS ACADEMY	510	All Schools	000	All	224	24,478	23,715	0.9688	0.0312	18	0.0804

Excused and Unexcused Absences

School Year: 2017-2018

Snapshot Date: 2018-06-01 - EOY

Charter Status: Charters ,Non-Charters

Aggregate: DISTRICT

Source: Student Snapshot and Daily Attendance:
Valid values for K3P Reporting only: ATTD = Attended, ABS = Absent
UNHD - Unexcused Half Day Absence; UNFD - Unexcused Full Day Absence; EHDCO - Excused Half Day Absence Cultural Observance; EFDCO - Excused Full Day Absence Cultural Observance

District Name	Location Name	Student ID	Student Name	Attendance Date	ATTD Student Count	ABS Student Count	UNHD Student Count	UNFD Student Count	EHDCO Student Count	EFDCO Student Count	Total Unexcused Absences	Total Excused Absences Cultural
TAOS ACADEMY	All Schools	All Students	All Students	1/1/1999				1,227				



Habitual Truant Students

School Year: 2018-2019

Reporting Level: Student

Location Organization Types: Central Office, Charter, Home School, Off-Site, Private

Location Status: OPEN

School Level: Central Office, High School, Non-Accredited Private School, Prekindergarten



District Name	Code	Location Name	ID	Status	Level	Org Type	Student Name	Student ID	Days Truant	Student Count
*Report Total										
										0

A student is identified as Habitual Truant when the student has accumulated 10 or more days truant. Both half day (UNHD) and full day (UNFD) truancy are used in the Daily Attendance Template.

[/eui.ped.state.nm.us/sites/stars/Test/Public Folders/eScholar Framework - Verify/District and Location Reports/Mobility, Truancy and Chronic Absenteeism/Habitual Truant Students.rdl](#)



TA Response - Lowest Achieving 25% of Students (Quartile 1)

Taos Academy's data shows clearly that we serve our students at a high level and that students who come to us with low achievement routinely leave our school having grown tremendously. However, this is an area where Taos Academy's school grade data is affected adversely by the combination of the surrounding community that we serve and the way that the Lowest Achieving 25% of students (Quartile 1) is calculated at the state level.

As per the A-F School Grading Technical Guide, a student entering Taos Academy below proficiency will generally count as a Q1; often they are coming from a lower performing school setting. Adjusting to our blended learning model, the rigorous curriculum, and the high standards that we set means that first-year students are learning effectively two sets of curriculum: their academic subjects as well as how to be a successful blended learner. Over time, students who remain at Taos Academy leave the school with large academic gains, showing growth over their peers in both ELA and Math. Thus, they move to Q3 and no longer count as our lowest quartile of learners. However, as long as we continue to take in students from the surrounding district and to grow our school's impact, these students will continue to fill our Q1 ranks. This calculation makes it extremely difficult for Taos Academy to show growth among our lowest quartile.

For **2018 School Grades**, students were assigned to Q1 or Q3 based on the earliest of three assessments in SY2015-2016, 2016-2017, and 2017-2018. Per NMPED, "Students with quartile assignments in each of these three years were assigned to either the Q1 or Q3 subgroup for 2018 school grades based on the 2015-2016 quartile assignment (i.e. the earliest year in the series)." As we will show in the data analysis that follows, there are several ways in which the calculation of Q1 and Q3 as intended as a measure of a school that is growing its students breaks down when applied to Taos Academy. We also provide additional data analysis from both a year-to-year comparison and a three-year over-time comparison of student growth to demonstrate that we are, in fact, seeing achievement from our lowest performing academic quartile.

Year 1 Data Analysis:

To look at if we are growing our lowest 25% of students from one year to the next, we looked at all students not achieving a Level 3 or higher score on PARCC in Spring 2017 and looked for their performance on PARCC in Spring 2018. To count in our calculation, a student had to grow by an entire Proficiency Level. The results at a glance:

- Just over 42% of TA students grew one proficiency level or more on their same-subject PARCC tests from Spring 2017 to Spring 2018.
- Just over 42% of TA students remained at the same proficiency level on a more difficult level test from Spring 2017 to Spring 2018 (it is worth noting that a student is taking a grade level test in PARCC and that content grows in difficulty/complexity across the grade levels).
- Just over 15% of students dropped a Proficiency Level from Spring 2017 to Spring 2018 as the test increased in grade level content and complexity.
- At this rate, 84% of TA students would show growth towards proficiency over a 2 year span with the school, and 100% would show growth over 3 years.

School Grade 2018 Q1: Percentage of Student Tests Demonstrating Growth on PARCC from Spring 2017 to Spring 2018



- Percentage of Q1 Students Growing at Least One Proficiency Level on PARCC (42.37%)
- Percentage of Q1 Students Remaining at the Same Proficiency Level on PARCC (42.37%)
- Percentage of Q1 Students Dropping a Proficiency Level on PARCC (15.25%)

Three Year Data Analysis:

To look at if we are growing our lowest-achieving 25% of students, we looked at our 2018 School Grade Roster from SOAP. There were 87 valid tests in the Student Grade Roster for the 2018 calculation. We excluded Science scores since they are only taken from NMSBA in 7th and 11th grade and do not fit into the three year cycle. If a student test score qualifies them as Q1 in Science in 7th grade, we do not get another data point until 11th grade; if in 11th grade, the student Q1 designation remains with us past their graduation. Documentation used in these calculations is attached and is verifiable in STARS using the Student Display report.

- In 31% of these tests (27 of 87 valid tests), students were not at Taos Academy for their SY1516 Student Achievement data set, meaning that Taos Academy had not yet had instructional time with those students in the test subject. For example, for all TA 5th graders, the first time TA benefits from our work with them in the Q1/Q3 is when they test as 7th graders. Almost one third of our Q1/Q3 score is calculated using data that we have not yet had a chance to impact.
- For 52.8% of tests (46 of 87), the first assessment in the series was also their first instructional year (some not a full year) at Taos Academy. Please note that many of our students are coming to us from a lower-performing surrounding district with significant gaps in their education.
- This means that for 83.8% of our School Grade Q1/Q3 growth score, we are assessed on students that we have had for one year or less (the average is 0.63 or just over 60% of an instructional year).
- In nearly 20% of our Q1 Roster from School Grade 2018, we do not yet have year-to-year data - for example, for students arriving from out of state, from homeschool, or from BIE schools, we do not have prior year data for to assess the impact of our instruction. This is the case for 17 of the 87 valid tests.
- Of the remaining 70 tests, 60% (42 tests over time) demonstrate growth of one Proficiency Level or higher in a student's time at TA. The other 28 tests show that the student remained at the same level (19 tests or 27% of the total tests) on increasingly complex grade level tests or dropped Proficiency Levels (9 tests or 13%) of TA's Q1 Roster as the PARCC grade level expectations grew.
- Of students demonstrating one or more PARCC Proficiency Levels of growth, 73.68% have had two consecutive years of instruction at Taos Academy, supporting our internal data that in general, students who remain with us over time exit TA out performing both

state and national test averages on PARCC. Five student tests currently counted in our Q1 calculation have since grown to Proficiency (Level 4+) in their time at TA.

Interventions for Struggling Learners:

Despite our conviction that the Q1/Q3 data does not accurately reflect the work of our staff or our students, we continue to work to improve instruction and student outcomes. Using both PARCC and NWEA MAP data, we are striving to identify and address the needs of students at TA who are both achieving at a low rate and showing low academic growth in either ELA or Math.

These students are tracked via their short-cycle assessment scores and their progress towards proficiency. Helping support these Low Achieving/Low Growth students has been a part of each staff members' Professional Development Plan and was a schoolwide goal for Taos Academy in SY1718; growing all of our students towards Proficiency in the area of math is our multi-year instructional goal beginning in SY1819. Some steps that we have taken thus far to further support our lowest quartile of learners:

- We have invested in technology tools that help build targeted skills for students, including MyPath, MobyMax, iXL, and Khan Academy. These supplemental learning technologies increase our ability to meet each student where they are and to quickly get them focused help in areas of challenge.
- We are working with our curriculum provider (Edgenuity) to implement more targeted math instruction based on student MAP scores in the early elementary grades in order to fill gaps before high school.
- We have also restructured our Math Lab and Writing Lab so that students are receiving more hands-on support for sustained applications of knowledge such as essays, labs, and performance tasks.
- Students who are not demonstrating growth on either PARCC from year-to-year (ex: Spring 2016 to Spring 2017) AND not demonstrating growth on their NWEA MAP scores for that area (ex: from Fall 2017 to Spring 2018) are required to come in for additional support from 8-12 on Fridays in our Student Success Lab in their area of challenge.

One Year Data for 61/03

Student ID	Last	First	DOB	2017 PARCC RESULTS			2018 PARCC RESULTS			Proficiency Level	Status
				Scale Score	Performance Level	Test Name	Scale Score	Performance Level	Test Name		
				743	Approached Expectations	Geometry	733	Approached Expectations	Algebra II	N	Same
				726	Approached Expectations	Grade 10 ELA/Literacy	761	Met Expectations	Grade 11 ELA/Literacy	Y	Grew
				743	Approached Expectations	Grade 05 Mathematics	729	Approached Expectations	Grade 06 Mathematics	N	Same
				665	Did Not Yet Meet Expectations	Grade 06 Mathematics	661	Did Not Yet Meet Expectations	Grade 07 Mathematics	N	Same
				731	Approached Expectations	Grade 06 ELA/Literacy	706	Partially Met Expectations	Grade 07 ELA/Literacy	N	Dropped
				743	Approached Expectations	Grade 06 Mathematics	728	Approached Expectations	Grade 07 Mathematics	N	Same
				731	Approached Expectations	Grade 08 Mathematics	756	Met Expectations	Algebra I	Y	Grew
				729	Approached Expectations	Grade 10 ELA/Literacy	763	Met Expectations	Grade 11 ELA/Literacy	Y	Grew
				739	Approached Expectations	Algebra I	744	Approached Expectations	Geometry	N	Same
				741	Approached Expectations	Grade 06 ELA/Literacy	743	Approached Expectations	Grade 07 ELA/Literacy	N	Same
				748	Approached Expectations	Grade 06 Mathematics	750	Met Expectations	Grade 07 Mathematics	Y	Grew
				742	Approached Expectations	Grade 09 ELA/Literacy	765	Met Expectations	Grade 10 ELA/Literacy	Y	Grew
				745	Approached Expectations	Grade 08 ELA/Literacy	716	Partially Met Expectations	Grade 09 ELA/Literacy	N	Dropped
				735	Approached Expectations	Grade 08 Mathematics	728	Approached Expectations	Grade 07 Mathematics	N	Same
				747	Approached Expectations	Grade 06 ELA/Literacy	760	Met Expectations	Grade 07 ELA/Literacy	Y	Grew
				739	Approached Expectations	Grade 07 Mathematics	711	Partially Met Expectations	Grade 08 Mathematics	N	Dropped
				741	Approached Expectations	Geometry	753	Met Expectations	Algebra I	Y	Grew
				727	Approached Expectations	Grade 08 ELA/Literacy	707	Partially Met Expectations	Grade 09 ELA/Literacy	N	Dropped
				747	Approached Expectations	Grade 08 ELA/Literacy	754	Met Expectations	Grade 09 ELA/Literacy	Y	Grew
				732	Approached Expectations	Grade 08 Mathematics	756	Met Expectations	Algebra I	Y	Grew
				672	Did Not Yet Meet Expectations	Grade 07 Mathematics	669	Did Not Yet Meet Expectations	Grade 08 Mathematics	N	Same
				685	Did Not Yet Meet Expectations	Grade 07 ELA/Literacy	672	Did Not Yet Meet Expectations	Grade 08 ELA/Literacy	N	Same
				730	Approached Expectations	Grade 06 Mathematics	750	Met Expectations	Grade 07 Mathematics	Y	Grew
				734	Approached Expectations	Grade 05 ELA/Literacy	733	Approached Expectations	Grade 06 ELA/Literacy	N	Same
				730	Approached Expectations	Algebra I	740	Approached Expectations	Geometry	N	Same
				728	Approached Expectations	Grade 10 ELA/Literacy	772	Met Expectations	Grade 11 ELA/Literacy	Y	Grew
				688	Did Not Yet Meet Expectations	Grade 07 ELA/Literacy	677	Did Not Yet Meet Expectations	Grade 08 ELA/Literacy	N	Same
				725	Approached Expectations	Grade 08 ELA/Literacy	706	Partially Met Expectations	Grade 09 ELA/Literacy	N	Dropped
				745	Approached Expectations	Algebra I	725	Approached Expectations	Geometry	N	Same
				693	Did Not Yet Meet Expectations	Grade 05 Mathematics	695	Did Not Yet Meet Expectations	Grade 06 Mathematics	N	Same
				733	Approached Expectations	Algebra I	730	Approached Expectations	Geometry	N	Same
				730	Approached Expectations	Grade 06 Mathematics	752	Met Expectations	Grade 07 Mathematics	Y	Grew
				733	Approached Expectations	Grade 06 ELA/Literacy	777	Met Expectations	Grade 07 ELA/Literacy	Y	Grew
				741	Approached Expectations	Geometry	693	Did Not Yet Meet Expectations	Algebra II	N	Dropped
				748	Approached Expectations	Grade 06 Mathematics	753	Met Expectations	Grade 07 Mathematics	Y	Grew
				749	Approached Expectations	Grade 06 ELA/Literacy	768	Met Expectations	Grade 07 ELA/Literacy	Y	Grew
				747	Approached Expectations	Geometry	765	Met Expectations	Algebra I	Y	Grew
				699	Did Not Yet Meet Expectations	Grade 05 Mathematics	703	Partially Met Expectations	Grade 06 Mathematics	Y	Grew
				742	Approached Expectations	Grade 07 ELA/Literacy	736	Approached Expectations	Grade 08 ELA/Literacy	N	Same
				687	Did Not Yet Meet Expectations	Algebra I	704	Partially Met Expectations	Geometry	Y	Grew
				685	Did Not Yet Meet Expectations	Grade 09 ELA/Literacy	711	Partially Met Expectations	Grade 10 ELA/Literacy	Y	Grew
				731	Approached Expectations	Algebra I	744	Approached Expectations	Algebra I	N	Same
				748	Approached Expectations	Grade 09 ELA/Literacy	766	Met Expectations	Grade 10 ELA/Literacy	Y	Grew
				735	Approached Expectations	Grade 07 Mathematics	753	Met Expectations	Grade 08 Mathematics	Y	Grew
				744	Approached Expectations	Geometry	733	Approached Expectations	Algebra II	N	Same

[illegible]

Out of 59 Tests:

% Q1 Showing Growth to Proficiency	25	42.37%
% Q1 w/ Same Proficiency Levels	25	42.37%
% Q1 Showing Drop in Growth	9	15.25%

Three Year Data for Q1/Q3

DistrictCode	DistrictName	STD	FirstNam e	LastNam e	MI	DOB	Testname	Subtest	Perf. level	Scale/Sc re	Q1Q3	Notes	SY1516 - BASELINE YEAR for Current Q1 Calculation	SY1617	SY1718	Q1 Data Includes TA Instruction?	Grew from SY1516?
510 Taos Academy							PARCCFALL	READ	1	699	1		PARCC ELA 10 Level 1	PARCC ELA 11 Level 2	PARCC ELA 11 Level 1 - Graduated with ADC in this area of disability	N - TA Instruction Not Included in Current Q1 Calculation	N
510 Taos Academy							PARCCFALL	MATH	2	712	1		PARCC ALG02 Level 2 - NMMSA	PARCC ALG02 Level 1	PARCC ALG02 Level 2 - Graduated with ADC in Math	N - TA Instruction Not Included in Current Q1 Calculation	N
510 Taos Academy							PARCCSpring	MATH	2	718	1		PARCC Math 07 Level 2	PARCC Math 08 Level 3	PARCC Math 09 Level 2	N	
510 Taos Academy							PARCCSpring	READ	3	733	1		PARCC ELA 07 Level 2	PARCC ELA 08 Level 2	PARCC ELA 08 Level 3	Y	Y
510 Taos Academy							PARCCSpring	READ	4	761	1	SY1516 - 1st Year at TA	ELA09 PARCC Level 2	ELA10 PARCC Level 3	ELA11 PARCC Level 4	Y	Y
510 Taos Academy							PARCCSpring	READ	1	685	1	SY1617 - Ranchos	No data available in STARS	PARCC ELA 05 Level 1 - Ranchos	PARCC ELA 06 Level 1	N - TA Instruction Not Included in Current Q1 Calculation	N
510 Taos Academy							PARCCSpring	MATH	1	681	1	SY1718 - 1st Year at TA	No data available in STARS	PARCC Math 08 Level 1	PARCC Math 09 Level 1	N/A - Do not have year-to- year data	
510 Taos Academy							PARCCSpring	READ	1	650	1	SY1718 - 1st Year at TA	No data available in STARS	PARCC ELA 08 Level 1	PARCC ELA 09 Level 1	N/A - Do not have year-to- year data	
510 Taos Academy							PARCCSpring	MATH	3	730	1	SY1516 - 1st Year at TA	PARCC Math 08 Level 2	PARCC Math 09 Level 2	PARCC Math Level 3	Y	Y
510 Taos Academy							PARCCSpring	READ	2	706	1	SY1718 - 1st Year at TA	No data in STARS	PARCC ELA09 Level 2	PARCC ELA09 Level 2	N/A - Do not have year-to- year data	
510 Taos Academy							PARCCSpring	MATH	2	713	1	SY1718 - 1st Year in TA	No data in STARS	PARCC Math 05 Level 2	PARCC Math 06 Level 2	N/A - Do not have year-to- year data	
510 Taos Academy							PARCCSpring	MATH	2	708	1	SY1516 - TMSD	PARCC Math 07 Level 1 - TMSD	PARCC Math 08 Level 1 - TMSD	PARCC Math 09 Level 2	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy							PARCCSpring	READ	1	696	1	SY1516 - TMSD	PARCC ELA 07 Level 1 - TMSD	PARCC ELA 08 Level 1 - TMSD	PARCC ELA 09 Level 1	N - TA Instruction Not Included in Current Q1 Calculation	N
510 Taos Academy							PARCCSpring	MATH	3	732	1	SY1516 - Eagle Nest	PARCC Math 04 Level 1 - Eagle Nest	PARCC Math 05 Level 2 - Eagle Nest	PARCC Math 06 Level 3	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy							PARCCSpring	READ	3	737	1	SY1516 - Eagle Nest	PARCC ELA 04 Level 1 - Eagle Nest	PARCC ELA 05 Level 3 - Eagle Nest	PARCC ELA 06 Level 3	N - TA Instruction Not Included in Current Q1 Calculation	Y
510 Taos Academy							PARCCSpring	MATH	3	730	1	SY1516 - 1st Year in TA	PARCC Math 08 Level 2	PARCC Math 09 ALG 1 Level 3 - THS	PARCC Math 10 GEOM Level 3	N - TA Instruction Not Included in Current Q1 Calculation	Y

510 Taos Academy					PARCCSpring	MATH	2	703	1 SY1516 - TISA	PARCC Math 04 Level1 - TISA	PARCC Math 05 Level1 - TISA	PARCC Math 06 Level2	N - TA Instruction Included in Current Q1 Calculation	N	
510 Taos Academy					PARCCSpring	MATH	1	661	1 SY1516 - 1st Year in TA	PARCC ELA 05 Level 1	PARCC ELA 06 Level 2	PARCC ELA 07 Level 1	Y	N	
510 Taos Academy					PARCCSpring	READ	1	663	1 SY1516 - 1st Year in TA	PARCC ELA 05 Level 1	PARCC ELA 06 Level 2	PARCC ELA 07 Level 1	Y	N	
510 Taos Academy					PARCCSpring	MATH	2	715	1 SY1718 - 1st Year in TA	No STARS Data Available	No STARS Data Available	PARCC Math Level 2	Y	N/A - Do not have year-to- year data	
510 Taos Academy					PARCCSpring	READ	2	700	1 SY1718 - 1st Year in TA	No STARS Data Available	No STARS Data Available	PARCC ELA Level 2	Y	N/A - Do not have year-to- year data	
510 Taos Academy					PARCCSpring	READ	1	692	1 SY1718 - 1st Year in TA	No STARS Data Available	No STARS Data Available	PARCC ELA Level 1	Y	N/A - Do not have year-to- year data	
510 Taos Academy					PARCCSpring	READ	4	763	1 SY1516 - 1st Year in TA	PARCC ELA 09 Level 1	PARCC ELA 10 Level 3	PARCC ELA 11 Level 4	Y	Y	
510 Taos Academy					PARCCSpring	MATH	4	750	1 SY1516 - 1st Year at TA	PARCC Math 05 Level 2	PARCC Math 06 Level 3	PARCC Math 07 Level 4	Y	Y	
510 Taos Academy					PARCCSpring	READ	2	720	1 SY1718 - 1st Year at TA	No STARS Data Available	No STARS Data Available	PARCC Math 8 Level 2	Y	N/A - Do not have year-to- year data	
510 Taos Academy					PARCCSpring	READ	2	718	1	PARCC ELA 06 Level 1	PARCC ELA 07 Level 2	PARCC ELA 08 Level 2	Y	Y	
510 Taos Academy					PARCCSpring	MATH	3	733	1	PARCC Math Level 2	PARCC Math Level 3	PARCC Math Level 3	Y	Y	
510 Taos Academy					PARCCSpring	MATH	1	677	1 SY1516 - 1st Year at TA	PARCC Math 07 Level 2	PARCC Math 08 Level 2	PARCC Math 09 Level 1	Y	N	
510 Taos Academy					PARCCSpring	READ	3	735	1 SY1516 - 1st Year at TA	PARCC ELA 07 Level 2	PARCC ELA 08 Level 2	PARCC ELA 09 Level 3	Y	Y	
510 Taos Academy					PARCCSpring	READ	4	754	1	PARCC ELA 07 Level 2	PARCC ELA 08 Level 3	PARCC ELA 09 Level 4	Y	Y	
510 Taos Academy					PARCCSpring	MATH	1	669	1 SY1516 - 1st Year in TA	PARCC Math 06 - Level 1	PARCC Math 07 - Level 1	PARCC Math 08 - Level 1	Y	N	
510 Taos Academy					PARCCSpring	READ	1	672	1 SY1516 - 1st Year in TA	PARCC ELA 06 Level 2	PARCC ELA 07 Level 1	PARCC ELA 08 Level 1	Y	N	
510 Taos Academy					PARCCSpring	MATH	1	692	1	PARCC Math 04 Level 1 - TMSD	PARCC Math 05 Level 1 - TMSD	PARCC Math 06 Level 1	Y	Y	
510 Taos Academy					PARCCSpring	READ	3	728	1	PARCC ELA 04 Level 1 - TMSD	PARCC ELA 05 Level 2 - TMSD	PARCC ELA 06 Level 3	N - TA Instruction Included in Current Q1 Calculation	Y	
510 Taos Academy					PARCCSpring	MATH	1	684	1 SY1718 - 1st Year at TA	No STARS Data Available	No STARS Data Available	PARCC Math Level 1	Y	N/A - Do not have year-to- year data	
510 Taos Academy					PARCCSpring	READ	1	666	1 SY1718 - 1st Year at TA	No STARS Data Available	No STARS Data Available	PARCC ELA Level 1	Y	N/A - Do not have year-to- year data	
510 Taos Academy					PARCCSpring	MATH	3	740	1 SY1516 - 1st Year at TA	PARCC Math 05 Level 2	PARCC Math 06 Level 2	PARCC Math 07 Level 3	Y	Y	
510 Taos Academy					PARCCSpring	MATH	2	707	1 SY1718 - 1st Year at TA	No STARS Data Available	No STARS Data Available	PARCC Math 05 Level 2	Y	N/A - Do not have year-to- year data	
510 Taos Academy					PARCCSpring	READ	2	718	1 SY1718 - 1st Year at TA	No data	No data	ELA PARCC Level 2	Y	N/A - Do not have year-to- year data	

510 Taos Academy						PARCCspring	MATH	2	719	1 SY1617 - 1st Year at TA	No STARS Data Available	PARCC Math 07 Level 2	PARCC Math 08 Level 2	Y	N
510 Taos Academy						PARCCspring	READ	1	677	1 SY1617 - 1st Year at TA	No STARS Data Available	PARCC ELA 07 Level 1	PARCC ELA 08 Level 1	Y	N
510 Taos Academy						PARCCspring	READ	3	730	1 SY1617 - 1st Year at TA	Score Recorded in STARS (Mexico)	ELA09 PARCC Level 2	ELA10 PARCC Level 3	Y	Y
510 Taos Academy						PARCCspring	READ	2	706	1 SY1617 - 1st Year at TA	PARCC ELA 07 Level 2	PARCC ELA 08 Level 3	ELA 09 Level 2	Y	N
510 Taos Academy						PARCCspring	READ	1	686	1 SY1516 - TISA	PARCC ELA 04 Level 1 - TISA	PARCC ELA 05 Level 2	PARCC ELA 06 Level 1	N - TA Instruction Not Included in Current C1 Calculation	N
510 Taos Academy						PARCCspring	MATH	1	673	1 SY1516 - TISA	PARCC Math 06 Level 1 - TISA	PARCC Math 07 Level 1 - TISA	PARCC Math 08 Level 1	N - TA Instruction Not Included in Current C1 Calculation	N
510 Taos Academy						PARCCspring	READ	1	691	1 SY1516 - TISA	PARCC ELA 06 Level 1 - TISA	PARCC ELA 07 Level 1 - TISA	PARCC ELA 08 Level 1	N - TA Instruction Not Included in Current C1 Calculation	N
510 Taos Academy						PARCCspring	MATH	1	674	1 SY1516 - TISA	PARCC Math 04 Level 1 - TISA	PARCC Math 05 Level 1	PARCC Math 06 Level 1	N - TA Instruction Not Included in Current C1 Calculation	N
510 Taos Academy						PARCCspring	READ	2	712	1 SY1516 - TMSD	PARCC ELA 05 Level 2 - TMSD	PARCC ELA 06 Level 3 - TMSD	PARCC ELA 07 Level 3	N - TA Instruction Not Included in Current C1 Calculation	N
510 Taos Academy						PARCCspring	MATH	2	707	1 SY1516 - Enos Garcia	PARCC Math 04 Level 1 - Enos	PARCC Math 05 Level 1 - Enos	PARCC Math 06 Level 2	N - TA Instruction Not Included in Current C1 Calculation	Y
510 Taos Academy						PARCCspring	MATH	2	703	1 SY1617 - 1st Year in School	Based on SY1516 assessment data from Enos Garcia School	PARCC Level 1	PARCC Level 2	N - TA Instruction Not Included in Current C1 Calculation	Y
510 Taos Academy						PARCCspring	MATH	2	706	1 SY1516 - 1st Year at TA	PARCC Math 6 Level 2	PARCC Math 7 Level 2	PARCC Math 8 Level 2	Y	N
510 Taos Academy						PARCCspring	READ	3	736	1 SY1516 - 1st Year at TA	PARCC ELA 6 Level 2	PARCC ELA 7 Level 3	PARCC ELA 8 Level 3	Y	Y
510 Taos Academy						PARCCspring	MATH	2	704	1 SY1516 - TMSD	PARCC Math 06 Level 1 - TMSD	PARCC Math Level 1	PARCC Math Level 2	N - TA Instruction Not Included in Current C1 Calculation	Y
510 Taos Academy						PARCCspring	READ	2	711	1 SY1516 - TMSD	PARCC ELA 08 Level 1 - TMSD	PARCC ELA 09 Level 1	PARCC ELA 10 Level 2	N - TA Instruction Not Included in Current C1 Calculation	Y
510 Taos Academy						PARCCspring	MATH	2	723	1 SY1516 - Dixon	PARCC Math 05 Level 1 - Dixon	PARCC Math 06 Level 2	PARCC Math 07 Level 2	N - TA Instruction Not Included in Current C1 Calculation	Y

510 Taos Academy					PARCCspring	READ	2	719	1	SY1516 - Dixon	PARCC ELA 05 Level 2 - Dixon	PARCC ELA 06 Level 2	PARCC ELA 07 Level 2	N - TA Instruction Not Included in Current C1 Calculation	Y
510 Taos Academy					PARCCspring	MATH	2	705	1		PARCC Math 07 Level 1	PARCC Math 08 Level 1	PARCC Math 09 Level 2	Y	Y
510 Taos Academy					PARCCspring	READ	4	758	1		PARCC ELA 07 Level 2	PARCC ELA 08 Level 4	PARCC ELA 09 Level 4	Y	Y
510 Taos Academy					PARCCspring	MATH	1	686	1	SY1617 - 1st Year at TA	Out of state - No STARS data	PARCC Alg 01 Level 2	PARCC Geom Level 1	Y	N
510 Taos Academy					PARCCspring	READ	2	708	1	SY1617 - 1st Year at TA	Out of state - No STARS data	PARCC ELA 09 Level 2	PARCC ELA Level 2	Y	N
510 Taos Academy					PARCCspring	MATH	1	684	1	SY1516 - 1st Year at TA	PARCC Math 06 Level 2	PARCC Math 07 Level 2	PARCC Math 08 Level 1	Y	N
510 Taos Academy					PARCCspring	READ	2	712	1	SY1718 - 1st Year at TA	HomeSchool - No STARS Data	HomeSchool - No STARS Data	PARCC ELA 05 - Level 2	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCspring	MATH	1	690	1	SY1718 - 1st Year at TA	PARCC Math 03 Level 1 - TMSD	PARCC Math 04 Level 2 - TMSD	PARCC Math 05 Level 1	N - TA Instruction Not Included in Current C1 Calculation	N
510 Taos Academy					PARCCspring	READ	2	700	1	SY1718 - 1st Year at TA	PARCC ELA 03 Level 2 - TMSD	PARCC ELA 04 Level 3 - TMSD	PARCC ELA 05 Level 2	N - TA Instruction Not Included in Current C1 Calculation	N
510 Taos Academy					PARCCspring	MATH	3	739	1	SY1718 - 1st Year in School; previously attended TCS	PARCC Math 06 Level 2 - TCS	PARCC Math 07 Level 3 - TCS	PARCC Math 08 Level 3	Y	Y
510 Taos Academy					PARCCspring	MATH	2	711	1		PARCC Math 07 Level 1	PARCC Math 07 Level 2	PARCC Math 08 Level 2	Y	Y
510 Taos Academy					PARCCspring	READ	3	725	1		PARCC ELA 07 Level 1	PARCC ELA 07 Level 2	PARCC ELA 08 Level 3	Y	Y
510 Taos Academy					PARCCspring	READ	2	707	1		PARCC ELA 06 Level 1	PARCC ELA 07 Level 2	PARCC ELA 08 Level 2	Y	Y
510 Taos Academy					PARCCspring	READ	3	738	1	SY1516 - TMSD	PARCC ELA 05 Level 3 - TMSD	PARCC ELA 06 Level 1	PARCC ELA 07 Level 3	N - TA Instruction Not Included in Current C1 Calculation	Y
510 Taos Academy					PARCCspring	MATH	2	704	1	SY1718 - 1st Year	HomeSchool - No STARS Data	HomeSchool - No STARS Data	PARCC ELA Level 2	Y	N/A - Do not have year-to- year data
510 Taos Academy					PARCCspring	MATH	1	663	1		PARCC Math 6 Level 1	PARCC Math 7 Level 1	PARCC Math 8 Level 1	Y	N
510 Taos Academy					PARCCspring	READ	1	686	1		PARCC ELA 6 Level 1	PARCC ELA 7 Level 1	PARCC ELA 8 Level 1	Y	N
510 Taos Academy					PARCCspring	MATH	3	729	1		No data - out of state	PARCC Math 08 Level 2	PARCC Math 09 Level 3	Y	Y
510 Taos Academy					PARCCspring	MATH	2	722	1	SY1617 - 1st Year	No STARS Data Available	PARCC Math 05 Level 2	PARCC Math 06 Level 2	Y	N
510 Taos Academy					PARCCspring	MATH	3	742	1		PARCC Math 08 Level 2	PARCC Math 09 Level 2	PARCC Math 10 Level 3	Y	Y
510 Taos Academy					PARCCspring	READ	2	718	1		PARCC ELA 08 Level 2	PARCC ELA 09 Level 2	PARCC ELA 10 Level 2	Y	N
510 Taos Academy					PARCCspring	MATH	3	728	1	SY1516 - Dixon	PARCC Math 5 Level 1 - Dixon	PARCC Math 6 Level 2 - Dixon	PARCC Math 7 Level 3	N - TA Instruction Not Included in Current C1 Calculation	Y

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