AGENDA ITEM EXECUTIVE SUMMARY

   I.   Public Education Commission Meeting Date: June 15, 2017

  II.   Item Title: Vote on Charter School Amendment –Turquoise Trail
        Charter School to increase the school's proposed enrollment
        number

 III.   Executive Summary and Proposed Motions:

Request and Rationale

Turquoise Trail Charter School is requesting to amen requesting to
amend Section 8.01(a)(i) Operational Structure of its contract. The
school is asking to increase the enrollment cap to 490.

The school notes the rationale is that "the slight enrollment change
requested offers an option for the school to increase future enrollment,
thus serving more families (siblings) in the community."

School History

Turquoise Trail Elementary School was built in 1990 as a district school.
In 1994, Turquoise Trail was one school in the first group of three to
become a charter school in New Mexico and remains to this day the only
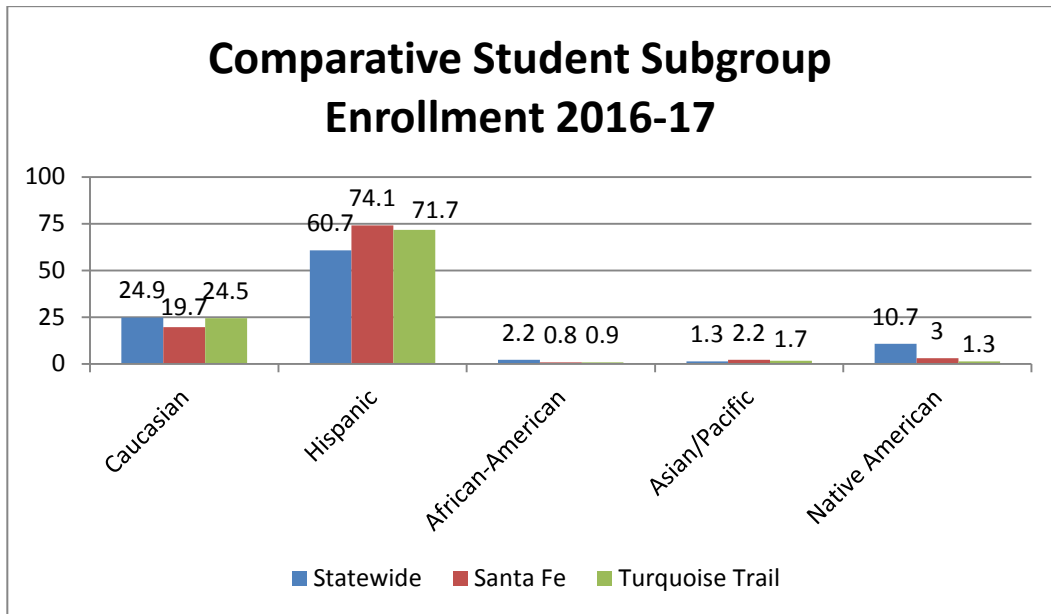conversion charter school.

In 2009, as part of the charter renewal process with Santa Fe Public
Schools, the name was changed to Turquoise Trail Charter School. In
2014, the school applied to the PEC for a state charter, was approved by
the PEC, and just completed its second year under its current contract.

The School's vision and mission focus on a continued commitment to the
principles of student-centered learning and quality art and music
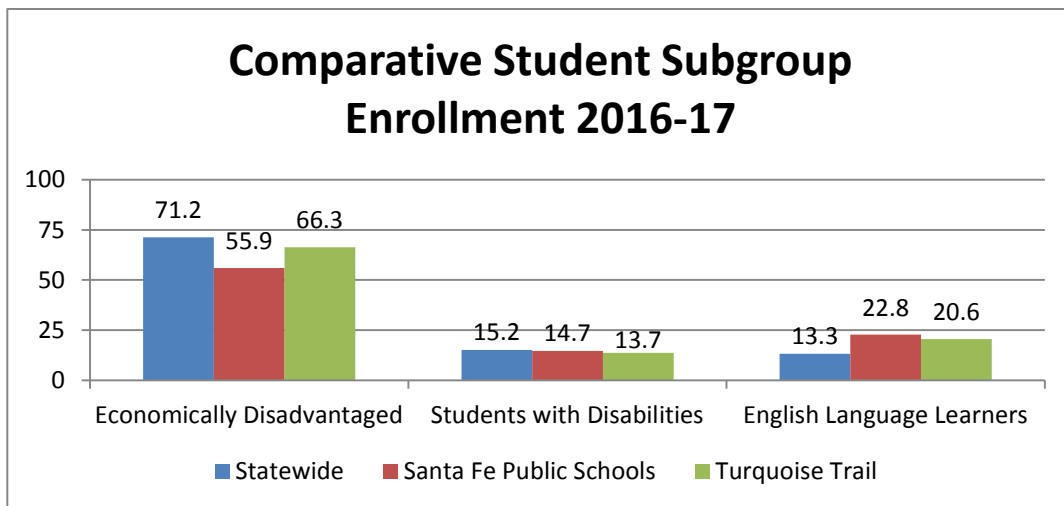programs.

School Enrollment and Demographics Data

The 120th day enrollment count at Turquoise Trail was 462 students for
the 2016-2017 school year and 463 students for the 2015-2016 school
year. This demonstrates that the school has maintained their total
enrollment over the last two years.

Student demographics and subgroup enrollment for Turquoise Trail for the 2016-17 40th day reporting, as compared to the Santa Fe Public Schools data is provided below. The STARS data indicates the school has a slightly lower percentage of Hispanic students enrolled than the percentage of such students enrolled in schools in the Santa Fe Public Schools.

Comparative Student Subgroup Enrollment 2016-17

Subgroup	Statewide	Santa Fe	Turquoise Trail
Caucasian	24.9	19.7	24.5
Hispanic	60.7	74.1	71.7
African-American	2.2	0.8	0.9
Asian/Pacific	1.3	2.2	1.7
Native American	10.7	3	1.3

The 2016-17 40th day STARS data indicates the school has a higher percentage of Economically Disadvantaged students enrolled than the percentage of such students enrolled in schools in the Santa Fe Public School District. The school has a slightly smaller percentage of Students with Disabilities and English Language Learners than the Santa Fe Public School District.

Comparative Student Subgroup Enrollment 2016-17

Subgroup	Statewide	Santa Fe Public Schools	Turquoise Trail
Economically Disadvantaged	71.2	55.9	66.3
Students with Disabilities	15.2	14.7	13.7
English Language Learners	13.3	22.8	20.6

School Performance

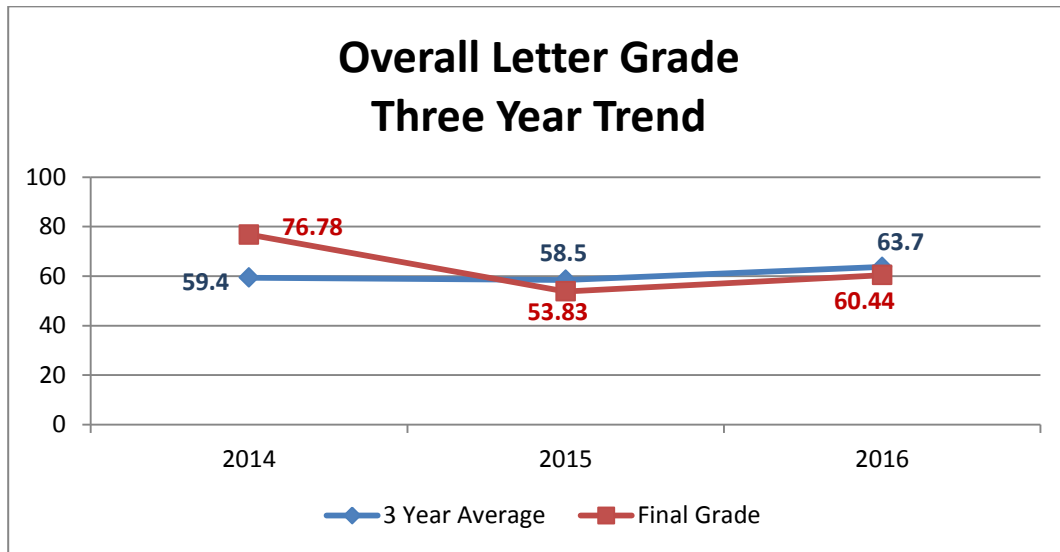Turquoise Trail Charter School has received the following school grades:

In 2013-14 the school grade was an A
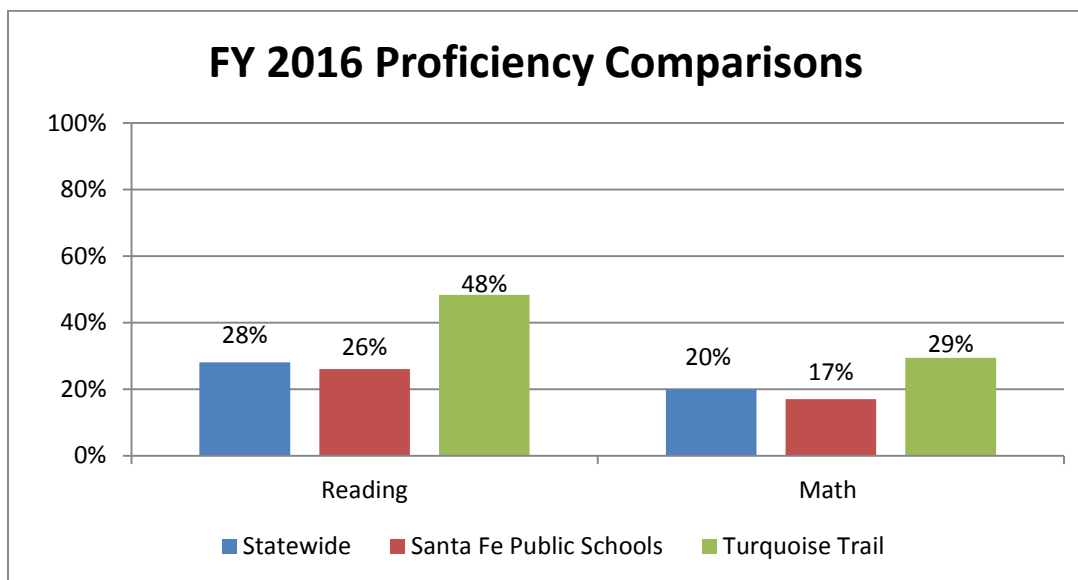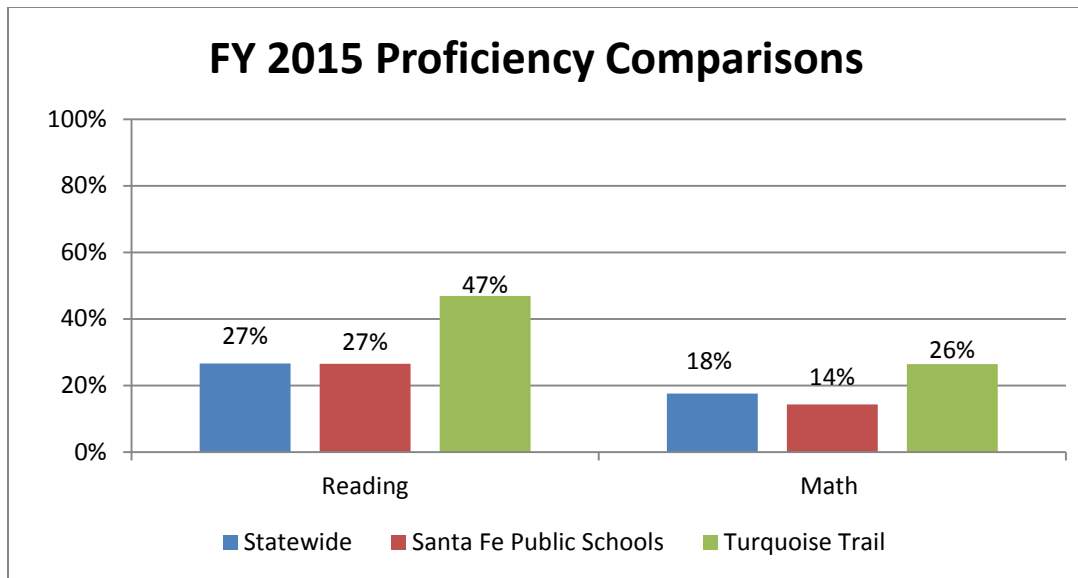In 2014-15 the school grade was a C
In 2015-16 the school grade was a B

The school currently maintains a three year average of a B.

Turquoise Trail Charter is able to demonstrate a strong academic performance on the state report card over the last 3 years. As demonstrated in the graph below, the school has established a consistent 3 year average over the last three years.

Overall Letter Grade Three Year Trend

Year	3 Year Average	Final Grade
2014	59.4	76.78
2015	58.5	53.83
2016	63.7	60.44

The tables below show a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Santa Fe Schools District data for the same grade levels. This comparison for 2015 and for 2016 indicates that the school continued to score above the Santa Fe Schools' proficiency rates in both reading and math. For both years, Turquoise Trail Charter School has had a higher math and reading proficiency rates than the state and Santa Fe Public Schools' rate.

FY 2015 Proficiency Comparisons

Reading
- Statewide: 27%
- Santa Fe Public Schools: 27%
- Turquoise Trail: 47%

Math
- Statewide: 18%
- Santa Fe Public Schools: 14%
- Turquoise Trail: 26%

■ Statewide ■ Santa Fe Public Schools ■ Turquoise Trail

FY 2016 Proficiency Comparisons

Reading
- Statewide: 28%
- Santa Fe Public Schools: 26%
- Turquoise Trail: 48%

Math
- Statewide: 20%
- Santa Fe Public Schools: 17%
- Turquoise Trail: 29%

■ Statewide ■ Santa Fe Public Schools ■ Turquoise Trail

Recommendation

Because the school has demonstrated an acceptable level of academic performance through letter grade performance, PED recommends the approval of the amendment request by Turquoise Trail Charter School to amend Section 8.01(a)(i) Operational Structure of its contract to change the school's enrollment cap from 475 to 490.The request appears to be necessary for the school to sustain their current student cohorts.

Proposed Motions

- Move to **approve** the amendment request presented by Turquoise

Trail Charter School to amend Section 8.01(a)(i) Operational Structure of its contract to change the school's enrollment cap from 475 to 490 school's because the school has demonstrated an acceptable level of academic performance through letter grade performance, with no grade lower than a C in the last 3 years.

- Move to **deny** the amendment request presented by Turquoise Trail Charter School to amend Section 8.01(a)(i) Operational Structure of its contract to change the school's enrollment cap from 475 to 490 because [PEC to provide reason as to why they deny].

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Turquoise Trail Charter School

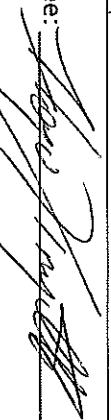Date submitted: 5/12/2017   Contact Name: Floyd J. Trujillo   E-mail ftrujillo@ttschool.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Request #1: 2014 State Charter Renewal Application, Part B, Page 10: Student Academic Performance Standard/ Goal #1	TTCS Students will demonstrate growth of 3% to 5% toward proficiency annually between 2010 and 2015 on the mathematics and reading subtests of the NMSBA. Standardized Short Cycle Assessment or other Standards-based Instrument(s) used: NMSBA	TTCS Students will demonstrate growth of 3% to 5% toward proficiency annually between 2017 and 2020 on the mathematics and reading subtests of the NWEA MAP. Standardized Short Cycle Assessment or other Standards-based Instrument(s) used: NWEA MAP	*Change from NMSBA to NWEA MAP beginning with 2017/2018 school year.*	5/11/2017
Request #2: Enrollment cap, Part C, Page 4	K-6 Enrollment will be capped at 475 students (as amended Sept 2014)	K-6 Enrollment will be capped at 490 students.	*The slight enrollment change requested offers an option for the school to increase future enrollment, thus serving more families (siblings) in the community.*	

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STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Original Signature of Governing Council President or Designee: _____ Date: 5/12/2017

Printed Name of Governing Council President or Designee: Floyd J. Trujillo

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Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED   ☐ DENIED

TURQUOISE TRAIL CHARTER SCHOOL – GOVERNANCE COUNCIL MEETING
May 11, 2017
*************** Special Meeting ***************
AGENDA

I.	Call to Order A. Roll Call B. * Approval of Agenda	5:00	Floyd J. Trujillo
II.	* VOTE on proposed Charter Changes A. Increase Enrollment Cap B. Change of test name	5:05	Council
III.	* Adjournment of Regular Session	5:10	

***************Special Meeting***************

*Action Items

VISION Statement:
Turquoise Trail Charter School serves a diverse community of Pre-K through 6th grade students and families in a safe and supportive environment fostering communication, collaboration, critical thinking, and creativity. Students are empowered through a student-centered learning approach. Teaching and learning is research-based, data-driven, and relevant to diverse student needs and interests.
MISSION Statement: TTCS will be the top achieving student-centered learning school preparing students academically and socially for lifelong success.

Turquoise Trail Charter School
Governance Council
**********SPECIAL MEETING**********
May 11, 2017

Members Present: Floyd J. Trujillo, Kevin Stack, Isabelle Sandoval (via phone), Sammi Triolo (via phone), Stephanie Sloane (via phone)
Members Not Present: George Wallace, Kenney Valdez

Also Present: Ray Griffin, Jenny Crysler

I. President Trujillo determined there was a quorum and called the meeting to order at 5:03 p.m.

    A. Roll Call was taken

    B. * **Approval of Agenda** – Sammi Triolo motioned for approval of agenda as presented. Kevin Stack seconds. The motion passes with unanimous approval

II. * **VOTE on proposed Charter Changes** – Floyd Trujillo details the proposed changes to the TTCS Charter:

    A. Increase Enrollment Cap FROM 475 TO 490

    B. Change short cycle assessment test name FROM NMSBA/DEA to NWEA (Northwest Education Associates) MAP (Measure of Academic Progress) test.

Floyd Trujillo recommends approval of the enrollment cap increase, as it would allow TTCS to serve additional students currently on the "wait list"

Ray Griffin recommends approval of the change in test name due to the fact that DEA is no longer being offered.

Stephanie Sloane motions for approval of BOTH proposed charter changes. Kevin Stack seconds. The motion passes with unanimous approval.

III. * **Adjournment of regular session** – Sammi Triolo motions to adjourn. Isabelle Sandoval seconds. The motion passes with unanimous approval.
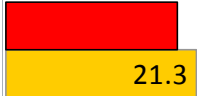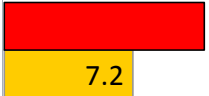Meeting adjourned at 5:12

* **Action Item**

![NMPED - New Mexico Public Education Department]

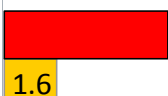## School Grade Report Card
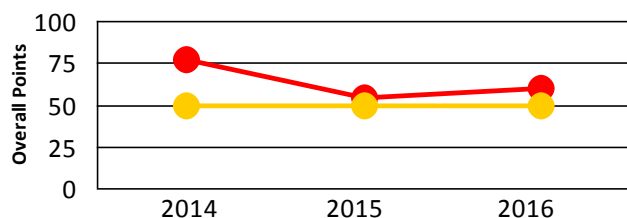### 2016   Certified

Final Grade

B

Turquoise Trail Charter Elementary School

District: State Charters
Grade Range: PK - 6   Code: 566001

This School 🟥
Statewide C Benchmark 🟨

Category	Graph	Grade	School Points	Possible Points
Current Standing — How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	21.3	C	19.17	40
School Growth — Did the school as a whole improve student performance more or less than expected?	5.8	C	5.68	10
Student Growth of Highest Performing Students — Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	7.2	B	11.18	20
Student Growth of Lowest Performing Students — Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	15.3	F	10.18	20
Opportunity to Learn — Do parents and students believe their school is a good place to learn? Is student attendance high?	7.5	A	9.23	10
Bonus Points — Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	1.6		5.00	5

3-Year Average

63.7

B

Line chart: Overall Points (0–100) for 2014, 2015, 2016. Red line (This School), Yellow line (Statewide C Benchmark ~50).

Final School Grade

			Grade
75.0	to <	100.0	A
60.0	to <	75.0	B
50.0	to <	60.0	C
37.5	to <	50.0	D
0.0	to <	37.5	F

Total Points

60.44

New Mexico School Grading 2016

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.
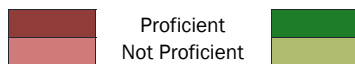
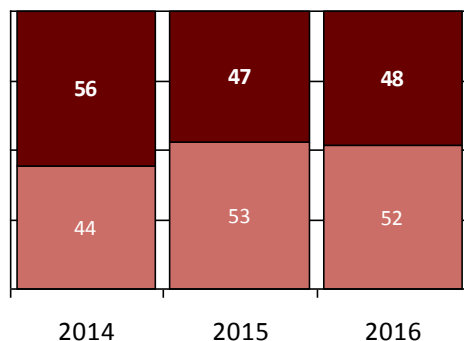|		
Current Standing	Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.	

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	48.3	48.2	48.4	67.9	-	39.8	-	-	41.1	10.9	32.0
Proficient and Advanced (Pts)	4.83										
Value-Added Model (Pts)	5.54										
Math											
Proficient and Advanced (%)	29.4	28.0	31.0	45.2	-	24.7	-	-	22.5	8.2	21.1
Proficient and Advanced (Pts)	2.94										
Value-Added Model (Pts)	5.85										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Proficient
Not Proficient

Reading (%)

2014	2015	2016
56	47	48
44	53	52

Math (%)

2014	2015	2016
57.9	26.4	29.4
42	74	71

		Reading	Math
	Value-Added Score	0.190	0.160
	Points Earned	2.87	2.81
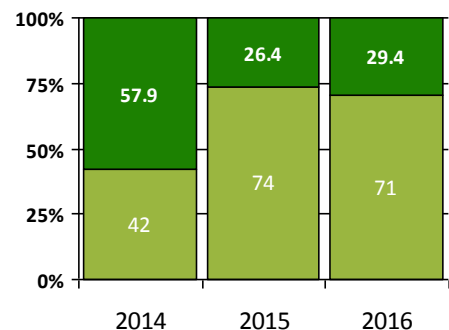
School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

• Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.

• Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).

• Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.19	0.02	-0.06	-0.03	0.94	-0.03	-0.03	-0.35	0.02	0.17	-0.04
Highest 75% (Pts)	5.75										
Lowest 25% (VAS)	-0.18	-0.05	-0.06	0.03	0.08	-0.06	-	0.56	-0.03	-0.10	0.04
Lowest 25% (Pts)	4.30										
Math Growth											
Highest 75% (VAS)	0.11	-0.02	0.05	0.11	0.78	-0.08	1.03	1.48	0.02	0.10	0.11
Highest 75% (Pts)	5.43										
Lowest 25% (VAS)	0.22	0.07	0.15	0.01	-0.62	0.13	-	0.62	0.03	0.10	0.02
Lowest 25% (Pts)	5.89										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	98.0	98	97	97	97	98	98	96	98	98	98
Attendance (Points)	5.13										

Survey (Average)	36.9	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.10	
Count of Surveys (N)	1,275	

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- ☑ Student and Parent Engagement
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☑ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	98
Math (%)	98

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

- Ranks High
- Ranks Mid
- Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	21.5		12.9		69.9		65.0		19.5			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	14	(46)	19	(45)	13	(45)	23	(45)	14	(46)	24	(46)
School Growth	20	(46)	22	(45)	17	(45)	25	(45)	19	(46)	25	(46)
Student Growth, Highest 75%	16	(46)	20	(45)	16	(45)	21	(45)	16	(46)	22	(46)
Student Growth, Lowest 25%	21	(46)	25	(45)	26	(45)	26	(45)	24	(46)	26	(46)
Opportunity to Learn	40	(46)	38	(45)	40	(45)	40	(45)	35	(46)	35	(46)

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
4 Feeder schools are schools that do not have students in tested grades 3-11.
5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at http://aae.ped.state.nm.us/.

![NMPED - New Mexico Public Education Department]

School Grade Report Card
2015
Certified

Final Grade

C

Turquoise Trail Elementary Charter

District: Santa Fe Public Schools
Grade Range: PK - 06   Code: 71155

This School ■ (red)
Statewide C Benchmark ■ (yellow)

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	D	16.85	40
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	5.8	D	4.79	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.2	B	10.23	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	15.3	F	8.65	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	A	9.03	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		4.28	5
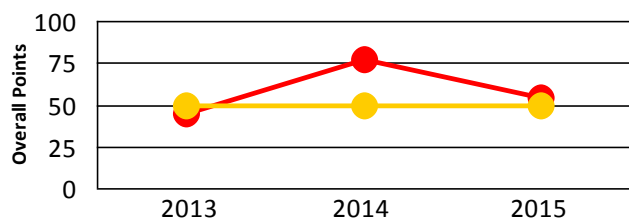
3-Year Average

58.5

C

Chart: Overall Points (0-100) for 2013, 2014, 2015

Final School Grade

75.0	to <	100.0		A
60.0	to <	75.0		B
50.0	to <	60.0		C
37.5	to <	50.0		D
0.0	to <	37.5		F

Total Points

53.83

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	46.9	47.6	46.3	66.7	66.7	38.3	50.0	>98.0	40.9	4.9	2.3
Proficient and Advanced (Pts)	3.52										
Value Added Model (Pts)	5.95										
Math											
Proficient and Advanced (%)	26.4	24.4	28.8	44.3	33.3	18.2	33.3	80.0	20.2	5.7	2.5
Proficient and Advanced (Pts)	1.98										
Value Added Model (Pts)	5.40										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

- Proficient
- Not Proficient

Reading (%)

	2015	2014	2013
Proficient	47	56	53
Not Proficient	53	44	47

Math (%)

	2015	2014	2013
Proficient	26.4	57.9	52.7
Not Proficient	74	42	47
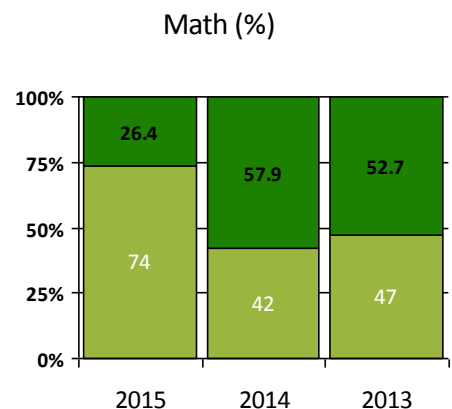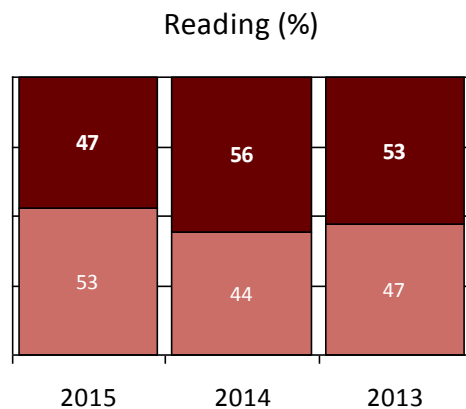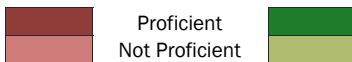
School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	Reading	*Math*
Value Added Score	0.012	-0.115
Points Earned	2.52	2.27

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.02	-0.05	-0.05	0.13	-0.91	-0.15	0.29	0.25	-0.10	-0.09	-0.17
Highest 75% (Pts)	5.09										
Lowest 25% (VAS)	-0.07	-0.35	-0.04	-0.29	-1.14	-0.15	-	-	-0.13	-0.18	-0.21
Lowest 25% (Pts)	4.71										
Math Growth											
Highest 75% (VAS)	0.03	-0.12	-0.06	-0.03	0.20	-0.13	0.20	-0.10	-0.05	-0.08	0.31
Highest 75% (Pts)	5.14										
Lowest 25% (VAS)	-0.26	-0.19	-0.02	-0.51	-0.13	-0.06	-	-	-0.07	-0.34	0.01
Lowest 25% (Pts)	3.94										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	95.0	95.3	94.6	94.5	-	95.0	-	-	94.9	95.7	95.2
Attendance (Points)	5.00										

Survey (Average)	36.3	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.	*Reading* NA
Survey (Points)	4.0		*Math* NA
Count of Surveys (N)	670		*General* 36.3

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- ☑ Student Engagement
- ☑ Parental Engagement
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☑ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	98
Math (%)	97

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	12.9		14.6		74.3		69.3		13.3			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	22	(46)	25	(44)	22	(45)	26	(45)	25	(45)	21	(45)
School Growth	22	(46)	28	(44)	20	(45)	27	(45)	23	(45)	22	(45)
Student Growth, Highest 75%	23	(46)	26	(44)	25	(45)	25	(45)	25	(45)	23	(45)
Student Growth, Lowest 25%	25	(46)	31	(44)	27	(45)	33	(45)	30	(45)	31	(45)
Opportunity to Learn	39	(46)	37	(45)	37	(46)	34	(46)	37	(46)	36	(45)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Growth Lowest 25% (Q1)	Reading	.0038	N	N	N	N	N	N	.	.	N	N	N
	Math	-.0334	N	N	Y	N	N	N	.	.	N	N	Y
Growth Highest 75% (Q3)	Reading	-.0481	Y	N	N	Y	N	N	Y	Y	N	N	N
	Math	-.0613	Y	N	N	Y	Y	N	Y	N	Y	Y	N
Proficiency	Reading	33.3%	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
	Math	17.6%	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Graduation	4-Year Cohort	75.6%											

| School History | Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html. |

		All Students	**Gender**		**Race / Ethnicity**					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2015 (%)	46.9	47.6	46.3	66.7	66.7	38.3	50.0	>98.0	40.9	4.9	2.3
	2014 (%)	56.0	62.2	48.8	77.8		46.7			46.6	16.1	26.9
	2013 (%)	53.1	58.4	47.8	73.0		45.5			46.5	12.7	26.0
Math Proficiency	2015 (%)	26.4	24.4	28.8	44.3	33.3	18.2	33.3	80.0	20.2	5.7	2.5
	2014 (%)	57.9	59.5	56.0	76.2		50.3			50.6	17.9	28.8
	2013 (%)	52.7	54.0	51.5	68.3		46.0			48.0	16.4	24.0

| Student Promotion | Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on. |

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade	All Students	**Gender**		**Race / Ethnicity**					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 3 to Grade 4 (%)	>98.0	-	-	-	-	>98.0	-	-	-	-	-
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)											

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-11.

5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

School Grade Report Card 2014

New Mexico Public Education Department

Certified

Final Grade

A

Turquoise Trail Elementary Charter

District: Santa Fe Public Schools

Grade Range: PK - 06   Code: 71155

This School ■ (red)
Statewide C Benchmark ■ (orange)

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	B	28.91	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	5.8	B	8.76	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.2	B	12.48	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	15.3	D	14.07	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	B	8.72	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		3.84	5

3 Year Average

59.4

C

Final School Grade

75.0	to <	100.0	A
60.0	to <	75.0	B
50.0	to <	60.0	C
37.5	to <	50.0	D
0.0	to <	37.5	F

Total Points

76.78

School Grading 2014

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	56.0	62.2	48.8	77.8	-	46.7	-	-	46.6	16.1	26.9	70.0
Proficient and Advanced (Pts)	7.01											
Value Added Model (Pts)	7.21											
Math												
Proficient and Advanced (%)	57.9	59.5	56.0	76.2	-	50.3	-	-	50.6	17.9	28.8	90.0
Proficient and Advanced (Pts)	7.23											
Value Added Model (Pts)	7.46											

3 Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Legend:
- Advanced
- Proficient
- Nearing Proficient
- Beginning Step

Reading (%)

	2012	2013	2014
Advanced	8	8	11
Proficient	48	45	45
Nearing Proficient	28	33	34
Beginning Step	15	14	10

Math (%)

	2012	2013	2014
Advanced	10	9	15
Proficient	43	44	43
Nearing Proficient	32	31	29
Beginning Step	15	16	13
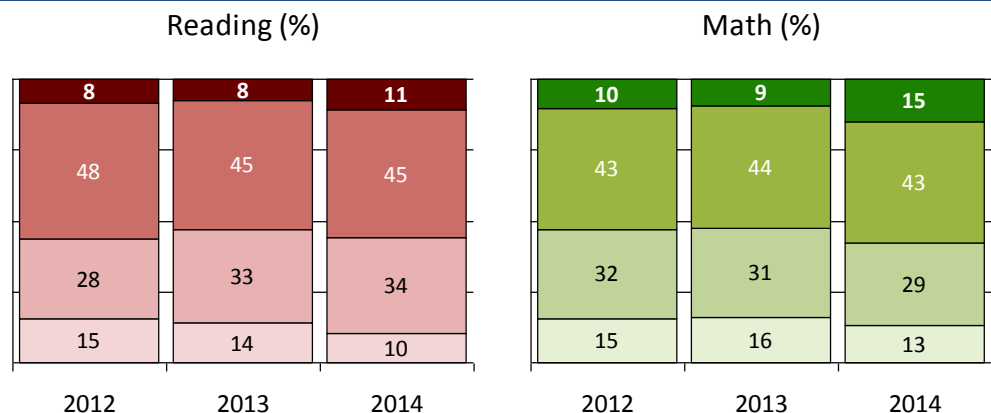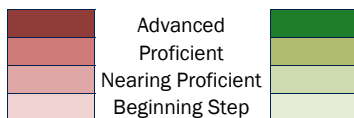
School Growth	School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.
	School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED"s School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

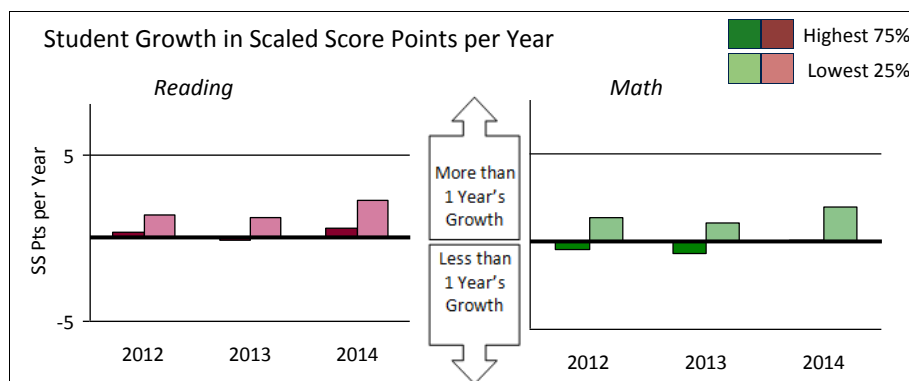|	*Reading*	*Math*	School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.
Difference from Expected Growth (SS Points)	0.512	0.074	
Points Earned	4.28	4.48	

Student Growth	Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	All Students	Gender				Race / Ethnicity									Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient	
		Female		Male		White		African American		Hispanic		Asian		Am Indian									
		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range	
Reading Growth																							
Highest 75% (SS/Yr)	0.6	-1.5	2.8	-1.6	2.7	-1.3	3.0	-	-	-1.7	2.6	-	-	-	-	-1.7	2.6	-1.9	2.4	-1.8	2.5	-1.6	2.6
Highest 75% (Pts)	7.14																						
Lowest 25% (SS/Yr)	2.2	.7	5.0	.4	4.7	-	-	-	-	.5	4.8	-	-	-	-	.5	4.8	.4	4.7	.4	4.7	-	-
Lowest 25% (Pts)	6.75																						
Math Growth																							
Highest 75% (SS/Yr)	.1	-1.9	2.2	-2.0	2.2	-1.6	2.5	-	-	-2.1	2.0	-	-	-	-	-2.1	2.0	-2.6	1.5	-2.4	1.8	-1.7	2.4
Highest 75% (Pts)	5.34																						
Lowest 25% (SS/Yr)	2.0	.1	4.2	-.3	3.9	-	-	-	-	-.1	4.0	-	-	-	-	-.1	4.0	-.4	3.7	-.3	3.8	-	-
Lowest 25% (Pts)	7.32																						

Student Growth in Scaled Score Points per Year

Highest 75%
Lowest 25%

Reading
Math

More than 1 Year's Growth
Less than 1 Year's Growth

Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading	16.0
Math	16.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math   +1.3 per year
Reading +1.7 per year

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

	All Students	Gender F	Gender M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
OTL Attendance (Student Average)	94.7	94.9	94.4	94.3	-	94.8	-	-	94.5	93.8	95.5	97.2
OTL Attendance (Points Earned)	4.98											
OTL Survey (Average Total Score)	35.4	35.3	35.5	34.1	-	35.8	-	-	35.8	36.5	34.6	36.9
OTL Survey (Points Earned)	3.74											

OTL Survey Questions Reading

The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
1. My teacher introduces a new topic by connecting to things I already know.	3.1	3.1	3.1	3.0	-	3.1	-	-	3.1	3.3	3.1	3.3
2. My teacher explains why what we are learning is important.	3.7	3.8	3.6	3.6	-	3.7	-	-	3.8	4.1	3.6	3.9
3. My teacher explains how learning a new topic is a foundation for other topics.	3.3	3.3	3.3	3.2	-	3.3	-	-	3.3	3.5	3.3	3.3
4. Every student gets a chance to answer questions.	3.4	3.3	3.5	3.5	-	3.3	-	-	3.3	3.2	3.1	3.6
5. My teacher wants me to explain my answers.	4.3	4.3	4.2	4.4	-	4.2	-	-	4.2	4.4	4.0	4.6
6. My teacher knows when I understand, and when I do not.	3.6	3.5	3.7	3.3	-	3.7	-	-	3.7	3.6	3.4	4.0
7. My teacher explains things in different ways so everyone can understand.	3.9	4.0	3.9	3.9	-	4.0	-	-	4.0	4.1	3.9	4.0
8. My teacher gives me helpful feedback on work I turn in.	3.4	3.4	3.3	3.2	-	3.4	-	-	3.4	3.3	3.2	3.7
9. My teacher checks our understanding.	4.2	4.2	4.1	4.0	-	4.2	-	-	4.2	3.9	4.1	4.5
10. My teacher takes the time to summarize what we learn each day.	3.1	3.1	3.1	3.0	-	3.1	-	-	3.1	3.2	2.9	2.2

OTL Survey Questions Math

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
1. My teacher introduces a new topic by connecting to things I already know.	2.7	2.7	2.9	2.5	-	2.8	-	-	2.7	3.3	3.1	2.6
2. My teacher explains why what we are learning is important.	3.1	2.9	3.3	2.8	-	3.2	-	-	3.1	3.6	3.2	2.4
3. My teacher explains how learning a new topic is a foundation for other topics.	2.6	2.7	2.6	2.6	-	2.7	-	-	2.6	2.9	3.0	2.1
4. Every student gets a chance to answer questions.	3.9	4.1	3.8	4.0	-	3.9	-	-	3.7	3.8	3.8	3.9
5. My teacher wants me to explain my answers.	4.3	4.4	4.1	4.3	-	4.3	-	-	4.3	3.9	4.2	4.3
6. My teacher knows when I understand, and when I do not.	3.2	3.1	3.4	2.8	-	3.3	-	-	3.3	3.2	3.4	3.0
7. My teacher explains things in different ways so everyone can understand.	3.4	3.4	3.3	3.1	-	3.5	-	-	3.5	3.4	4.0	3.0
8. My teacher gives me helpful feedback on work I turn in.	3.3	3.2	3.4	2.7	-	3.4	-	-	3.4	3.4	3.5	3.1
9. My teacher checks our understanding.	3.4	3.4	3.4	3.2	-	3.5	-	-	3.5	3.6	2.9	3.3
10. My teacher takes the time to summarize what we learn each day.	2.7	2.7	2.9	2.5	-	2.8	-	-	2.7	2.8	3.1	.9

Color Key:
- 4 or 5, Rated High
- 2 or 3, Rated Mid
- 0 or 1, Rated Low

☑ Student Engagement   ☑ Parental Engagement   ☐ Extracurricular Activities   ☑ Truancy Improvement

Participation	Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	>98.0	>98.0	>98.0	>98.0	-	>98.0	-	-	>98.0	>98.0	>98.0	-
Math (%)	>98.0	>98.0	>98.0	>98.0	-	>98.0	-	-	>98.0	>98.0	>98.0	-

Supplemental Information

Similar Schools	While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

■ Ranks High
■ Ranks Mid
□ Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	19.2		19.9		74.8		64.3		11.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	5	(46)	12	(45)	7	(46)	16	(46)	11	(46)	12	(46)
School Growth	7	(46)	3	(45)	6	(46)	4	(46)	6	(46)	3	(46)
Student Growth, Highest 75%	3	(46)	1	(45)	2	(46)	3	(46)	4	(46)	3	(46)
Student Growth, Lowest 25%	21	(46)	21	(45)	20	(46)	17	(46)	19	(46)	20	(46)
Opportunity to Learn	45	(46)	43	(45)	41	(46)	45	(46)	42	(46)	40	(46)

School History	Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

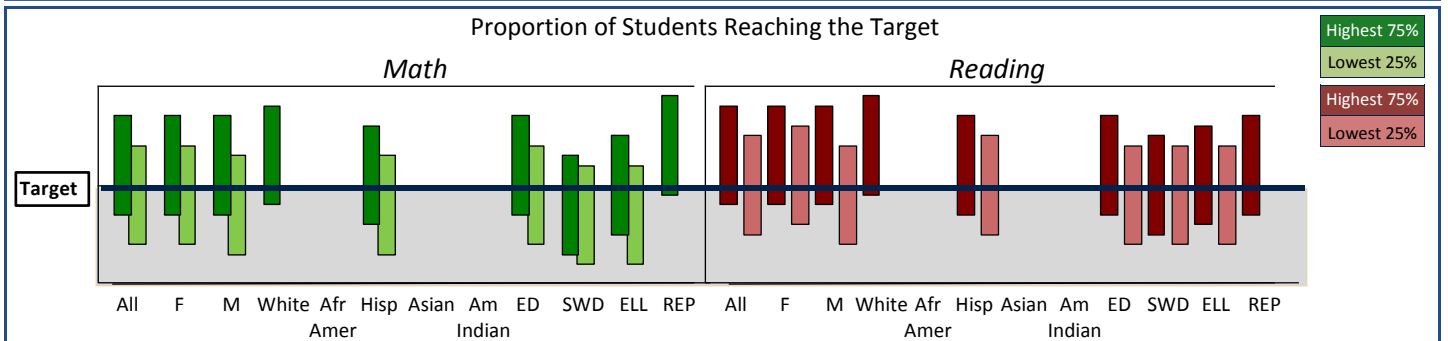|		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2014 (Avg SS)	41.2	43.5	38.4	47.4	-	38.6	-	-	38.7	30.3	34.2	45.1
	2013 (Avg SS)	39.3	40.5	38.1	44.0	-	37.3	-	-	37.9	28.8	31.3	44.7
	2012 (Avg SS)	39.5	41.3	37.7	43.8	-	37.5	-	-	37.4	27.1	30.8	44.8
Math	2014 (Avg SS)	41.6	42.0	41.0	48.1	-	38.8	-	-	39.3	31.1	34.6	46.7
	2013 (Avg SS)	39.2	39.6	38.9	44.2	-	37.2	-	-	37.6	29.4	32.4	49.2
	2012 (Avg SS)	40.0	40.2	39.9	45.0	-	37.8	-	-	37.7	31.1	32.9	45.2

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading Target 61.0%	Highest 75% (%)	75.9	76.3	75.3	85.7	-	69.1	-	-	67.9	54.5	58.3	68.4
	Lowest 25% (%)	50.0	61.8	41.7	-	-	50.0	-	-	43.8	42.2	35.7	-
Math Target 55.0%	Highest 75% (%	69.0	69.8	68.1	78.6	-	62.8	-	-	65.2	31.8	48.1	88.2
	Lowest 25% (%)	35.5	42.9	26.5	-	-	32.4	-	-	36.1	20.6	16.0	-

Graduation Target 73.7%   For high schools graduation rates for the Cohort of 2013 are available on page 5.

Proportion of Students Reaching the Target

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	>98.0	-	-	-	-	>98.0	-	-	>98.0	-	-	-
Grade 5 to Grade 6 (%)	>98.0	-	-	-	-	>98.0	-	-	-	>98.0	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.

5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).

6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.