

### **AGENDA ITEM EXECUTIVE SUMMARY**

- I. Public Education Commission Meeting Date: May 12, 2017
- II. Item Title: Vote on Charter School Amendment
  - La Tierra Montessori School of the Arts and Sciences
  - i. Authorized Grades Served - Section 8.01(a)(i)
  - ii. Establish a PreK Program
  - iii. Educational Program of the School 8.01(a)(iii)
  - iv. Mission of the School 8.01(a)(ii)
  - v. Educational Program of the School 8.01(a)(iii)
- III. Executive Summary and Proposed Motions:

#### **Request and Rationale**

La Tierra Montessori School of the Arts and Sciences is requesting the approval of five amendments.

First, the school is asking to change the authorized school grades they serve. The school is asking to serve grades K-7 for the school year 2017-2018 and to serve grades K-6 beginning in School Year 2018-19. The school states the following rationale for the changes to grades served: *La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to revise its authorized school grades from K-8 to K-6, to be implemented in two phases: K-7 for School Year 2017-18 and K-6 beginning in School Year 2018-19. In New Mexico, Grades 7 and 8 may be taught in a self-contained classroom setting or in a departmentalized setting as usually found in traditional middle schools. Because of its Montessori focus, relatively small enrollment and difficulty finding teachers with a middle or secondary level license with appropriate endorsements, La Tierra maintains a self-contained classroom model. We have found that students ready to enter the 7<sup>th</sup> and 8<sup>th</sup> grades have increasingly chosen to transition into the departmentalized setting by enrolling in Carlos Vigil Middle School within the Española Public Schools. For example, we anticipate that we may have as few as two 8<sup>th</sup> grade students for School Year 2017-18. Phasing out grade 8 in 2017-18 and grade 7 in 2018-19 will minimize any potential disruptions for students and families and allow LA Tierra to focus on continuing to develop and refine its K-6 academic program.*

Second, the school is asking to add a New Mexico PreK program. The school states the following rationale for the addition of their PreK

program: *Contingent upon funding, La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to add a New Mexico PreK program for four-year old children beginning in School year 2018-19. Inclusion of pre-kindergarten-age children is a foundational aspect of the Montessori philosophy. Not only would a PreK program add to the multi-age experience of La Tierra students, it would serve the La Tierra community by developing school readiness in the children served. The La Tierra facility has the room available to accommodate a New Mexico PreK program would ensure that all PreK facility requirements are met.*

Third, the school is asking to change the current contract statement of:  
*An agricultural curriculum complements classroom instruction and offers opportunities for hands-on learning in the school's greenhouse at the Los Luceros Ranch in Alcalde and on-site gardening plots.*

The school wants this statement replaced with the following:  
*An agricultural curriculum complements classroom instruction and offers opportunities for hands-on learning in the school's greenhouse and gardening plots.*

The school states the following rationale for the change to this educational program: *La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to remove the reference to "Los Luceros Ranch in Alcalde" as the property is no longer available for the school's use. During the time that La Tierra occupied the Oñate center on State Route 68 across from the Los Luceros Ranch, an informal agreement allowed for its use by La Tierra. That agreement is no longer in effect. However, La Tierra's agricultural program continues to thrive on the school's grounds in its current location.*

Fourth, the school is asking to change its mission statement. The school wants the following mission statement for the 2017-18 school year: *La Tierra Montessori School of the Arts and Sciences will provide K-7 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and sciences.*

The school wants the following mission statement for the 2018-19 school year: *La Tierra Montessori School of the Arts and Sciences will provide K-6 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and sciences.*

The school states the following rationale for the change to its mission statement: *A separate Amendment Request has been submitted for a change in authorized school grades, and if approved by the Public*

*Education Commission, this amendment Request will bring the school mission in alignment with those changes.*

Fifth, the school is asking to change the current contract statement of: *Montessori methods and materials will be utilized as the principle approach to instruction. The school will use Montessori instruction in multi-age classrooms with teachers who are trained in Montessori curriculum and practices.*

The school wants the following statement to replace the above statement with: *Montessori methods and materials will be utilized as an approach to instruction. The school will use Montessori instruction in multi-age groupings with teachers who are trained in Montessori curriculum and practices.*

The school states the following rationale for the change to this educational program: *La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to change “multi-age classrooms” to “multi-age groupings.” This change will provide the flexibility the school needs when configuring placement of students and staff to ensure both the implementation of Montessori instruction and meeting the requirements of the Common Core State Standards and PARCC assessments. This change would allow for single-grade and/or multi-grade classroom configurations. Whether in a single-grade or multi-grade classroom, each student would continue to experience the benefits of multi-age groupings through numerous ongoing multi-age learning activities that are an integral part of the La Tierra experience in academics, arts, and sciences. These benefits include collaborative learning, younger children learning from older children and older children reinforcing their learning by teaching concepts they have already mastered.*

### **School History**

La Tierra Montessori School of the Arts and Sciences began operating under its current charter on July 1, 2014. The charter was renewed for a period of 3 years. La Tierra utilizes Montessori philosophy and teaching practices with students in multi-age classrooms integrating arts, sciences and heritage language.

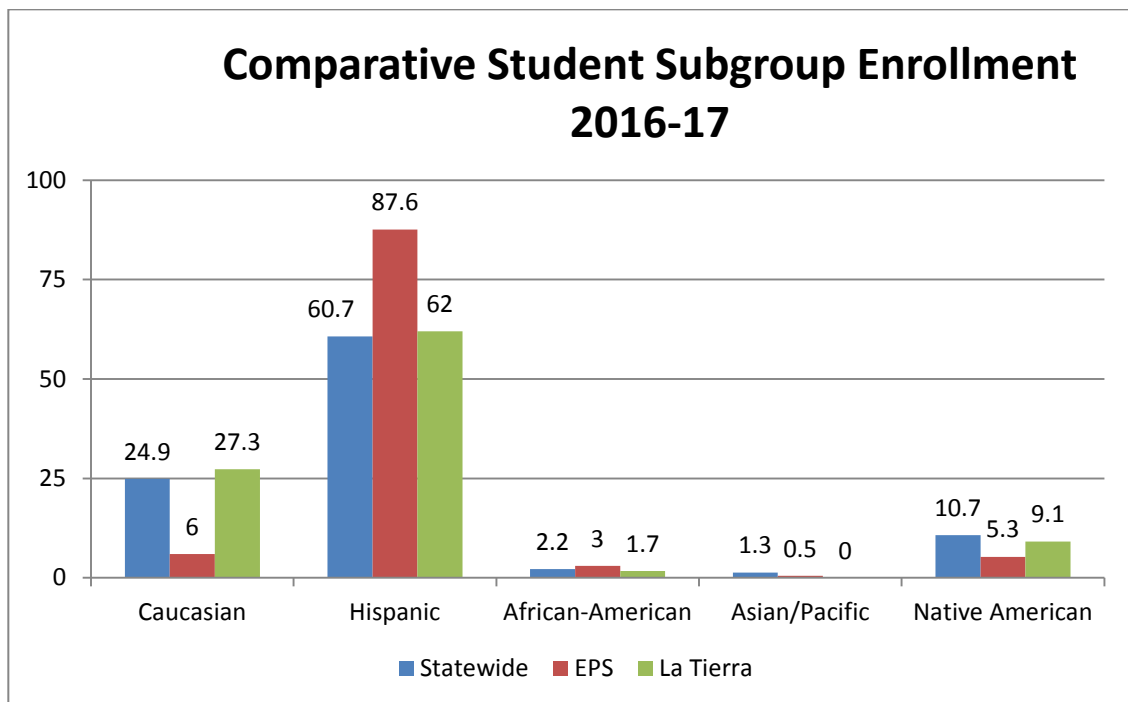
The school serves grades K-8. According to the 2017 120<sup>th</sup> Day STARS report, the school had 115 students enrolled in March, 2017.

### **School Enrollment and Demographics Data**

The 120<sup>th</sup> day enrollment count at La Tierra Montessori School of the

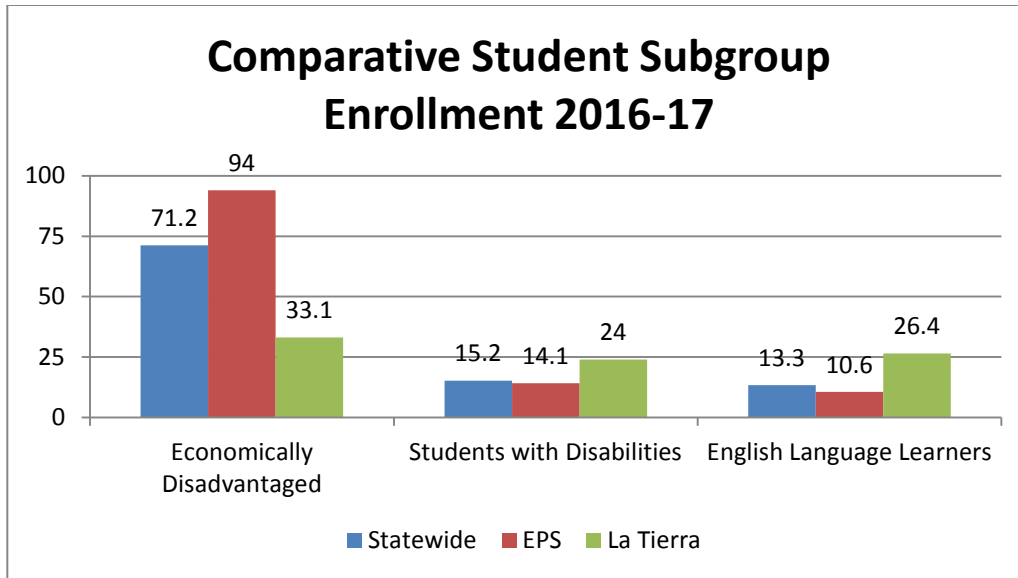
Arts and Sciences was 115 students for the 2016-2017 school year and 117 students for the 2015-2016 school year. This demonstrates a decrease in total enrollment by 2 students.

Student demographics and subgroup enrollment for La Tierra for the 2016-17 40<sup>th</sup> day reporting, as compared to the Española Public Schools data is provided below. The STARS data indicates the school has a lower percentage of Hispanic students than the percentage of such students enrolled in schools in Española Public Schools. The STARS data indicates that the school has a higher percentage of Native American students than the percentage of such students enrolled in schools in Española Public Schools.



The 2016-17 40<sup>th</sup> day STARS data indicates the school has a lower percentage of Economically Disadvantaged students than the percentage of such students enrolled in schools in the Española School District. The STARS data indicates that the school has a higher percentage of Students with Disabilities and English Language students than the percentage of such students enrolled in schools in Española Public Schools.





### **School Performance**

La Tierra Charter School has received the following school grades:

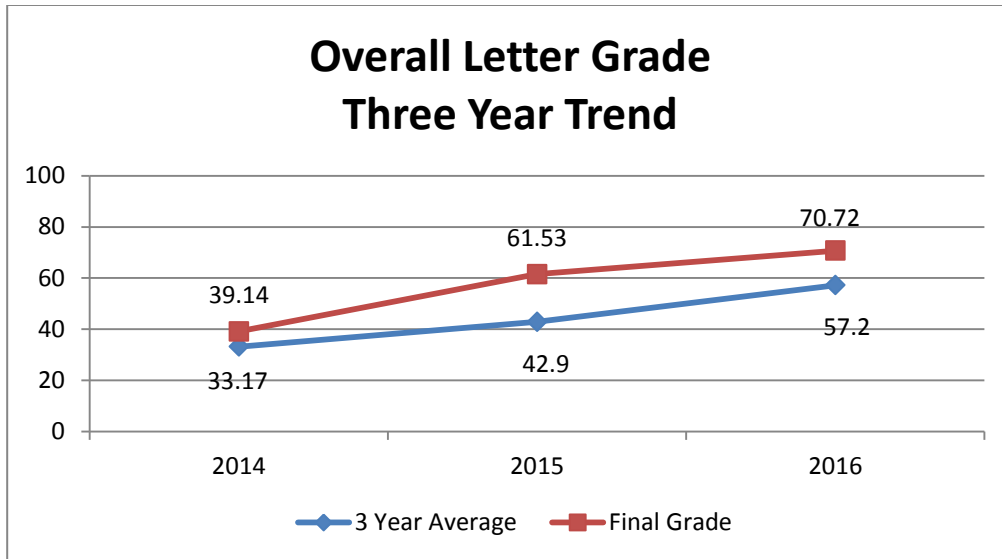
In 2013-14 the school grade was a D

In 2014-15 the school grade was a B

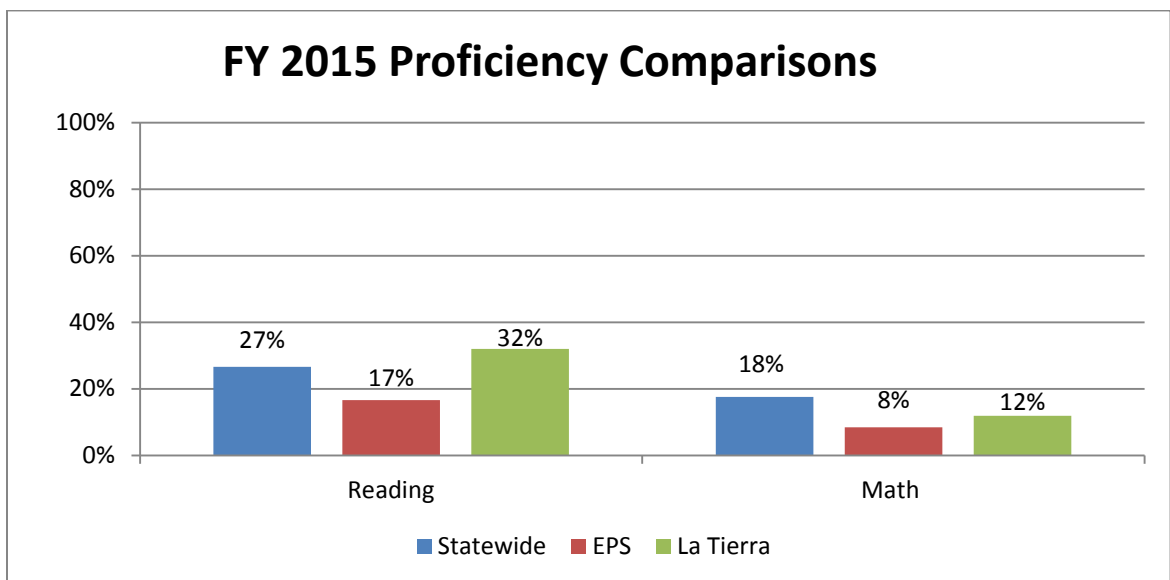
In 2015-16 the school grade was a B

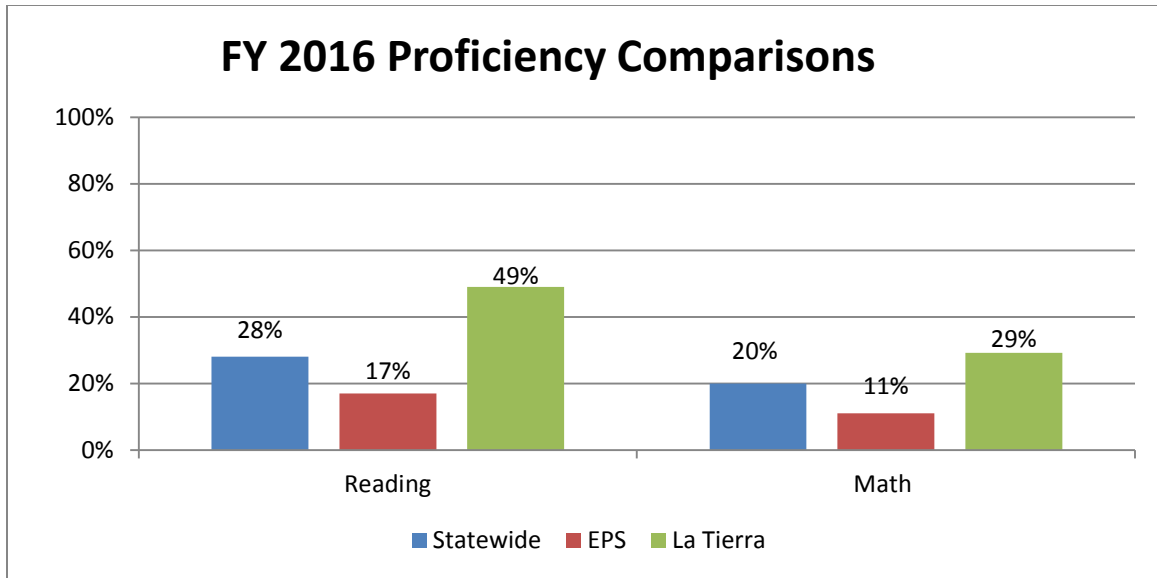
The school currently maintains a three year average of a C.

La Tierra Charter School is able to demonstrate growth in their academic performance on the state report card over the last 3 years. As demonstrated in the graph below, the school has demonstrated growth number in points over the last three years.



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 Española Public Schools Public Schools District data for the same grade levels. This comparison for 2015 and for 2016 indicates that the school continued to score above the Española Public Schools' proficiency rates in reading and math.





#### **Proposed Motions - Authorized Grades Served**

- Move to **approve** the amendment request presented by La Tierra Charter School to amend the authorized school grades they serve. Allowing the school to serve grades K-7 for the school year 2017-2018 and to serve grades K-6 beginning in School Year 2018-19 because [PEC to provide reason as to why they approve]
- Move to **deny** the amendment request presented by because La Tierra Charter School to amend the authorized school grades they serve. Allowing the school to serve grades K-7 for the school year 2017-2018 and to serve grades K-6 beginning in School Year 2018-19 because [PEC to provide reason as to why they deny]

#### **Proposed Motions – NM PreK Program**

- Move to **approve** the amendment request presented by La Tierra Charter School to add a New Mexico PreK program because [PEC to provide reason as to why they approve]
- Move to **deny** the amendment request presented by La Tierra Charter School to add a New Mexico PreK program because [PEC to provide reason as to why they deny]

#### **Proposed Motions – Change Article VIII, Section 8.01(a)iii**

- Move to **approve** the amendment request presented by La Tierra

Charter School to change Article 8, Section 8.01(a)iii to read *An agricultural curriculum complements classroom instruction and offers opportunities for hands-on learning in the school's greenhouse and gardening plots* because [PEC to provide reason as to why they approve]

- Move to **deny** the amendment request presented by La Tierra Charter School to change Article 8, Section 8.01(a)iii to read *An agricultural curriculum complements classroom instruction and offers opportunities for hands-on learning in the school's greenhouse and gardening plots* because [PEC to provide reason as to why they deny]

### **Proposed Motions – Change Mission Statement**

- Move to **approve** the amendment request by La Tierra to change their mission for the 2017-18 school year to: *La Tierra Montessori School of the Arts and Sciences will provide K-7 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and sciences*; and for the 2018-19 school year: *La Tierra Montessori School of the Arts and Sciences will provide K-6 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and sciences* because [PEC to provide reason as to why they approve]
- Move to **deny** the amendment request by La Tierra to change their mission for the 2017-18 school year to: *La Tierra Montessori School of the Arts and Sciences will provide K-7 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and sciences*; and for the 2018-19 school year: *La Tierra Montessori School of the Arts and Sciences will provide K-6 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and sciences* because [PEC to provide reason as to why they deny]

### **Proposed Motions – Change Article VIII, Section 8.01(a)iii**

- Move to **approve** the amendment request presented by La Tierra Charter School to change Article 8, Section 8.01(a)iii to read *Montessori methods and materials will be utilized as an approach to instruction. The school will use Montessori instruction in multi-age groupings with teachers who are trained in Montessori curriculum and practices* because [PEC to provide reason as to why they approve]

- Move to **deny** the amendment request presented by La Tierra Charter School to change Article 8, Section 8.01(a)iii to read *Montessori methods and materials will be utilized as an approach to instruction. The school will use Montessori instruction in multi-age groupings with teachers who are trained in Montessori curriculum and practices* 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.

Please complete and submit this form to: **Attorney for the Public Education Commission**, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

*And*  
Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: La Tierra Montessori School of the Arts and Sciences

Date submitted: March 30, 2017 Contact Name: Christie Berg, Head Learner E-mail [christie.berg@montessoriatierra.org](mailto:christie.berg@montessoriatierra.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
Contract Article VIII, Section 8.01(a)(i) Operational Structure, page 34	Authorized school grades K-8	Authorized school grades K-7 for School Year 2017-18, and,  Authorized school grades K-6 beginning in School Year 2018-19.	La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to revise its authorized school grades from K-8 to K-6, to be implemented in two phases: K-7 for School Year 2017-18 and K-6 beginning in School Year 2018-19.  <i>In New Mexico, Grades 7 and 8 may be taught in a self-contained classroom setting or in a departmentalized setting as usually found in traditional middle schools. Because of its Montessori focus, relatively small enrollment, and difficulty finding teachers with a middle or secondary level license with appropriate endorsements, La Tierra maintains a self-</i>	3/28/2017



# 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.

		<p>contained classroom model. We have found that students ready to enter the 7<sup>th</sup> and 8<sup>th</sup> grades have increasingly chosen to transition into the departmentalized setting by enrolling in Carlos Vigil Middle School within Española Public Schools. For example, we anticipate that we may have as few as two 8<sup>th</sup> grade students for School Year 2017-18. Phasing out grade 8 in 2017-18 and grade 7 in 2018-19 will minimize any potential disruption for students and families and allow La Tierra to focus its resources on continuing to develop and refine its K-6 academic program.</p>	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Original Signature of Governing Council President or Designee: \_\_\_\_\_

*Wendy L. Leary*

Date: 3/28/2017

Printed Name of Governing Council President or Designee: \_\_\_\_\_

*JAMES AND HIR-CLAPP*

## Public Education Commission use only

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED



# La Tierra Montessori School of the Arts and Sciences

---

## Mission Statement

La Tierra Montessori School of the Arts and Sciences will provide K-8 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the Arts and the Sciences

## DRAFT MINUTES

### LTMAS GOVERNING COUNCIL MEETING:

**Tuesday, March 28, 2017 @ 6pm**

La Tierra Montessori School  
659 Roadrunner Rd.  
Ohkay Owingeh, New Mexico

#### *\*Action Item(s)*

- I. The meeting was called to order at 6:10 p.m. by Julie Ann Hill-Clapp.
- II. Roll Call: Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, Marcie Davis, and Ron Martinez absent and excused. Staff members: Christie Berg, Head Learner, Pamela Rodriguez, Office Manager, Beth Combs, GC Liaison and Deanna Gomez, Business Manager.
- III. Approval of Today's agenda\*-Ben Sandoval made a motion to approve the agenda and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- IV. Approval of minutes from 03/03/17 GC Meeting\*-Ben Sandoval made a motion to approve the minutes and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- V. Reports
  - a. Head Learner Report (15 minutes)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.
  - b. Teacher Report (5 minutes)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.



- VI. Public Comment and Welcome guests – (Each guest has 2 minutes) Please sign the public comment sheet if you wish to make a comment- Any and all public input be limited to a reasonable amount of time.- There were 10 guests who attended the meeting. Three had a comment. Alandra Lopez, an 8<sup>th</sup> grader at La Tierra Montessori read a letter she wrote about wanting playground equipment for the older kids to play on. Lakshmi Khalsa, a parent, wanted to know what definite plans were made for next year regarding keeping some classes. She would like an update as soon as decisions have been made. Amrit Khalsa, a parent, wanted to know when letters of intent would be going out for teachers and when decisions would be made on what teachers would be coming back next year. She also wanted to know if Christie Berg, Head Learner would be returning. She would like an update as soon as decisions have been made.
- VII. Parent, Teacher Association Report (PTA) (7 minutes)-Sandy Hurlocker, PTA Treasurer, gave a report that it has been difficult recruiting members, and also trying to get all PTA officers together to make decisions on changing budget and reallocating money. They are considering dismantling the PTA and starting a PAC or PTO that best suits the needs of the school.
- VIII. Old Business (30 minutes)
- a. Facilities Committee-Ben Sandoval, GC Board member gave a report about the new playground for the lower grades. I was installed over Spring Break. Dixie Playground and Equipment Co. installed it.
  - b. Set a date for Follow up discussion of GC Self Evaluation- The date for the GC Self Evaluation is set for Thursday, April 20, 2017 at 4:00 p.m. at the LANL Foundation.
- IX. New Business (40 minutes)
- a. Financial Report
    - I. Discussion and Approval of BAR(s) and Financial Reports\*- Marcia Brenden made a motion to approve the Financial Reports and BAR(s) as presented and Marcie Davis seconded. The motion passed unanimously, 3-0.
- BAR 546-000-1617-0014-I is an increase BAR for Operational Money to account for Donations not previously put into budget in the amount of \$3,149.29*
- BAR 546-000-1617-0015-I is an increase BAR for Operational Money to account for Activity Fees not previously put into budget in the amount of \$1,200.00.*
- BAR 546-000-1617-0016-D is a decrease in Operational money mandated by CS/SB 114 and passed as Laws 2017, Chapter 3. The amount of the decrease is \$21,409.64*

*BAR 546-000-1617-0017-I s an increase BAR for State Match SB-9 Funding to any school district that has imposed a tax under the Public School Capital Improvement Act. The amount of the increase is \$7,438.00.*

- II. Finance Committee Report-A Finance Committee meeting has been set for Friday, April 14, 2017 at 9:00 a.m. at the school.
  - III. Audit Committee Report- No Report
  - b. Discussion and approval of proposed amendments to the school Contract\*- Ben Sandoval made a motion to approve a summary of amendments to the school contract, as presented and Marcia Brenden seconded. The motion 3-0.
- X. Executive Session: The Governing Council may, if necessary, enter into Executive Session limited to discussions regarding personnel or facility matters, no action will be taken in Executive Session. **Entered into Executive Session at 8:30 p.m.** (in accordance with the NMSA 1978 Section 10-15-1(H)(2))
- \*Roll Call vote to enter Executive Session-Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
  - \*Roll Call vote the exit Executive Session- Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
- XI. Re-Enter Open Session at 9:40 p.m.
- XII. Future agenda Items- No future agenda items at this time.
- XIII. Adjournment- Marcia Brenden made a motion to adjourn the meeting at 9:43 p.m. and Marcie Davis seconded. The motion passed unanimously 3-0.



## 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.

Please complete and submit this form to: **Attorney for the Public Education Commission**, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

*And*

**Amendment Request**, Public Education Department, Charter School's Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: La Tierra Montessori School of the Arts and Sciences

Date submitted: March 30, 2017 Contact Name: Christie Berg, Head Learner E-mail [christie.berg@montessoriatierra.org](mailto:christie.berg@montessoriatierra.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
Contract Article VIII, Section 8.01(a)(iii) Educational Program of the School, starting on page 34	No current statement regarding a New Mexico Prek program.	Contingent upon funding, La Tierra Montessori School of the Arts and Sciences will establish and operate a New Mexico Prek program for four-year old children administered by the Public Education Department to begin in School Year 2018-19.	Contingent upon funding, La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to add a New Mexico Prek program for four-year old children beginning in School Year 2018-19. Inclusion of pre-Kindergrarten-age children in a school program is a foundational aspect of the Montessori philosophy. Not only would a Prek program add to the multi-age experiences of La Tierra students, it would also serve the La Tierra community by developing school readiness in the children served. The La Tierra facility has the room available to accommodate a New Mexico	3/28/2017

# 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.

			<i>Prek program and would ensure that all Prek facility requirements are met.</i>	
--	--	--	-----------------------------------------------------------------------------------	--

Original Signature of Governing Council President or Designee: \_\_\_\_\_

*William Hillman*

Date: 3/28/2017

Printed Name of Governing Council President or Designee: \_\_\_\_\_

*Julie Ann Hillman - Chair*

## Public Education Commission use only

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED



# La Tierra Montessori School of the Arts and Sciences

---

## Mission Statement

La Tierra Montessori School of the Arts and Sciences will provide K-8 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the Arts and the Sciences

## DRAFT MINUTES

### LTMAS GOVERNING COUNCIL MEETING:

**Tuesday, March 28, 2017 @ 6pm**

La Tierra Montessori School  
659 Roadrunner Rd.  
Ohkay Owingeh, New Mexico

#### *\*Action Item(s)*

- I. The meeting was called to order at 6:10 p.m. by Julie Ann Hill-Clapp.
- II. Roll Call: Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, Marcie Davis, and Ron Martinez absent and excused. Staff members: Christie Berg, Head Learner, Pamela Rodriguez, Office Manager, Beth Combs, GC Liaison and Deanna Gomez, Business Manager.
- III. Approval of Today's agenda\*-Ben Sandoval made a motion to approve the agenda and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- IV. Approval of minutes from 03/03/17 GC Meeting\*-Ben Sandoval made a motion to approve the minutes and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- V. Reports
  - a. Head Learner Report (15 minutes)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.
  - b. Teacher Report (5 minutes)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.



- VI. Public Comment and Welcome guests – **(Each guest has 2 minutes)** Please sign the public comment sheet if you wish to make a comment- **Any and all public input be limited to a reasonable amount of time.**- There were 10 guests who attended the meeting. Three had a comment. Alandra Lopez, an 8<sup>th</sup> grader at La Tierra Montessori read a letter she wrote about wanting playground equipment for the older kids to play on. Lakshmi Khalsa, a parent, wanted to know what definite plans were made for next year regarding keeping some classes. She would like an update as soon as decisions have been made. Amrit Khalsa, a parent, wanted to know when letters of intent would be going out for teachers and when decisions would be made on what teachers would be coming back next year. She also wanted to know if Christie Berg, Head Learner would be returning. She would like an update as soon as decisions have been made.
- VII. Parent, Teacher Association Report (PTA) **(7 minutes)**-Sandy Hurlocker, PTA Treasurer, gave a report that it has been difficult recruiting members, and also trying to get all PTA officers together to make decisions on changing budget and reallocating money. They are considering dismantling the PTA and starting a PAC or PTO that best suits the needs of the school.
- VIII. Old Business **(30 minutes)**
- a. Facilities Committee-Ben Sandoval, GC Board member gave a report about the new playground for the lower grades. I was installed over Spring Break. Dixie Playground and Equipment Co. installed it.
  - b. Set a date for Follow up discussion of GC Self Evaluation- The date for the GC Self Evaluation is set for Thursday, April 20, 2017 at 4:00 p.m. at the LANL Foundation.
- IX. New Business **(40 minutes)**
- a. Financial Report
    - I. Discussion and Approval of BAR(s) and Financial Reports\*- Marcia Brenden made a motion to approve the Financial Reports and BAR(s) as presented and Marcie Davis seconded. The motion passed unanimously, 3-0.
- BAR 546-000-1617-0014-I is an increase BAR for Operational Money to account for Donations not previously put into budget in the amount of \$3,149.29*
- BAR 546-000-1617-0015-I is an increase BAR for Operational Money to account for Activity Fees not previously put into budget in the amount of \$1,200.00.*
- BAR 546-000-1617-0016-D is a decrease in Operational money mandated by CS/SB 114 and passed as Laws 2017, Chapter 3. The amount of the decrease is \$21,409.64*

*BAR 546-000-1617-0017-I s an increase BAR for State Match SB-9 Funding to any school district that has imposed a tax under the Public School Capital Improvement Act. The amount of the increase is \$7,438.00.*

- II. Finance Committee Report-A Finance Committee meeting has been set for Friday, April 14, 2017 at 9:00 a.m. at the school.
  - III. Audit Committee Report- No Report
  - b. Discussion and approval of proposed amendments to the school Contract\*- Ben Sandoval made a motion to approve a summary of amendments to the school contract, as presented and Marcia Brenden seconded. The motion 3-0.
- X. Executive Session: The Governing Council may, if necessary, enter into Executive Session limited to discussions regarding personnel or facility matters, no action will be taken in Executive Session. **Entered into Executive Session at 8:30 p.m.** (in accordance with the NMSA 1978 Section 10-15-1(H)(2))
- \*Roll Call vote to enter Executive Session-Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
  - \*Roll Call vote the exit Executive Session- Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
- XI. Re-Enter Open Session at 9:40 p.m.
- XII. Future agenda Items- No future agenda items at this time.
- XIII. Adjournment- Marcia Brenden made a motion to adjourn the meeting at 9:43 p.m. and Marcie Davis seconded. The motion passed unanimously 3-0.



# 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.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: La Tierra Montessori School of the Arts and Sciences

Date submitted: March 30, 2017 Contact Name: Christie Berg, Head Learner E-mail [christie.berg@montessorilatierra.org](mailto:christie.berg@montessorilatierra.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
Contract Article VIII, Section 8.01(a)(iii) Educational Program of the School, page 35	An agricultural curriculum complements classroom instruction and offers opportunities for hands-on learning in the school's greenhouse, at the Los Luceros Ranch in Alcalde and on-site gardening plots.	An agricultural curriculum complements classroom instruction and offers opportunities for hands-on learning in the school's greenhouse and gardening plots.	La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to remove the reference to "Los Luceros Ranch in Alcalde" as the property is no longer available for the school's use. During the time that La Tierra occupied the Oñate Center on State Route 68 across from the Los Luceros Ranch, an informal agreement allowed for its use by La Tierra. That agreement is no longer in effect. However, La Tierra's agricultural program continues to thrive on the school's grounds in its current location.	3/28/2017

Original Signature of Governing Council President or Designee:

*Guiliana Hillman*

Date: 3/28/2017

Printed Name of Governing Council President or Designee:

Julie Ann Hillman - CHAPP



**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.

**Public Education Commission use only**

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED



# La Tierra Montessori School of the Arts and Sciences

---

## Mission Statement

La Tierra Montessori School of the Arts and Sciences will provide K-8 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the Arts and the Sciences

## DRAFT MINUTES

### LTMAS GOVERNING COUNCIL MEETING:

**Tuesday, March 28, 2017 @ 6pm**

La Tierra Montessori School  
659 Roadrunner Rd.  
Ohkay Owingeh, New Mexico

#### *\*Action Item(s)*

- I. The meeting was called to order at 6:10 p.m. by Julie Ann Hill-Clapp.
- II. Roll Call: Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, Marcie Davis, and Ron Martinez absent and excused. Staff members: Christie Berg, Head Learner, Pamela Rodriguez, Office Manager, Beth Combs, GC Liaison and Deanna Gomez, Business Manager.
- III. Approval of Today's agenda\*-Ben Sandoval made a motion to approve the agenda and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- IV. Approval of minutes from 03/03/17 GC Meeting\*-Ben Sandoval made a motion to approve the minutes and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- V. Reports
  - a. Head Learner Report (15 minutes)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.
  - b. Teacher Report (5 minutes)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.

- VI. Public Comment and Welcome guests – **(Each guest has 2 minutes)** Please sign the public comment sheet if you wish to make a comment- **Any and all public input be limited to a reasonable amount of time.** There were 10 guests who attended the meeting. Three had a comment. Alandra Lopez, an 8<sup>th</sup> grader at La Tierra Montessori read a letter she wrote about wanting playground equipment for the older kids to play on. Lakshmi Khalsa, a parent, wanted to know what definite plans were made for next year regarding keeping some classes. She would like an update as soon as decisions have been made. Amrit Khalsa, a parent, wanted to know when letters of intent would be going out for teachers and when decisions would be made on what teachers would be coming back next year. She also wanted to know if Christie Berg, Head Learner would be returning. She would like an update as soon as decisions have been made.
- VII. Parent, Teacher Association Report (PTA) **(7 minutes)**-Sandy Hurlocker, PTA Treasurer, gave a report that it has been difficult recruiting members, and also trying to get all PTA officers together to make decisions on changing budget and reallocating money. They are considering dismantling the PTA and starting a PAC or PTO that best suits the needs of the school.
- VIII. Old Business **(30 minutes)**
- a. Facilities Committee-Ben Sandoval, GC Board member gave a report about the new playground for the lower grades. I was installed over Spring Break. Dixie Playground and Equipment Co. installed it.
  - b. Set a date for Follow up discussion of GC Self Evaluation- The date for the GC Self Evaluation is set for Thursday, April 20, 2017 at 4:00 p.m. at the LANL Foundation.
- IX. New Business **(40 minutes)**
- a. Financial Report
    - I. Discussion and Approval of BAR(s) and Financial Reports\*- Marcia Brenden made a motion to approve the Financial Reports and BAR(s) as presented and Marcie Davis seconded. The motion passed unanimously, 3-0.
- BAR 546-000-1617-0014-I is an increase BAR for Operational Money to account for Donations not previously put into budget in the amount of \$3,149.29*
- BAR 546-000-1617-0015-I is an increase BAR for Operational Money to account for Activity Fees not previously put into budget in the amount of \$1,200.00.*
- BAR 546-000-1617-0016-D is a decrease in Operational money mandated by CS/SB 114 and passed as Laws 2017, Chapter 3. The amount of the decrease is \$21,409.64*



*BAR 546-000-1617-0017-I s an increase BAR for State Match SB-9 Funding to any school district that has imposed a tax under the Public School Capital Improvement Act. The amount of the increase is \$7,438.00.*

- II. Finance Committee Report-A Finance Committee meeting has been set for Friday, April 14, 2017 at 9:00 a.m. at the school.
  - III. Audit Committee Report- No Report
  - b. Discussion and approval of proposed amendments to the school Contract\*- Ben Sandoval made a motion to approve a summary of amendments to the school contract, as presented and Marcia Brenden seconded. The motion 3-0.
- X. Executive Session: The Governing Council may, if necessary, enter into Executive Session limited to discussions regarding personnel or facility matters, no action will be taken in Executive Session. **Entered into Executive Session at 8:30 p.m.** (in accordance with the NMSA 1978 Section 10-15-1(H)(2))
- \*Roll Call vote to enter Executive Session-Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
  - \*Roll Call vote the exit Executive Session- Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
- XI. Re-Enter Open Session at 9:40 p.m.
- XII. Future agenda Items- No future agenda items at this time.
- XIII. Adjournment- Marcia Brenden made a motion to adjourn the meeting at 9:43 p.m. and Marcie Davis seconded. The motion passed unanimously 3-0.

## 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.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: La Tierra Montessori School of the Arts and Sciences

Date submitted: March 30, 2017 Contact Name: Christie Berg, Head Learner E-mail [christie.berg@montessorilatierra.org](mailto:christie.berg@montessorilatierra.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
Section 8.01(a)(ii) School Mission, page 34	La Tierra Montessori School of the Arts and Sciences will provide K-8 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and the sciences.	Effective for School Year 2017-18:  La Tierra Montessori School of the Arts and Sciences will provide K-7 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and the sciences.  Effective School Year 2018-19:  La Tierra Montessori School of the Arts and Sciences will provide K-6 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and the sciences.	(Note: A separate Amendment Request has been submitted for a change in authorized school grades, and if approved by the Public Education Commission, this Amendment Request will bring the school mission in alignment with those changes.)  <i>La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to revise its mission statement to reflect a change in authorized school grades from K-8 to K-6, to be implemented in two phases: K-7 beginning in School Year 2017-18 and K-6 beginning in School Year 2018-19.</i>	3/28/2017

**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: \_\_\_\_\_

*Stefi Donald Hill*

Date: 3/28/2017

Printed Name of Governing Council President or Designee: \_\_\_\_\_

STEFAN HILL-CLAPP

**Public Education Commission use only**

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED





# La Tierra Montessori School of the Arts and Sciences

---

## Mission Statement

La Tierra Montessori School of the Arts and Sciences will provide K-8 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the Arts and the Sciences

## DRAFT MINUTES

### LTMAS GOVERNING COUNCIL MEETING:

**Tuesday, March 28, 2017 @ 6pm**

La Tierra Montessori School  
659 Roadrunner Rd.  
Ohkay Owingeh, New Mexico

#### *\*Action Item(s)*

- I. The meeting was called to order at 6:10 p.m. by Julie Ann Hill-Clapp.
- II. Roll Call: Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, Marcie Davis, and Ron Martinez absent and excused. Staff members: Christie Berg, Head Learner, Pamela Rodriguez, Office Manager, Beth Combs, GC Liaison and Deanna Gomez, Business Manager.
- III. Approval of Today's agenda\*-Ben Sandoval made a motion to approve the agenda and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- IV. Approval of minutes from 03/03/17 GC Meeting\*-Ben Sandoval made a motion to approve the minutes and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- V. Reports
  - a. Head Learner Report (15 minutes)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.
  - b. Teacher Report (5 minutes)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.

- VI. Public Comment and Welcome guests – **(Each guest has 2 minutes)** Please sign the public comment sheet if you wish to make a comment- **Any and all public input be limited to a reasonable amount of time.**- There were 10 guests who attended the meeting. Three had a comment. Alandra Lopez, an 8<sup>th</sup> grader at La Tierra Montessori read a letter she wrote about wanting playground equipment for the older kids to play on. Lakshmi Khalsa, a parent, wanted to know what definite plans were made for next year regarding keeping some classes. She would like an update as soon as decisions have been made. Amrit Khalsa, a parent, wanted to know when letters of intent would be going out for teachers and when decisions would be made on what teachers would be coming back next year. She also wanted to know if Christie Berg, Head Learner would be returning. She would like an update as soon as decisions have been made.
- VII. Parent, Teacher Association Report (PTA) **(7 minutes)**-Sandy Hurlocker, PTA Treasurer, gave a report that it has been difficult recruiting members, and also trying to get all PTA officers together to make decisions on changing budget and reallocating money. They are considering dismantling the PTA and starting a PAC or PTO that best suits the needs of the school.
- VIII. Old Business **(30 minutes)**
- a. Facilities Committee-Ben Sandoval, GC Board member gave a report about the new playground for the lower grades. I was installed over Spring Break. Dixie Playground and Equipment Co. installed it.
  - b. Set a date for Follow up discussion of GC Self Evaluation- The date for the GC Self Evaluation is set for Thursday, April 20, 2017 at 4:00 p.m. at the LANL Foundation.
- IX. New Business **(40 minutes)**
- a. Financial Report
    - I. Discussion and Approval of BAR(s) and Financial Reports\*- Marcia Brenden made a motion to approve the Financial Reports and BAR(s) as presented and Marcie Davis seconded. The motion passed unanimously, 3-0.
- BAR 546-000-1617-0014-I is an increase BAR for Operational Money to account for Donations not previously put into budget in the amount of \$3,149.29*
- BAR 546-000-1617-0015-I is an increase BAR for Operational Money to account for Activity Fees not previously put into budget in the amount of \$1,200.00.*
- BAR 546-000-1617-0016-D is a decrease in Operational money mandated by CS/SB 114 and passed as Laws 2017, Chapter 3. The amount of the decrease is \$21,409.64*



*BAR 546-000-1617-0017-I s an increase BAR for State Match SB-9 Funding to any school district that has imposed a tax under the Public School Capital Improvement Act. The amount of the increase is \$7,438.00.*

- II. Finance Committee Report-A Finance Committee meeting has been set for Friday, April 14, 2017 at 9:00 a.m. at the school.
  - III. Audit Committee Report- No Report
  - b. Discussion and approval of proposed amendments to the school Contract\*- Ben Sandoval made a motion to approve a summary of amendments to the school contract, as presented and Marcia Brenden seconded. The motion 3-0.
- X. Executive Session: The Governing Council may, if necessary, enter into Executive Session limited to discussions regarding personnel or facility matters, no action will be taken in Executive Session. **Entered into Executive Session at 8:30 p.m.** (in accordance with the NMSA 1978 Section 10-15-1(H)(2))
- \*Roll Call vote to enter Executive Session-Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
  - \*Roll Call vote the exit Executive Session- Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
- XI. Re-Enter Open Session at 9:40 p.m.
- XII. Future agenda Items- No future agenda items at this time.
- XIII. Adjournment- Marcia Brenden made a motion to adjourn the meeting at 9:43 p.m. and Marcie Davis seconded. The motion passed unanimously 3-0.

## 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.

30

Please complete and submit this form to: **Attorney for the Public Education Commission**, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: La Tierra Montessori School of the Arts and Sciences

Date submitted: March 30, 2017 Contact Name: Christie Berg, Head Learner E-mail [christie.berg@montessorilatierra.org](mailto:christie.berg@montessorilatierra.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
Contract Article VIII, Section 8.01(a)(iii) Educational Program of the School, page 34	Montessori methods and materials will be utilized as the principle approach to instruction. The school will use Montessori instruction in multi-age classrooms with teachers who are trained in Montessori curriculum and practices.	Montessori methods and materials will be utilized as an approach to instruction. The school will use Montessori instruction in multi-age groupings with teachers who are trained in Montessori curriculum and practices.	La Tierra Montessori School of the Arts and Sciences (La Tierra) is requesting to change "multi-age classrooms" to "multi-age groupings." This change will provide the flexibility the school needs when configuring placement of students and staff to ensure both the implementation of Montessori instruction and meeting the requirements of the Common Core State Standards and PARCC assessments. This change would allow for single-grade and/or multi-grade classroom configurations. Whether in a single-grade or multi-grade classroom, each student would continue to experience the benefits of multi-age	3/28/2017

# 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.

			<p>groupings through the numerous ongoing multi-age learning activities that are an integral part of the La Tierra experience in academics, arts, and sciences. These benefits include collaborative learning, younger children learning from older children and older children reinforcing their learning by teaching concepts they have already mastered.</p>	
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

31

Original Signature of Governing Council President or Designee: \_\_\_\_\_

Date: 3/28/2017

Printed Name of Governing Council President or Designee: \_\_\_\_\_

JULIE ANN HILL - CHAIR

## Public Education Commission use only

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED





# La Tierra Montessori School of the Arts and Sciences

---

## Mission Statement

La Tierra Montessori School of the Arts and Sciences will provide K-8 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the Arts and the Sciences

## DRAFT MINUTES

### LTMAS GOVERNING COUNCIL MEETING:

**Tuesday, March 28, 2017 @ 6pm**

La Tierra Montessori School  
659 Roadrunner Rd.  
Ohkay Owingeh, New Mexico

#### *\*Action Item(s)*

- I. The meeting was called to order at 6:10 p.m. by Julie Ann Hill-Clapp.
- II. Roll Call: Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, Marcie Davis, and Ron Martinez absent and excused. Staff members: Christie Berg, Head Learner, Pamela Rodriguez, Office Manager, Beth Combs, GC Liaison and Deanna Gomez, Business Manager.
- III. Approval of Today's agenda\*-Ben Sandoval made a motion to approve the agenda and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- IV. Approval of minutes from 03/03/17 GC Meeting\*-Ben Sandoval made a motion to approve the minutes and Marcia Brenden seconded. The motion passed unanimously, 3-0.
- V. Reports
  - a. Head Learner Report (**15 minutes**)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.
  - b. Teacher Report (**5 minutes**)- A written report was given to the Governing Council members. Discussion was held regarding the report. A copy of the report is in the GC Binder at the school.

- VI. Public Comment and Welcome guests – **(Each guest has 2 minutes)** Please sign the public comment sheet if you wish to make a comment- **Any and all public input be limited to a reasonable amount of time.**- There were 10 guests who attended the meeting. Three had a comment. Alandra Lopez, an 8<sup>th</sup> grader at La Tierra Montessori read a letter she wrote about wanting playground equipment for the older kids to play on. Lakshmi Khalsa, a parent, wanted to know what definite plans were made for next year regarding keeping some classes. She would like an update as soon as decisions have been made. Amrit Khalsa, a parent, wanted to know when letters of intent would be going out for teachers and when decisions would be made on what teachers would be coming back next year. She also wanted to know if Christie Berg, Head Learner would be returning. She would like an update as soon as decisions have been made.
- VII. Parent, Teacher Association Report (PTA) **(7 minutes)**-Sandy Hurlocker, PTA Treasurer, gave a report that it has been difficult recruiting members, and also trying to get all PTA officers together to make decisions on changing budget and reallocating money. They are considering dismantling the PTA and starting a PAC or PTO that best suits the needs of the school.
- VIII. Old Business **(30 minutes)**
- a. Facilities Committee-Ben Sandoval, GC Board member gave a report about the new playground for the lower grades. I was installed over Spring Break. Dixie Playground and Equipment Co. installed it.
  - b. Set a date for Follow up discussion of GC Self Evaluation- The date for the GC Self Evaluation is set for Thursday, April 20, 2017 at 4:00 p.m. at the LANL Foundation.
- IX. New Business **(40 minutes)**
- a. Financial Report
    - I. Discussion and Approval of BAR(s) and Financial Reports\*- Marcia Brenden made a motion to approve the Financial Reports and BAR(s) as presented and Marcie Davis seconded. The motion passed unanimously, 3-0.
- BAR 546-000-1617-0014-I is an increase BAR for Operational Money to account for Donations not previously put into budget in the amount of \$3,149.29*
- BAR 546-000-1617-0015-I is an increase BAR for Operational Money to account for Activity Fees not previously put into budget in the amount of \$1,200.00.*
- BAR 546-000-1617-0016-D is a decrease in Operational money mandated by CS/SB 114 and passed as Laws 2017, Chapter 3. The amount of the decrease is \$21,409.64*

*BAR 546-000-1617-0017-I s an increase BAR for State Match SB-9 Funding to any school district that has imposed a tax under the Public School Capital Improvement Act. The amount of the increase is \$7,438.00.*

- II. Finance Committee Report-A Finance Committee meeting has been set for Friday, April 14, 2017 at 9:00 a.m. at the school.
  - III. Audit Committee Report- No Report
  - b. Discussion and approval of proposed amendments to the school Contract\*- Ben Sandoval made a motion to approve a summary of amendments to the school contract, as presented and Marcia Brenden seconded. The motion 3-0.
- X. Executive Session: The Governing Council may, if necessary, enter into Executive Session limited to discussions regarding personnel or facility matters, no action will be taken in Executive Session. **Entered into Executive Session at 8:30 p.m.** (in accordance with the NMSA 1978 Section 10-15-1(H)(2))
- \*Roll Call vote to enter Executive Session-Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
  - \*Roll Call vote the exit Executive Session- Julie Ann Hill-Clapp, Marcia Brenden, Ben Sandoval, and Marcie Davis.
- XI. Re-Enter Open Session at 9:40 p.m.
- XII. Future agenda Items- No future agenda items at this time.
- XIII. Adjournment- Marcia Brenden made a motion to adjourn the meeting at 9:43 p.m. and Marcie Davis seconded. The motion passed unanimously 3-0.

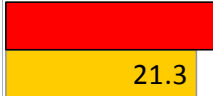
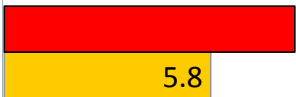
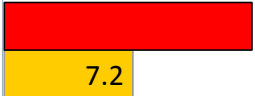


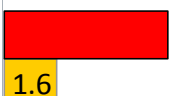


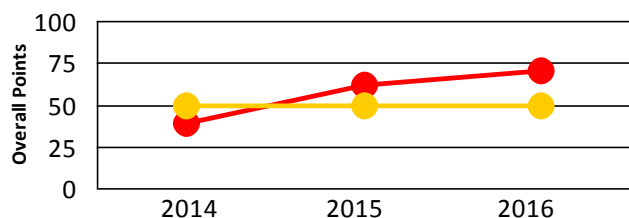
# La Tierra Montessori School

District: State Charters

Grade Range: KN - 8 Code: 546001

This School ■  
Statewide C Benchmark ■

		Grade	School Points	Possible Points
<b>Current Standing</b> 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?		C	23.57	40
<b>School Growth</b> Did the school as a whole improve student performance more or less than expected?		B	8.10	10
<b>Student Growth of Highest Performing Students</b> 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.		A	13.79	20
<b>Student Growth of Lowest Performing Students</b> 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.		F	11.18	20
<b>Opportunity to Learn</b> Do parents and students believe their school is a good place to learn? Is student attendance high?		A	9.08	10
<b>Bonus Points</b> Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			5.00	5



3-Year  
Average

57.2  
**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

**70.72**

## 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.

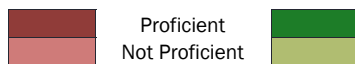
### Current Standing

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>.

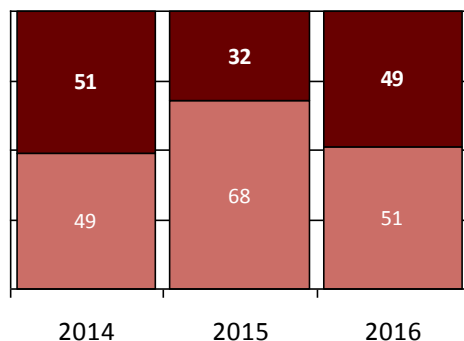
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	49.1	58.8	41.0	58.6	-	42.3	-	63.6	45.9	16.0	26.1
Proficient and Advanced (Pts)	4.91										
Value-Added Model (Pts)	6.96										
<b>Math</b>											
Proficient and Advanced (%)	29.2	32.1	27.0	47.4	-	20.5	-	-	31.7	12.5	<2.0
Proficient and Advanced (Pts)	2.92										
Value-Added Model (Pts)	8.78										

### 3-Year Summary

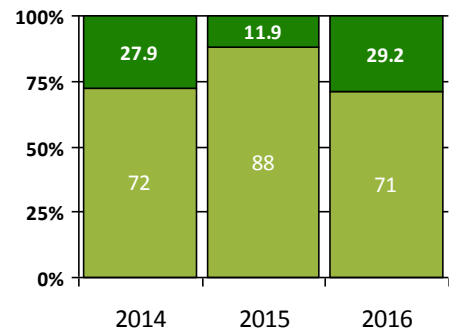
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)





## 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>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	1.010	0.770
Points Earned	4.21	3.89

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
<i>Reading Growth</i>											
Highest 75% (VAS)	0.19	0.05	-0.05	-0.01	-0.08	-0.03	-	0.13	0.04	-0.16	-0.22
Highest 75% (Pts)	5.76										
Lowest 25% (VAS)	0.26	0.21	0.01	0.31	-	0.12	-	-0.48	0.07	0.20	0.33
Lowest 25% (Pts)	6.03										
<i>Math Growth</i>											
Highest 75% (VAS)	0.85	-0.39	0.22	-0.54	-	0.47	-	-1.17	-0.17	-0.16	-0.42
Highest 75% (Pts)	8.03										
Lowest 25% (VAS)	0.04	-0.09	-0.07	0.27	-	-0.15	-	0.09	-0.18	0.22	-0.51
Lowest 25% (Pts)	5.15										

## 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)	91.0	92	91	92	90	91		90	91	91	91
Attendance (Points)	4.81										

Survey (Average)	38.4	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)	4.27	
Count of Surveys (N)	88	

### 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
 ☒ Truancy Improvement
- ☐ Extracurricular Activities
 ☒ 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 (%) 99

Math (%) 99

School exempted from penalty because of size.

## 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)	21.1		21.8		73.3		68.0		39.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	6	( 46 )	7	( 45 )	7	( 45 )	11	( 46 )	9	( 45 )	1	( 46 )
School Growth	6	( 46 )	6	( 45 )	6	( 45 )	9	( 46 )	9	( 45 )	2	( 46 )
Student Growth, Highest 75%	7	( 46 )	5	( 45 )	8	( 45 )	11	( 46 )	9	( 45 )	3	( 46 )
Student Growth, Lowest 25%	16	( 46 )	15	( 45 )	16	( 45 )	26	( 46 )	20	( 45 )	8	( 46 )
Opportunity to Learn	43	( 46 )	39	( 45 )	42	( 45 )	40	( 46 )	37	( 45 )	44	( 46 )

## 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 PED 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			
<i>Reading Proficiency</i>	2016 (%)	49.1	58.8	41.0	58.6	-	42.3	-	63.6	45.9	16.0	26.1
	2015 (%)	32.1	39.4	26.7	58.8	<2.0	23.6		40.0	28.0	5.3	<2.0
	2014 (%)	51.2	68.4	37.5	66.7	-	46.4	-	-	40.0	-	-
<i>Math Proficiency</i>	2016 (%)	29.2	32.1	27.0	47.4	-	20.5	-	-	31.7	12.5	<2.0
	2015 (%)	11.9	8.0	14.7	7.1		12.5		20.0	13.2	7.7	<2.0
	2014 (%)	27.9	26.3	29.2	50.0	-	21.4	-	-	24.0	-	-

## 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.

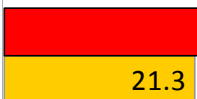

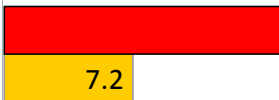


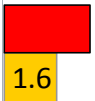
**Note for Families:** If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community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

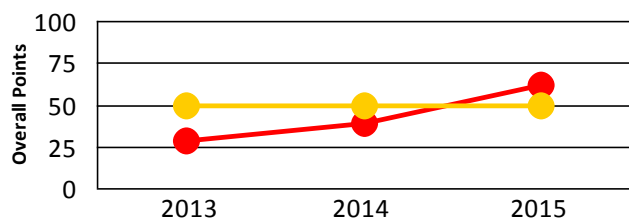
# La Tierra Montessori School

District: State Charters

Grade Range: KN - 08 Code: 546001

This School   
Statewide C Benchmark 

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		C	21.53	40
<b>School Growth</b> 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?		C	5.41	10
<b>Student Growth of Highest Performing Students</b> 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.		A	15.52	20
<b>Student Growth of Lowest Performing Students</b> 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.		F	8.01	20
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	8.43	10
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			2.63	5



3-Year  
Average

42.9

**D**

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

**61.53**

## 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.

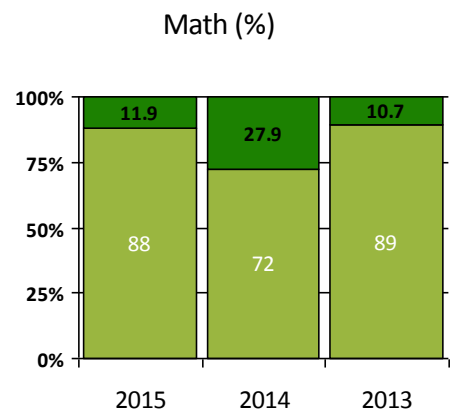
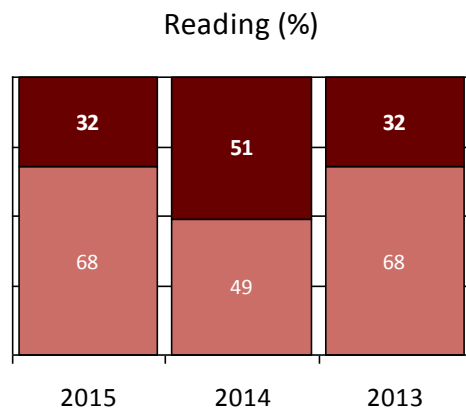
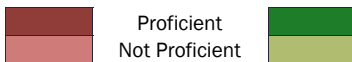
### Current Standing

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			
<b>Reading</b>											
Proficient and Advanced (%)	32.1	39.4	26.7	58.8	<2.0	23.6		40.0	28.0	5.3	<2.0
Proficient and Advanced (Pts)	2.40										
Value Added Model (Pts)	10.71										
<b>Math</b>											
Proficient and Advanced (%)	11.9	8.0	14.7	7.1		12.5		20.0	13.2	7.7	<2.0
Proficient and Advanced (Pts)	0.89										
Value Added Model (Pts)	7.52										

### 3-Year Summary

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



## 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>

	<i>Reading</i>	<i>Math</i>
Value Added Score	0.646	-0.410
Points Earned	3.70	1.70

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								Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv		
Reading Growth											
Highest 75% (VAS)	0.94	-0.24	-0.13	-0.23	-	-0.16	-	-0.39	-0.31	0.13	-0.90
Highest 75% (Pts)	8.27										
Lowest 25% (VAS)	-0.03	0.24	0.16	1.29	-	0.22	-	-0.82	0.04	0.47	0.24
Lowest 25% (Pts)	4.87										
Math Growth											
Highest 75% (VAS)	0.60	0.08	-0.35	-0.34	-	-0.03	-	-0.22	-0.25	-0.49	-0.07
Highest 75% (Pts)	7.24										
Lowest 25% (VAS)	-0.48	-0.95	0.00	0.98	-	-0.30	-	-0.62	-0.40	0.14	-1.11
Lowest 25% (Pts)	3.14										

## 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)	92.4	91.3	93.4	93.5	-	92.0	-	-	91.4	90.4	89.6
Attendance (Points)	4.86										
Survey (Average)	32.1	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.									<i>Reading</i> 30.8
Survey (Points)	3.6										<i>Math</i> 30.9
Count of Surveys (N)	80										<i>General</i> 34.7



## 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 (%) 100

Math (%) 100

School exempted because of size.

# 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.

	School Rank											
	ELL			SWD			Ethnicity			ED		
	Rank	Total		Rank	Total		Rank	Total		Rank	Total	
Students (% Tested)	14.6			22.3			77.7			63.1		
Current Standing	13 ( 45 )			17 ( 44 )			10 ( 46 )			12 ( 44 )		
School Growth	19 ( 45 )			19 ( 44 )			14 ( 46 )			25 ( 44 )		
Student Growth, Highest 75%	9 ( 45 )			5 ( 44 )			3 ( 46 )			11 ( 44 )		
Student Growth, Lowest 25%	34 ( 45 )			33 ( 44 )			24 ( 46 )			35 ( 44 )		
Opportunity to Learn	45 ( 45 )			43 ( 45 )			46 ( 46 )			45 ( 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			
<b>Growth Lowest 25% (Q1)</b>	Reading	.0038	N	Y	Y	Y	.	Y	.	N	Y	Y	Y
	Math	-.0334	N	N	Y	Y	.	N	.	N	N	Y	N
<b>Growth Highest 75% (Q3)</b>	Reading	-.0481	Y	N	N	N	.	N	.	N	N	Y	N
	Math	-.0613	Y	Y	N	N	.	Y	.	N	N	N	N
<b>Proficiency</b>	Reading	33.3%	N	Y	N	Y	N	N		Y	N	N	N
	Math	17.6%	N	N	N	N		N		Y	N	N	N
<b>Graduation</b>	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	Hispanic	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	32.1	39.4	26.7	58.8	<2.0	23.6		40.0	28.0	5.3	<2.0
	2014 (%)	51.2	68.4	37.5	66.7		46.4			40.0		
	2013 (%)	32.1	38.5	26.7			29.2			22.2		
<i>Math Proficiency</i>	2015 (%)	11.9	8.0	14.7	7.1		12.5		20.0	13.2	7.7	<2.0
	2014 (%)	27.9	26.3	29.2	50.0		21.4			24.0		
	2013 (%)	10.7	7.7	13.3			12.5			11.1		

## 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	Hispanic	Asian	Am Indian			
Grade 3 to Grade 4 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)											



## End Notes

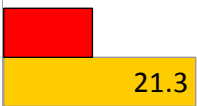





- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation 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.

# La Tierra Montessori School

District: State Charter

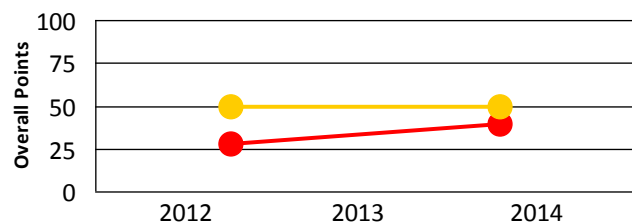
Grade Range: KN - 07 Code: 546001

This School   
Statewide C Benchmark 

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	9.89	40
<b>School Growth</b> 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?		D	4.73	10
<b>Student Growth of Highest Performing Students</b> 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.		F	1.67	20
<b>Student Growth of Lowest Performing Students</b> 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.		C	14.26	20
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	8.64	10
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			0.00	5

Total Points

39.19



3 Year  
Average

33.7

F

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



## 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

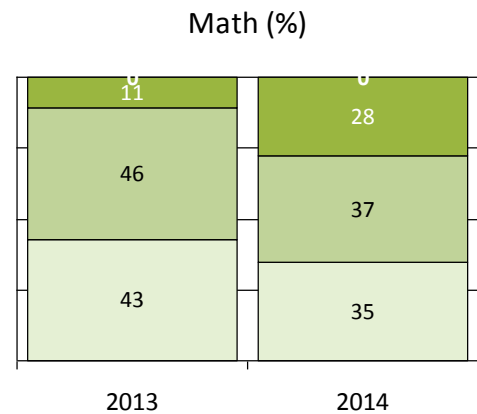
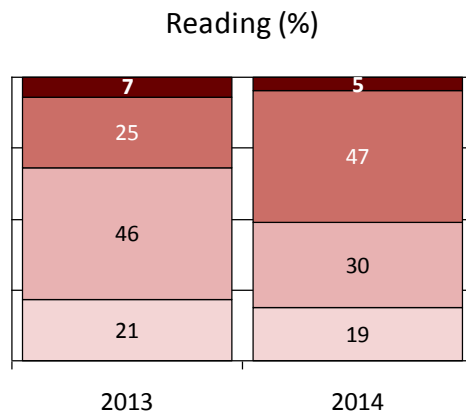
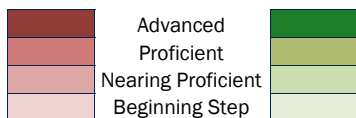
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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				
<b>Reading</b>												
Proficient and Advanced (%)	51.2	68.4	37.5	66.7	-	46.4	-	-	40.0	-	-	-
Proficient and Advanced (Pts)	6.40											
Value Added Model (Pts)	0.00											
<b>Math</b>												
Proficient and Advanced (%)	27.9	26.3	29.2	50.0	-	21.4	-	-	24.0	-	-	-
Proficient and Advanced (Pts)	3.49											
Value Added Model (Pts)	0.00											

### 3 Year Summary

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



## 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>

	<b>Reading</b>	<b>Math</b>
Difference from Expected Growth (SS Points)	0.082	-0.887
Points Earned	2.86	1.87

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.

## Student Growth

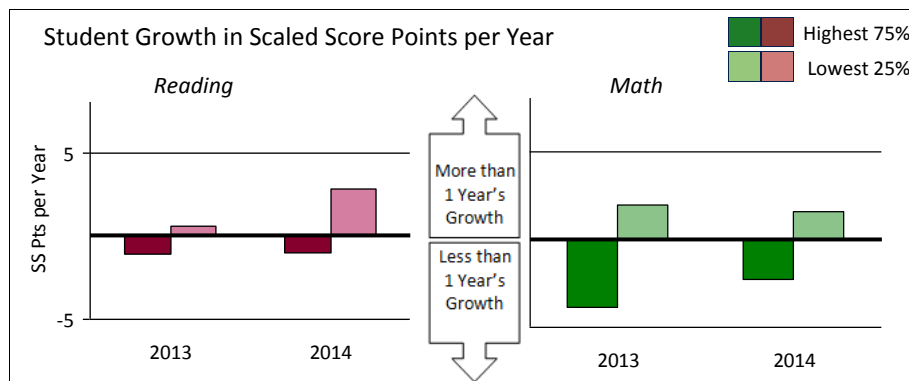
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing 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		Range		Range		Range							
<i>Reading Growth</i>																					
Highest 75% (SS/Yr)	-1.0	-3.1	1.3	-3.3	1.0	-3.0	1.4	-	-	-3.3	1.0	-	-	-	-	-3.3	1.0	-	-	-	-
Highest 75% (Pts)	1.52																				
Lowest 25% (SS/Yr)	2.8	-	-	-	-	-	-	-	-	-3	4.0	-	-	-	-	-3	4.1	-	-	-	-
Lowest 25% (Pts)	8.28																				
<i>Math Growth</i>																					
Highest 75% (SS/Yr)	-2.3	-4.3	-.1	-4.7	-.5	-	-	-	-	-4.7	-.6	-	-	-	-	-4.8	-.6	-	-	-	-
Highest 75% (Pts)	0.15																				
Lowest 25% (SS/Yr)	1.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-2.5	1.6	-	-	-	-
Lowest 25% (Pts)	5.98																				



### Remaining Gap Between Highest and Lowest Performing Students in 2014

#### Scaled Score Differences

Reading 12.0

Math 8.0

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		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	94.1	93.4	94.8	93.0	-	95.1	-	-	92.4	93.6	94.6	-
OTL Attendance (Points Earned)	4.96											
OTL Survey (Average Total Score)	31.1	32.8	29.9	30.0	-	31.6	-	-	31.8	-	-	-
OTL Survey (Points Earned)	3.69											

### 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.

1. My teacher introduces a new topic by connecting to things I already know.	3.0	3.2	2.8	3.0	-	2.9	-	-	3.2	-	-	-
2. My teacher explains why what we are learning is important.	3.3	3.3	3.3	3.1	-	3.3	-	-	3.4	-	-	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.7	3.1	2.3	2.7	-	2.6	-	-	2.7	-	-	-
4. Every student gets a chance to answer questions.	3.2	2.9	3.3	2.8	-	3.2	-	-	3.4	-	-	-
5. My teacher wants me to explain my answers.	3.4	3.2	3.6	3.2	-	3.7	-	-	3.5	-	-	-
6. My teacher knows when I understand, and when I do not.	3.4	3.8	3.2	3.4	-	3.3	-	-	3.2	-	-	-
7. My teacher explains things in different ways so everyone can understand.	3.2	3.4	3.0	3.1	-	3.2	-	-	2.8	-	-	-
8. My teacher gives me helpful feedback on work I turn in.	2.7	3.1	2.4	3.0	-	2.8	-	-	2.8	-	-	-
9. My teacher checks our understanding.	3.7	3.8	3.6	3.3	-	3.9	-	-	3.8	-	-	-
10. My teacher takes the time to summarize what we learn each day.	3.0	3.2	2.8	3.0	-	2.9	-	-	3.2	-	-	-

### OTL Survey Questions Math

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

Color Key:


4 or 5, Rated High  
2 or 3, Rated Mid  
0 or 1, Rated Low



## 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

## 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	-	-	-
Math (%)	>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.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	16.3		19.5		71.5		58.5		19.5			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	37	( 46 )	32	( 45 )	41	( 46 )	44	( 46 )	39	( 46 )	41	( 46 )
School Growth	22	( 46 )	18	( 45 )	19	( 46 )	20	( 46 )	28	( 46 )	23	( 46 )
Student Growth, Highest 75%	34	( 46 )	33	( 45 )	39	( 46 )	36	( 46 )	36	( 46 )	35	( 46 )
Student Growth, Lowest 25%	21	( 46 )	20	( 45 )	17	( 46 )	20	( 46 )	26	( 46 )	17	( 46 )
Opportunity to Learn	44	( 46 )	44	( 45 )	43	( 46 )	44	( 46 )	45	( 46 )	42	( 46 )

### School History

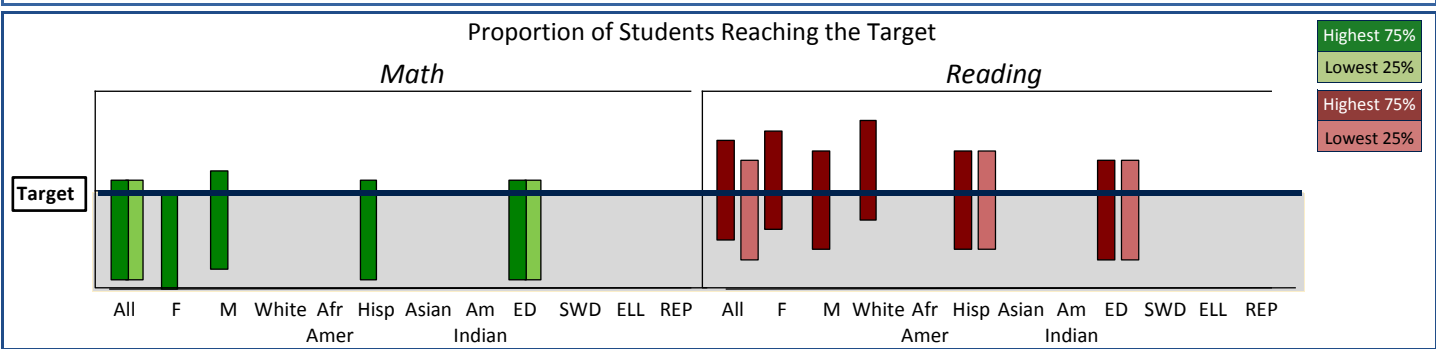
Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

		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)	36.9	40.1	34.4	41.8	-	34.8	-	-	34.0	-	-	-
	2013 (Avg SS)	33.6	35.9	31.6	-	-	32.9	-	-	30.7	-	-	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
Math	2014 (Avg SS)	31.6	34.2	29.6	37.3	-	29.4	-	-	29.0	-	-	-
	2013 (Avg SS)	28.8	30.4	27.3	-	-	28.6	-	-	28.4	-	-	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-

**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				
<b>Reading</b>	Highest 75% (%)	48.4	57.1	41.2	70.0	-	44.4	-	-	33.3	-	-	-
	Lowest 25% (%)	33.3	-	-	-	-	40.0	-	-	30.0	-	-	-
<b>Math</b>	Highest 75% (%)	13.8	.0	23.5	-	-	10.5	-	-	13.3	-	-	-
	Lowest 25% (%)	14.3	-	-	-	-	-	-	-	10.0	-	-	-

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



**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.

		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				
Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.													
Grade 3 to Grade 4 (%)		-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)		-	-	-	-	-	-	-	-	-	-	-	-
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.