AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: December 10-11, 2015

II. Item Title: Vote on Charter School Amendment – The International School at Mesa de Sol to change in grade levels served

III. Executive Summary and Proposed Motions:

Request and Rationale

The International School at Mesa de Sol is requesting to amend its instructional program, which currently houses grades K-9 with an enrollment cap at 450, to expand its grade levels to K-10 with an enrollment cap at 450. The school states the following rationale for its request:

1. In order to meet the needs of our community and to address the concerns of the PEC regarding our school's performance, we propose adding 10th grade for the 2016-17 school year. This provides our current 9th graders with continuing International Baccalaureate (IB) education into 10th grade, and their culmination of the IB Middle Year Programme (MYP) certificate. This also allows the NM PED and NM PEC to monitor our school growth and help ensure that our school addresses the five conditions of our reauthorization and meets performance standards.

School History and Prior Performance

The International School at Mesa de Sol is currently in its seventh year as a New Mexico charter school. The charter school was approved in September of 2008 by the New Mexico Public Education Commission (PEC) and granted a three year renewal beginning July 1, 2014.

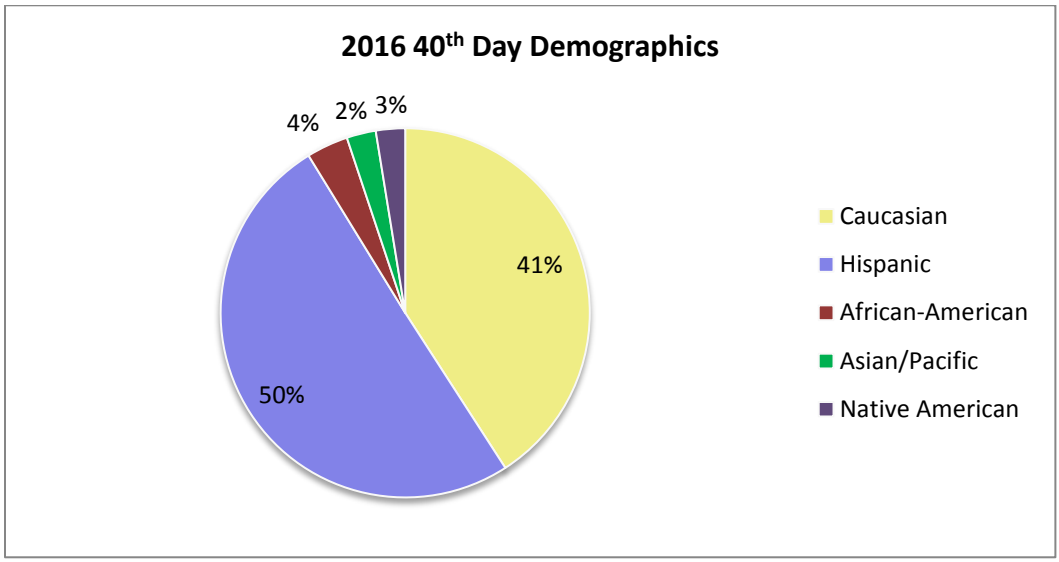
The International School at Mesa de Sol was designated as "school of concern" as part of its renewal in December 2013. The school continued reporting on its progress through May 9, 2014.

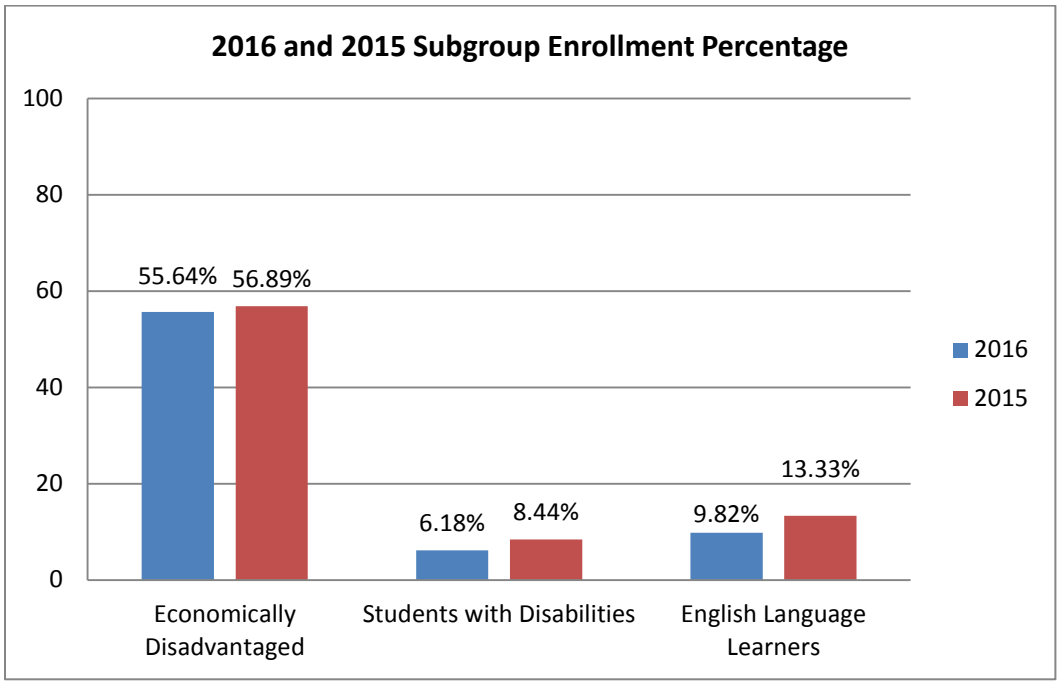
In March 2015, the school was granted an amendment to add ninth grade to the school's contract. During the Commission's consideration of that amendment request, the Commissioners overwhelmingly expressed a need for the school to demonstrate school wide improvement as well as success with the ninth grade students if the school planned to request the addition of tenth grade to its contract. In that discussion the commission also expressed interest about enrollment and re-enrollment numbers as well as interest in school demographics.

School Enrollment and Demographics Data

The 40th day enrollment count for the 2015-2016 school year at International School at Mesa de Sol was 275 students, as compared to the 2014-2015 80th day enrollment count of 221 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first week of the 2015-2016 school year shows a re-enrollment rate of approximately 81%, which reflects approximately 44 students who did not reenroll.





School Performance

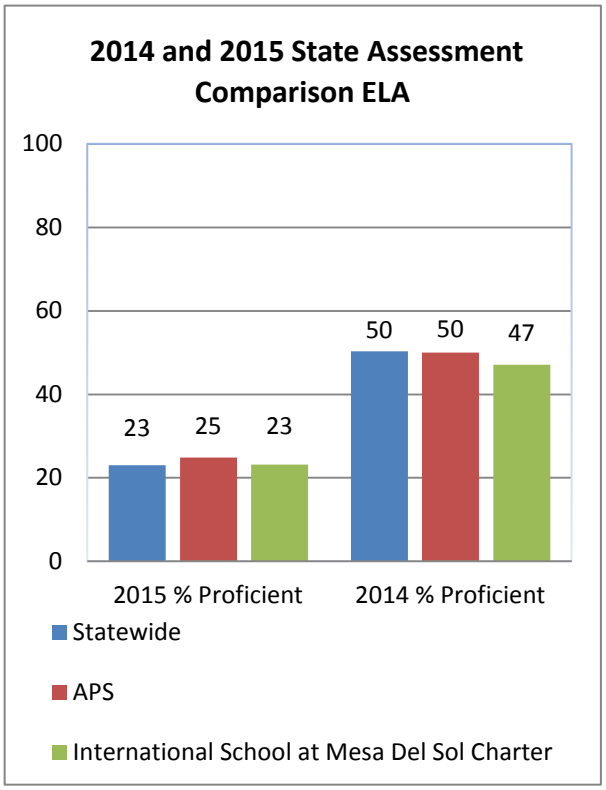
The International School at Mesa de Sol has received the following school grades:

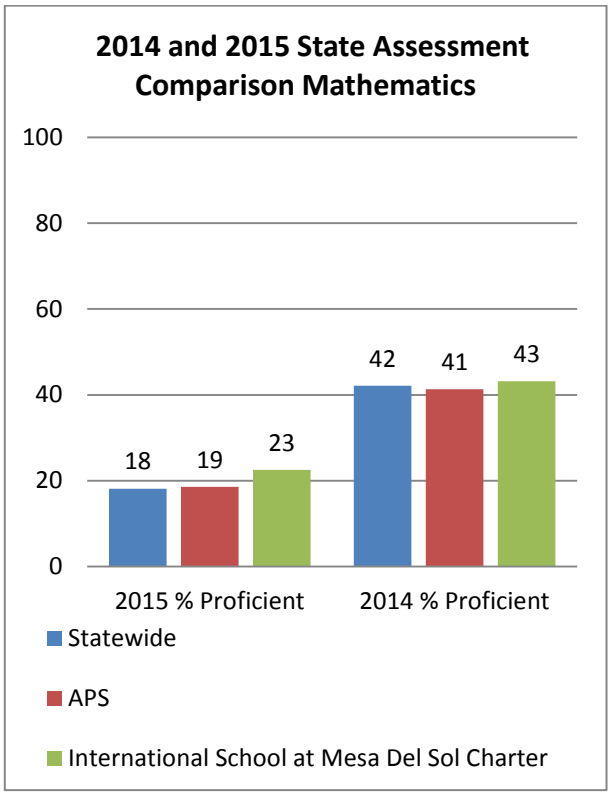
In 2010-11 the school grade was an A
In 2011-12 the school grade was a B
In 2012-13 the school grade was a D
In 2013-14 the school grade was a D

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

The 2015 state assessment letter grade and performance data has not yet been released. The Commission may consider delaying consideration of this Amendment request until January when the letter grade and other performance data will be available.

The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the APS data for the same grade levels. This comparison for 2014 and for 2015 indicates that the school is maintaining comparatively equivalent proficiency for 2015 as it did for 2014. It appears the state letter grade for this school has and will continue to depend on the growth measures.





Additional Information Requested to Support Amendment Request

Both because of the discussion during the PEC's consideration of the prior amendment in March 2015 and due to a current year letter grade of "D" and a three year average letter grade of "D" on the New Mexico State Grade Report Card and the school's failure to meet the academic performance goals in the performance framework, the Charter School Division (CSD) requested the school provide a Statement of Progress to support the amendment request. The Statement of Progress was intended to provide the PEC with relevant performance data and information to support its decision making process.

In its response to CSD's request, the school provided a letter stating CSD's request was an imposition of new requirements that exceeded CSD's authority. The school further stated that by requiring the school to demonstrate substantial progress, CSD is imposing a standard that is "higher than the statutory standard." There is not a defined statutory standard for approving amendments nor is there a specified limitation either in the statute or the contract on the information that must be or should be submitted to support an amendment request.

The school raises a salient issue, which is that the commission does not currently identify what data or information must be submitted to support an amendment request, especially in the case of a school that appears to be poorly performing and seeks to expand its operations by adding grade levels or more students. In order to clarify what information can support the approval of an amendment request to expand the operations of a school that is not meeting academic performance standards, CSD recommends the Commission consider creating a policy and protocol to address the submission requirements for the various types of amendment requests it typically receives.

The school also indicated that the school provided the information only because "the ramifications of not complying with CSD requirements was to face an 'automatic' recommendation for denial of [its] amendment." In fact, by requesting these documents and this information, CSD was attempting to provide the school an opportunity to demonstrate improved performance that might support a recommendation to approve the amendment.

The school also states several concerns about the standard CSD applied to determine whether it will recommend approval or denial of the request.

First, the school states that the "substantial progress" standard is inappropriate for making determinations about amendment requests because that standard is statutorily defined as the standard for non-renewal and revocations. While the statute does identify the "substantial progress" for renewal and revocation purposes, it does not limit the standard to use for those purposes alone. CSD has utilized this standard for its recommendation because it believes it more appropriate to utilize one standard rather than many different standards. Further, CSD believes it is appropriate to apply the same standard for revocation, nonrenewal and determining whether a school that does not meet the academic performance expectations should, at the taxpayer's expense, be provided the opportunity to expand its influence over the education of the state's public school students.

For the purposes of its current recommendation, the CSD has created a rubric with clear, transparent, and specific standards that focus both on 1) student outcomes and 2) school processes to demonstrate that outcomes are not happenstance, but are sustainable outcomes supported by educational best practices.

The school indicates a concern that the outcome of CSD's evaluation will lead to arbitrary and subjective interpretations. However, this concern is why CSD developed and utilized the specific, detailed, transparent rubric: to avoid arbitrary and subjective recommendations not aligned to student outcomes or educational best practices.

Based on this rubric, a school has made substantial progress toward achievement of the department's minimum education standards and student performance standards identified in the charter contract if the school demonstrates:

1) Improving performance on the state report card.

2) A statement of progress, *supported by artifacts,* that describes:

a) Data the school systematically collects and utilizes to understand student performance,

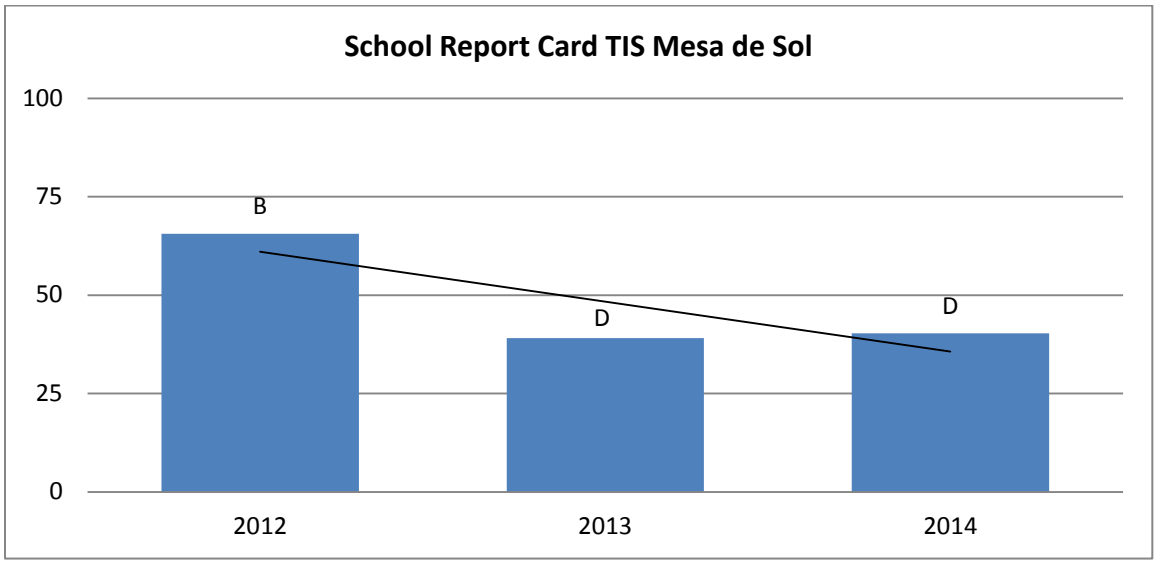
b) How the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance, and

c) Systematic actions the school takes to respond to the data; and

3) Improving performance as demonstrated by internal school data in the most recent year.

Statement of Progress - Data Analysis

The International School at Mesa Del Sol is unable to demonstrate improving performance on the state report card. As demonstrated in the graph below, the school has demonstrated a negative three year trend. The school increased the report card points by 1.16 points. However, it is important to note that when the "Bonus Points" are removed from both years' calculations, the report card grade was higher in 2013 (38.76) than in 2014 (37.51).

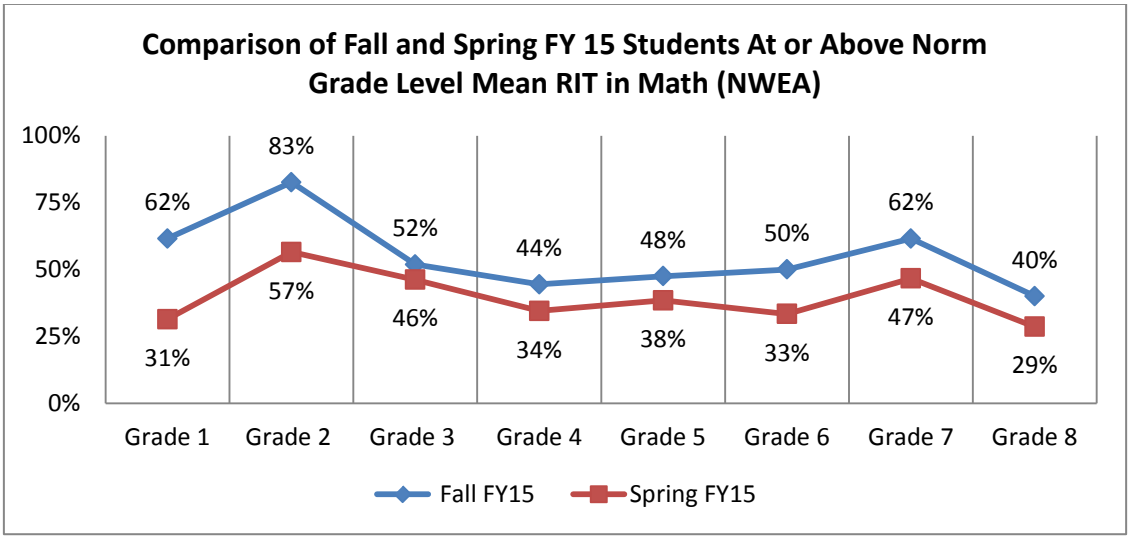


As stated on page 3 of this analysis, the 2015 state assessment letter grade and performance data has not yet been released. However, the PARCC proficiency data for this school is available and indicates the school has in both 2015 and the prior year achieved similar proficiency rates to APS and the state. CSD recommends that the Commission consider delaying consideration of this Amendment request until January when the letter grade and other performance data will be available. This may enable the school to demonstrate improvement, if the school has improved its growth measures.

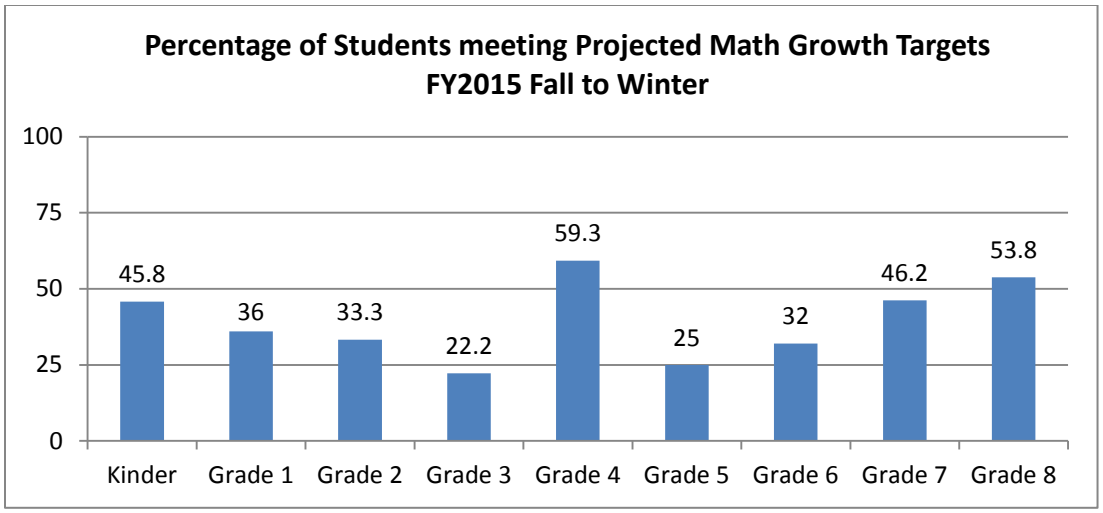
In addition to being unable to demonstrate improvement on the state report card, The International School at Mesa Del Sol is also unable to show improving performance as demonstrated by internal school data in

the most recent year. The school provided its own internal data including NWEA data for both math and reading. The school also provided DIBELS data for grades K-3 with a comparison to beginning of year to middle of year and end of year for FY2015 and beginning of year data for FY2016. Finally, the school provided limited data on the International Baccalaureate Units of Inquiry rubric scores for grades K-5.

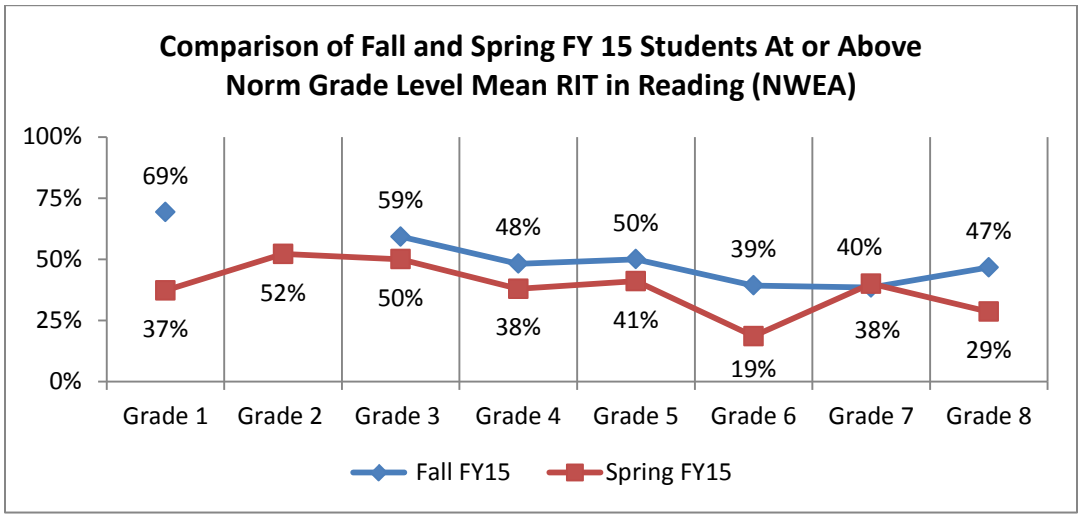
As shown below, the NWEA data demonstrated that in FY2015 the percentage of students scoring at or above the norm grade level mean RIT in math in the spring, after a year of instruction at The International School at Mesa Del Sol, was lower than the percentage of those students scoring at or above the norm grade level mean RIT in math in the fall. The data indicates that students' performance, in relation to expected performance, declined over the year for every grade level.



Further, the school provided a "Student Growth Summary Report" for the FY2015 Fall to Winter NWEA testing period. That growth reported in Math indicates that for all grades except 4th and 8th, the actual mean growth was at least 2 points and up to 5 points below the mean projected growth. The table below provides the percentage of students who met their projected growth from fall to winter; in each grade level, with the exception of 4th and 8th grade, fewer than 50% of students met their projected growth from fall to winter.

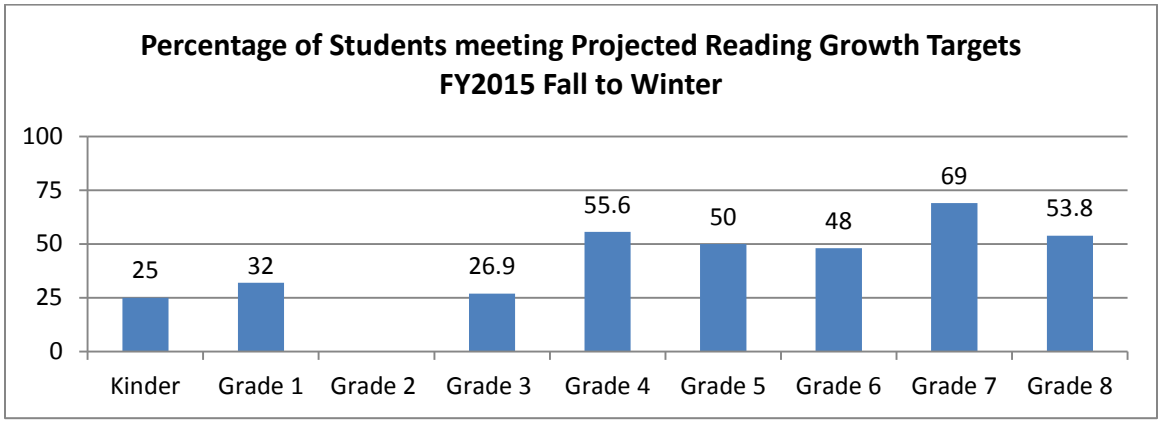


The NWEA data also demonstrated that in FY2015 the percentage of students scoring at or above the norm grade level mean RIT in reading in the spring, after a year of instruction at The International School at Mesa Del Sol, was lower than the percentage of those students scoring at or above the norm grade level mean RIT in reading in the fall for all grade levels except 7th grade. The data indicates that students' performance, in relation to expected performance, declined over the year for every grade level.



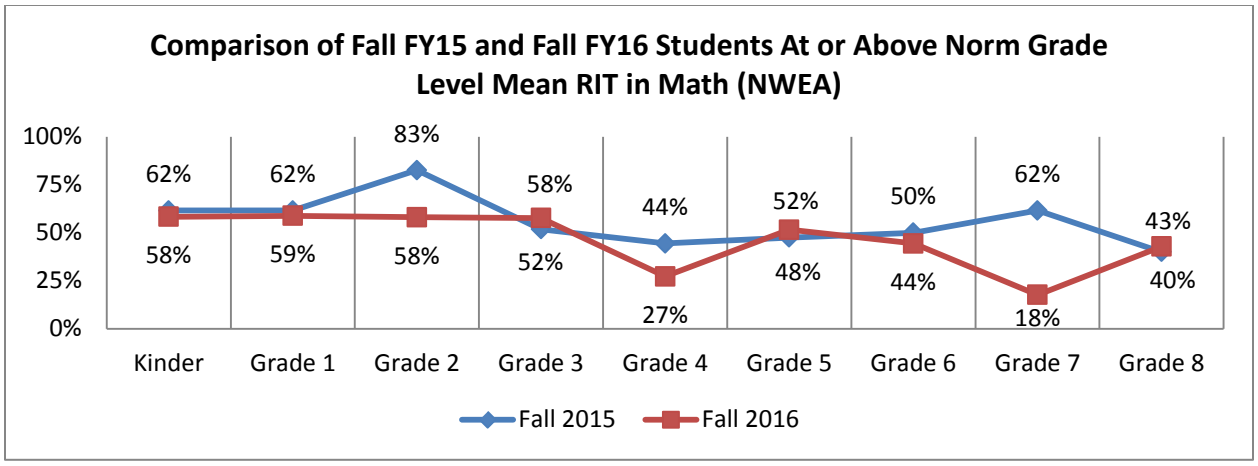
Further, the "Student Growth Summary Report" for the FY2015 Fall to Winter NWEA Reading assessment for all grades except 5th, 7th, 8th, show the actual mean growth was at up to 5.5 points below the mean projected growth. The table below provides the percentage of students who met their projected growth from fall to winter; in four of eight grade

levels for which data was provided fewer than 50% of students met their projected growth from fall to winter.

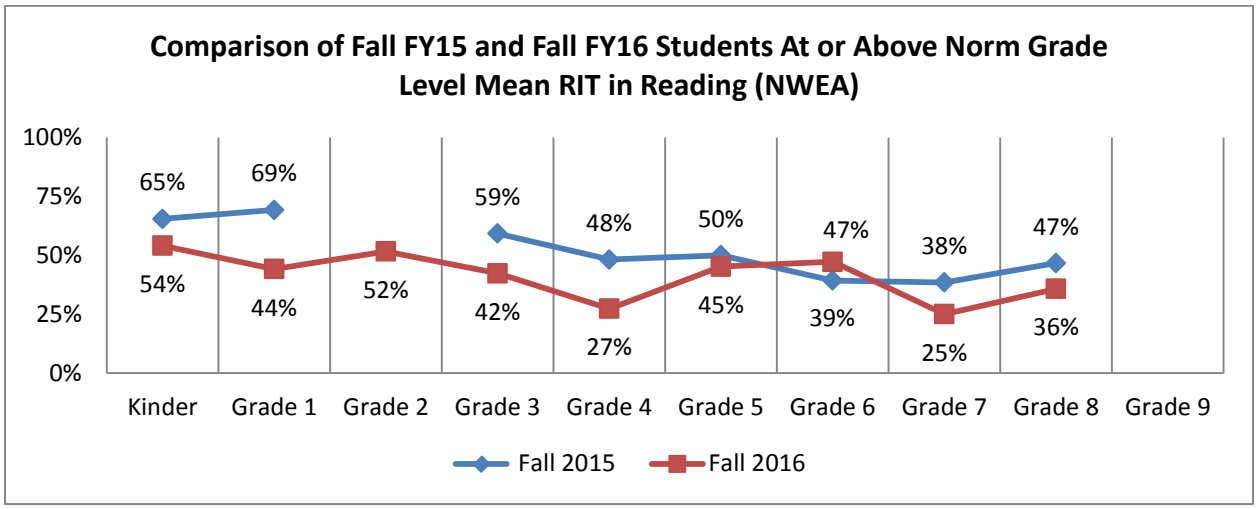


In the current year, FY2016, the school is not able to demonstrate improving performance as compared to the prior year or improving performance for students over time. The School provided NWEA data for fall, which indicates the assessment was given after 4 weeks of instruction in alignment with the testing period in the prior year.

After 4 weeks of instruction in FY2016, at nearly every grade level, with the exception of 3rd, 5th, and 8th grades, the percentage of students scoring at or above the norm grade level mean RIT in math was lower than the percentage of students scoring at or above the norm grade level mean RIT in the same grade level in FY2015 after 4 weeks of instruction. Further, if you track classes across years the data demonstrates that for each class, except the FY2015 4th grade/FY2016 5th grade class, the percentage of students scoring at or above the norm grade level mean RIT in math was lower at the beginning of FY2016 than at the beginning of FY2015 (i.e., 52% of FY2015 3rd graders were at or above mean math RIT, but only 27% of FY2016 4th graders are at or above mean – approximately 70% of FY16 4th graders were enrolled at the school in spring 2015). The data indicates that students' performance, in relation to expected performance, is declining longitudinally across years.



After 4 weeks of instruction in FY2016, at nearly every grade level, with the exception of 6th grade, the percentage of students scoring at or above the norm grade level mean RIT in reading was lower than the percentage of students scoring at or above the norm grade level mean RIT in the same grade level in FY2015 after 4 weeks of instruction. Further, if you track classes across years the data demonstrates that for each class the percentage of students scoring at or above the norm grade level mean RIT in reading was lower at the beginning of FY2016 than at the beginning of FY2015 (i.e., 59% of FY2015 3rd graders were at or above mean reading RIT, but only 27% of FY2016 4th graders are at or above mean – approximately 70% of FY16 4th graders were enrolled at the school in spring 2015). The data indicates that students' performance, in relation to expected performance, is declining longitudinally across years.



In addition to the NWEA data, the school provided DIBELS data that indicates the school is making "Below Average Progress" in relation to increasing the number of students "At Benchmark" and "Average Progress" in relation to decreasing the number of students "Well Below Benchmark" for the grade K-3 as a whole.

2014-15 BOY to EOY Progress - All Grades			
Select Grade Range	**BOY % At Benchmark**	**EOY % At Benchmark**	**Level of Progress**
Grades K-3	53%	59%	Below Average Progress

2014-15 BOY to EOY Progress - Individual Grades			
Grade	**BOY % At Benchmark**	**EOY % At Benchmark**	**Level of Progress**
Kindergarten	50%	36%	Well Below Average Progress
1st Grade	32%	63%	Above Average Progress
2nd Grade	68%	65%	Average Progress
3rd Grade	63%	73%	Above Average Progress

2014-15 BOY to EOY Progress - All Grades			
Select Grade Range	**BOY % Well Below Benchmark**	**EOY % Well Below Benchmark**	**Level of Progress**
Grades K-3	29%	17%	Average Progress

2014-15 BOY to EOY Progress - Individual Grades			
Grade	**BOY % Well Below Benchmark**	**EOY % Well Below Benchmark**	**Level of Progress**
Kindergarten	15%	16%	Well Below Average Progress
1st Grade	48%	22%	Above Average Progress
2nd Grade	23%	22%	Below Average Progress
3rd Grade	30%	8%	Well Above Average Progress

The school also provided a school created document titled "2014-2015 PYP Units of Inquiry Scores" the data included information for grades K-5, but did not include any data on grades 6-8. The school did not provide any similar data for FY2016. The data indicates that in 75% of the K-5 classrooms the average rubric score for the last unit was higher than the average rubric score for the first unit. This data appears to indicate that in 25% of the classrooms student growth was not demonstrable over the course of the year. Additionally, for the grades overall the average rubric score on the first unit was 2.99 while the average rubric score on the last unit was only 0.11 points higher at 3.1. Without additional information and analysis by the school this information appears to indicate only minimal improvement for a school that has performed poorly on growth for the past several years. Additionally, this information provides no context for how students in grades 6-8 are performing.

The DIBELS, NWEA, and Units of Inquiry data, provided without any analysis by the school confirms serious concerns about the growth of students enrolled in The International School at Mesa Del Sol. Based on this data, CSD feels the school has not shown improving performance as demonstrated by internal school data in the most recent year and therefore cannot demonstrate it is making progress toward the department's standards of excellence or the student performance standards outlined in the contract.

Statement of Progress - Narrative and Artifacts Analysis

On November 25, 2015, Head of School, Dr. Sean Joyce, submitted a "Statement of Progress" and "Professional Development Plan" to the Charter Schools Division as a requirement to the amendment process.

The materials submitted state the following:

1. The school utilizes the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments; the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment; International Baccalaureate Units of Inquiry student demonstration/performance assessments; New Mexico Standards-based Assessment (NMSBA); and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.

2. Teachers analyze data during professional development days prior to the beginning of the year, during weekly PLC meetings, and during 8 professional development days throughout the year. These sessions include analysis at several levels including school wide, grade level, teacher/classroom, and student level. The analysis includes strand analysis, trend analysis, and progress monitoring. These sessions include the creation of individual student growth plans and goals, and academic development plans to address sill gap areas.

3. Teachers communicate student progress to parents and students during three annual conferences, held at the end of each semester. The school states parents are informed of interventions and extended learning goals.

4. The school has hired support staff, including a reading specialist, to provide both professional development training for the staff as well as interventions for struggling students. The school has hired special education staff. The school created 15 professional development days for all instructional staff.

The school has not described how the hiring of the reading specialist to provide professional development and provide interventions for struggling students is a systematic action the school takes to respond to the data. Specifically, the school has not described how the reading specialist utilized the data or data analysis to provide professional development or interventions.

The school provided no artifacts, documentation or other evidence to support the stated actions. The school indicates that at the beginning of the year it conducted an analysis of Units of Inquiry data, DIBELs data, and NWEA data including strand analysis, trend analysis, and progress monitoring at the school wide, grade level, teacher/classroom, and student level. However, the school provided none of this analysis and instead provided only raw data and data reports.

The school also indicated that based on data analysis it creates individual student growth plans and goals, and academic development plans to address skill gap areas. The school has not provided artifacts of this process.

The school indicated the pre-opening professional development includes data analysis; however the professional development plan provided by the school does not clearly identify time used to conduct data analysis prior to the start of the school year. The professional development plan does include items related data and interventions in October and April. The school did not provide artifacts to support the weekly PLC meetings described as another opportunity for data analysis.

The school did provide artifacts to support the collection of Unit of Inquiry, DIBELS and NWEA data.

Statement of Progress Evaluation

Based on the above criteria, International School at Mesa de Sol does not meet the criteria to demonstrate substantial progress.

1. The International School at Mesa de Sol has **not** improved its state report card grade.

2. The school **does** have measures in place to systematically collect data to understand student performance.

3. The school has **not** provided evidence that it systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance.

4. The school has **not** provided evidence that it implements systematic actions to respond to the data.

5. The school has **not** provided evidence of improving performance as demonstrated by internal school data in the most recent year.

Recommendation

At this time, CSD does **not** recommend the approval of this amendment request.

Rather, CSD **recommends** that the Commission delay consideration of this Amendment request until January when the letter grade and other performance data will be available. CSD recommends that the school be provided the opportunity to submit additional evidence, data, and data analysis to demonstrate improved academic performance in the current school year.

Proposed Motions

- Move to **deny** the amendment request presented by The International School at Mesa de Sol requesting to amend its instructional program, which currently houses grades K-9 with an enrollment cap at 450, to expand its grade levels to K-10 with an enrollment cap at 450 because the school has not successfully demonstrated substantial progress

toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

- Move to **defer consideration** of the amendment quest presented by The International School at Mesa de Sol requesting to amend its instructional program, which currently houses grades K-9 with an enrollment cap at 450, to expand its grade levels to K-10 with an enrollment cap at 450 until the January PEC meeting at which time 2015 state letter grades and assessment data will be available to support the consideration of the request, and to provide the school the opportunity to submit additional evidence, data, and data analysis to demonstrate improved academic performance in the current school year.

- Move to **approve** the amendment request presented by The International School at Mesa de Sol requesting to amend its instructional program, which currently houses grades K-9 with an enrollment cap at 450, to expand its grade levels to K-10 with an enrollment cap at 450. Because [**PEC to provide reasons that the request should be approved**].

School Grade Report Card
2013

Certified

Final Grade

D

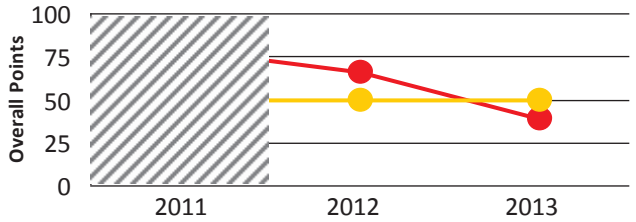
International School at Mesa Del Sol Charter

District: State Charters

Grade Range: KN-06 Code: 508001

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	C	20.87	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	5.8	F	1.02	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.2	F	2.54	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	15.3	F	5.28	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	A	9.05	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		0.34	5
			Total Points	
			39.10	



3 Year Average

61.2

B

Final School Grade

75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	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

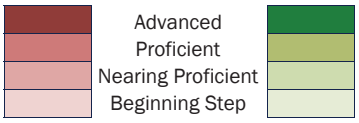
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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.

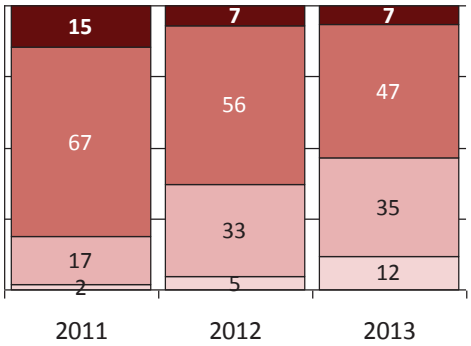
		Gender		Race / Ethnicity								
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading												
Proficient and Advanced (%)	53.6	65.8	44.2	64.2	61.5	43.2	-	-	41.8	28.6	41.2	-
Proficient and Advanced (Pts)	6.74											
Value Added Model (Pts)	4.73											
Math												
Proficient and Advanced (%)	39.5	43.8	36.2	52.8	30.8	31.0	-	-	30.8	9.5	17.6	-
Proficient and Advanced (Pts)	4.94											
Value Added Model (Pts)	4.47											

3 Year Summary

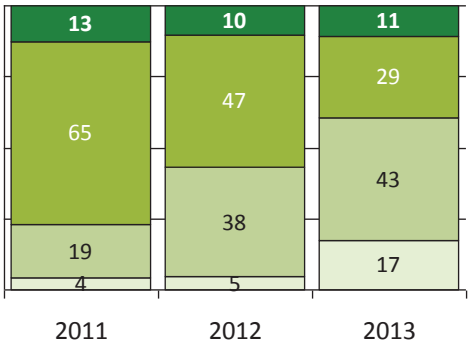
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

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

	Reading	*Math*
Difference from Expected Growth (SS Points)	-0.122	-0.892
Points Earned	0.71	0.31

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

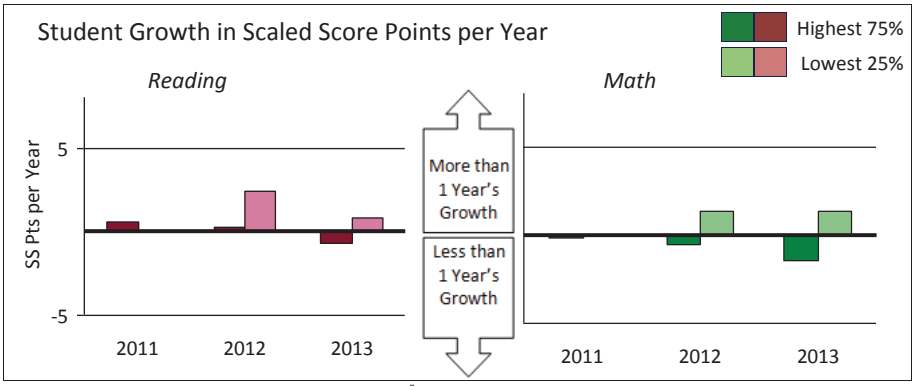
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing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

		Gender				Race / Ethnicity																	
	All Students	Female		Male		White		African American		Hispanic		Asian		Am Indian		Econ Disadv		Students with		English Language		Redesignated English	
		From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To
Reading Growth																							
Highest 75% (SS/Yr)	-0.7	-3.1	1.8	-3.1	1.7	-3.1	1.8	-3.2	1.7	-3.1	1.7	-3.0	1.9	-3.2	1.8	-3.1	1.7	-3.2	1.7	-3.1	1.6	-	-
Highest 75% (Pts)	1.76																						
Lowest 25% (SS/Yr)	0.8	-2.2	2.7	-2.4	2.5	-2.4	2.6	-2.2	2.5	-2.3	2.6	-2.2	2.6	-2.5	2.2	-2.3	2.6	-2.4	2.6	-2.3	2.6	-	-
Lowest 25% (Pts)	0.06																						
Math Growth																							
Highest 75% (SS/Yr)	-1.4	-3.4	0.6	-3.5	0.5	-3.2	0.7	-3.3	0.7	-3.6	0.3	-3.3	0.6	-2.9	1.0	-3.7	0.3	-3.7	0.3	-4.1	-0.1	-	-
Highest 75% (Pts)	0.78																						
Lowest 25% (SS/Yr)	1.3	-2.0	2.0	-2.2	1.8	-2.3	1.6	-1.7	2.2	-2.2	1.8	-2.1	1.9	-1.4	2.5	-2.2	1.8	-2.6	1.4	-2.1	1.9	-	-
Lowest 25% (Pts)	5.22																						



Remaining Gap Between Highest and Lowest Performing Students in 2013

Scaled Score Differences	
Reading	17.4
Math	18.1

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)	94.0	94.2	93.8	94.5	93.6	93.8	94.5	91.5	90.3	93.0	95.8	-
OTL Attendance (Points)	4.95											
OTL Survey (Average Total Score)	36.9	38.0	36.1	36.8	38.3	37.1	32.7	36.9	37.2	32.2	36.6	-
OTL Survey (Points)	4.10											
OTL Survey Questions	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.	3.4	3.6	3.2	3.4	3.9	3.3	3.6	3.0	3.4	2.7	3.2	-
2. My teacher explains why what we are learning is important.	3.7	3.7	3.7	3.7	3.9	3.7	3.9	3.7	3.8	3.5	3.8	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.3	3.6	3.1	3.4	3.0	3.3	2.8	3.7	3.5	3.0	3.1	-
4. Every student gets a chance to answer questions.	3.7	3.7	3.7	3.8	3.4	3.7	2.8	4.1	3.5	3.1	3.6	-
5. My teacher wants me to explain my answers.	4.2	4.4	4.1	4.0	4.5	4.3	4.0	4.6	4.2	3.2	4.2	-
6. My teacher knows when I understand, and when I do not.	3.8	3.6	3.9	3.8	4.1	3.8	2.8	4.1	3.8	3.6	3.7	-
7. My teacher explains things in different ways so everyone can understand.	4.1	4.3	3.9	4.0	4.4	4.1	3.5	4.4	4.2	3.7	4.2	-
8. My teacher gives me helpful feedback on work I turn in.	3.5	3.6	3.4	3.4	3.2	3.7	2.9	2.9	3.5	3.3	3.8	-
9. My teacher checks our understanding.	4.1	4.3	4.0	4.1	4.4	4.1	4.3	3.9	4.2	3.5	3.9	-
10. My teacher takes the time to summarize what we learn each day.	3.0	3.1	3.0	3.1	3.5	3.0	2.1	2.5	3.1	2.4	3.2	-

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

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 (%)	100.0	100.0	100.0	100.0	-	100.0	-	-	100.0	-	-	
Math (%)	100.0	100.0	100.0	100.0	-	100.0	-	-	100.0	-	-	

Supplemental Information

Similar Schools

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

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

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	20.2		12.9		64.6		46.7		5.8			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	11	(47)	19	(46)	27	(47)	40	(46)	17	(45)	36	(46)
School Growth	41	(47)	45	(46)	45	(47)	44	(46)	42	(45)	45	(46)
Student Growth, Highest 75%	33	(47)	36	(46)	40	(47)	38	(46)	38	(46)	34	(46)
Student Growth, Lowest 25%	41	(47)	41	(46)	42	(47)	33	(46)	39	(46)	38	(46)
Opportunity to Learn	32	(47)	30	(46)	32	(47)	33	(46)	26	(46)	32	(46)
Graduation	-	(47)	-	(46)	-	(47)	-	(46)	-	(46)	-	(46)
College and Career Readiness	-	(47)	-	(46)	-	(47)	-	(46)	-	(46)	-	(46)

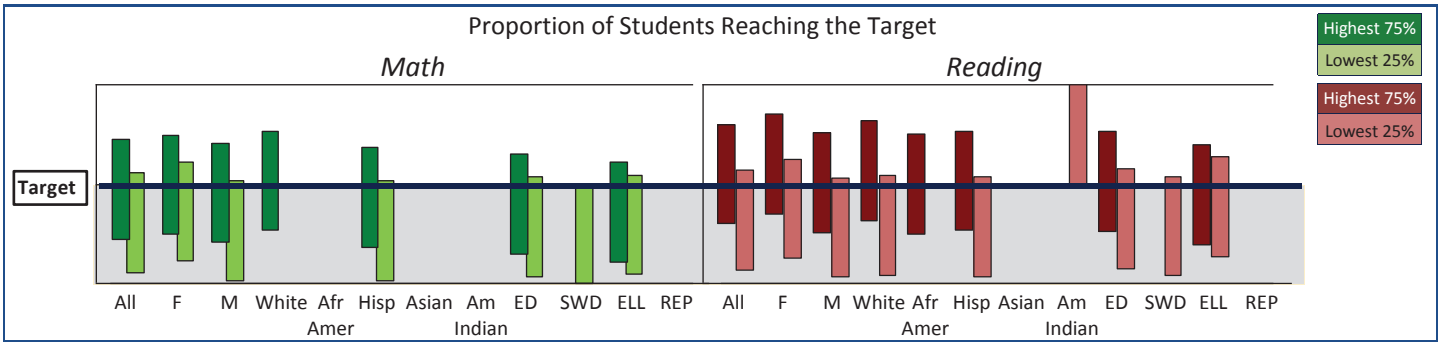
School Growth Targets

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.

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading **Target 56.7%**	Highest 75% (%)	59.8	69.8	51.6	63.4	50.0	53.4	-	-	52.9	-	39.1	-
	Lowest 25% (%)	14.0	25.0	6.7	8.3	-	6.9	-	100.0	14.8	7.7	27.3	-
Math **Target 50.0%**	Highest 75% (%	44.7	49.0	41.3	53.5	-	36.8	-	-	30.0	-	21.7	-
	Lowest 25% (%)	11.3	22.7	3.2	-	-	3.3	-	-	7.1	.0	9.1	-

Graduation **Target 71.8%**

For high schools graduation rates for the Cohort of 2012 are available on page 5.



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

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading	2013 (Avg SS)	40.2	43.3	37.9	41.3	39.9	38.9	-	-	38.5	29.9	37.4	-
	2012 (Avg SS)	41.8	42.5	41.2	44.2	37.4	41.6	-	-	40.4	-	40.5	-
	2011 (Avg SS)	44.7	46.6	42.2	44.6	-	44.1	-	-	40.6	-	-	-
Math	2013 (Avg SS)	38.5	39.7	37.6	41.7	36.9	36.4	-	-	36.1	29.1	33.4	-
	2012 (Avg SS)	41.5	41.8	41.2	45.6	37.2	40.0	-	-	36.9	-	39.2	-
	2011 (Avg SS)	44.1	44.4	43.8	46.0	-	42.7	-	-	42.4	-	-	-

Student Promotion

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

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

School Grade Report Card
2014

Certified

Final Grade

D

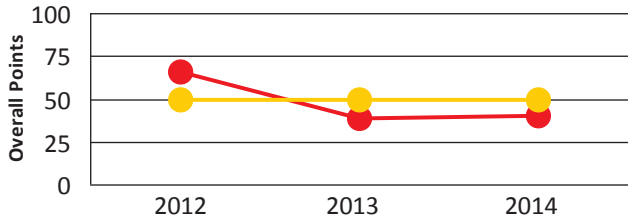
International School at Mesa Del Sol Charter

District: State Charter

Grade Range: KN - 06 Code: 508001

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	D	14.95	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	5.8	F	0.77	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.2	F	1.52	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	15.3	F	11.16	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	A	9.11	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		2.75	5
			Total Points	
			40.26	



3 Year Average

48.3

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

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

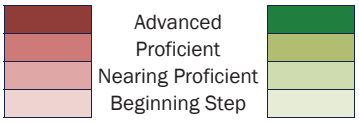
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

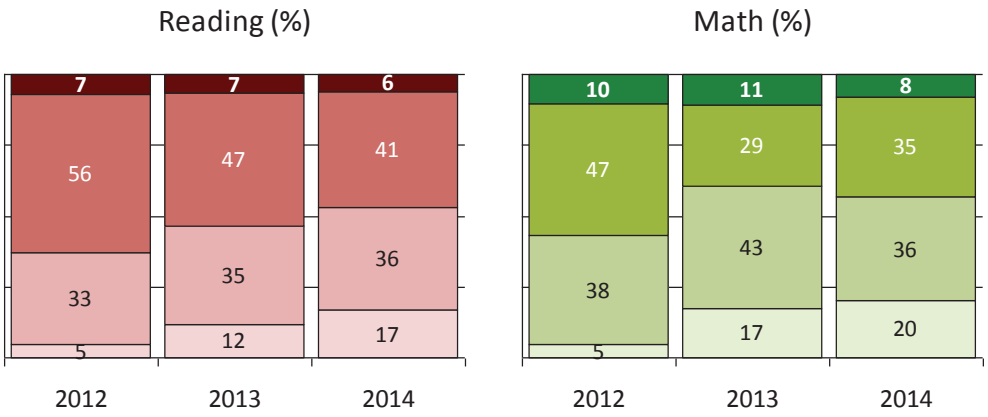
Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

		Gender		Race / Ethnicity								
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading												
Proficient and Advanced (%)	47.1	51.5	42.9	58.9	40.0	36.2	-	-	36.8	16.7	36.7	-
Proficient and Advanced (Pts)	5.89											
Value Added Model (Pts)	2.44											
Math												
Proficient and Advanced (%)	43.2	48.5	38.1	63.0	33.3	29.5	-	-	34.2	8.3	23.3	-
Proficient and Advanced (Pts)	5.40											
Value Added Model (Pts)	1.23											

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

	Reading	*Math*
Difference from Expected Growth (SS Points)	-0.801	-1.469
Points Earned	0.26	0.51

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

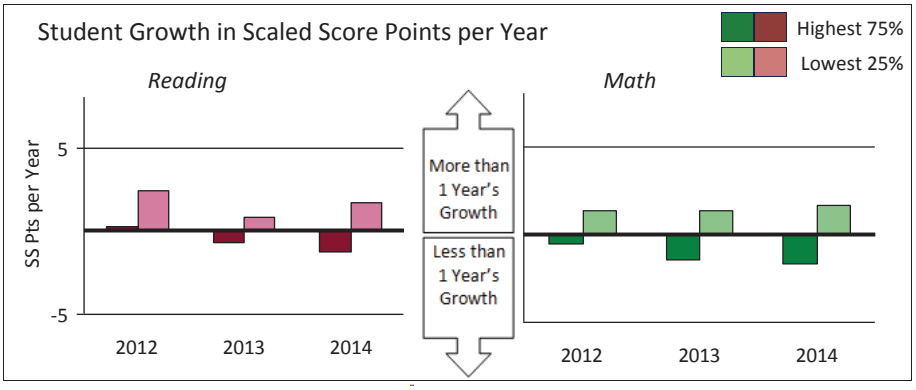
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing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

		Gender				Race / Ethnicity																	
	All Students	Female		Male		White		African American		Hispanic		Asian		Am Indian		Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient	
		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range	
Reading Growth																							
Highest 75% (SS/Yr)	-1.3	-3.3	1.0	-3.5	.8	-3.2	1.1	-3.7	.6	-3.6	.7	-	-	-	-	-3.5	.7	-	-	-3.7	.6	-	-
Highest 75% (Pts)	0.98																						
Lowest 25% (SS/Yr)	1.7	-1.7	2.6	-1.8	2.5	-1.9	2.4	-	-	-1.7	2.6	-	-	-	-	-1.8	2.5	-2.1	2.2	-1.4	2.9	-	-
Lowest 25% (Pts)	5.03																						
Math Growth																							
Highest 75% (SS/Yr)	-1.7	-3.5	.6	-3.8	.3	-3.5	.7	-3.9	.3	-3.9	.2	-	-	-	-	-3.8	.3	-	-	-4.0	.1	-	-
Highest 75% (Pts)	0.53																						
Lowest 25% (SS/Yr)	1.6	-2.4	1.7	-2.2	1.9	-2.7	1.4	-	-	-2.1	2.0	-	-	-	-	-2.3	1.8	-2.6	1.5	-	-	-	-
Lowest 25% (Pts)	6.13																						



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences	
Reading	15.0
Math	17.0

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)	93.8	93.8	93.8	93.4	95.7	93.9	94.9	91.3	93.6	93.5	94.6	-
OTL Attendance (Points Earned)	4.94											
OTL Survey (Average Total Score)	37.5	38.4	36.6	37.9	37.9	37.4	-	-	37.9	36.3	36.0	-
OTL Survey (Points Earned)	4.18											
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.	3.4	3.6	3.1	3.3	3.7	3.4	-	-	3.4	3.0	3.3	-
2. My teacher explains why what we are learning is important.	**4.0**	**4.0**	**4.0**	3.8	**4.2**	**4.0**	-	-	**4.1**	**4.0**	3.9	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.5	3.6	3.4	3.6	3.3	3.4	-	-	3.6	3.3	3.5	-
4. Every student gets a chance to answer questions.	3.7	3.7	3.6	3.7	3.5	3.7	-	-	3.5	3.3	3.4	-
5. My teacher wants me to explain my answers.	**4.2**	**4.3**	**4.1**	**4.1**	**4.1**	**4.3**	-	-	**4.2**	**4.1**	**4.2**	-
6. My teacher knows when I understand, and when I do not.	3.8	**4.0**	3.7	3.9	**4.1**	3.8	-	-	3.8	3.7	3.5	-
7. My teacher explains things in different ways so everyone can understand.	**4.1**	**4.2**	**4.0**	**4.2**	3.5	**4.1**	-	-	**4.2**	**4.2**	**4.1**	-
8. My teacher gives me helpful feedback on work I turn in.	3.5	3.7	3.3	3.6	3.2	3.6	-	-	3.6	3.3	3.4	-
9. My teacher checks our understanding.	**4.2**	**4.2**	**4.2**	**4.3**	**4.4**	**4.2**	-	-	**4.2**	**4.3**	**4.0**	-
10. My teacher takes the time to summarize what we learn each day.	3.4	3.6	3.1	3.3	3.7	3.4	-	-	3.4	3.2	2.8	-
OTL Survey Questions Math												
1. My teacher introduces a new topic by connecting to things I already know.	3.8	3.7	3.9	3.4	4.0	3.9	-	-	3.9	4.2	3.5	-
2. My teacher explains why what we are learning is important.	3.5	3.3	3.6	3.0	3.4	3.7	-	-	3.6	4.3	3.5	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.4	3.2	3.6	3.2	3.6	3.4	-	-	3.5	4.3	3.3	-
4. Every student gets a chance to answer questions.	4.4	4.3	4.5	4.1	4.2	4.5	-	-	4.4	4.7	4.5	-
5. My teacher wants me to explain my answers.	4.3	4.4	4.3	4.2	4.2	4.4	-	-	4.3	4.8	4.4	-
6. My teacher knows when I understand, and when I do not.	3.7	3.3	4.1	3.4	4.0	3.8	-	-	3.8	4.2	4.0	-
7. My teacher explains things in different ways so everyone can understand.	4.3	4.2	4.4	3.8	4.4	4.5	-	-	4.4	4.7	4.3	-
8. My teacher gives me helpful feedback on work I turn in.	3.5	3.3	3.7	3.0	3.6	3.7	-	-	3.8	4.0	3.7	-
9. My teacher checks our understanding.	4.0	3.9	4.2	3.7	4.2	4.2	-	-	4.1	4.5	4.2	-
10. My teacher takes the time to summarize what we learn each day.	3.8	3.7	3.9	3.4	4.0	3.9	-	-	3.9	3.3	2.7	-

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
- [x] 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.

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

Supplemental Information

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

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

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		*SWD*		*Ethnicity*		*ED*		*Mobility*		*Composite*	
Students (% Tested)	14.9		12.0		60.8		56.8		6.8			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	21	(46)	27	(46)	40	(46)	38	(46)	30	(46)	40	(46)
School Growth	45	(46)	45	(46)	46	(46)	46	(46)	44	(46)	46	(46)
Student Growth, Highest 75%	38	(46)	39	(46)	37	(46)	38	(46)	40	(46)	39	(46)
Student Growth, Lowest 25%	35	(46)	29	(46)	29	(46)	33	(46)	23	(46)	26	(46)
Opportunity to Learn	29	(46)	25	(46)	30	(46)	24	(46)	23	(46)	23	(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

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading	2014 (Avg SS)	38.7	40.6	36.8	40.7	36.5	36.7	-	-	37.4	27.2	37.3	-
	2013 (Avg SS)	40.2	43.3	37.9	41.3	39.9	38.9	-	-	38.5	29.9	37.4	-
	2012 (Avg SS)	41.8	42.5	41.2	44.2	37.4	41.6	-	-	40.4	-	40.5	-
Math	2014 (Avg SS)	37.9	39.4	36.4	41.1	34.1	35.3	-	-	36.4	24.6	35.3	-
	2013 (Avg SS)	38.5	39.7	37.6	41.7	36.9	36.4	-	-	36.1	29.1	33.4	-
	2012 (Avg SS)	41.5	41.8	41.2	45.6	37.2	40.0	-	-	36.9	-	39.2	-

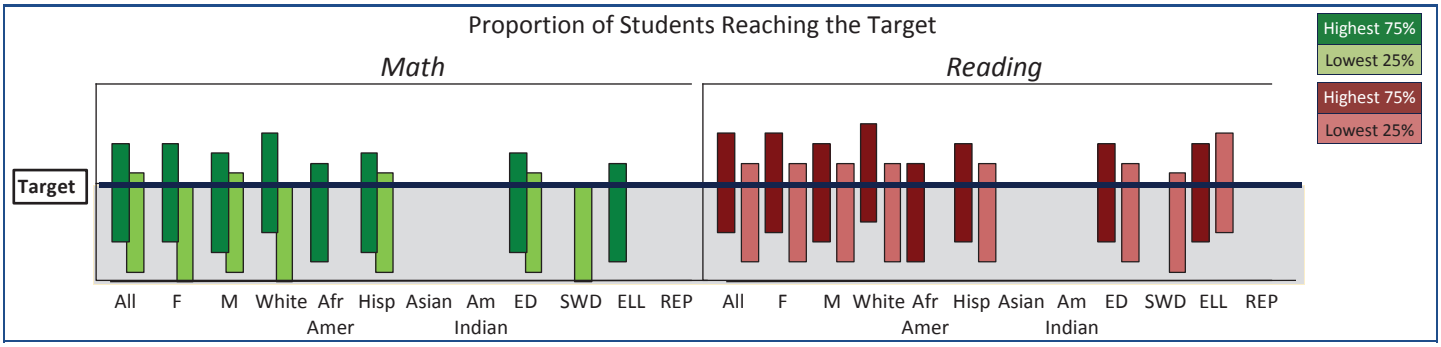
School Growth Targets

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

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading	Highest 75% (%)	47.6	51.9	42.6	63.5	16.7	35.2	-	-	38.1	-	35.0	-
Target 61.0%	Lowest 25% (%)	21.3	16.7	24.3	19.0	-	17.6	-	-	21.2	5.3	50.0	-
Math	Highest 75% (%	38.2	41.8	34.2	50.0	18.2	27.9	-	-	26.2	-	23.8	-
Target 55.0%	Lowest 25% (%)	5.6	.0	9.4	.0	-	8.1	-	-	6.1	.0	-	-

Graduation **Target 73.7%**

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



Student Promotion

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

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

End Notes

1 The Statewide C grade was established in the first year of 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.

School Grade Report Card
2012

Certified

Final Grade

B

International School At Mesa Del Sol Charter

District: International School At Mesa Del Sol Charter
Grade Range: 00-06 Code: 508001

	School / Statewide C Grade	Grade	School Points	Possible Points
Performance in Math and Reading Current Standing How did your students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).	21.3	B	27.4	40
School Growth In the past 3 years did your school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders'?	5.8	C	5.6	10
Growth of Highest Performing Students How well did your school help individual students improve? The highest performing students are those whose scores place them in the top three quarters (Q3) of their school. Individual student growth over the past 3 years is compared to average individual student growth for the state.	7.2	B	9.1	20
Growth of Lowest Performing Students How well did your school help individual students improve? The lowest performing students are those whose scores place them in the bottom quarter (Q1) of their school. Individual student growth over the past 3 years is compared to average individual student growth for the state.	15.3	C	14.4	20
Opportunity to Learn Does your school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	A	9.1	10
Bonus Points Does your school provide exceptional encouragement for involving students and parents in education? Examples include community outreach and mentoring programs.	1.6		0.0	5

The state standard goal for attendance (95%) can be surpassed by some schools. This results in schools earning additional points above the maximum possible points for Opportunity to Learn.

Final School Grade

Grades are established at the 90th percentile and 50th percentile, which represent 75 and 50 points, respectively.

Total Points			Grade
75.0	to	100.0	A
60.0	to	74.9	B
50.0	to	59.9	C
37.5	to	49.9	D
0.0	to	37.4	F

Total Points
65.6

N/A Not available at this time -- Too few students to report

International School At Mesa Del Sol Charter

These tables divide your school's results into smaller subgroups to show how specific groups of your students are doing. Keep in mind that each student counts in several groups. For example, one student can be counted three times - in the Hispanic, English Language Learner, and Female subgroups. When your grade is calculated each student counts only one time, so these numbers cannot be used to arrive at your school's score or grade. Just the same, this information shows how the school compares to other schools, determines groups within your school that are performing well, and identifies groups that need additional instructional support based on achievement.

Current Standing

Knowing how many students are proficient in a given year is a measure of your school's overall success. Even so, single-year performance will vary with differing classes of students. It is not unusual for a school to occasionally have an exceptionally talented or unusually challenging class of students. Therefore, Current Standing uses additional years of data, up to 3 years whenever possible, in order to provide a more accurate picture of your school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing your school's size, student mobility, and students' prior performance. Details of VAM can be found in the PED's School Grading Technical Manual at:

http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.asp

		Gender		Race / Ethnicity								
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading												
Proficient and Advanced (%)	62.8	70.0	56.5	80.0	45.5	57.9			47.4		46.2	
Proficient and Advanced (Pts)	7.8											
Value Added Model (Pts)	6.2											
Math												
Proficient and Advanced (%)	57.0	60.0	54.3	76.7	27.3	52.6			36.8		53.8	
Proficient and Advanced (Pts)	7.1											
Value Added Model (Pts)	6.2											

School Growth

School growth compares your students enrolled in the current year to students from prior years. While these are different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, your school growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) by capturing your 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.asp

	Reading	*Math*
All Students- (Scaled Score Points/Yr)	0.0	0.0
All Students- (Points Earned)	2.3	3.2

School Growth is shown in scaled score points, which can range from 0 to 80 for both reading and math. For example, a school that grows an average of +2 scaled score points a year shows that the school is improving their ability to increase student achievement.

Student Growth

Just like schools, individual student achievement is expected to improve over time. A student's prior test scores are used to estimate how the student should perform today. 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 when data are available. Student groups are divided into the highest performing (Q3) and lowest performing (Q1) groups.

The scale ranges from 0 to 80, and a score of 40 indicates that a student is Proficient or on grade level. When growth is positive (+) students score better than expected in the current year:

- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive score), they were equally balanced by students that did poorer (negative score).
- 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.
- 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.asp

		Gender		Race / Ethnicity								
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading												
Highest 75% of Students (SS/Yr)	0.2	0.2	0.1	0.2	0.3	0.0	0.5	0.2	0.0	0.1	0.2	-
Highest 75% of Students (Pts)	6											
Lowest 25% of Students (SS/Yr)	2.9	2.9	2.8	3.7	2.6	2.6	2.6	-	2.9	2.8	2.8	-
Lowest 25% of Students (Pts)	9											
Math												
Highest 75% of Students (SS/Yr)	-0.5	-0.6	-0.5	-0.4	-0.4	-0.7	-1.0	0.9	-0.8	-0.7	-0.8	-
Highest 75% of Students (Pts)	3											
Lowest 25% of Students (SS/Yr)	0.8	1.1	0.7	1.2	1.0	0.4	0.6	1.3	0.7	0.5	0.9	-
Lowest 25% of Students (Pts)	5											

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				
Attendance (Student Average)	97.5	97.6	97.4	97.9	95.8	97.2	-	-	96.6	97.9	-	-
Attendance (Points)	5.1											
OTL Survey (Average Total Score)	35.6	36.5	34.8	34.4	32.8	36.9	36.5	41.3	37.2	33.4	36.7	-
OTL Survey (Points)	4.0											

OTL Survey Questions

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.	3.1	3.1	3.1	3.0	2.3	3.4	2.8	3.7	3.2	3.4	3.0	-
2. My teacher explains why what we are learning is important.	3.7	3.8	3.6	3.5	3.4	3.8	4.8	4.3	4.2	3.7	4.1	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.2	3.1	3.2	3.3	3.4	2.9	3.5	4.3	3.2	3.4	3.2	-
4. Every student gets a chance to answer questions.	3.6	3.6	3.7	3.4	3.1	3.9	3.8	3.7	3.6	3.1	3.8	-
5. My teacher wants me to explain my answers.	3.8	3.9	3.7	3.6	3.5	4.1	3.5	3.3	3.9	3.7	3.5	-
6. My teacher knows when I understand, and when I do not.	3.5	3.5	3.5	3.4	3.0	3.6	3.5	4.7	3.7	2.3	3.8	-
7. My teacher explains things in different ways so everyone can understand.	4.0	4.3	3.7	3.8	3.8	4.1	4.5	4.3	4.1	4.4	4.2	-
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.4	3.0	3.3	2.5	3.3	1.8	4.3	3.2	3.3	3.0	-
9. My teacher checks our understanding.	4.3	4.3	4.3	4.2	4.2	4.3	4.8	4.3	4.5	4.0	4.4	-
10. My teacher takes the time to summarize what we learn each day.	3.3	3.5	3.1	2.8	3.6	3.4	3.8	4.3	3.5	2.0	3.8	-

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

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.

Schools could earn points through improvement in habitual truancy rates. exceptional student engagement, exceptional parent engagement, or a high concentration of sports and activities.

This school either did not submit an application for bonus points, or their submission did not qualify for extra points.

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 your 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.

School Rank

	ELL	*SWD*	*Ethnicity*	*ED*	*Mobility*	*Composite*
Current Standing	6 (50)	11 (52)	12 (50)	37 (46)	10 (50)	33 (50)
School Growth	22 (50)	25 (52)	28 (50)	35 (46)	28 (50)	37 (50)
Student Growth, Highest 75%	19 (50)	22 (52)	15 (50)	24 (46)	16 (50)	24 (50)
Student Growth, Lowest 25%	12 (50)	15 (52)	11 (50)	5 (46)	10 (50)	10 (50)
Opportunity to Learn	33 (50)	39 (52)	33 (50)	29 (46)	32 (50)	34 (50)

The first number shows the school's rank (1= highest, most points) within their category of similar schools. The second number in parentheses shows the total number of schools that were ranked in that category.

School Growth Targets (SGTs)

Customized targets, called School Growth Targets (SGTs), guide your 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 3 years are considered successfully "on track" to proficiency. While this information does not contribute to your school's grade, it is helpful in guiding your school toward identifying and closing any achievement gaps between subgroups.

		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 Goal for This Year is 52.3% Proficient													
Proficient and On Track (%)	Highest 75%	70.3	74.2	66.7	84.0	50.0	61.3	100.0	66.7	66.7	66.7	62.5	-
	Lowest 25%	68.2	66.7	69.2	100.0	57.1	57.1	66.7	-	71.4	75.0	80.0	-
Math Goal for This Year is 45.0% Proficient													
Proficient and On Track (%)	Highest 75%	58.7	56.7	60.6	73.1	66.7	48.4	0.0	100.0	33.3	75.0	33.3	-
	Lowest 25%	26.1	30.0	23.1	50.0	25.0	14.3	0.0	50.0	14.3	33.3	25.0	-

Enrollment

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%, your school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 100 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				
Schoolwide Enrollment (%)	100	51	49	41	13	39	3	3	22	6	-	-
Participation in State Assessments												
Reading (%)	99	-	-	100	100	97	-	-	100	-	100	-
Math (%)	99	-	-	100	100	97	-	-	100	-	100	-

School History

Student performance over time can demonstrate the success of interventions and school reform. Wherever possible, up to three years worth of information are used for the indicators that lead to your school's grade. 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 Proficiency												
2012, All Students (%)												
2011, All Students (%)												
2010, All Students (%)												
2009, All Students (%)												
Math Proficiency												
2012, All Students (%)												
2011, All Students (%)												
2010, All Students (%)												
2009, All Students (%)												

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if your school's achievement in Reading and Math is subpar, and yet most students are being promoted, your school may be inattentive to students' need to repeat grade-level instruction before moving on. Student promotion and retention should be viewed within the context of your school's overall achievement. While this information does not contribute to your school's grade, it shows whether schools are preparing students to be ready for success.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	>98.0	>98.0	>98.0	>98.0	>98.0	N/A		>98.0	>98.0			N/A
Grade 5 to Grade 6 (%)	>98.0	>98.0	>98.0	>98.0	>98.0	N/A			>98.0	>98.0		N/A
Grade 8 to Grade 9 (%)						N/A						N/A

SENT BY EMAIL TO : sjoyce@tisnm.org

Thu 10/29/2015 11:01 AM

Dear Dr. Joyce,

The Charter Schools Division (CSD) would like to offer some guidance for the International School at Mesa Del Sol's amendment request for a change in your grade levels served. Due to a current year letter grade of D and a three year average letter grade of D on the State Grade Report Card and the school's failure to meet the academic performance goals in the performance framework , in addition to the required amendment form and related documents, the CSD requests the school provide a Statement of Progress.

The Statement of Progress will enable CSD to inform the PEC as to whether the school is making **substantial progress** toward achievement of the department's standards of excellence and student performance standards identified in the charter contract and performance framework. For any school that does not meet the department's standards of excellence and/or student performance standards identified in the charter contract and performance framework and is not able to demonstrate the school is making substantial progress toward achievement of those standards, the CSD will not recommend approval of an amendment to expand the grade levels served or the enrollment cap.

Please see the rubric below for how CSD will evaluate the statement of progress. To demonstrate the school is making substantial progress the school must submit a statement of progress that is evaluated as "Meets" based on the standard established in the rubric. The school must provide a statement that describes how the school systematically collects and utilizes data to understand student performance, b) how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance, and c) systematic actions the school takes to respond to the data. The school must also provide internal data from the past 3 years that demonstrates improving student academic performance.

The school should also provide a statement to demonstrate progress toward the implementation goals 2A-C in the school's Academic Performance Framework.

Please include this Statement of Progress along with the signed amendment form and governing body meeting minutes as part of your submission by November 23, 2015 for consideration at the December 10-11, 2015 PEC meeting.

Thank you,

CSD Staff

Meets	Does Not Meet	Falls Far Below
The school has made **substantial progress** toward achievement of the department's minimum education standards and student performance standards identified in the charter contract as evidenced by: 1) improving performance on the state report card; 2) a statement of progress, supported by artifacts that describes: a) data the school systematically collects and utilizes to understand student performance, b) how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance, and c) systematic actions the school takes to respond to the data; and 3) improving performance as demonstrated by internal school data in the most recent year.	The school has made some progress, although it has not made substantial progress, toward achievement of the department's minimum education standards and student performance standards identified in the charter contract as evidenced by meeting some, but not all of the requirements for demonstrating substantial progress that are identified in the rubric for "Meets."	The school has not made progress toward achievement of the department's minimum education standards and student performance standards identified in the charter contract as evidenced by: 1) failing to meet any of the requirements for demonstrating substantial progress that are identified in the rubric for "Meets".

VIA EMAIL AT BEV.FRIEDMAN@STATE.NM.US
Carolyn Shearman, Chair
Members of the Public Education Commission
c/o Beverly Friedman, Liaison to the PEC
300 Don Gaspar
Santa Fe, NM 87501

VIA EMAIL AT KATIE.POULUS@STATE.NM.US
Katie Poulus, Director
Options for Parents
New Mexico Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

Re: Charter Contract Amendment Request by The International School at Mesa del Sol

Dear Chairwoman Shearman, Members of the Commission and Ms. Poulus:

Please find enclosed The International School at Mesa del Sol's ("TIS") request for an amendment to our Charter Contract with the Public Education Commission. This request is being made pursuant to Section 13.02 of that agreement and is a request to add the 10th grade to our program.

On October 29, 2015, I submitted a request for amendment and related documents. The documents that I provided and the process that I followed complied with the only requirements agreed to by the PEC and TIS as set forth in the Charter Contract ("Contract") and were consistent with PEC's and CSD's past practices. We have not been notified that the PEC has a new policy concerning charter amendment requirements.

CSD responded in an email enclosing a procedure, standards for assessing the amendment request, and asked for other information, which is apparently a new process. Certainly, this review process was not part of our Contract. It appears the CSD has set a threshold for making any recommendation for approval to the Commission based on the charter school's compliance with this process and meeting CSD's standards.

According to this new process, we understand that the CSD's threshold standard for recommending approval is premised on one of the grounds for non-renewal as stated in the Charter Schools Act:
(2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.
NMSA 1978, §22-8B-12(K)(2). CSD's newly imposed policy, is actually *higher* than the statutory standard, in that it requires the charter to demonstrate, "substantial progress toward achievement of the department's

standard of excellence *and* student performance standards identified in the charter contract and performance framework."

To demonstrate that the school is making substantial progress, CSD required the school to prepare a "Statement of Progress" that will be assessed according to a rubric with very specific standards developed by the CSD. I have attached a copy for your convenience. The information to be included in the Statement of Progress is substantial. CSD required TIS to provide the following information:

- a statement of how the school systematically collects and utilizes data to understand student performance;
- how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance;
- systematic actions the school takes to respond to the data;
- provide internal data from the past 3 years that demonstrates improving student academic performance ("internal data" is not defined); and
- a statement to demonstrate progress toward implementation goals 2A-C of the Annual Performance Framework.

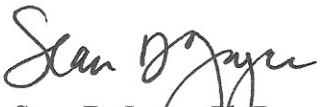
We are unclear why we must demonstrate that the method in which we collect, utilize, analyze and interpret our academic performance data is of concern to CSD, under the circumstances of our request to the PEC for an amendment to add a grade. Moreover, we are very concerned that the outcome of any assessment of whether the School satisfied CSD's opinion about these matters lends itself to arbitrary and subjective interpretations. Finally, requiring the School to demonstrate how we collect, utilize and analyze our data, rather than reporting the outcome of instruction, which is all the Performance Framework requires, is overreaching.

CSD made no inquiry related to our specific request and apparently the merits of the request are not part of the analysis that will give rise to the CSD's recommendation. I have, however, included that information in the Amendment Request Form.

TIS provided the information CSD requested, because the ramifications of not complying with CSD requirements was to face an "automatic" recommendation for denial of our amendment from CSD to the PEC. TIS is willing to discuss development of an amendment protocol for future requests by the School, however, CSD's imposition of these new requirements appear to exceed its authority without prior notice and inconsistent with the Contract.

Thank you for your attention in this matter. We look forward to presenting our request for an amendment to you at the December 10-11 meeting.

Sincerely,



Sean D. Joyce, Ph.D.
The International School at Mesa del Sol

Enclosures
cc: Captain Jake English, Governing Council President
Katie Poulus, Director – Options for Parents

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: **Abby Wear, Assistant General Counsel – Options for Parents/Charter School Division**
Or, mail to:
Abby Wear
Public Education Department
Charter Schools Division, Room 301
300 Don Gaspar
Santa Fe, NM 87501-2786

Name of State-Chartered School: The International School at Mesa del Sol

Date submitted: September 24, 2015 Contact Name: Sean Joyce, Ph.D. E-mail: sjoyce@tisnm.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
I Application Cover Sheet: Pg. 5 III Charter School Overview and Rationale: Pg. 9 IV Educational Plan: Pg. 16 IV Educational Plan: Pg. 23	Enrollment Information: grade span at full enrollment K-8. Total number of students at full enrollment 450 TIS will ultimately 450 serve [sic] students in grades K-8 . . . Feature/Augmentation: K-8 whole school culture Capacity to serve all students (K through grade 8) . . .	1. Enrollment Information: Grade span at full enrollment grades ***K-10*** with total number of students at full enrollment 450 (this proposed amendment does **not** increase the enrollment cap of our **existing** charter and contract).	• The International Baccalaureate Middle Year Programme (MYP) is a grade 6-10 curriculum. The MYP culminates with a student *personal project* in 10th grade. With a 6-8 middle school configuration, our MYP students do **not** access this invaluable culmination in their academic program unless they are able to move into 9th and 10th grade. • Our community wants an IB program for their students, and has very limited access to IB Programmes in the Albuquerque area. Only Cottonwood Classical Preparatory School (CCPS), Corrales International School, and Sandia High School (APS) have IB Programmes, and all of these are the Diploma Programme of 11th and 12th grade. CCPS, for instance has a	September 24, 2015

			current ***waiting list*** of 43 students for their 9th grade program, seriously limiting our students' ability to continue their IB academic program after leaving 8th grade at TIS. • Our community wants a small PTR, our charter is 20:1, and we are not asking to increase or exceed **ANY** enrollment caps (grade level or total school). • Stability of student enrollment is more sustainable when existing students can matriculate to the next academic level and remain in the same school and location. For example, elementary level students are more likely to sustain their enrollment in the charter school if the school offers a middle school curriculum. Consequently, middle school students are more likely to be sustained through middle school when their school offers the additional high school academic curriculum, of the IB MYP in 9th and 10th grade.	

Original Signature of Governing Council President or Designee: _____ Date: September 24, 2015__

Printed Name of Governing Council President or Designee: _ _____

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED

THE INTERNATIONAL SCHOOL

GOVERNING COUNCIL
THE INTERNATIONAL SCHOOL AT MESA DEL SOL

REGULAR MEETING
AGENDA
SEPTEMBER 24, 2015

SCHEDULE:
- Regular Meeting – 4:30 PM

LOCATION
Aperture Center at Mesa del Sol
5700 W University Blvd SE
Albuquerque, NM 87106-9706
1.505.452-2600

Governing Council Members

Officers:
Capt. Jake English, President
Mr. Rob Giebitz, Vice-President
Mr. Kamal Ali, Treasurer
Dr. Kim Eichhorst, Secretary

Members:
Ms. Anne Lacy

AGENDA ITEMS:

1. Call to Order
Jake English, President at 4:37 p.m.

2. Roll Call
Jake English, President
Rob Giebitz, Vice-President

NAME	PRESENT	NOT PRESENT
Capt. English		x
Mr. Ali	x	
Mr. Giebitz	x	
Dr. Eichhorst	x	
Ms. Lacy	x	

Dr. Sean Joyce, Barb Langmaid, Gina Dennis, Tom Kuehn

3. Approval of the Agenda Action Item
Rob Giebitz, vice-president

Eichhorst called to move the finance section to 5:30 when Liza can call in.

ACTION
Motion: __Eichhorst ____ moved to approve the agenda as amended
Second: ___Lacy_seconded the motion.
Discussion: There was no discussion.
The vote was unanimous in favor of the motion

THE INTERNATIONAL SCHOOL

4. Approval of the Minutes — Action Item

4.1 August, 2015 Regular Meeting
Jake English, President

ACTION	
Motion:	__Eichhorst___ moved to approve the 8-15 minutes
Second:	___Lacy_seconded the motion.
Discussion:	There was no discussion.
	The vote was unanimous in favor of the motion

4.2 August 31, 2015 Special Session

ACTION	
Motion:	____Eichhorst___ moved to table the August special session minutes approval
Second:	___Lacy_seconded the motion.
Discussion:	There was no discussion.
	The vote was unanimous in favor of the tabling approval of the minutes

4.3 September 16, 2015, Special Session

ACTION	
Motion:	____Eichhorst___ moved to approve the September special session minutes
Second:	__Lacy_seconded the motion.
Discussion:	There was no discussion.
	The vote was unanimous in favor of the motion

5. Community Input — Discussion Item

Community members that have signed in and noted a desire to address the board will each be given 2 minutes for comment.

Gina – attorney from D.C., came to open house, works on green building certification, green curriculum for charter schools

6. PAC Update — Discussion Item

Anne Lacy

Monsters **O**n **T**he **M**esa: meeting on Oct. 1, Ryan Joiner is leading it. Mesa del Sol is supporting MOM again with festivities, race course; need to get people to register to run
Rob: **MOTM** is not showing up on any of the websites that post races; needs to be publicized 3 months ahead of time
Fun Friday: very successful; made a lot of money

7. Finance Committee Report (postponed until 5:20)

Mr. Kamal Ali, Treasurer
Liza

7.1 Approval of TIS Budget Adjustment Requests — Action Item

#3, 4, 5, 6 and 7 BARs went over at finance meeting
Ali: everything looked good, nothing major

ACTION

Motion:	__Eichhorst____ moved to approve the BARs
Second:	_Lacy__seconded the motion.
Discussion:	There was no discussion. The vote was unanimous in favor of the motion

7.2 Approval of TIS Voucher Listing Action Item

Accounts payable

ACTION	
Motion:	__Eichhorst___ moved to approve voucher listings
Second:	__Lacy_seconded the motion.
Discussion:	There was no discussion. The vote was unanimous in favor of the motion

7.3 Approval of TIS Bank Reconciliation Action Item

Not applicable

7.4 Approval of Permanent Cash Transfer Request Discussion/Action Item

Not applicable (can be removed from agenda as this is rare)

8. Head of School Report

8.1 2015-2016 Enrollment/Staffing Update Discussion Item

Lost 2 students (was 278) because the school made a report to CYFD, and parents withdrew students
Now at 276
192 students in PYP
84 in MYP (down to 39 6th graders; still only 5 returned in 9th grade)
Staffing:
Need special ed teacher as there are more students identified through SAT process; increase in need requires more special ed support and intervention support

8.2 2014-15 Performance Framework Discussion/Action Item

2015-16 performance framework was submitted and received
TIS not directly notified of the PEC agenda item, and the two-day agenda likely for first thing tomorrow
2015-16 student assessment data: DIBELS and NWEA will be used throughout the year and to support our amendment
DIBELS:
29% of K-3 are well below benchmark; 18% are below benchmark; 53% are at benchmark
K-3: 53% at benchmark at beginning of year; (at end year 59% last year)
Drop in kindergarten scores (well below average progress) last year due to Mattingly leaving on maternity leave (long-term sub for the last 5 weeks)
1st grade and 3rd grade above average progress
2nd grade average progress
Biggest gain made in grades where push-in vs. pull-out reading intervention support

For 2015-16 framework: looking for above average progress
K: 63%, target set at above average
1: 24%, target set at well above average
2 & 3: target set at above average

How We Express Ourselves Assessment will be addressed in PD training for teachers

NWEA data K-8: need reporting from one K and one 5th grade class (technology errors)

More of our students are above average than below

8.3 School Updates Discussion Item

Covered above

8.4 Amendment Update Discussion/Action Item

Dr. Joyce, Head of School

Amendment to add 10th grade sent to GC today; cover letter sent

Want the state to give us the amendment soon enough so that our families will know in time to keep their students at TIS rather than after lotteries for other schools have ended. We had more 8th grade families not return because they found other schools that are all the way through 12th grade, and our amendment approval was late in the spring.

Will include update of MAPS and DIBELS as other test scores are still not ready

Reviewed arguments in cover letter, which are still on track as they were last year.

ACTION	
Motion:	___Eichhorst____ moved to approve pursuing amendment to add 10th grade
Second:	__Lacy_seconded the motion.
Discussion:	There was no discussion.
	The vote was unanimous in favor of the motion

9. Strategic Planning for TISNM

9.1 Strategic Planning Committee Update Discussion/Action Item

Anne Lacy/ Kim Eichhorst, Secretary

Lacy: Putting together a 1-page strategy document (as opposed to the current 45 page Strategic Plan) based on strategic planning documents of Sandia; will present by November GC meeting. Formal, simple strategic plan with long-term goals, specific objectives for the year and the measures used to determine if we met them

Kuehn: met with Lobbyists, re: gymnasium or remodeling current MYP building to be science, robotics and engineering classroom, paving

Eichhorst: Dave Mitchell said gym costs $73,000 ($10/sf), and he's talking with City about what the permit requires as the cost ranges greatly depending on what is required

For minimal paving: $3/sq yard; ask for both

Rob Giebitz had to leave; turned the meeting over to

10. Old Business

10.1 Head of School evaluation Discussion/Action Item

Kim Eichhorst, Secretary

HOS evaluation was submitted to GC and Head of School with Plan of Action included

11. New Business

11.1 Patty Matthews GC training Discussion/Action Item

5 hours of training needed and Patty is willing to do a training for entire GC at once; could add 1 hour training before the November and December GC meetings. Will set up dates with Patty later. There are $2000 in admin PD funds that can be used for GC training. ~$1000

ACTION	
Motion:	___Lacy___ moved to approve GC training
Second:	__Ali_seconded the motion.

Discussion:	There was no discussion. The vote was unanimous in favor of the motion

11.2 New GC Board members: (Tom Kuehn, Argelia Carreon) Discussion/Action Item
Kim Eichhorst, Secretary

ACTION	
Motion:	__Ali___ moved to approve new GC member Mr. Tom Kuehn
Second:	__Lacy_seconded the motion.
Discussion:	There was no discussion. The vote was unanimous in favor of the motion

ACTION	
Motion:	__Ali____ moved to approve new GC members Ms. Argie Carron
Second:	__Lacy_seconded the motion.
Discussion:	There was no discussion. The vote was unanimous in favor of the motion

12. Future Council Meetings
12.1 Regular Council Meeting – October 29, 2015 Discussion Item
Kim Eichhorst, Secretary

13. Adjourn Action Item
Kim Eichhorst, Secretary

ACTION	
Motion:	__Lacy____ moved to adjourn.
Second:	_Ali__seconded the motion.
Discussion:	There was no discussion. The vote was unanimous in favor of the motion;
Meeting adjourned at 5:48 p.m.	

- The Next Governing Council meeting is scheduled for October 29, 2015, 4:30 PM
- If the meeting date is confirmed, then agenda items and supporting documents must be sent to the Council Secretary no later than Friday, October 23, 2015.

The meeting agenda are posted at the following locations, where copies may also be obtained:

- **The International School at Mesa del Sol**
  2660 Eastman Crossing SE,
  Albuquerque, NM 87106
  +1.505.508.3295

- **The International School at Mesa del Sol website**
  www.tisnm.org

Copies of the meeting agenda are public documents and can be made available. Please contact the Head of The International School at +1.505.508.3295.

The annual meeting calendar of the Governing Council of The International School is sent to the *Albuquerque Journ*al each year.

THE INTERNATIONAL SCHOOL

The Governing Council of The International School attempts to follow the order of items as listed; however, the order of specific items may vary from the printed Agenda. Individuals with disabilities who need any form of auxiliary aid to attend or participate in this meeting, please contact the Head of the International School at +1.505.508.3295. Upon request public documents will be provided in the accessible form necessary to the individual requesting the particular auxiliary aid.

The International School at Mesa del Sol
Charter Amendment Request (to add 10th grade in SY 2016-17)
Response to Charter School Division's (CSD) requirement for a Statement of Progress

First Requirement: *The school must provide a statement that describes how the school systematically collects and utilizes data to understand student performance.*

The International School at Mesa del Sol (TIS) collects and utilizes student performance data through:

- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments: administered three (3) times each school year, fall, winter and spring, to grades Kindergarten through 9th grade. TIS staff collects it three times each year, following each assessment administration.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS): administered three (3) times each school year, fall, winter, and spring to all Kindergarten through 3rd grade students. TIS staff collects it three times each year, following each assessment administration.
- DIBELS Progress Monitoring: of students for students (Kindergarten through 3rd grade) who are *below*, and *well below*, benchmark every 20 days.
- International Baccalaureate (IB) Units of Inquiry student demonstration/performance assessments: collected and analyzed twice a year, fall and spring, for all Kindergarten through 5th grade students).
- New Mexico Standards-based Assessment (NMSBA): administered once (1) a year (to all 3rd grade through 8th grade) in the spring and analyzed the following school year in the fall.
- Partnership for Assessment of Readiness for College and Careers (PARCC): administered once (1) a year in the spring (to all 3rd grade through 8th grade students) and analyzed the following school year in late fall/early winter.

The TIS staff, instructional staff, support staff and administrative staff, are all involved with the collection and analysis of the above multiple measures of student academic performance. The TIS instructional staff:

- has access to the Internet delivered assessments (NWEA and DIBELS), through their individual Internet web access codes. Analysis of this data occurs in several different ways and settings throughout the academic year.
    - Initially, analyzed collectively as a staff during one of the five (5) professional development days that occur just prior to the start of each academic year (e.g. SY 2015-16, 8/5-8/11).

- Additional analysis occurs during weekly PLC meetings before school (45 minutes) that are organized by vertical (Kindergarten through 5th grade) and horizontal (two teachers/classes for each grade level, except Kindergarten, where we have three teachers/classes) grade level articulation meetings.
- Further additional analysis occurs ongoing throughout the school year, during one of the eight (8) professional development days where students are released from school and all staff meet to further professional development (e.g. SY 2015-16 9/25/15 & 9/28/15, 10/30/15 & 11/2/15, 2/26/16 & 2/29/16, 4/29/16 & 5/2/16.

- TIS conducts three (3) Parent/Student/Teacher (PST) conferences per SY, at the end of each trimester. During **each** of these conferences, instructional staff shares student data, including MAP, DIBELS, and IB Unit of Inquiry data/performance (three times each year) and informs parents/guardians of both student *progress* and *predictions* (or *indicators*) for student performance on the NM standardized assessments (NMSBA and PARCC)
  - During the first PST conference, instructional staff also shares student data for the NMSBA and PARCC assessments, and informs parents/guardians of both the student progress as well as the interventions/extended learning goals for each student.
- IB Unit of Inquiry performance data is initially analyzed collectively as a staff the following school year during one of the five (5) days of professional development that occur just prior to the start of each school year. The purpose of this data analysis is to:
  - Determine teacher assessment calibration and common understanding of assessing student performance.
  - To assess student growth through the IB curriculum and instruction from the fall to spring annually.
  - Analysis of student performance and the calibration of assessing student work is conducted throughout the SY, during weekly PLCs and during parts of the eight (8) professional development days throughout the SY.
- The NMSBA and PARCC assessments data is delivered to the instructional and support staff in the fall of the school year following the administration of these assessments.
  - The analysis of these assessments occurs during one of the first five (5) days of professional development in August, just prior to the start of another school year. **In SY 2015-16 this did not occur for either the NMSBA or PARCC as the PED had not released this data until November 2015.** But in years past, was always included as part of the initial five days of professional development each August.

Second Requirement: *How the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance.*

DIBELS:

- Training begins during the first five PD of each school, looking at the specific data results from various perspectives: overall school, grade level, teacher/classroom level, and individual students.
  - Grade level specific assessment strands are analyzed to inform grade level/teacher level instruction, both grade level data and at individual student data.

- Longitudinal/Trend data is reviewed and analyzed: at school-wide, grade level, teacher/classroom level and individual students.
    - Individual student data is assessed, both longitudinal/trend data as well as to develop new school year growth plan and goals.
    - Progress Monitoring for students who are *below* and *well below* benchmark and their goals, are established by individual teachers in collaboration with our Reading Specialist.

- DIBELS training for K-3 teachers is ongoing throughout the SY, both during weekly PLC articulation meetings, as well as during the two-day PD training sessions conducted four times a year.

MAPs:

- Initial training begins for the instructional staff during the first five days of staff training in August, specific to: overall school, grade level, teacher/classroom level, and individual students.
    - Grade level specific assessment strands are analyzed to inform grade level/teacher level instruction, both grade level data and at individual student data.
    - Longitudinal/Trend data is reviewed and analyzed: at school-wide, grade level, teacher/classroom level and individual students.
        - Individual student data is assessed, both longitudinal/trend data as well as to develop new school year growth plan and goals.
        - Individual student goal performance, on each battery of the MAP assessment for reading, writing and mathematics is reviewed by instructional staff for whom it pertains, and academic development plans are created to address the skill gap areas represented by the MAP assessments and the individual student performance.
- The TIS Professional Development Plan creates specific training throughout the SY, during the thirteen (13) professional development days, to address the RIT™ scores and goal performances of students, with the intent to focus in supporting the RIT™ and Lexile data for individual students in order to meet growth targets before the end of the SY.

IB Unit of Inquiry:

- Primarily this training is established at the beginning of the year, during the five days of professional development just prior to the start of the school year, whereby instructional and support staff look at student performance demonstrated on the IB Unit of Inquiry, with the IB rubrics and the calibration of the instructional staff.
- Calibration allows instructional staff to assess student work with confidence, fidelity, integrity, and the assurance that IB assessment is common across all grades and content areas.
- The end of year professional development aligns with the annual last Unit of Inquiry and review of student performance to assure calibration and students are performing at or above grade level.

NMSBA:

- For SY 2015-16, this data has not been delivered from the PED until December 2015. This precludes any professional development concerning this until the support staff has had opportunity to review the NMSBA data and seek interventions, etc..

PARCC:

- For SY 2015-16, this data has not been delivered from the PED until December 2015. This precludes any professional development concerning this until the support staff has had opportunity to review the NMSBA data and seek interventions, etc..

Third Requirement: *The systematic actions the school takes to respond to the data.*

TIS has done the following actions to improve student outcomes for its lowest performing students:

- TIS has hired and continues to maintain the necessary support staff needed to provide both professional development training for the instructional staff as well as interventions for struggling students to address their skill gaps. For the past two years now we have had a full-time Reading Specialist supporting instructional staff and students. This has been funded through the PED's *Read to Lead* grant, which focuses on Kindergarten through 3rd grade.
- We have also been able to hire and retain Special Education staff to support both the students with needs and the instructional staff that works directly with special-needs students.
- Created fifteen (15) contractual days of Professional Development for all instructional staff each year.
- Structured/Targeted Professional Development for all instructional staff.
    - Differentiated Instruction
    - Balanced Literacy
    - Running Record and other literacy assessments
    - SIOP
    - Thinking Maps™
    - Data-driven decision-making, e.g. formative assessments: MAPs, DIBELS, etc..
- Hired a Highly Qualified Reading Specialist to:
    - deliver specific literacy support instruction to identified students.
    - model literacy instruction and team teach instruction in grade level classrooms.
    - provide research-based literacy support instruction to all instructional and support personnel.
- Hire additional Highly Qualified Special Education personnel:
    - Special Education Director
    - Special Education teacher
    - Special Education Educational Assistants (2+)

Fourth Requirement: *The school must also provide internal data from the past 3 years that demonstrates improving student academic performance.*

Please see attached documents, which illustrate the internal data from the past. TIS has not administered the DIBELS *Next* assessments for three years, and only has two years of data (attached).

TIS Response to CSD requirement regarding Performance Framework Mission-Specific Indicators 2. A-C

A. *Administer the NWEA MAP short cycle assessment within each of the three testing windows at each grade level so that at least 95% of the TISMS student population who begin the school year enrolled at TISMS are assessed three times during the school year.*

- At the close of the SY 2014-15 MAP assessment window, 99% of the TIS students had completed their assessments within all three assessment windows.
- By the end of the fall 2015 MAP assessment, only one student had not completed the MAP assessment. TIS met the requirement for having at least 95% of the student population for this assessment window.

B. *By the 40th day, develop professional development plans/strategies that will address training staff on how to access the NWEA MAP short cycle assessment data. The plan will also address how data will be analyzed and used by both individual instructors (to improve differentiated instruction) and how it will be used to inform school-wide instructional programming.*

See attached Professional Development Plan document, which supports instructional staff professional development in support of teaching and learning, specific to using assessment data to inform and improve teacher practice. As included above in this document, as well as the attached document(s), the student performance data is unpacked and disaggregated by staff (instructional, support, and administrative) throughout the school year. The beginning of which occurs with the five (5) days of professional development staff receives prior to the start of the new school year, as well as during weekly PLC articulation meetings and the two-day bi-monthly professional development days established for this purpose.

C. *Develop and implement a Professional Development plan that will use short cycle assessment data to inform instruction that delivers specific instructional strategies for Q1 students, and in particular, SAT and SPED students.*

See attached PD document, which supports instructional staff professional development in support of teaching and learning, specific to using assessment data to inform and improve teacher practice with all students, particularly those with special needs.

TIS Professional Developemnt Plan

2015

August				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Welcome	Teachscape/NM Teach	State of the School	Thinking Maps	Jumpstart
IceBreakers	Library	Blood Borne Pathogens	Advanced Thinking Maps	Open House
Mandarin Lesson	MYP	Discipline	Research Skills	
DIEBELS	Mandarin	Potluck Lunch	POI	Final Prep
Intro to IB	Library	Emergency Proceedures	Mangagebac	Debrief
Essential Agreements	All staff	Student and Staff Handbooks	Lunch Provided by PAC	
Lunch	Lunch on your own	Q/A Where are we?	Classroom Time/Collaboration/Computer set up/fixes…etc	
Classroom time / Collaboration	Rubrics/Managebac			
	Rubrics/Grading			

September		October	
Day 1	**Day 2**	**Day 1**	**Day 2**
k-3 and PYP specials: Cochlear Training	MYP Mangebac Training with CCCS	MYP MAPS Data	PYP ALERT
ALL Gifted/Talented In-service	MYP Team Meeting	PYP Differentiation / SAT / Be	MYP ALERT
pot luck lunch and Civil Rights and Wellness (required state/federal training	PYP Team Meeting	ALL Testing	ALL Deaf Sensitivity
Scheduled SAT Meetings / Co-Planning	MYP UNM Behavioral Science presentation	MYP Differentiation / SAT / Behavior	
	ALL MAPS/Testing Debrief	PYP MAPS Data	Grading / Collaboration

February		April	
Day 1	**Day 2**	**Day 1**	**Day 2**
Differntiation: Enrichment/Acceleration/Anchor Activities	ManageBac: Rubric scoring	ManageBac revisited	
SAT review	MAPs/DIBELS revisit-indiators of success	PST Confereneces	
ALERT/Youth Empowerment	Math/Reading interventions	EOY Exams	
Assessment & Common Understanding	PARCC/NMSBA assessments	EOY activities	
Peer Review S work/assessment			