

**New Mexico Public Education Commission  
and  
Public Education Department  
Options for Parents: Charter Schools Division  
*2014 State Charter Renewal Application Kit***



**Effective Options  
for New Mexico's  
Families  
Charter Schools**





STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

HANNA SKANDERA  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1<sup>st</sup>. The School is asked to comment on the data provided in Part B of their application; however, the School does not need to contribute anything to Part A.

**Part B** offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department’s minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact me at [Julia.Barnes@state.nm.us](mailto:Julia.Barnes@state.nm.us) or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Julia Barnes  
Interim Director  
Options for Parents: Charter Schools Division

***Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.***

Instructions: 2014 State Charter Renewal Application Process and Review Stages .....	1
State Charter Renewal Application Evaluation Standards .....	3
Glossary of Terms .....	4
2014 State Charter Renewal Application Process .....	8
Part A—School’s Summary Data Report.....	9
Part B—Self-Report/Looking Back.....	11
I. Self-Report—Looking Back.....	12
A. Academic Performance/Educational Plan .....	12
B. Financial Performance .....	23
C. Organizational Performance.....	<b>Error! Bookmark not defined.</b>
D. Petition of Support from Employees.....	28
E. Petition of Support from Households.....	28
F. Facility .....	28
G. Term of Renewal .....	29
II. Checklist.....	29
Part C—Self-Study/Looking Forward.....	35
II. Self-Report—Looking Forward.....	36
A. Performance Self Study/Analysis-Key Questions .....	36
B. Mission-Specific Indicators/Goals .....	39
C. Amendment Requests.....	43

## Instructions: 2014 State Charter Renewal Application Process and Review Stages

<b>Form and Point of Contact</b>	All submissions should be prepared utilizing the 2014 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Julia Barnes at <a href="mailto:Julia.Barnes@state.nm.us">Julia.Barnes@state.nm.us</a> or (505) 827-6532. During this process, applicants must first consult with Ms. Barnes about contacting other CSD or PED staff members for assistance and information.
<b>Deadlines and Manner of Submission</b>	2014 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned

	<p>below. Also, please familiarize yourself with the “CSD Sharepoint File Transfer Guide,” which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a> or Amy Chacon at <a href="mailto:Amy.Chacon@state.nm.us">Amy.Chacon@state.nm.us</a>.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
<b>Technical Assistance Workshops (April – September 2014)</b>	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 <sup>st</sup> , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
<b>Renewal Application Review Period (October 1–November 14)**</b>	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
<b>CSD Preliminary Renewal Analysis (November 14)**</b>	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
<b>Response to Preliminary Renewal Analysis (November 14-December 2)**</b>	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
<b>CSD Director’s Recommendation (December 5)**</b>	The CSD will send a Final Director’s Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on <b>Friday, December 5, 2014</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 11–12)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 11–12, 2014</b> .
<b>Contract Negotiations (December, 2014–March, 2015)**</b>	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

## State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

**Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?**

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

**Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?**

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

**Has the school failed to meet generally accepted standards of fiscal management?**

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

**Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?**

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

## Glossary of Terms

**Amended Charter School Act:** In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

**Assessment:** A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

**Contract Negotiation Process:** (*This process takes place after a success renewal process.*) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

**Contract Negotiation Worksheet (Worksheet):** (*This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.*) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

**Current Charter:** The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

**Material Term:** The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

**Material Violation:** A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

**Mission-Specific Indicators/Goals:** The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11<sup>th</sup> grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

*SAMPLE. The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

**Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.

**Cohort 1:** Students who begin their 9<sup>th</sup> grade year enrolled at the School and remain for the entirety of their high school career.

**Cohort 2:** Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9<sup>th</sup> grade.

2.a Did the school meet its mission-specific indicator(s)?
<p><b>Exceeds Standard:</b></p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each Cohort:</p> <p><u>Cohort 1.</u> 95% or more of Cohort 1 students graduate AND</p> <p><u>Cohort 2.</u> 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p><b>Meets Standard:</b></p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each Cohort:</p> <p><u>Cohort 1.</u> 90% or more of Cohort 1 students graduate AND</p> <p><u>Cohort 2.</u> 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p><b>Does Not Meet Standard:</b></p> <p><input type="checkbox"/> The school does not surpass the targets of this indicator if the following rates are met for each Cohort:</p> <p><u>Cohort 1.</u> 80% or more of Cohort 1 students graduate AND</p> <p><u>Cohort 2.</u> 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>
<p><b>Falls Far Below Standard:</b></p> <p><input type="checkbox"/> The school falls far below the standard if it fails to meet any of the standards set forth above.</p>

**New Mexico Condition Index (NMCI):** The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

**Performance Contract:** (§22-8B-9 NMSA) (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.) The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

**Performance Frameworks:** [§22-8B-9.1 NMSA] (This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.) The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

**PSFA:** Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

**Self-Study:** The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.



# NM PED Charter School Division - Renewal Snapshot Report

## Taos Integrated School of the Arts

Contract Type: Charter    Start: 7/1/2010    End: 6/30/2015    Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment		89	118	140	168
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male		55.1%	56.8%	55.0%	48.2%
3. % Female		44.9%	43.2%	45.0%	51.8%
4. % Caucasian		77.5%	75.4%	76.4%	72.0%
5. % Hispanic		14.6%	17.8%	19.3%	23.2%
6. % African American		1.1%	0.8%	0.7%	2.4%
7. % Asian		3.4%	3.4%	2.1%	0.6%
8. % Native American		3.4%	2.5%	1.4%	1.8%
9. % Economically Disadvantaged		62.9%	72.0%	79.3%	56.5%
10. % Title 1 TS		100.0%	100.0%	100.0%	100.0%
11. % Title 1 T		0.0%	0.0%	0.0%	0.0%
12. %Title 1 S		100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		4.5%	8.5%	14.3%	14.9%
15. % ELL		0.0%	0.0%	0.0%	0.0%



## **Part B—Self-Report/Looking Back** (A Report on the Current Charter Term)

## I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

## A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

### New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

### School Grading Report Over Three Years

*Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14).*

Taos Integrated School of the Arts (TISA) received Final Grades of C in 2014, C in 2013, and B in 2012 for this measure. The three year average for the 2014 report was a C with 58.7 points, and the three year average in the 2013 report was 53.6 points. While the three year average grade remains a C, the number of points received in 2014 was only 1.3 points short of earning a grade of B.

It is interesting to notice that TISA's PED Report Card Final Grade in 2011 was a D with only 38.9 points awarded. Comparing this to the 2014 Grade shows the commitment that TISA is making toward improving our students' performance.

As shown in Exhibit B – 1 below, TISA’s 2014 performance in comparison to other schools in Taos area shows that our performance is significantly higher. This exhibit provides a quick look at the educational system and the problems in the Taos area for the students and families which we are charged with serving,

Exhibit B - 1

**TISA's 2014 Final School Grade Compared to Other Neighbor Schools**

School	2014 PED Final Grade
Taos Charter	B - 74.56 Points
Anansi Charter	B - 66.98 Points
<b>TISA</b>	<b>C - 54.20 Points</b>
Taos Middle	D - 37.77 Points
Enos Garcia Elementary	D - 38.09 Points
Arroyo Del Norte Elementary	D - 46.4 Points
Ranchos De Taos Elementary	D - 37.92 Points

During the last three years TISA has been adding students for new grades. In 2011-12 we added 6<sup>th</sup> grade students to our school. Likewise in 2012-13 TISA added 7<sup>th</sup> grade students and in 2013-14 we added 8<sup>th</sup> grade students. Since 2010 TISA has added 60 students to our school increasing the size of our charter approved student body by 50%. This was accomplished while maintaining our PED Report Card Grades at a C or higher level. In 2013-14 TISA employed a new director who is making significant progress toward student growth.

In the 2013-14 school year, TISA added 60 new Chrome Books to our technology resources. We believe this will impact future student growth in performance within the classroom and for state testing. In addition TISA’s networks were heavily updated which significantly improved student tech skills including and internet research abilities.

Since the 2011-12 school year, TISA has added a grade each year, bringing the K-5 school to the current K-8. Issues negatively impacting student performance have included a high turnover rate because many parents want their students better situated for High School and so leave to attend Taos Academy, a 5 – 12 school. Since Taos academy is a charter school and must use a lottery, parents move their students to Taos Academy as soon as they are accepted since they cannot count on being accepted in later years.

Facilities have been another issue for TISA. Beginning with the 2011-12 school year, TISA’s 6<sup>th</sup> grade had to be housed one mile from the main campus. By the 2013-14 school year, grades 5-8 were housed at that location, giving TISA three different landlords and the challenge of managing a school with students one mile apart.

With the advent of the 2014-15 school year, TISA is in the process of obtaining a lease-purchase at a location that would enable the school to be on a single campus by the beginning of the 2015-16 school year.

### Current Standing

*Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.*

Taos Integrated School of the Arts (TISA) received Current Standing Grades of C in 2014, C in 2013, and C in 2012 for this measure. In 2014 TISA received 22.38 points in this measure compared to a statewide benchmark of 21.3 points. The Current Standing measure calculates the grade based on student performance on the annual SBA standardized test.

Exhibit B- 2 below compares the percent of students rated proficient or advanced on the 2014 SBA tests. This shows that on a percentage basis, TISA's proficiency rates are much higher than most of the other schools in the Taos area, in some cases doubling the rates of the number of proficient students in comparison.

Exhibit B - 2

#### TISA's 2014 Student SBA Performance Compared to Other Area Schools

School	2014 Math Proficiency %	2014 Reading Proficiency %
Anansi Charter	78.2%	83.7%
Taos Charter	74.7%	77.4%
<b>TISA</b>	<b>48.1%</b>	<b>70.4%</b>
Taos Middle	24.2%	39.8%
Enos Garcia Elementary	17.8%	27.6%
Arroyo Del Norte Elementary	40.6%	45.0%
Ranchos De Taos Elementary	20.2%	31.5%

Since TISA draws its students via lottery from the same population as other public schools our performance here is notable. Also TISA experiences a relatively high student turnover rate which results in many of our students transferring to us from lower performing schools. As an indication of TISA's reputation in the Taos area, we consistently maintain our student counts at or very close to our charter limits of 20 students per grade. We also continually have students on our waiting list for admission into TISA.

The increased technology has brought renewed motivation to our teachers and students. We used a program called Reflex Math this past year, which contributed to a measurable increase in Math proficiency at the elementary level. We expect that with the second year of use, our Math scores will increase further, along with the adoption of Everyday Math for K-5 and Connected Math for grades 6 to 8.

The middle school in 2013-14 was part of the group on a separate campus, which accounts for part of the Math score decline, along with a new teacher who was not able to adjust to the challenges of teaching 7<sup>th</sup> and 8<sup>th</sup> grade students. This teacher is no longer with TISA. In fact, the entire middle school now is being taught by different teachers who are both experienced and proven successful in teaching Middle School students.

### School Growth

*Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.*

Taos Integrated School of the Arts (TISA) received Final Grades of F in 2014, B in 2013, and B in 2012 for this school measure. The PED calculates this grade by comparing the SBA scores of students in a given grade to the scores of students in the same grade in the previous year. Exhibit B – 3 below shows the history by grade level in Math and Reading.

#### Exhibit B - 3

#### **TISA's 2012 to 2014 Student SBA Proficiency Percent by Grade.**

Grade	Math			Reading		
	2014	2013	2012	2014	2013	2012
Third	81%	44%	88%	75%	61%	81%
Fourth	65%	71%	47%	70%	53%	53%
Fifth	47%	38%	44%	74%	75%	61%
Sixth	44%	18%	23%	72%	35%	54%
Seventh	25%	26%		44%	47%	
Eighth	18%			82%		

This School Growth measure is questionable because educators understand that the capabilities of incoming students in any given year can and does vary substantially from the students in the previous year. In 2012 and 2013 TISA's SBA scores showed that the current year's student SBA scores were better than the previous year's student SBA scores on a grade by grade basis. In 2014 the opposite condition occurred.

Also, with TISA adding an additional grade to our school in each of 2011-12, 2012-13, and 2013-14 school years, we are uncertain what impact this would have on this grade since in each case there were no SBA scores available from students for that grade in the prior year.

When we look at the actual performance of our students on SBA tests from 2012-13 to 2013-14, Exhibit B – 4 below shows how our student's percentiles of Proficient and Advanced increased significantly during the 2013-14 school year.

The measurement that the PED uses to assign the grade for this measure does not consider how many individual students improved during the year. It is unclear how the grade of F was assigned given the improvement of the test scores during the 2013-14 school year.

**Exhibit B – 4**

**TISA’s Student Proficiency Rate Improvements for 2013 to 2014**

Subject	2014 Proficiency %	2013 Proficiency %	Improvement %
Math Proficiency %	48%	41%	7%
Reading Proficiency %	70%	55%	15%

**Q3 (Highest Performing 75%) Growth**

*Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure.*

Taos Integrated School of the Arts (TISA) received Grades of C in 2014, C in 2013, and B in 2012 for this measure. In 2014 TISA earned 6.52 points; in 2013 TISA earned 7.81 points; and in 2012 Tisa earned 12.6 points. The PED state benchmark was 7.2 points in each year. Over the three years, TISA’s performance averaged 9.0 points against the 7.2 points identified by the PED as the state benchmark for this measure.

TISA has very small class sizes (20 or less). When it comes to the statistical analysis that the PED performs as part of their VAM model, these small sample sizes can distort the PED’s measures on the School Grade Report Card. For this measure, the sample size is further reduced when only 25% or 75% of the students are selected. In addition, when the PED uses a three year average as they do in determining scores for this measure, scores are not available for our recently added 7<sup>th</sup> and 8<sup>th</sup> grade classes.

**Q1 (Lowest Performing 25%) Growth**

*Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.*

Taos Integrated School of the Arts (TISA) received Grades of F in 2014, F in 2013, and B in 2012 for this measure. In 2014 TISA earned 10.70 points; in 2013 TISA earned 9.24 points; and in 2012 Tisa earned 17.0 points. The PED state benchmark was 15.3 points in each year. Over the three years, TISA’s performance averaged 12.3 points against the 15.3 points identified by the PED as the State Benchmark for this measure.

TISA has seen a steady increase in the number of Special Education students. Discussions with parents explain part of the reason for this. These parents recount frustration with the staff in larger schools and their inability to understand their child’s differences and/or special needs. There is a high correlation between dyslexia, for example, and artistic ability and students with these challenges seem to be drawn to TISA. In order to address

the growing number of special education students, we have hired an additional part-time Reading Specialist and employed a full-time Special Education Coordinator. This is in addition to a full time Reading Specialist already in place.

This increase in Special Education students over the years is given in Exhibit B – 5 below.

**Exhibit B – 5**

**History of Special Education Students at TISA. These counts are only for students that are being served under their individual IEP.**

<b>Year</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>SPED Students</b>	<b>9</b>	<b>11</b>	<b>23</b>	<b>32</b>
<b>Percent of Students</b>	<b>10%</b>	<b>9%</b>	<b>16%</b>	<b>19%</b>

**Opportunity to Learn**

*Provide a statement of progress regarding “Opportunity to Learn” over the past three years and offer any additional information regarding this measure.*

Taos Integrated School of the Arts (TISA) received Grades of B in 2014, B in 2013, and B in 2012 for this measure. In 2014 TISA earned 8.40 points; in 2013 TISA earned 8.38 points; and in 2012 Tisa earned 8.5 points. The PED state benchmark was 7.5 points in each year. Over the three years, TISA’s performance averaged 8.4 points against the 7.5 points identified by the PED as the state benchmark for this measure.

These grades confirm TISA’s dedication to meeting our various student needs by offering a wide range of learning opportunities. The continuing number of students on TISA’s waiting list also confirms that students and parents recognize these opportunities to learn and want to attend TISA.

**Graduation—as applicable**

*Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure. **NOT APPLICABLE***

**College and Career Readiness—as applicable**

*Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure. **NOT APPLICABLE***

**Bonus Points**

*Provide a statement of progress regarding "Bonus Points" over the past three years.*

**Bonus Point Statement:**

In reviewing the bonus points from the past we could find data only for the last two years. In 1012-13 TISA's bonus points were 2.09, and points were received in the areas of Student Engagement and Parental Engagement. In 2013-14 TISA's bonus points rose to 3.02. Points were received in the areas of Parental Engagement and Truancy Improvement.

Currently, several members of the TISA staff and the director are collecting data and activities to obtain bonus points in all four Bonus areas. We are targeting Student Engagement and will continue our progress toward Truancy Improvement. Teachers in grades 6-8 are working on strategies to involve students in Extracurricular Activities. We believe involving teachers and parents in these will improve our bonus Point scores.

**Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter**

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Academic Performance

Goals Student Performance Goal #1: The combined scores of all third through eighth grade students tested will show an average of 80% proficiency in all subjects testing on the NMSBA by 2014.

Taos Integrated School of the Arts has not met Performance Goal #1 of 80% proficiency in all subjects. This goal was written at the initiation of the charter and has not proven possible at this point. Steps that are being taken include:

1. For the second year in a row, our Q1 group has received an F grade. This is just not acceptable. Our Q1 group is being studied and each one of those students will, or are, being assigned a mentor who is not the classroom teacher.
2. Every teacher is involved in disaggregating all short cycle and SBA data, which this year will change to PARCC. This data impacts every one of us and every student, K-8. Teachers are in the process of writing action plans that will mainly address our Q1 and Q4 students.
3. We have changed Math programs and are receiving inservice training from the NM State College of Education, Mathematically Connected Communities.
4. We have written new SMART goals for Math.
5. One of the staff study books for this year is STEAM Point: A Guide to Integrating Science, Technology, Engineering, the Arts and Mathematics through Common Core.
6. We will continue our training in Visual Thinking Strategies, which over time will lead to increased standardized test scores.

Student Academic Performance Standard/Goal #1: Student Performance Goal #1: The combined scores of all third through eighth grade students tested will show an average of 80% proficiency in all subjects testing on the NMSBA by 2014.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used  
 NWEA MAP MATH RIT SCORES FROM SHORT CYCLE ASSESSMENT

**Data—Average Scores**

<b>Grade - Cut Score - “National At Grade Level”</b>	<b>Year 1 School Year 10-11</b>	<b>Year 2 School Year 11-12</b>	<b>Year 3 School Year 12-13</b>	<b>Year 4 School Year 13-14</b>
3 <sup>RD</sup> - 194	206	203	197	199
4 <sup>TH</sup> - 203	205	213	214	209
5 <sup>TH</sup> - 211	230	214	214	210
6 <sup>TH</sup> - 215		218	216	223
7 <sup>TH</sup> - 218			222	228
8 <sup>TH</sup> - 222				233

TISA’s student’s MAP scores consistently average at or above grade level in both Math and Reading. Since the 6<sup>th</sup> grade was added in 2010-11, the 7<sup>th</sup> grade was added in 2011-12, and the 8<sup>th</sup> grade was added in 2012-13, there were no MAP test scores for those years.

Student Performance Standard/Goal #1: Student Performance Goal #1: The combined scores of all third through eighth grade students tested will show an average of 80% proficiency in all subjects testing on the NMSBA by 2014.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used  
 NWEA MAP LANGUAGE RIT SCORES FROM SHORT CYCLE ASSESSMENT

**Data—Spring Short Cycle Assessments**

Grade - Cut Score - “National At Grade Level”	Year 1 School Year 10-11	Year 2 School Year 11-12	Year 3 School Year 12-13	Year 4 School Year 13-14
3 <sup>RD</sup> - 191	207	203	198	195
4 <sup>TH</sup> - 198	207	208	210	203
5 <sup>TH</sup> - 204	210	211	215	218
6 <sup>TH</sup> - 207		218	215	214
7 <sup>TH</sup> - 209			217	218
8 <sup>TH</sup> - 212				221

*Provide a statement of progress and additional information regarding the above data:*

TISA’s student’s MAP scores consistently average at or above grade level in both Math and Reading. Since the 6<sup>th</sup> grade was added in 2010-11, the 7<sup>th</sup> grade was added in 2011-12, and the 8<sup>th</sup> grade was added in 2012-13, there were no MAP test scores for those years.

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*.

Student Performance Goal #2: Student learning of the thematic, multicultural and arts-integrated curriculum will be measured using formative and summative assessments with a classroom average of 80% mastery of each unit.

The data is not available to adequately measure this goal. Report cards are available which would indicate that 80% of students have mastered the arts-related activities provided in each unit. Steps which are being taken to provide appropriate data for this goal include:

1. We have written a new SMART goal for integrating Arts into our curriculum, aligned with the Common Core State Standards.
2. We are implementing professional development to provide necessary resources to teachers in integrating Art into core subjects.
3. Teacher teams are working to produce formative and summative assessments appropriate to this goal.

**Other Organizational Performance Standards/School Goals from your Current Charter—as applicable**

School Organizational Goal #1: 50% of our parents will indicate a rating of “satisfied” or higher on all questions on the parent satisfaction survey that is administered by-annually by the school. The percentage of parents indicating such a rating will increase from 50% to 80% by the end of the 2015 school year.

Taos Integrated School of the Arts has made significant progress in meeting School Organizational Goal #1 and #2. Based on the Quality of Education Survey for 2013-14, 87% of parents rated “Satisfied” on the survey. 117 parents responded to the survey. The history or response has been:

2010-11	94 students	93% of 13 responding parents were satisfied
2011-12	128 students	83% of 33 responding parents were satisfied
2012-13	142 students	90% of 21 responding parents were satisfied
2013-14	162 students	87% of 117 responding parents were satisfied

We believe it is critical to include parents in all aspects of their child’s education. The director sends home an electronic weekly note to all parents. Through this medium much information is shared about school activities, classroom news, meetings, etc. We used this medium last year as one of the ways to encourage parents to access and take the survey.

Organizational Goal #2: 25% of the parents will participate each school year in volunteer activities as recorded by the volunteer classroom records. By the end of the 2015 school year, this will increase to 50% participation. These volunteer activities include parent/teacher conferences, open house nights, celebrations of learning and parent committees.

The measures for this goal have included parent conferences, winter program attendance and PTA attendance. It has been difficult to obtain statistics for the first three years of the school in this area.

For the school year 2013-14, the parent conferences were changed to student-led parent/teacher conferences. Based on sign-in sheets, 100% of parents attended both conferences either in person at the assigned time and day, or at another time arranged by the teachers. Based on PTA statistics, the average attendance at general PTA meetings was 12, which falls a bit short of the 25% goal which would be 15; however, counting parent volunteers in the classroom, we would exceed the 25% goal.

## B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

### Financial Performance Assurances

*With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

**Yes**  **No** Is the school meeting financial reporting and compliance requirements?

**Yes**  **No** Is the School following generally accepted accounting principles?

*For any "no" answers please provide an explanation.*

#### a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

#### b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
1 (9-10)	0		

2 (10-11)	5	<p style="text-align: center;"><b>Compliance Findings</b></p> <p>1.) CS11-01-AA Procurement, Non-Compliance and other matters</p> <p>2.) CS 11-02-AA-RHC Reports and Contributions, Non-Compliance and other matters..</p> <p>3.) CS 11-03-AA-RHC Travel &amp; Per Diem, Non-Compliance and other matters.</p> <p>4.) Internal Control Structure, Significant deficiency</p> <p>5.) Journal Entries, Significant deficiency</p>	<p>1.)Taos Integrated School of the Arts is under new business management for the 2011-12 school years. Procurement practices are being reviewed and administration is being trained on proper procurement. The Office Manager will serve as the designated procurement agent for the school.</p> <p>2.)Taos Integrated School of the Arts is under new business management for the 2011-12 school years. The late payment was an error in a payroll disbursement in April; a check had been voided in the system by the previous company that was not supposed to be voided. This caused the liabilities to be incorrectly reported for that period. The payment and report remitted in July was to correct that error.</p> <p>3.) Taos Integrated School of the Arts was instructed by the former audit company that the school was considered a state agency and therefore must follow the NMAC 6.2.20.2.19. The school will comply with the Per Diem and Mileage Act for local governments when paying per diem and travel reimbursements. Proper documentation is currently maintained by the school.</p> <p>4.) Taos Integrated School of the Arts underwent a change in management that caused a contractor to become an employee of the school. The Contractor does have a contract that ended by authority of the Governing Council before she became an employee. The contractor was paid after that time as the school was waiting on Federal money reimbursement for paying out the remainder of the amounts owed to the contractor. The previous business management company did not pay out the final payroll. This was found during a reconciliation done by the current business manager for the audit. All payroll is no paid. The school is under new management and an additional safeguard will be put into place for final payrolls. The new business manager will monitor all new assets and keep a depreciation schedule for all fixed assets over \$5,000.</p> <p>5.) Taos Integrated School of the Arts is under new business management for 2011-12 school year. All supporting documentation will be kept with the journal entries at the school and reviewed with the Director and Finance Committee. All supporting documentation for 2011-2011 journal entries was kept at the NMCCS office with review and approval by CFO Michael Vigil. A copy of the actual journal entry was shared with the Director.</p>
3 (11-12)	3	<p style="text-align: center;"><b>Compliance Findings</b></p> <p>1.) CS 11-04-AA Internal Control Structure, Non-Compliance and other matters</p> <p>2.) CS 12-01-AA Purchase Orders, Non-Compliance and other matters</p>	<p>1.) The expense was incorrectly reported. The purchase order had not been updated once the award was granted. Taos Integrated will continue to improve the budgetary review processes.</p> <p>2.)Taos Integrated has continued the training of the Office Manager in procurement processes.</p>

		3.) CS 12-02-AA Budgetary Conditions, Non-Compliance and other matters	3. Taos Integrated received an Award letter on March 29, 2012 awarding an amount of \$181.00. The BAR was submitted to PED: however, the BAR was disapproved with the following statement. Carryover affecting some LEAs for FY10-11 is under evaluation, revision forthcoming. The revision has still not been received to date.
4(12-13)	2	1.) CS 2013-01-AA Audit Committee Member, Non-Compliance in Accordance with the New Mexico State Audit Rule  2.) CS 2013-02-AA Travel & Per-Diem, Non-Compliance in Accordance with the New Mexico State Audit Rule	1.) Taos Integrated has had board turnover during the year. The Business Manager and Director will continue to recommend that two Governing Board members are appointed to the Audit Committee. The Director is also seeking a Community Member to join the committee. We do have an active parent that has agreed to remain part of the committee.  2.) Taos Integrated found that an amount in the spreadsheet for preparation of travel had been set to out-of-state travel rate instead of the in-state-rate. The spreadsheet has been corrected and we have gone over the policy again with the individuals involved in processing and preparing and approving the travel requisitions and payments.

### Educational Requirements—Assurances

- 1)  Yes  No The school complies with instructional days/hours requirements.
- 2)  Yes  No The school complies with graduation requirements. **N/A**
- 3)  Yes  No The school complies with Promotion/Retention requirements.
- 4)  Yes  No Next-step plans are completed for applicable grades.
- 5)  Yes  No The school has an approved EPSS Plan.
- 6)  Yes  No The school demonstrates compliance with requirements relating to assessments.
- 7)  Yes  No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8)  Yes  No The school's curriculum is aligned to Common Core Standards.

*For any "no" answers please provide an explanation.*

*With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.*

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

### Civil Rights and Special Populations—Assurances

- b)  Yes  No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:

- 1)  **Yes**  **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
  - 2)  **Yes**  **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
  - 3)  **Yes**  **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c)  **Yes**  **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
  - d)  **Yes**  **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
  - e)  **Yes**  **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

*For any "no" answers please provide an explanation.*

#### **Employees—Assurances**

- a.  **Yes**  **No** The school meets teacher and other staff credentialing requirements
- b.  **Yes**  **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c.  **Yes**  **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

*For any "no" answers please provide an explanation.*

#### **School Environment—Assurances**

- a.  **Yes**  **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b.  **Yes**  **No** The school keeps records of fire inspections and other safety requirements.
- c.  **Yes**  **No** The school meets transportation and nutrition requirements, if applicable. **N/A**
- d.  **Yes**  **No** The school complies with health and safety requirements.
- e.  **Yes**  **No** The building, grounds, and facilities provide a safe and orderly environment.

*For any "no" answers please provide an explanation.*

### Appropriate Handling of Information—Assurances

- a.  **Yes**  **No** The school maintains required information in STARS and submits in a timely manner.
- b.  **Yes**  **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c.  **Yes**  **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d.  **Yes**  **No** All student records are retained and disposed of pursuant to state requirements.
- e.  **Yes**  **No** The school properly and securely maintains testing materials.

*For any "no" answers please provide an explanation.*

### Governance—Assurances

- 1)  **Yes**  **No** The school complies with governance requirements? Including:
  - 2)  **Yes**  **No** All required School Policies
  - 3)  **Yes**  **No** The Open Meetings Act
  - 4)  **Yes**  **No** Inspection of Public Records Act
  - 5)  **Yes**  **No** Conflict of Interest Policy
  - 6)  **Yes**  **No** Anti-Nepotism Policy
  - 7)  **Yes**  **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
  - 8)  **Yes**  **No** Required Committees (Finance and Audit) and submission of appropriate documentation
  - 9)  **Yes**  **No** Governing Body Mandated Trainings
  - 10)  **Yes**  **No** Governing Body Evaluates Itself
- Yes**  **No** Is the school holding management accountable?
- 1)  **Yes**  **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
  - 2)  **Yes**  **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

*For any "no" answers please provide an explanation.*

## D. Petition of Support from Employees

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

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

## E. Petition of Support from Households

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

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

## F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

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

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

## G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

*State the term of renewal requested if less than five years.*

## II. Checklist

		Yes)
Appendix A	Financial Statement	Y
Appendix B	Petition of Support from Employees Affidavit	Y
Appendix C	Petition of Support from Households Affidavit	Y
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	Y
Other Attachment(s)	Describe:	<input type="checkbox"/>

### Appendix A

#### TISA FY2015 Operating Budget Proposed

##### Instruction

Staff Salaries and Benefits

Equipment

Curriculum

Classroom Supplies

Reading Intervention – 1.5 Staff members \$ 671,616.00

##### Support Services – Students

Special Education and Testing \$ 57,550.00

##### General Administration

Audit

Legal

Governing Council Training \$ 20,500.00

##### School Administration

Salaries and Benefits \$ 150,662.00

##### Central Services

Business Manaer

IT \$ 92,650.00

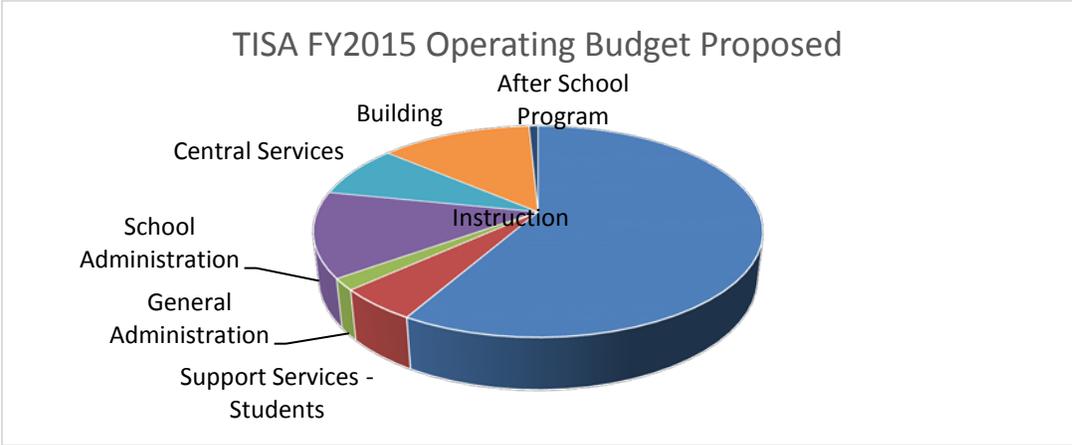
##### Building

Facilities

Janitorial \$ 150,010.00

Community Services  
After School Program \$ 8,965.00

Total Budget \$ 1,151,953.00



**Appendix B**

I am the head administrator of the Taos Integrated School of the MTTS Charter School and hereby certify that: the attached petition in support of the TISA Charter School renewing its charter was circulated to all employees of the TISA Charter School. There are 25 persons employed by the TISA Charter School. The petition contains the signatures of 21 employees which represents 84 percent of the employees employed by the \_\_\_\_\_ Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Taos )



I, \_\_\_\_\_, being first duly sworn, upon oath state:  
Susan M Germann

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

Susan M. Germann

Subscribed and sworn to before me this 29<sup>th</sup> day of Sept. 2014.

Michelle Abeyta  
Notary Public

My Commission Expires: 11/8/2016

Appendix C

I am the head administrator of the Taos Integrated School of the Arts Charter School and certify that: the attached petition in support of the TISA Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 151 households which represents 88 percent of the households whose children were enrolled in the TISA Charter School.

STATE OF NEW MEXICO)

COUNTY OF TANS)

ss.



I, \_\_\_\_\_, being first duly sworn, upon oath state:

Susan M. Germann

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

Susan M. Germann

Subscribed and sworn to before me this 29<sup>th</sup> day of Sept 2014.

Michelle Abeyta

## TOWN OF TAOS CERTIFICATE OF OCCUPANCY

THIS CERTIFICATE HAS BEEN ISSUED PURSUANT TO THE REQUIREMENTS OF SECTION 110 OF THE 2006 INTERNATIONAL BUILDING CODE CERTIFYING THAT AT THE TIME OF ISSUANCE THIS STRUCTURE APPEARED TO BE COMPLIANCE WITH THE VARIOUS ORDINANCES AND CODES OF THE TOWN OF TAOS REGULATING BUILDING CONSTRUCTION OR USE. THE BUILDING OFFICIAL IS AUTHORIZED TO SUSPEND OR REVOKE A CERTIFICATE OF OCCUPANCY WHEREVER THE CERTIFICATE IS ISSUED OR ENDED ON THE BASIS OF INCORRECT INFORMATION SUPPLIED, OR WHERE IT IS DETERMINED THAT THE BUILDING OR STRUCTURE OR PORTION THEREOF IS IN VIOLATION OF ANY ORDINANCE, REGULATION, OR ANY OF THE PROVISIONS OF THIS CODE.

One Classification: Relapse of C of O - "E" Occupancy      Zone: R-14 HOZ  
 Building Address: 119 & 123 Manzanos St  
 Group: E      Construction Type: V-B      Building Permit No: N/A  
 Construction: N/A      Submitter No.: N/A  
 Name of Building: The Aeacus Real Estate Limited Partnership  
 Street Address: 1180 Seminole Trail, Ste 155 Charlottesville, VA 22901  
  
 Chief Building Official: \_\_\_\_\_      Date Issued: June 8, 2010



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

No 10445

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED,  
PERMANENT  TEMPORARY  EXPIRATION DATE \_\_\_\_\_

CERTIFICATE OF OCCUPANCY

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

BUILDING ADDRESS # 125 La Posta Taos NM  
NAME AND ADDRESS OF OWNER Dharma Properties 205 Ranchitos Taos NM

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S) \_\_\_\_\_  
If NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S) \_\_\_\_\_

BUILDING PERMIT NUMBER 2007034963  
INSPECTOR'S NAME John D. Jones  
PORTION OF BUILDING \_\_\_\_\_  
DATE 10-03-07

COMMENTS Change of Occupancy



**Part C—Self-Study/Looking Forward**  
(Reflection and Vision for the Next Five Years)

## II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

### A. Performance Self Study/Analysis-Key Questions

**Directions:** The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

1. The data would indicate that Math must be a priority for TISA students.  
-The average score in Math is 46%. To get to 70% mastery, the students in grades 3-8 would need to score 24 points or approximately 50% higher, which would be a 5 point increase each year.
2. While Reading performance at TISA is better than Math, this must also be a priority.  
-The average score in Reading for the three years is 64%. To reach an 80% mastery, students would need to score 16 points higher, which would be a 4 point per year increase.
3. Based on our mission, arts integration is a priority for TISA.  
-Professional development for teachers will be a focus each of the next five years.

2. What main strategies will be implemented to address these priorities?

#### Priority 1

- For the Math priority, the school has adopted Everyday Math in grades K-5 and Connected Math in grades 6-8. All teachers are being trained in this curriculum and will receive ongoing support from NM State College of Education during the course of the year. Singapore Math will revert to a secondary Math option for teachers to use as supplementation and as a homework resource.
- Students will continue to use Reflex Math, a game-based system that helps students of all ability levels to develop instant recall of their basic math facts. The program is adaptive and individualized, continuously monitoring each student's performance. Reflex develops fluency and automaticity.
- The teachers and director will construct a tutoring program that addresses the needs of all students. This program will be part of the structure of a strong, viable system of support for all students. We will tutor in Math and Reading.

Priority 2

- To address the Reading goal, teachers in grades K-3 will continue to utilize the strategies in Project Read. Teachers in grades 3-8 will continue to use Jr. Great Books, along with grade level novel studies.
- The school staff will continue to research and implement technology integration in core subject areas and the arts.
- Teachers will receive training to use progress reports from short cycle assessments to create data driven instruction for students in Math and Reading.

Priority 3

- To meet the goal of Arts Integration, all staff will receive professional development throughout the year to address maximizing the various arts for each child.
- An Arts Integration Team consisting of teachers, parents and the director will meet every nine weeks to plan and provide resources for the staff.

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

- For the second year in a row, our Q1 student group received an F grade. This is just not acceptable. Our Q1 group is being studied and each one of those students will, or are, being assigned a mentor who is not the classroom teacher.
- Every teacher is involved in disaggregating all short cycle and state assessment data. Teachers will write action plans that will address the individual needs of our Q1 and Q3 students.
- Based on previous years' data, the decision to incorporate training and use of Visual Thinking Strategies was begun last year. VTS is a structured program that teaches a technique to transform classrooms into “engaging, exciting laboratories for the critical thinking and communication skills our children need to master.” –*Daniel Pink* This training assists all K-8 teachers to participate in this cross-curricular arts integrated program which we expect will raise test scores over time.
- Lesson plans are reviewed by the director on a weekly basis to ensure that data is being used to revise and adjust instruction to meet the needs of our students.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

- In partnership with the Special Education Coordinator, all Sp.Ed. student IEP's will be evaluated to provide as much inclusion as possible, while still meeting the needs of the students.
- TISA will use the expertise of a part-time Education Assistant to supplement work done by teachers and the Special Education teacher in both Math and Reading.
- Our 7<sup>th</sup> and 8<sup>th</sup> grade students have the opportunity to study photo journalism and the 8<sup>th</sup> grade class has partnered with the Taos News to provide stories and photos of all school events in Taos.
- We provide access to reading materials so that all our students, along with those who are "economically disadvantaged," have books to read.
- Extracurricular activities exist for students interested in chess club, guitar or violin, photo journalism, gardening and art. Students in grades 1-8 have opportunities to participate in camping trips, day hikes, and our ski program in January/February.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

- This past year all data, short cycle and state SBA results were shared with governing council members. The school report card was copied in its entirety for each governing council member and their input was solicited on how to improve.
- Governing Council input and suggestions are requested at each monthly meeting. We encourage their input by providing numerous opportunities to give feedback.
- The Governing Council did evaluate the administrator this past year and contract continuation was recommended.
- As data is presented to the Governing Council in this school year, their specific suggestions and ideas will be requested and feedback given to ensure the head administrator is being held accountable.

- All Governing Council members are reading the book, *Board Meetings: A Guide for Charter Schools* by Marci Cornell-Feist. We will discuss one chapter of this book at each meeting.
- There will be a teacher presentation at each Governing Council meeting, concentrating on how their students are progressing and how their classrooms are operating.

## **B. Mission-Specific Indicators/Goals**

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

- (1) Demonstrate the school's ability to implement the school's mission;
- (2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11<sup>th</sup> grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

**Please note:** *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

<p><i>Provide Two Mission-Specific Indicators/Goals.</i></p>
<p>Taos Integrated School of the Arts</p> <p>Mission Statement: Taos Integrated School of the Arts will provide its students with an exceptional education that meets or exceeds all New Mexico State Standards. The course of study will be based on an Arts-integrated curriculum that is multicultural and meets all Common Core State Standards. School and student performance will be measured by New Mexico's Public Education annual assessments, nationally recognized short-cycle assessments, student portfolios, and student performances in the Arts domain. TISA will cultivate academic skills and knowledge to help all students achieve their highest potential as artistically-minded lifelong learners.</p> <p>Goal 1 – <i>Academics</i> – All TISA students will work toward attaining Proficient or Advanced scores on the NM PED annual state performance assessments (SBA, PARCC, or replacements) in both Reading and Mathematics.</p> <p>Specific = Satisfactory accomplishment of this goal would be measured by 50% of TISA's students meeting this</p>

goal in both Reading and Math in 2015 assessments with the target increase of 5% per year reaching 75% by the 2019-20 academic year.

**Measurable** = Measures will include benchmark MAPS tests, the state PARCC assessment, portfolio-based student/parent/teacher conferences, artistic performances, exhibits and promotion rates. Documentation will be maintained by teachers and in the school office.

**Ambitious and Attainable** = This goal is ambitious and attainable through the use of Understanding by Design unit and lesson plans. The NM state fine arts standards will be embedded in the unit and weekly lesson plans, along with Common Core state standards.

**Relevant and Rigorous** = Maintaining student portfolios is reflective of the school mission to integrate the arts into the curriculum. Students will use rubrics with which to evaluate their individual portfolios mid-year and end-of-year demonstrations of progress.

**Timely** = Beginning, mid- and end-of-year assessment results will be shared with students and parents. Portfolios will show growth through assessment scores, performance and product growth through participation in programs, drama performances, art exhibits and state test results. Data will be used by teachers and staff to modify curriculum and instruction to meet individual student identified needs.

**Goal 2 – Integrated Arts** – All TISA students will participate in a Multi-Cultural Integrated Arts curriculum and demonstrate proficiency by achieving passing grades on both report cards and specific PED EoC tests. Students with a grade of C or better will be considered Proficient. The goal for TISA will be met when over 80% of students receive a grade of C or better in their Integrated Arts classes.

**Specific** = All students in grades K-8 will create students portfolios which contain at least three examples of arts integrated learning each trimester from each subject area. The arts will be integrated into the core subject areas of Math, English Language Arts, Social Studies, and Science.

**Measurable** = Student success will be reflected in data collected throughout the year in the projects and portfolios students create to demonstrate their competencies. Data will include informal and formal assessment scores, products such as visual arts, writing, and documentation of performances. Students will also demonstrate their abilities in music and dance, which will be used to measure mastery. Portfolios are an opportunity for students to demonstrate what they have learned, and the skills they have mastered, during each assessment period.

**Ambitious and Attainable** = Professional development for teachers on arts integration, instruction for students on constructing effective portfolios, and partnerships with local artists who bring their expertise to the classroom make the goal ambitious and attainable.

**Relevant and Rigorous** = Maintaining student portfolios is reflective of the school mission to integrate the arts into the curriculum. An effective portfolio demonstrates not only the students' mastery of arts and academics,

but also traces development of higher level thinking skills as a result of teacher assessment and student self-assessment.

**Timely** = Portfolio conferences will be conducted in November and March. The final portfolio will consist of performances and exhibits by each K-8 grade.

### **C. Amendment Requests**

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

*\*An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

*\*Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.*  
(22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: Taos Integrated School of the Arts (TISA)

Date submitted: October 1, 2014 Contact Name: Susan Germann E-mail: susang@tisataos.com

<b>Current Charter Application Section and Page</b>	<b>Current Charter Statement(s)</b>	<b>Proposed Revision/Amendment Statements</b>	<b>Rationale for Revision/Amendment</b>	<b>Date of Governing Body Approval</b>
This request is for a complete replacement of TISA's Mission Statement and Goals	See Previous Mission and Goals Below	See Proposed Mission and Goals Below	Our existing Mission and Goal statements were created at the beginning of the charter 5 years ago and needed to be refined to more appropriately reflect the direction is pursuing.	Scheduled for October 8 <sup>th</sup> .

## **Previous Mission and Goals**

### **Mission**

TISA Charter School provides a safe and positive environment for kids, focusing on cooperation and social learning, communication skills, and personal and community responsibility. Our goal is to encourage children to become self-confident, creative, compassionate human beings. Visual Art, Theatre, Sciences, Music, and Arts, in partnership with parents and community, will provide K-8 students in the Taos Municipal School District with the opportunity to reach their maximum potential through a standards-based, multicultural, thematic, and arts-integrated curriculum. Arts-integration creates more meaningful learning through using the arts – visual art, drama, music, dance – as a catalyst to create broader and deeper learning experiences. Taos is a multicultural community steeped in artistic tradition. We wish to found a school that provides students with a multicultural worldview while utilizing thematic units and the arts to facilitate academic learning. Our mission is to educate the whole child in order to cultivate in young people the skills, knowledge and values they need to reach their highest potential.

### **Goals**

#### **Student Performance Goal #1:**

The combined scores of all third through eighth grade students tested will show an average of 80% proficiency in all subjects tested on the NMSBA by 2014.

#### **Student Performance Goal #2:**

Student learning of the thematic, multicultural and arts-integrated curriculum will be measured using formative and summative assessments with a classroom average of 80% mastery of each unit.

### School Organizational Goal #1:

50% of our parents will indicate a rating of “satisfied” or higher on all questions on the parent satisfaction survey that is administered by-annually by the school. The percentage of parents indicating such a rating will increase from 50% to 80% by the end of the 2015 school year.

Measure(s) Used: Quality of Education Survey Data

### School Organizational Goal #2:

25% of the parents will participate each school year in volunteer activities as recorded by the volunteer classroom records. By the end of the 2015 school year, this will increase to 50% participation. These volunteer activities include parent/teacher conferences, open house nights, celebrations of learning and parent committees.

Measure(s) Used: Parent Conference attendance, Fall-Festival attendance, Winter program attendance and PTA attendance.

## **Proposed Mission and Goals**

Taos Integrated School of the Arts

Mission Statement: Taos Integrated School of the Arts will provide its students with an exceptional education that meets or exceeds all New Mexico State Standards. The course of study will be based on an Arts-integrated, multicultural, thematic curriculum that meets all Common Core State Standards. School and student performance will be measured by New Mexico’s Public Education annual assessments, nationally recognized short-cycle assessments, student portfolios, and student performances in the Arts domain. TISA will cultivate academic skills and knowledge to help all students achieve their highest potential as artistically-minded lifelong learners.

Goal 1 – *Academics* – All TISA students will work toward attaining Proficient or Advanced scores on the NM PED annual state performance assessments (SBA, PARCC, or replacements) in both Reading and Mathematics.

Specific = Satisfactory accomplishment of this goal would be measured by 50% of TISA’s students meeting this goal in both Reading and Math in 2015 assessments with the target increase of 5% per year reaching 75% by the 2019-20 academic year.

**Measurable** = Measures will include benchmark MAPS tests, the state PARCC assessment, portfolio-based student/parent/teacher conferences, artistic performances, exhibits and promotion rates. Documentation will be maintained by teachers and in the school office.

**Ambitious and Attainable** = This goal is ambitious and attainable through the use of Understanding by Design unit and lesson plans. The NM state fine arts standards will be embedded in the unit and weekly lesson plans, along with Common Core state standards.

**Relevant and Rigorous** = Maintaining student portfolios is reflective of the school mission to integrate the arts into the curriculum. Students will use rubrics with which to evaluate their individual portfolios mid-year and end-of-year demonstrations of progress.

**Timely** = Beginning, mid- and end-of-year assessment results will be shared with students and parents. Portfolios will show growth through assessment scores, performance and product growth through participation in programs, drama performances, art exhibits and state test results. Data will be used by teachers and staff to modify curriculum and instruction to meet individual student identified needs.

**Goal 2 – Integrated Arts** – All TISA students will participate in a Multi-Cultural Integrated Arts curriculum and demonstrate proficiency by achieving passing grades on both report cards and specific PED EoC tests. Students with a grade of C or better will be considered Proficient. The goal for TISA will be met when over 80% of students receive a grade of C or better in their Integrated Arts classes.

**Specific** = All students in grades K-8 will create student portfolios which contain at least three examples of arts integrated learning each trimester from each subject area. The arts will be integrated into the core subject areas of Math, English Language Arts, Social Studies, and Science.

**Measurable** = Student success will be reflected in data collected throughout the year in the projects and portfolios students create to demonstrate their competencies. Data will include informal and formal assessment scores, products such as visual arts, writing, and documentation of performances. Students will also demonstrate their abilities in music and dance, which will be used to measure mastery. Portfolios are an opportunity for students to demonstrate what they have learned, and the skills they have mastered, during each assessment period.

**Ambitious and Attainable** = Professional development for teachers on arts integration, instruction for students on constructing effective portfolios, and partnerships with local artists who bring their expertise to the classroom make the goal ambitious and attainable.

**Relevant and Rigorous** = Maintaining student portfolios is reflective of the school mission to integrate the arts into the curriculum. An effective portfolio demonstrates not only the students' mastery of arts and academics, but also traces development of higher level thinking skills as a result of teacher assessment and student self-assessment.

**Timely** = Portfolio conferences will be conducted in November and March. The final portfolio will consist of performances and exhibits by each K-8 grade.

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

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

**Public Education Department use only**

Director/General Manager approves change: \_\_\_\_\_ Date: \_\_\_\_\_

*(No further action taken.)*

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

APPROVED       DENIED