



Part A—School's Summary Data Report and Current Charter Contract

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ At present, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

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

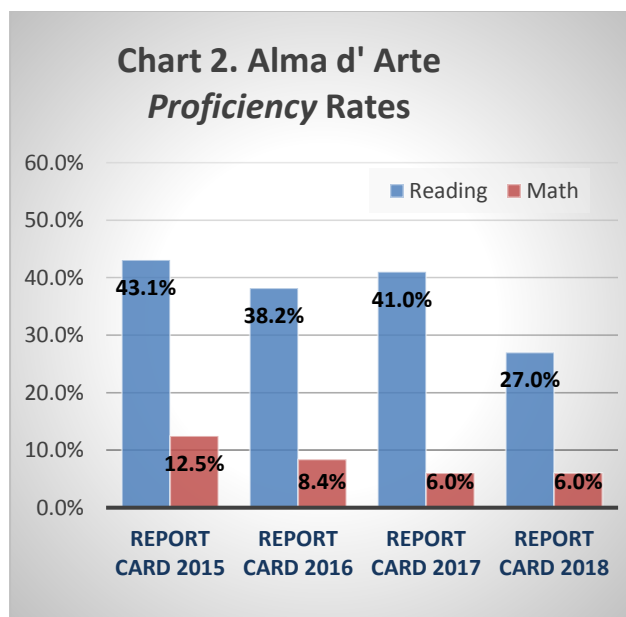
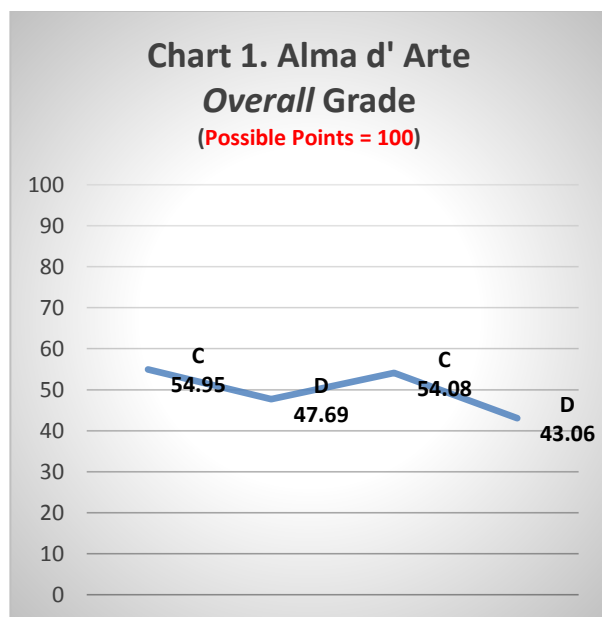
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates Alma d' Arte's overall school grade in each of the last 4 years (2015-2018). The school earned 2 “C's” and 2 “D's” during the past 4 years along with earning bonus points each year. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³ Points earned ranged from 43.06 to 54.95 during this 4 year period with proficiency rates in reading and math steadily decreasing during the 4 year period (see Chart 2).

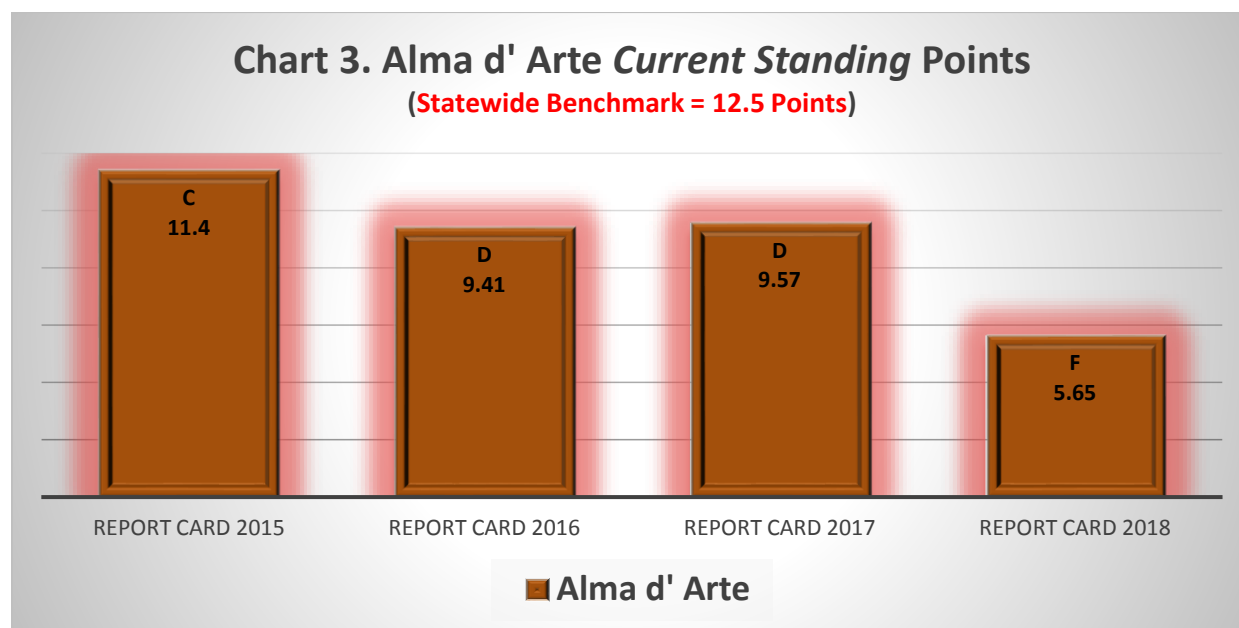
¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf> . In addition, similar schools data may also be obtained at: <http://aae.ped.state.nm.us/DataTableLinks.html> (document title: ‘Similar Schools 2017.xlsx’).

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>

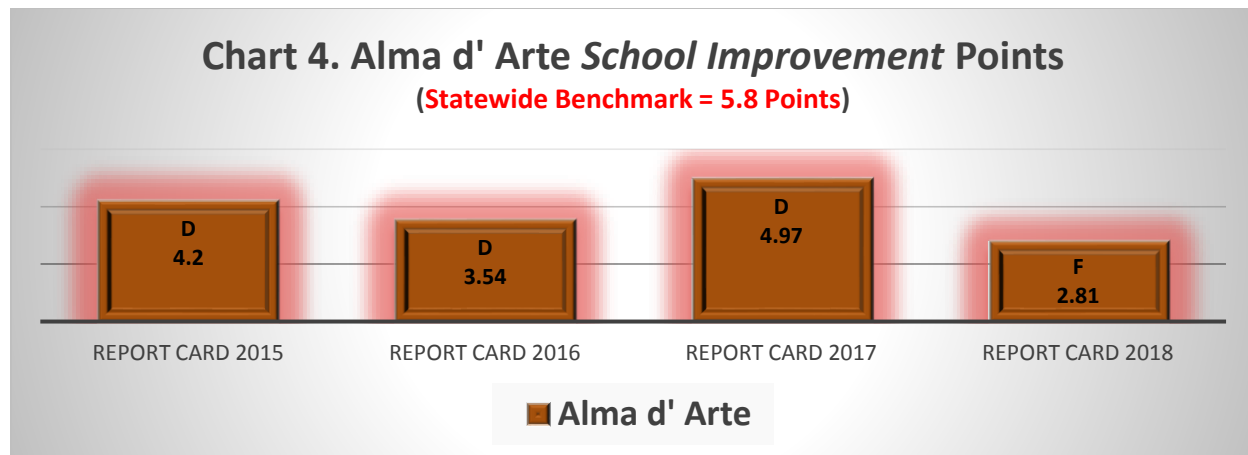


Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 5.65 points out of 30 possible points in this category, which was below the statewide benchmark (established in 2012) of 12.5 points as was the case during the first 3 years of the contract. A steady decrease in points earned in the category during the past 4 years was observed.



School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance

is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school earned between 2.81 – 4.97 points resulting in consistently earning a letter grade of “D” in the category during the first 3 years of its contract and an “F” in 2018. All scores were below the statewide benchmark of 5.8 points.



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

In most years a positive growth index was observed in reading, but a negative growth index was observed in math during all years.

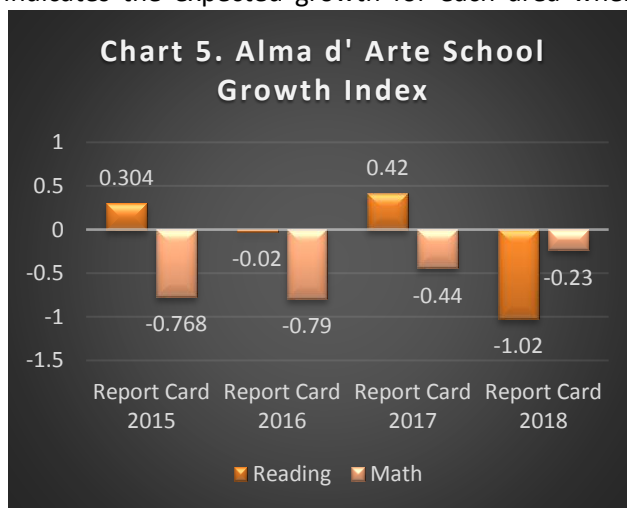
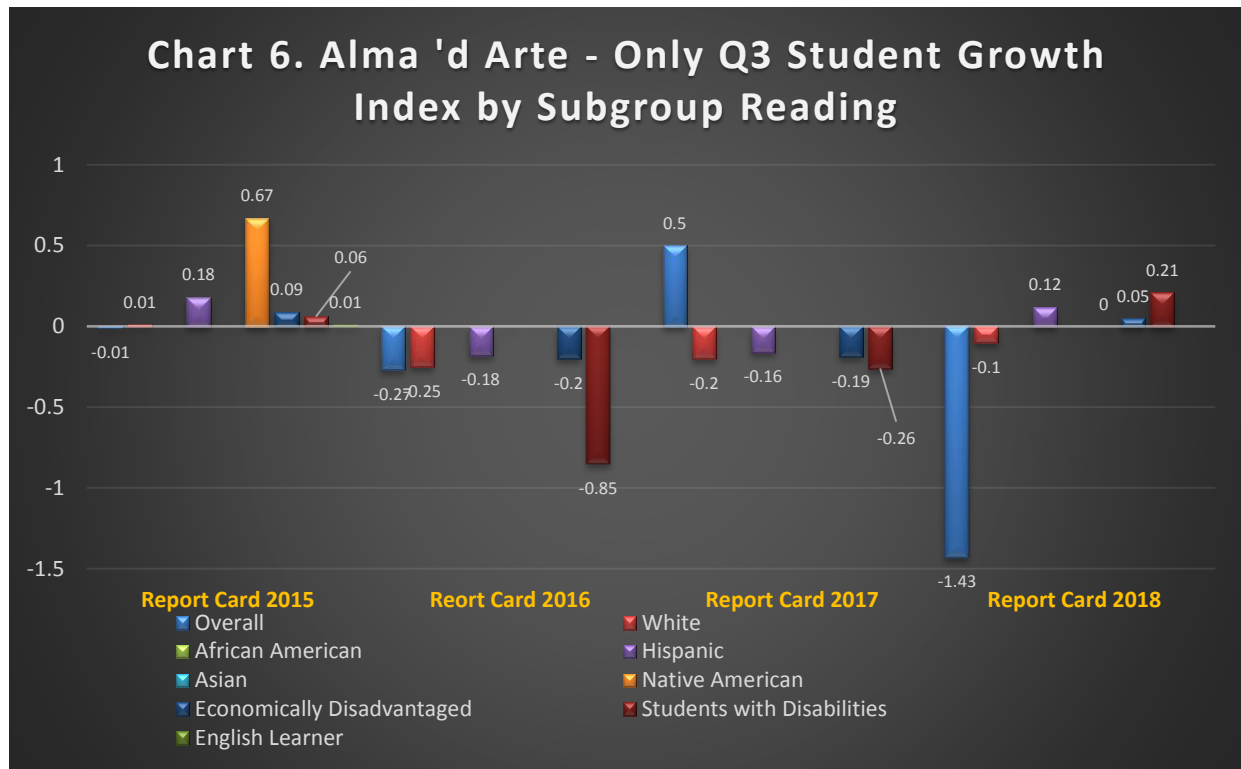
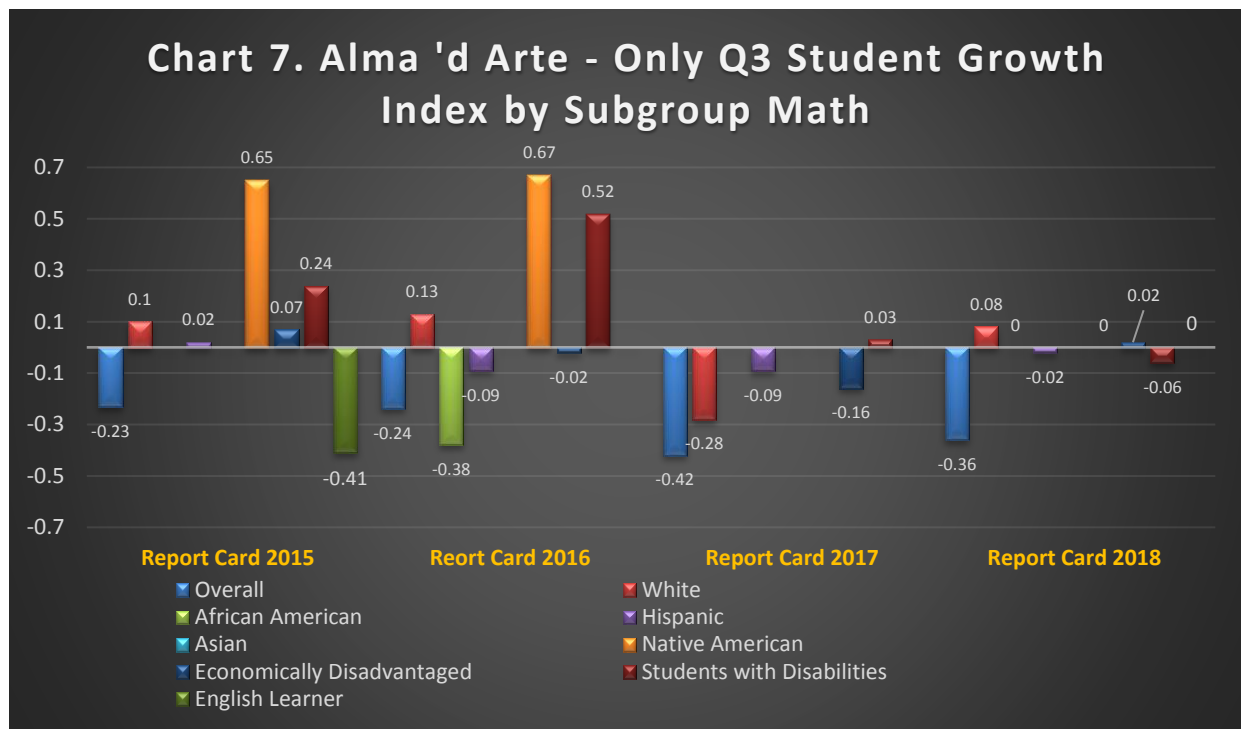


Figure 1. Points earned in School Improvement section (10 total points possible).

	Points Earned in Reading	Points Earned in Math	TOTAL <small>*Possible 10 points</small>
2015	3.10	1.11	4.21
2016	2.46	1.08	3.54
2017	3.31	1.66	4.97
2018	.77	2.04	2.81

Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%). Most subgroups did not meet expected growth in most years in reading while overall student growth were not met in 3 of 4 years during this period. In math, most subgroups met expected growth during 2015, while some met expected growth during 2018. Overall student growth were not met at any time during this period.





Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%). All subgroups during 2015 in reading did not meet expected growth while all met expected growth in 2018. Overall student growth were not met at any time during this period. In math, most subgroups did not meet expected growth in most years while overall student growth were not met at any time during this period.

Chart 8. Alma 'd Arte - Only Q1 Student Growth Index by Subgroup Reading

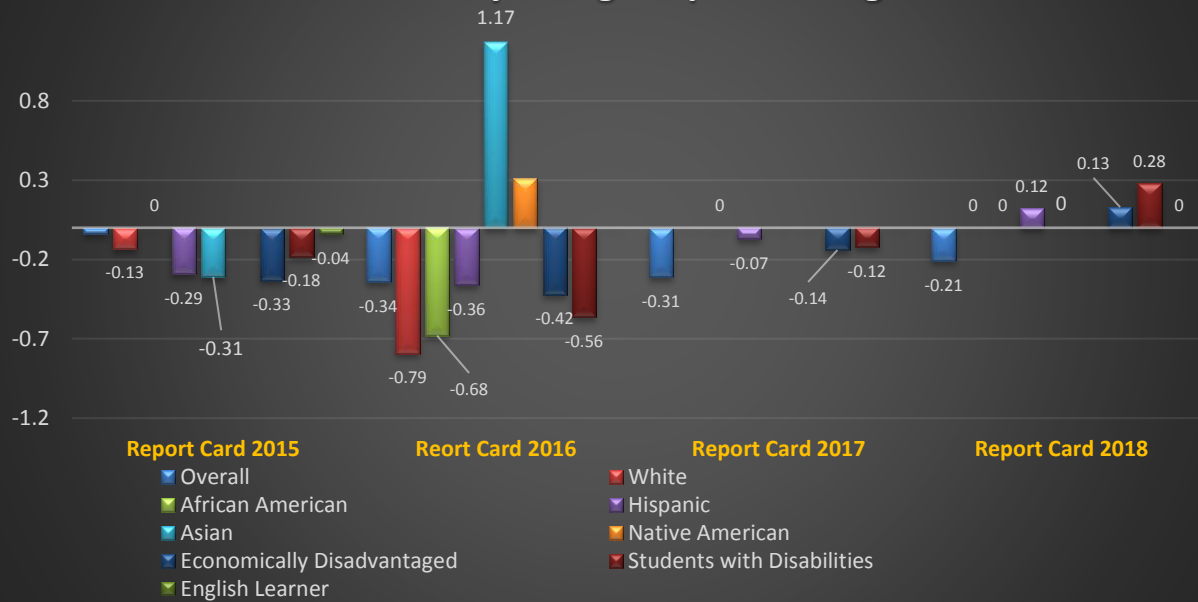
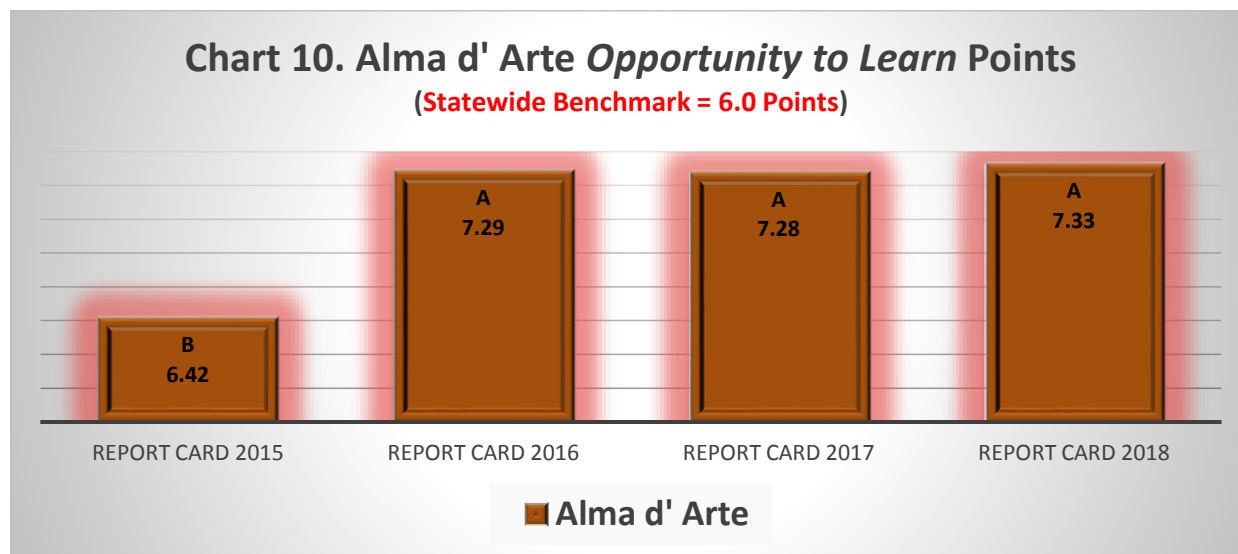


Chart 9. Alma 'd Arte - Only Q1 Student Growth Index by Subgroup Math



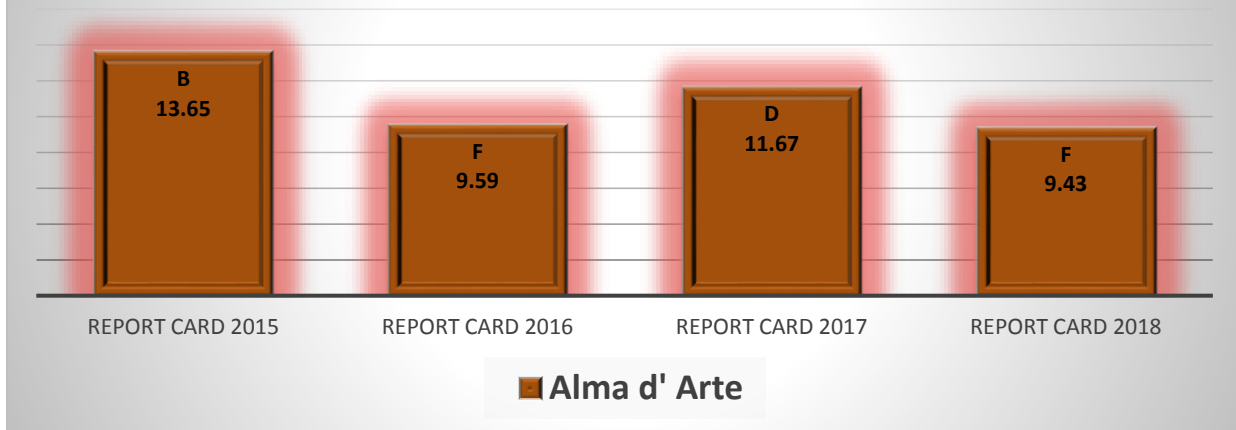
Opportunity to Learn (OTL). Opportunity to learn represents the learning environment schools provide)⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Alma d' Arte has performed well since 2015 exceeding the statewide benchmark in each of the past 4 years earning the majority of points as well as earning a letter grade of “B” in 2015 and “A’s” the following 3 years (see chart 10). In 2018, the school had a high attendance rate of 97% and along with surveys completed earned a total of 7.33 points in the category.



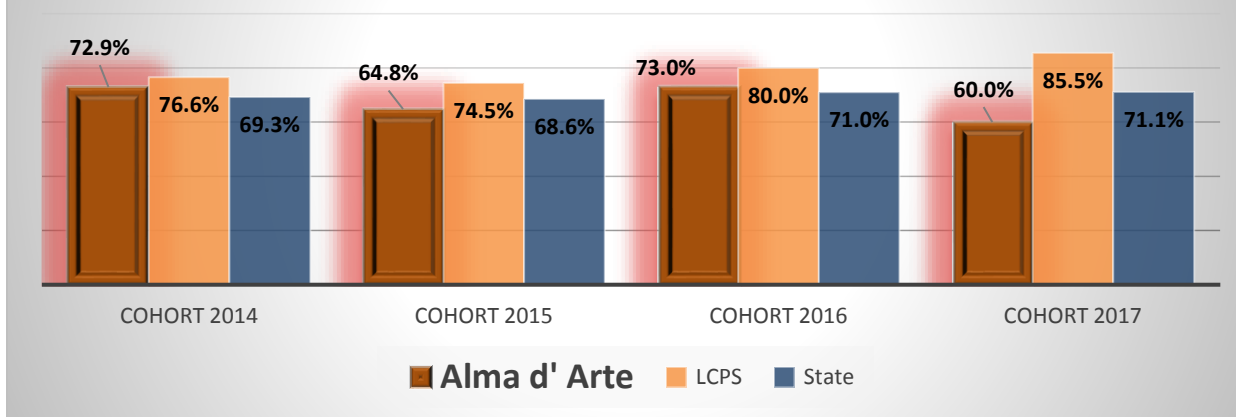
High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s graduation cohorts have not surpassed the statewide goal of 90% in any of the years. Alma d’ Arte had a high of 73% for the cohort of 2016 and a low of 60% for the cohort of 2017. The cohort of 2014 surpassed the statewide benchmark resulting in a letter grade of “B” during that year. The school did not reached statewide benchmark during the next 3 years. The cohorts of 2014 and 2016 surpassed the statewide average, but were below the surrounding district’s graduation rate in each of the past 4 years.

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

Chart 11. Alma d' Arte *Graduation Points*
(Statewide Benchmark = 12.8 Points)



**Chart 12. Alma d' Arte
4-Year Graduation Rate (Multi-Year)**

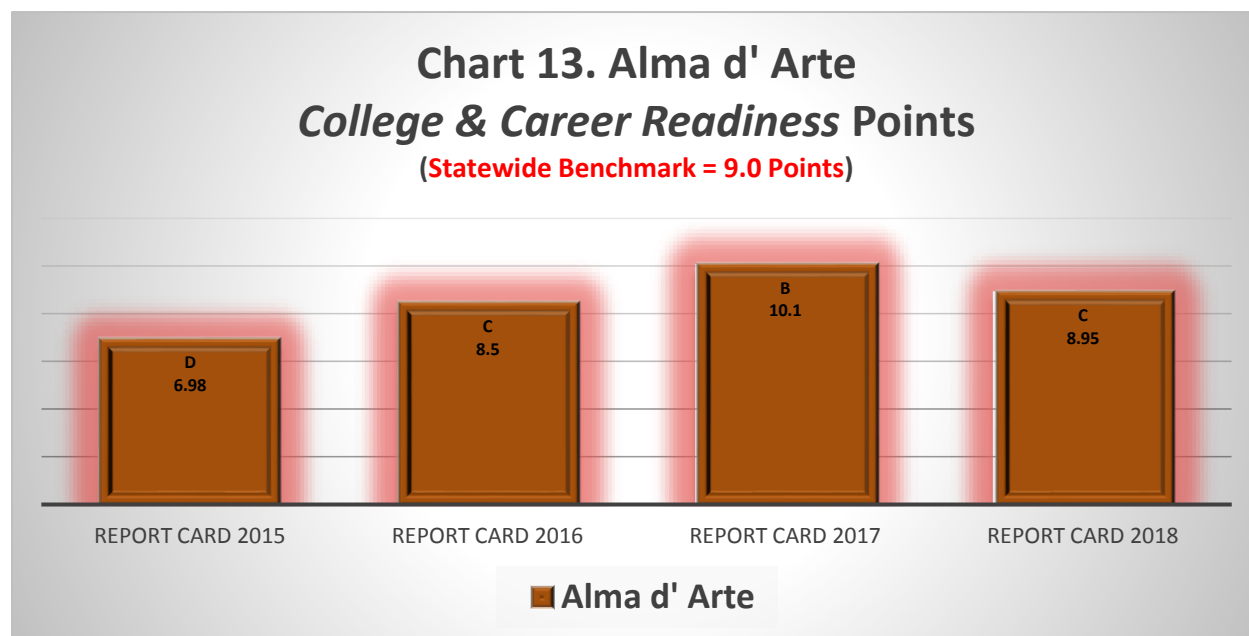


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college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

Chart 14 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years. Alma d' Arte met standard in 3 of 4 years earning 2 "C's" and 1 "B" surpassing the statewide benchmark in 2 of the 4 years. In 2018, the school report card data indicated that 69% of students at the

⁵ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN), which resulted in the school earning 3.45 points out of 5 for this portion of the category. Out of the 69% of Alma d' Arte students who participated in *College and Career Readiness* opportunities in 2018, 55% were successful, resulting in an additional 5.5 points earned (10 possible) for this portion of the category.



1b. Specific Charter Goals

This section includes analysis of Alma d' Arte Charter School's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators through 2016-2017 (the renewal application kit will be updated with data from the 2017-2018 school year once it is made available). Note that the school received ratings of *"Falls Far Below Standard"* for all goals in 2017 because it did not provide verifiable evidence as requested to substantiate purported progress towards each indicator. Overall, a steady decline in reaching standard for each goal since 2015 was observed.

Charter Specific Goals

2.a. Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at Alma d' Arte 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 9th grade."

2.b. Mission Specific Indicator: Students graduating from Alma d' Arte Charter High School who have been at the school since at least the beginning of their sophomore year (these students define the cohort referred to below) will be prepared as artist-scholars to pursue careers and post-secondary education in the arts and all fields of their choice, as demonstrated by completion of arts electives. The grading system will utilize rubrics relevant to and aligned to Common Core Standards to determine student grades."

2.c. Mission Specific Indicator: Graduates of Alma d' Arte who have been at the school since at least the beginning of their sophomore year (these students define the cohort referred to below) will demonstrate College and/or Career Readiness as defined by

- Measures of college readiness established by academic scores earned on any of the following assessments: PSAT, SAT, ACT, COMPASS and
- Dual credits, AP, Honors or on-line course earned throughout high school and
- Completion of the Alma d' Arte apprenticeship program."

Figure 2. Progress towards Charter Specific Goals.⁶

Goal	Description	2015				2016				2017			
		Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below	Exceeds	Met	Did Not Meet	Falls Far Below
2.a	Improve graduation rate		X						X				X
2.b	Complete arts elective		X					X					X
2.c	Demonstrate career and/or college readiness			X					X				X

Goal	Description	2018			
		Exceeds	Met	Did Not Meet	Falls Far Below
2.a	Improve graduation rate				X
2.b	Complete arts elective				X
2.c	Demonstrate career and/or college readiness				X

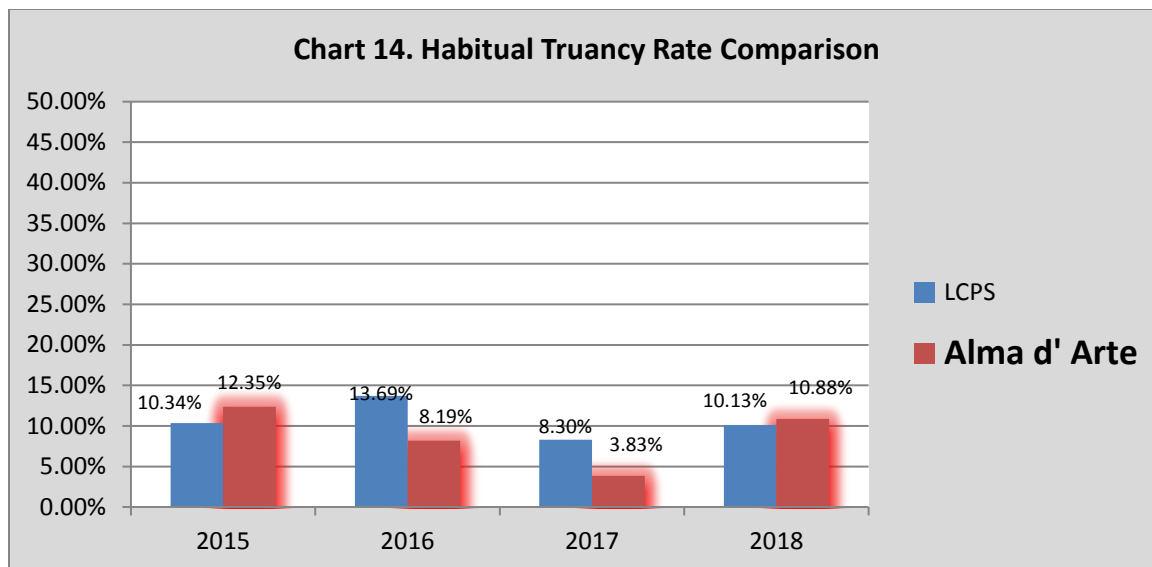
Student Attendance and Enrollment

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

Habitual Truancy

The following table (next page) reflects the school's habitual truancy rate compared to the local district, Las Cruces Public Schools (LCPS). Alma d' Arte Charter School's habitual truancy rate decreased from 12.35% in 2015 to 3.83% in 2017 but increased by +7.05 percentage points in 2018. In both 2015 and 2018, Alma d' Arte Charter School's habitual truancy rates were higher than LCPS. Caution, however, should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences alone.

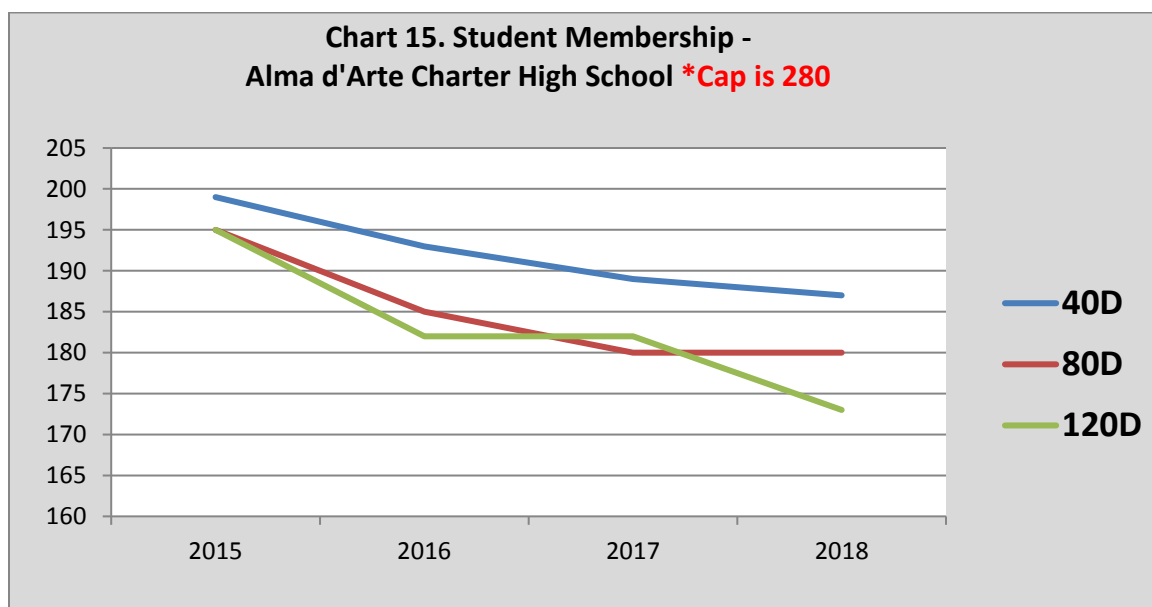
⁶ Charter Specific Goals are referred to as "Mission-Specific Indicators" in the school's contract and performance framework.



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

Student Membership (Enrollment)

The chart below illustrates the student membership for each of the years in operation during the current contract term. The school's enrollment has decreased each year since 2015 at an average of 4 - 5 students per year. The overall decline from Fall 2014 to Spring 2018 was 26 students (13% decrease). The data points on the chart indicates that enrollment decreased each year from the 40th day to the 120th day. The decrease in 2018 was 14 students (7%). As of 2017-2018, the school had not reached its enrollment cap of 280. The school is operating at approximately 67% of its approved capacity.

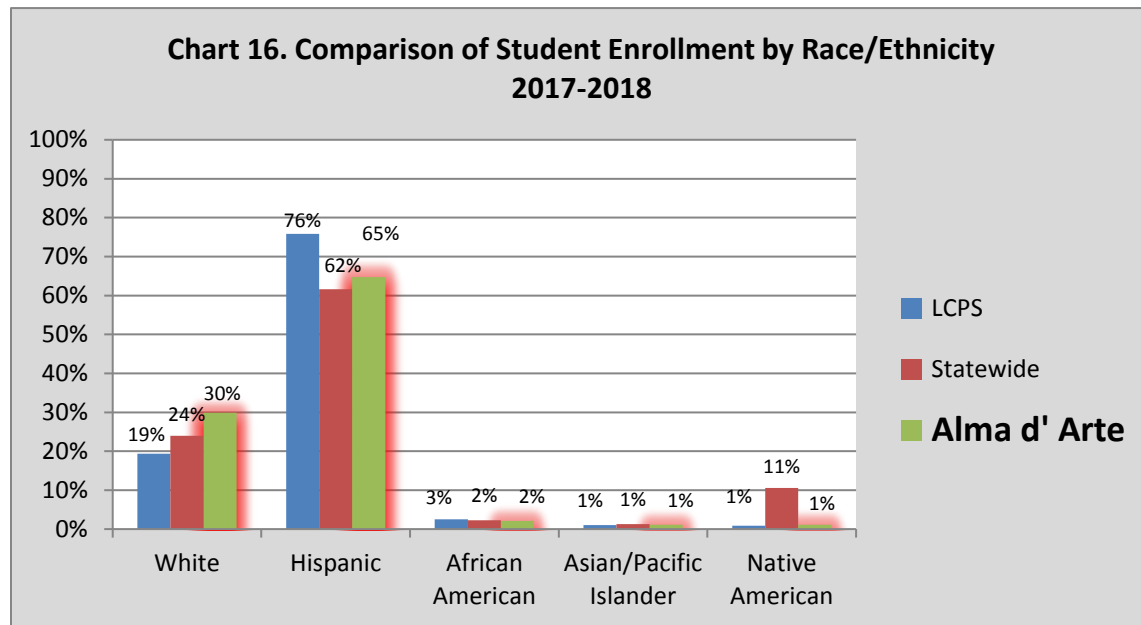


Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity

Alma d' Arte Charter School's student demographics data illustrates that it serves a *lower* percentage of Hispanic students when compared to LCPS (65% vs. 76%). The school serves a *higher* percentage of White

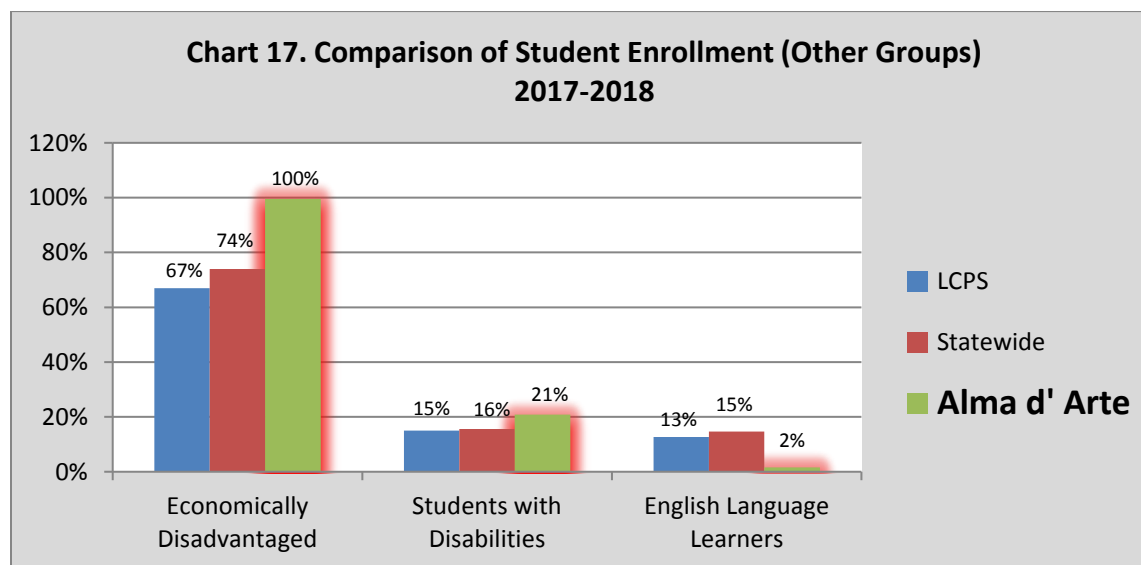
students when compared to the district (30% vs. 19%) and serves similar percentages of African American, Asian/Pacific Islander, and Native American students when compared to the district.



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

Enrollment by Other Subgroups

Alma d' Arte Charter School serves a *higher* percentage of students who are economically disadvantaged as well as those with disabilities when compared to the district and state. In one case as much as +26 percentage points higher. The school serves a *lower* number of English Learners (2%) compared to LCPS (15%) and statewide (13%). Practices for identifying English Learners was noted as a compliance concern 2-years in a row.



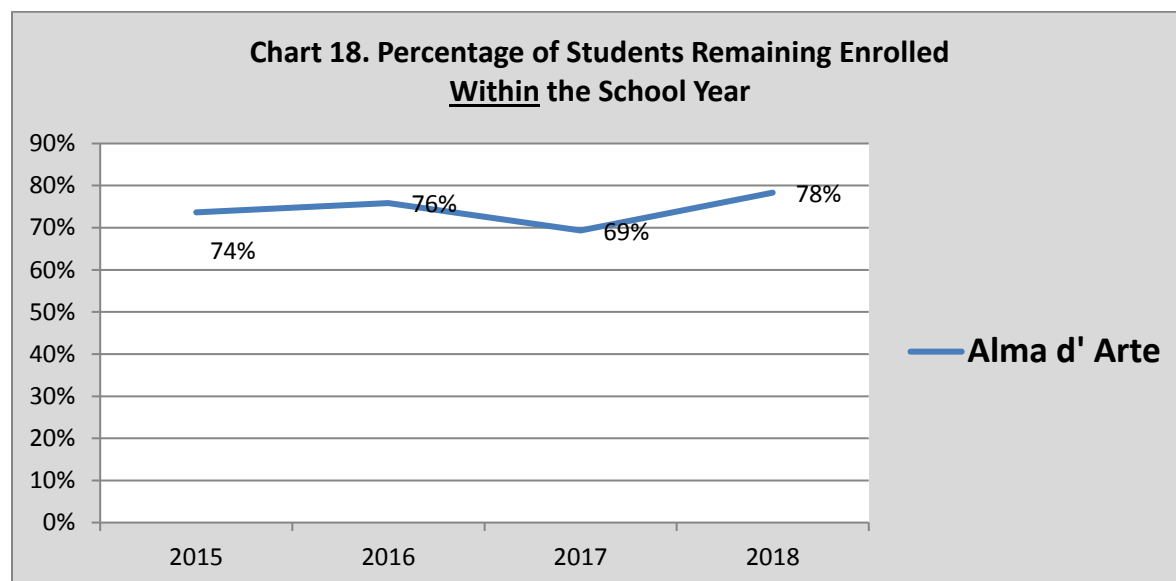
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

In its Performance Framework, the Public Education Commission (PEC) has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

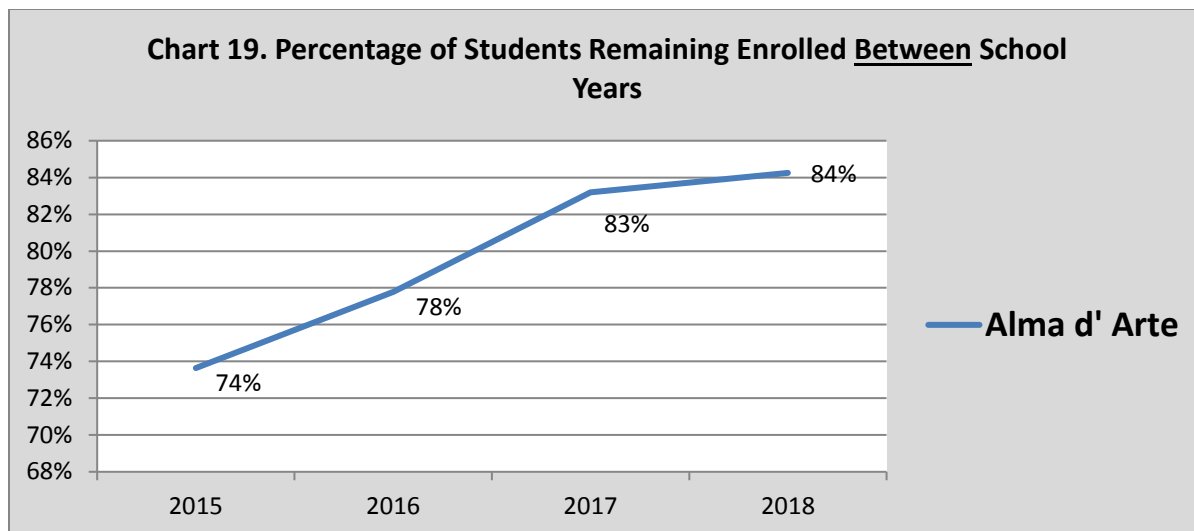
The chart below illustrates that 22% of students enrolled during the 2017-2018 school year withdrew before the end of the school year. Within-year student retention increased slightly during the contract term, with a dip in the 2016-2017 school year.



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

To evaluate recurrent enrollment, this measure is calculated by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated) and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control were removed from the data set.

The next chart illustrates recurrent enrollment at the school. Student enrollment data show that 73.64% of the students that completed the school year in 2013-2014 returned to the school in 2014-2015. The chart also shows that 84% of students from 2016-2017 re-enrolled in 2017-2018. The school experienced an increase in percentage of students eligible to re-enroll from one year to the next who eventually re-enrolled.

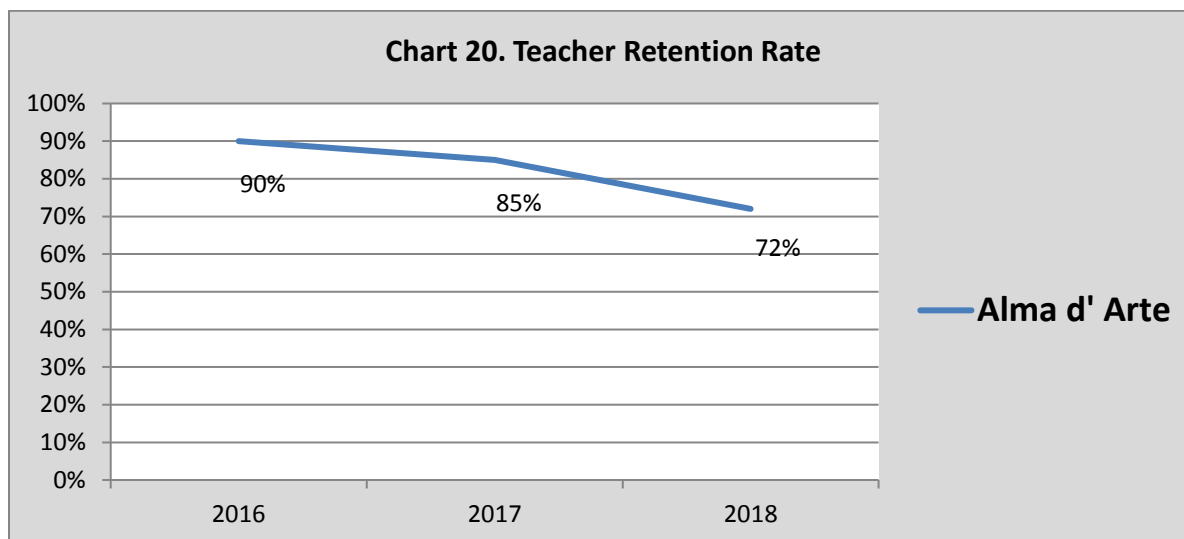


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

Teacher Retention Rate

The table below demonstrates teacher retention rate over time. Data is calculated by comparing the license numbers of teachers from one year to the next. For example, all teacher license numbers identified during the 80D reporting period in 2014-2015 were compared to teacher license numbers the following year during the same reporting period. The percentage of duplicate license numbers were compared in the second year to determine the teacher retention rate.⁷

The chart below shows a steady decrease in teacher retention by nearly 20 percentage points from 2016 to 2018.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

⁷ Teacher retention rate may be impacted by staff transition from teaching assignment to program administration position within the same LEA (such as from special education teacher to special education director).

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	1	-	-
FY16	-	-	-
FY15	4	-	-

Summary of Fiscal Reports

In **FY17**, the school received **1 finding of non-compliance** related to mileage reimbursements.⁸

- **2017-001 Mileage Reimbursements – (Compliance)**
Condition: For the year ended June 30, 2017, auditor noted that the School reimbursed employees for mileage at a rate of forty-four cents per mile. Of the 2 travel items tested that included mileage reimbursements, 100% reimbursed a rate higher than the current statutory rate.

In **FY16**, the school received **0 findings**.

In **FY15**, the school received **4 findings of non-compliance** related to timely deposits, Bar Adjustment Requests, mileage reimbursements, and per diem rate reimbursements.

- **2014-001 Timely Deposits - (Non-Compliance in Accordance with the New Mexico State Audit Rule)**
Condition: During our cash receipts testing we noted that deposits were not being made within twenty-four (24) hours after being received. Of our sample of 12, one receipt totaling \$1,600 was not deposited within 24 hours. There were an additional 4 receipts totaling \$3,996.24 that were missing documentation and it could not be determined if they were deposited timely. No progress has been made in the current year.
- **2015-001 Budget Adjustment Requests (BAR) (Compliance)**
Condition: We noted the School budgeted more cash carryover of \$69,058 than the School had available for the Operational Fund.
- **2015-002 Mileage Reimbursements – (Compliance)**
Condition: For the year ended June 30, 2015, auditor noted that the School reimbursed employees for mileage at a rate of fifty-five cents per mile. Of the 5 travel items tested that included mileage reimbursements, 100% reimbursed a rate higher than the current statutory rate. Of these 5 items, the total excess reimbursed was \$193.94.
- **2015-003 Per Diem Rate Reimbursements – (Compliance)**

⁸ See audited financial statements which may be obtained at: <https://webnew.ped.state.nm.us/bureaus/administrative-services/accounting/>.

Condition: For the year ended June 30, 2015, auditor noted that the School reimbursed employees in excess of the allowable rate for per diem once of seventeen items tested. Additionally, the School could not provide documentation for three of seventeen travel disbursements tested, for \$1,939.90.

2b. Board of Finance

The governing council of Alma d' Arte Charter School's Board of Finance has never been suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

To graduate artist/scholars prepared to succeed.

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

Educational Program of the School.

School Vision:

To be a pre-eminent center for artistic and academic excellence in preparing students for post secondary education and successful living in a global community.

Alma d' Arte provides at least four art strands (visual arts, performing arts,culinary arts and literary arts) that students choose from year to year.

Student – Focused Term(s).

Alma students are expected to contribute in one or more of the following each semester:

- *the school's Winter Arts Showcase,*
- *a recruiting presentation or event,*
- *a community arts event such as the Love of Art Month activities, or*
- *a community-based activity or event as part of the apprenticeship experience.*

As an essential component of the school's academic and artistic focus, seniors at the school will participate in apprenticeships. The teachers work with the students to identify the community mentors for the apprenticeships.

Community-based activity or event as part of the apprenticeship experience Teacher – Focused Term(s).

Alma will provide annual training for teachers in integrating curriculum, including arts with core and the reverse.

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: “Meets Standard,” “Working to Meet Standard,” or “Falls Far Below Standard.” During the past 2 years, Alma d’ Arte Charter School received the following ratings:

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

Meets	Working to Meet	Falls Far Below
7	7	3

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

Meets	Working to Meet	Falls Far Below
3	7	7

Summary of “Falls Far Below” Ratings Over 2-Year Period

- **Notice to parents.** The school did not provide evidence of written notification to parents of students taught by a long-term substitute teacher or teacher not holding the requisite licensure endorsement in health [6.29.1.9.C.9.b NMAC].
- **English Language Learners.** The school did not provide evidence of properly: (a) identifying, (b) administering screening assessment, and (c) servicing eligible students [6.29.5.11.E NMAC].
- **Governance requirement.** The school did not provide evidence of maintaining five (5) board members throughout the term of the contract. PED records indicate the board dropped to below five (5) members prior to September 2016. PED does not have records before that time, so it is unclear when the board initially dropped below five members [NMSA § 22-5-1].
- **Evaluation of head administrator.** The school did not provide evidence that the governing council evaluated the head administrator during the 2016-2017 or in previous year [6.29.1.9.B.2 NMAC].
- **Long-term substitute waiver.** The school did not provide evidence it sought waiver approval (long-term substitute or licensure endorsement flexibility waiver) from the Department for a health course taught by an unendorsed teacher [NMSA § 22-10A-16; 6.29.1.9(C)(9)(d) NMAC].
- **Background check.** The school did not provide evidence of completed background checks for two (2) instructional staff [NMSA § 22-10A-5].
- **Health and safety.** The school did not provide evidence of providing child abuse and neglect detection training to staff [NMSA § 22-10A-32; 6.29.1.9(D)(3)(f) NMAC].

- **Material term.** The school did not provide evidence of staff professional development related to integrating arts into core courses [Charter Contract, p. 34].
- **Business Management and Oversight.** The school did provide evidence that it is implementing its audit Corrective Action Plan (CAP).

3c. Governing Body Performance

According to the last reporting from this school, Alma d'Arte Charter School has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Alma d'Arte Charter School's Governing Board:

Figure 6. Governing board composition.

Name	Role	Service Start Date*	Membership Status	FY18 Training Requirements
Gene Elliott	President	January 2017	Continuing	Complete
Casilda Provencio	Vice President	January 2018	Continuing	Complete
Carolyn Williams	Secretary	January 2016	Continuing	Complete
Karen Caroe	Member	January 2016	Continuing	Complete
Dr. Godfrey Crane	Member	December 11, 2017	New	Complete

**As of information submitted July 1, 2018. Members have 2-year terms that can be renewed. This date indicates only the current term of service.*

According to PED records, the school had completed all training for FY18. The school had three members complete the required training in FY17. The school had six (6) members complete the required training in FY16. The school had four members complete the required training in FY15.

Alma d'Arte Charter School did not maintain the statutorily required five member board throughout the term of the contract (see NMSA 1978 § 22-5-1). PED records indicate the board dropped to below five members prior to September 2016. PED does not have records before that time, so it is unclear when the board initially dropped below five members.

On June 12, 2017, Mr. William Brogan joined the board, but resigned on August 14, 2017. The board remained at four members until Dr. Crane joined the board on December 11, 2017. Mr. Brogan did not complete any training as required by 6.80.5.9 NMAC.

Mr. Alfredo Diaz is the current business manager for Alma D'Arte Charter School. No changes are on file at the PED since the start of the contract term.