



## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

## 1. Academic 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 or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

### a. Department's Standards of Excellence – A-F Letter Grades

The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).

**For any school that has not maintained a C or better letter grade in each year of the term of the contract, or that has earned a D or F in any indicator of the letter grade in the past two years, provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining a C or higher letter grade.**

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained a C or better letter grade over the term of the contract AND have not earned a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.**

**School response:** See following pages with copies of school report cards and the school's response



# School Grade Report Card 2013

Certified

Final Grade

**B**

## Alma D Arte Charter

District: State Charters

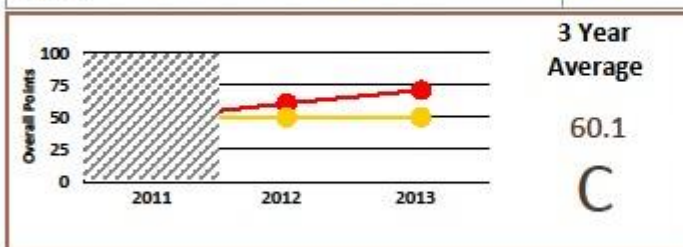
Grade Range: 09-12

Code: 511001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		B	16.09	30
<b>School Growth</b> In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?		C	5.04	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	10.00	10
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	9.53	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	6.77	8
<b>Graduation</b> How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.		C	13.58	17
<b>College and Career Readiness</b> Are students prepared for what lies ahead after high school? 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.		C	9.40	15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			0.50	5



Final School Grade

75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

Total Points

70.91

New Mexico School Grading 2013



# School Grade Report Card 2014

Certified

Final Grade

**B**

## Alma D Arte Charter









District: State Charter

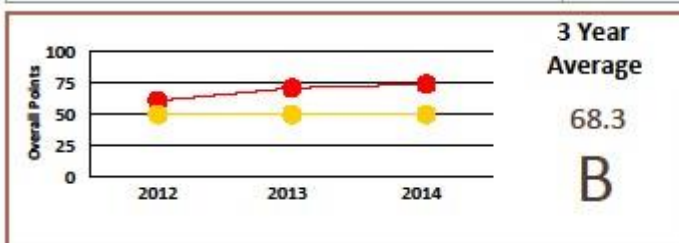
Grade Range: 09 - 12

Code: 511001

This School

Statewide C Benchmark

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		B	18.09	30
<b>School Growth</b> In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?		B	6.87	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state		A	9.52	10
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		B	8.82	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	6.46	8
<b>Graduation</b> How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.		C	13.44	17
<b>College and Career Readiness</b> Are students prepared for what lies ahead after high school? 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.		C	8.52	15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			1.98	5



Final School Grade	Total Points
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F
	73.70

New Mexico School Grading 2014



# School Grade Report Card 2015

Certified

Final Grade

C

## Alma D Arte Charter

District: State Charters

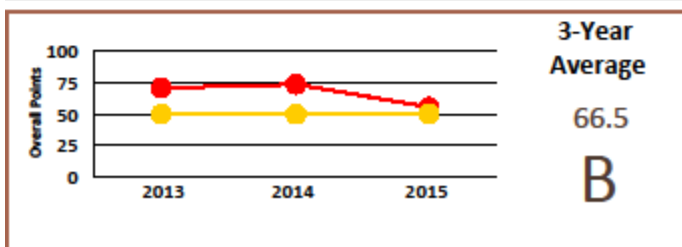
Grade Range: 09 - 12

Code: 511001

This School

Statewide C Benchmark

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		C	11.40	30
<b>School Growth</b>				
In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		D	4.20	10
<b>Student Growth of Highest Performing Students</b>				
How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		B	4.51	10
<b>Student Growth of Lowest Performing Students</b>				
How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	3.31	10
<b>Opportunity to Learn</b>				
Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	6.42	8
<b>Graduation</b>				
How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.		B	13.65	17
<b>College and Career Readiness</b>				
Are students prepared for what lies ahead after high school? 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.		D	6.98	15
<b>Bonus Points</b>				
Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.50	5



Final School Grade	Total Points
75.0 to < 100.0 A	54.97
65.0 to < 75.0 B	
50.0 to < 65.0 C	
35.0 to < 50.0 D	
0.0 to < 35.0 F	

New Mexico School Grading 2015



# School Grade Report Card 2016

Certified

Final Grade

**D**

## Alma D Arte Charter

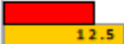







District: State Charters

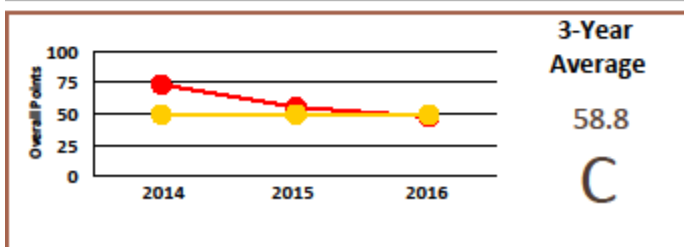
Grade Range: 9 - 12

Code: 511001

This School

Statewide C Benchmark

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?		D	9.41	30
<b>School Growth</b>				
Did the school as a whole improve student performance more or less than expected?		D	3.54	10
<b>Student Growth of Highest Performing Students</b>				
Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		C	4.00	10
<b>Student Growth of Lowest Performing Students</b>				
Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		F	3.37	10
<b>Opportunity to Learn</b>				
Do parents and students believe their school is a good place to learn? Is student attendance high?		A	7.29	8
<b>Graduation</b>				
Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?		F	9.59	17
<b>College and Career Readiness</b>				
What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?		C	8.50	15
<b>Bonus Points</b>				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			1.99	5



Final School Grade	Total Points
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F
	<b>47.69</b>

New Mexico School Grading 2016



**Alma D Arte Charter**


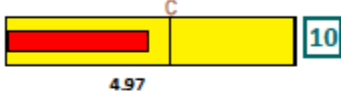
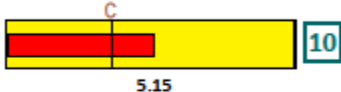
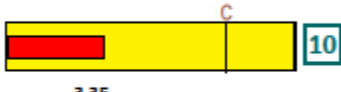


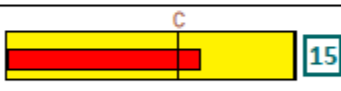
District: State Charter

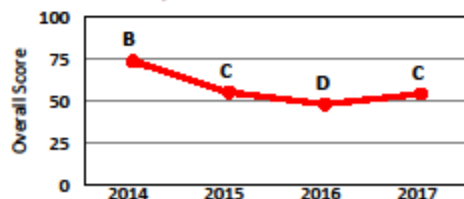
Grade Range: 9 -12 Code: 511001

C - State benchmark established in 2012

Possible Points

This School Earned

<b>Current Standing</b>			
Are students performing on grade level? Did they improve more or less than expected?		30	D
<b>School Improvement</b>			
Is the school as a whole making academic progress?		10	D
<b>Improvement of Higher-Performing Students</b>			
Are higher-performing students improving more or less than expected?		10	B
<b>Improvement of Lowest-Performing Students</b>			
Are the lowest-performing students improving more or less than expected?		10	F
<b>Opportunity to Learn</b>			
Do students and families believe their school is a good place to attend and learn?		8	A
<b>Graduation</b>			
Are students graduating high school, and is the graduation rate improving?		17	D
<b>College and Career Readiness</b>			
Are students participating in college and career readiness opportunities? Are they demonstrating success?		15	B
<b>Bonus Points</b>			
Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.	+ 1.99		

**This School's History**

**Note for Families**

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

**Alma D'Arte Charter**

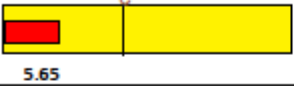
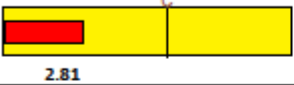



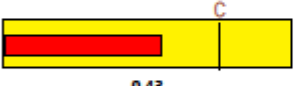
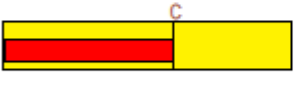
District: Alma D'Arte Charter

Grade Range: 9-12 Code: 511001

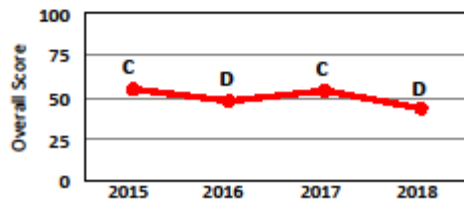
C - State benchmark established in 2012

Possible Points

This School Earned

Current Standing			
Are students performing on grade level? Did they improve more or less than expected?		30	F
School Improvement			
Is the school as a whole making academic progress?		10	F
Improvement of Higher-Performing Students			
Are higher-performing students improving more or less than expected?		10	D
Improvement of Lowest-Performing Students			
Are the lowest-performing students improving more or less than expected?		10	F
Opportunity to Learn			
Do students and families believe their school is a good place to attend and learn?		8	A
Graduation			
Are students graduating high school, and is the graduation rate improving?		17	F
College and Career Readiness			
Are students participating in college and career readiness opportunities? Are they demonstrating success?		15	C
Bonus Points			
Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.		+ 2.00	

**This School's History**



**Note for Families**

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-6909 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://aae.ped.state.nm.us/SchoolGrading.html>.



*Alma D' Arte Charter High School earned two consecutive B's for SY13 and SY14. However, for SY18, the school earned a School Report Card Final Grade of D. Previous years, SY15, SY16, and SY17, the school earned a final grade of C, D, and C, respectively. The school met standards in 2 of 4 years (2 'C's and 2 'D's) but decreased by - 11.89 points over a four-year period in math and reading proficiency. Three main areas of focus are a) school improvement, b) improvement of the lower-performing students, and c) graduation.*

*As SY19-20 marks the 15<sup>th</sup> Anniversary of Alma D' Arte Charter High School, we are moving forward with a new leader who is a Woodrow Wilson Fellow who graduated with an MBA in Educational Leadership from the University of New Mexico Anderson School of Management.*

*Alma D' Arte Charter High School will become a data-driven school committed to continuous improvement utilizing NMDASH, upon approval. Student achievement data will be analyzed in Professional Learning Communities ('PLC's) and will inform re-teaching and tutoring on early release days. Assessments will include more short-cycle formative (pretest and NWEA), summative (post and interim tests).*

*Attendance is now managed through PowerSchool, a robust platform for streamlining gradebooks, progress reports, and monitoring habitual truancy. Phone calls home are made hourly and daily for truancy. Zeroes Aren't Possible (ZAP) sign-in sheets for tutoring will also track attendance outcomes. Platica, a four-year advisory program with scaffolded tasks per high school grade level, is being redesigned for rigor. Artist-Scholars will create online portfolios stored in Google Drive.*

*Improvement of Lower Performing Students will be increased through Zeroes Aren't Possible (ZAP) tutoring and re-examining support for English learners and those students designated proficient but still need support. Higher performing students will be achieved through Honors, Advanced Placement, and Dual Enrollment course offerings that vertically align to college and career success.*

*Committed to an arts integration model and the original charter mission: "To Graduate Artist-Scholars Prepared to Succeed," an evidence-based strategic plan was created from school report card data in faculty meetings. Plans for the school improvement plan (SIP) to improve performance include the following improvement actions, progress maintained and evidence will improve current standing:*

### **Current Standing**

- *Arts integration supports reading, writing, and math proficiency achievement.  
Evidence: Teacher and co-teacher lesson planning, curriculum maps, and syllabi that reflect cross curricular planning.*
- *Standards-Based Grading rolled out in SY19-SY20 (curriculum mapping and vertical alignment).  
Evidence: Mastery of academic language, simple, and complex goals, teacher and student created rubrics, students store portfolios on Google Drive, data recorded and managed in PowerSchool, weekly progress reports.*
- *Create a MTSS/RTI and PBIS practice  
Evidence: SAT tracking, SLT, classroom data*
- *Design academic acceleration policies to increase skills with focus on advanced instruction.  
Evidence: Independent studies, compacting, acceleration, and enrichments recorded in PowerSchool.*
- *Increase number of students dual enrolled, especially in the arts, for higher-level proficiency.*

*Evidence: Accuplacer, progress reports, and test data*

- *Implementation of Carnegie Math Program with fidelity.*

*Evidence: Teacher lesson planning, curriculum maps and syllabi, professional development.*

- *Increased focus on arts integration with professional development and classroom*

*Observations, principal syllabus.*

*Evidence: Teacher PD documents and progress data from administration.*

- *Use NWEA and classroom data to guide weekly ZAP tutoring for 'D' and 'F' grades*

*Evidence: Sign-in sheets, progress outcomes, and Google Doc of students attending ZAP Tutoring*

- *Increase Arts Integration professional development to enhance student learning.*

*Evidence: Create an arts integration library, lesson planning, and classroom observations.*

- *Increased classroom observations and dialogue with a focus on rigor and engagement.*

*Evidence: Google Doc of observations and progress data from administration.*

- *First-year teacher mentoring and faculty instructional coaching*

*Evidence: Teacher and Administrator progress data from guided work using Getting Better Faster and NMTEACH Observation protocol strategies.*

## **School Improvement**

- *Improve Reading and Math on School Grading Report growth indices through SIP, PLCs, planning, ZAP tutoring, and common formative, benchmark, summative assessments*

*Evidence: Common planning times, formative, benchmark, summative, and portfolio assessments that guide instruction and learning. Teachers will create standards based rubrics and lessons.*

- *Provide Standards-based curriculum training, Arts Integration professional development*

*Evidence: Teacher observations, peer faculty observations, Resources shared on Drive*

## **Improvement for Lower –Performing Students**

- *Increased classroom observations and dialogue with a focus on rigor and engagement.*

*Evidence: Google Form of observation and progress data.*

- *System for monitoring proficiency of standards and mastery of assignments.*

*Evidence: Standardized, aligned rubrics, PowerSchool progress reports, learning portfolios aligned to core standards, implementation of short-cycle testing.*

- *Targeting habitual truancy and dropout rates to ensure students are at school and attending class.*

*Evidence: PowerSchool reports, Google Doc of home/school contact, documentation of parent and family involvement, Grade checks in Platica, SAT process that involves and supports students and families, use of a PBIS system for positive reinforcements and group contingencies.*

- *ZAP tutoring (teacher led) for all courses on early release days for D and F grades*

*Evidence: Teacher logs, CK12/Khan Academy lesson logs for math minutes*

## **Graduation Rates**

*Alma D' Arte Charter had the highest admissions and graduation rates when serving artist-scholars who committed all four years to our mission. In order to improve graduation rates, branding the school to full alignment to the mission of arts integration is essential to create a balance between academic rigor and the arts:*

- *Commitment is cultivated through more course offerings vertically aligned to college (DACC and NMSU dual enrollment) and career opportunities (senior year apprenticeships).*

*Evidence: Post-secondary enrollment data*

- *Enrichments such as National Honor Society, Student Leadership Team, orchestra, yoga and Friday Platica (90-minute enrichment activities centered on academics and arts) brand our unique school culture designed to reduce truancy.*  
*Evidence: attendance data*
- *Early identification of at-risk students, schoolwide*  
*Evidence: Platica tracks freshman 2022 cohort for 10 or more absences, senior attendance*
- *Research personalized support systems*  
*Evidence: Platica, Senior Ceremony will promote a commitment to graduate.*
- *Building the school culture and community engagement fosters the outcome of becoming the premier arts school in southwest New Mexico. Our community ties are rooted since 2004.*  
*Evidence: Partnerships include NMSU, CMI, Las Cruces Film Society, and more.*

## b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

**All applicants must report on each school specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

**For any applicant that did not meet all of their goals in each year of the contract term**, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.**

**School response:**

**Alma d' arte Charter Specific Goals**

For SY17 and SY18, ADCHS falls far below in three areas of charter specific goals: 2.a) Improve graduation rates, 2.b) Complete arts electives, and 2.c) Demonstrate career and/or college readiness. Previous administration shifted focus away from arts integration and apprenticeship in favor of core coursework completion which was counterintuitive. Electives is an integral part of our vision and mission and research-based best practices. Improvement actions, progress maintained and evidence moving forward:

**Improve Graduation Rates**

Alma D' Arte Charter had the highest admissions and graduation rates when serving artist-scholars who committed all four years to our mission. In order to improve graduation rates, branding the school to full alignment to the mission of arts integration is essential to create a balance between academic rigor and the arts:

- ❑ Commitment is cultivated through more course offerings vertically aligned to college (DACC and NMSU dual enrollment) and career opportunities (senior year apprenticeships).  
Evidence: Post-secondary enrollment data
- ❑ Enrichments such as National Honor Society, Student Leadership Team, orchestra, yoga and Friday Platica (90-minute enrichment activities centered on academics and arts) brand our unique school culture designed to reduce truancy.  
Evidence: attendance data
- ❑ Early identification of at-risk students, schoolwide  
Evidence: Platica tracks freshman 2022 cohort for 10 or more absences, senior attendance
- ❑ Research personalized support systems  
Evidence: Platica, Senior Ceremony will promote a commitment to graduate.
- ❑ Building the school culture and community engagement fosters the outcome of becoming the premier arts school in southwest New Mexico. Our community ties are rooted since 2004  
Evidence: Partnerships include NMSU, CMI, Las Cruces Film Society, and more

**Complete Arts Electives**

- ❑ Students complete all arts electives required for graduation (2b)  
Evidence: pathways clarified; Artist Within 9th grade
- ❑ Apprenticeships is part of graduation requirement and not optional  
Evidence: graduation pathways clarified

**Demonstrate Career and/or College Readiness**

- ❑ Students complete all arts electives and apprenticeship criteria required for graduation (2b)  
Evidence: pathways clarified; Artist Within 9th grade
- ❑ Apprenticeships (100 hours) is part of graduation requirement and not optional  
Evidence: graduation pathways clarified

## **Other Areas for Continuous Improvement**

### **Habitual Truancy**

- ❑ *Track Attendance Daily (at-risk freshman and seniors targeted intervention)*  
*Evidence: PowerSchool, Daily Attendance Phone Calls Log*
- ❑ *Friday Platica (advisory and arts integration enrichment) is not optional*  
*Evidence: Scope and sequence created for course, student reflection for enrichments, on-off campus sign-in sheets, PowerSchool data*

### **Student Enrollment**

*Alma d' arte is in a mission specific renaissance going into the 15<sup>th</sup> year as a school of choice model for arts integration charter schools. Our highest enrollment (199) and graduation rate was in 2015. We return to recruiting artist-scholars prepared to succeed:*

- ❑ *Application and recruitment processes includes interview that emphasizes commitment to arts integration model*  
*Evidence: Recruitment brochure and panels, student involvement in recruiting from area middle schools, Platica reinforces school mission and vision*

### **Math**

- ❑ *Establish a baseline for grade level proficiency*  
**Evidence:** *Students will be tested on NWEA Math during the fall and spring semesters*
- ❑ *Full Academic Year (FAY) students will show growth in grade level proficiency*  
**Evidence:** *NWEA Math data-driven grade-level instruction, Tutoring identified students with skill-specific workshops/clinics and use of online resources such as ck12, MTSS/PBIS/RtI documentation to support differentiated instruction, STEM-positive culture with family involvement (math & science open houses) and additional math support program (math boot-camp), PowerSchool progress reports.*
- ❑ *Math teachers will participate in school-wide arts integration PD to increase engagement and improvement in math proficiency*  
**Evidence:** *WEA data and classroom assessments, attendance at tutoring sessions and PowerSchool progress reports, lesson plans, professional development (teacher-created resources for workshops and clinics in content area and arts integration), MTSS/PBIS/RTI documentation*

### **Reading**

- *A school-wide reading and writing culture established with support from Language Arts and Social Studies classes*  
*Evidence: Teacher lesson planning, curriculum maps, PD of reading, writing, vocabulary acquisition strategies, and syllabi.*
- *Increased classroom observations by faculty, dialogue with a focus on rigor and engagement in reading and writing across the curriculum.*  
*Evidence: Google Form of observations and progress data from administrators and faculty*
- *Adopt standards based grading.*  
*Evidence: Standards-Based curriculum maps, layered lessons, and rubrics, PowerSchool progress reports, learning portfolios aligned to core standards.*
- *Implement NWEA short-cycle testing for reading to identify tutoring of at-risk students.*  
*Evidence: Data results and Google Doc of students attending After-School Tutoring with monitoring of student achievement through PowerSchool progress reports.*
- *Highly Qualified Teachers, professional development of integration and differentiation.*  
*Evidence: Teacher endorsements and PD documents, lesson planning, and observations.*



- Implement multisensory reading therapy strategies for a few lower performing students.  
Evidence: Reading inventories and progress tracking documents.
- Khan Academy Reading, Writing, and PSAT  
Evidence: Tutorial completions, teacher monitors KA classroom



**Alma d'arte Charter High School**  
Performance Framework Goals  
2019-2024

Goals	Exceeds	Meets	Does Not Meet	Falls Far Below
<b>Reading</b> Establish a baseline for grade level proficiency. Full Academic Year (FAY) students show spring/fall grade level growth in proficiency on NWEA.	71% or more of FAY students will show growth of one grade level or average or better as identified on NWEA Reading	70% of FAY students will show growth of one grade level or average or better as identified on NWEA Reading	Less than 50-69% of FAY students will show growth of one grade level as identified on NWEA Reading	Less than 50% of FAY students will show growth of one grade level as identified on NWEA Reading
<b>Math</b> Establish a baseline for grade level proficiency. Full Academic Year (FAY) students show spring/fall grade level growth in proficiency on NWEA.	71% or more of FAY students will show growth of one grade level or average or better as identified on NWEA Math	70% of FAY students will show growth of one grade level or average or better as identified on NWEA Math	Less than 50-69% of FAY students will show growth of one grade level as identified on NWEA Math	Less than 50% of FAY students will show growth of one grade level as identified on NWEA Math
<b>College and Career Readiness</b> Students will have the opportunity to participate on the PSAT, Dual Credit, PLAN, and to complete arts electives, and apprenticeship by/during 4 <sup>th</sup> year.	30% or more of FAY students will have completed arts electives and apprenticeship, taken Accuplacer or SAT or any other college entrance exam to be eligible for acceptance to art schools or professional career entry or college after graduation.	60% of FAY students will have completed arts electives and apprenticeship, participated on the PSAT or any other college entrance exam or Dual Credit course by/during 4 <sup>th</sup> year.	Less than 50-59% of FAY students will have completed arts electives and apprenticeship, participated on the SAT or any other college entrance exam or Dual Credit course by/during 4 <sup>th</sup> year.	Less than 50% of FAY students will have completed arts electives and apprenticeship, participated on the SAT or any other college entrance exam or Dual Credit course by/during 4 <sup>th</sup> year.
<b>Arts Integration</b> is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and enhances and extends the learning of the academic subject area. All graduates from Alma d'arte Charter High School will have constructed and demonstrated understanding through an art form by earning a C (70%) or better in arts integrated projects annually.	80% of students will construct & demonstrate understanding through an art form. Students will engage in an integrated creative process which connects an art form and another subject area in each of their classes once per semester. Teachers will collaborate with a peer on one arts integrated project annually. Students will earn a C (70%) or higher in multiple arts integrated projects.	All students will construct and demonstrate understanding through an art form. Students will engage in an integrated creative process which connects an art form and another subject area in each of their classes once per semester with a grade of C (70%) or higher.	70% of students will construct and demonstrate understanding through an art form. Students will engage in an integrated creative process which connects an art form and another subject area in each of their classes once per semester with a grade of C (70%) or higher.	Less than 60% of students will construct and demonstrate understanding through an art form. Students will engage in an integrated creative process which connects an art form and another subject area in each of their classes once per semester with a grade of C (70%) or higher.

## 2. Financial Compliance

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.

### a. Audit

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

**For any school that has received material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet financial compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving financial compliance. The school should use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative.

Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.**

***School response:***

***Alma d’Arte has maintained all Board of Finance authority during the entire term of the contract; therefore, this section of the application does not need to be completed.***

## b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (school/adult/leader/board actions) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (improved practices and outcomes).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

### ***School response:***

*Alma d'Arte received no material weakness or significant deficiency findings in any of the annual audits during the term of the contract. The school did receive one repeat audit finding regarding mileage reimbursements. This finding was a compliance only issue. The school reimbursed employees for mileage at a rate higher than the current at time statutory rate. Corrective action plans were submitted to audit firm and the finding was reported to the school's Audit Committee. The repeat finding was due to the school's reimbursement policy not being updated. Management at the time assured the auditors that the business manager would ensure that employees were reimbursed at the correct statutory rate moving forward.*

### 3. Contractual, Organizational, and Governance Responsibilities

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...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted.

#### a. Charter Material Terms\*

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

**Each school must provide a brief** narrative describing how they have implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student focused terms, teacher focused terms, and parent focused terms).

The narrative will be verified during the site visit.

**If the school has made substantial changes or has not met any of the material terms of the contract** during the term of the contract, the school **must** provide a narrative to explain the improvement actions (school/adult/leader/board actions) the school made during the term of the contract in order to meet those charter objectives and terms.

Success should be identified by specific changes in practice and achievement of the terms in later years of the charter. The purpose of the narrative is to demonstrate substantial progress toward achieving the material terms of the charter.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

#### **School Response:**

#### **3a. Charter Material Terms Contractual, Organization Educational Program of the School:**

##### **Vision:**

*Alma d' Arte suffered a loss of leadership and vision from the years 2015-2018. One founder retired in 2015 and the remaining leadership did not implement the mission and vision of the school's initial charter agreement. Our student membership plummeted from 199, serving our target audience, to 161 after losing vision. We are in a renaissance, with new turnaround leadership, approaching our 15<sup>th</sup> year as a school of choice. Our efforts are on recruiting artist-scholars who benefit from arts integration. Our goal is to focus on the school vision of our founders: To be a pre-eminent center for artistic and academic excellence in preparing students for postsecondary education and successful living in a global community. Alma d' Arte provides at least four art strands (visual, performing arts/film, culinary arts and literary arts) that students choose from year to year. Alma d'arte Charter High School's mission is To Graduate Artist-Scholars Prepared to Succeed. Our vision is to be a pre-eminent center for the artistic and academic excellence in preparing students for postsecondary education and successful living in a global community.*

**Mission:**

*To graduate artist/scholars prepared to succeed.*

**Student-Focused Terms**

*Students participate in dual enrollment at DACC and NMSU. Performance arts has been expanded to include starring in and creating student films and industry participation, as we align our courses for college readiness. Students participate in the downtown Las Cruces Zombie Walk yearly, learning the Michael Jackson Thriller dance, Dia de Los Muertos, Zozobra (Old Man Gloom) activities, community garden, campus clean up, recruiting actively in local middle schools, catering for community events and making daily breakfast and lunches, among other activities.*

*New traditions are being created as a recent NMSU graduate an Alma alumnus comes on board as kitchen manager while we support her CTE pathway to a Level I teacher license. The addition has allowed for new directions for our legacy and the fostering of community engagement like the holiday pumpkin cheesecake fundraiser, monthly catering for the Women's Club, Lunches and Leashes and Bach's (Box) Lunch whereby neighbors and community can order a lunch and walk their dog with our students or listen to music from our superior rated choir, guitar, and orchestra. Additionally, all students complete an apprenticeship of 100 hours in their 4<sup>th</sup> year, mentored by area artists and entrepreneurs.*

*Returning to our original focus on Positive Youth Development, Alma d' Arte Charter High School (ADACHS) will:*

- *Continue the mission to implement arts integration in all core subjects.*  
**Evidence:** 4-year Portfolios of student work stored on Google Drive, lesson plans, administration and peer observations, Senior Apprenticeship as well as underclassmen Panel Presentations
- *Present Winter and Spring Showcases, Love of Art Month activities, and at least one community-based event as part of Apprenticeship each semester.*  
**Evidence:** Alma d' arte has sought to be on the brochure and map for monthly art walks as we have a functional art gallery across from Women's Pioneer Park, .3 miles from downtown Las Cruces, sign-in sheets for middle school recruiting events. Apprenticeship hours logged and monitored by teacher/mentor.  
**Evidence:** Students work with area artists on art projects, i.e., city murals, restoring historical bench for re-dedication ceremony, a sculpture garden, Yarn in the Park, Leashes and Lunches (made by culinary), Silent Art Auction, Senior Art Show, Haunted House, and other traditions.  
**Evidence:** Students work with area production companies as film extras, permission slips and participation.

**Teacher-Focused Terms**

- *Will support core subject teachers with arts integration*  
**Evidence:** a technical assistance manual for guidance on arts integration and suggested activities, provide art materials and supplies for all classes, utilize in-house expertise to support fellow teachers and students in exploration and collaboration.
- *Will provide Arts integration (AI) Professional Development under the charter agreement.*  
**Evidence:** Provide PD in arts integration at least once per semester, assign a faculty-wide PDP in arts integration, build a professional library on arts integration, and access online training in arts integration.



- Faculty and administration will continue to re-integrate the arts to a higher level of rigor.  
**Evidence:** PD agendas and PLC planning, displays of student products, teacher lesson plans, and creation of a principal's syllabus for arts integration, working relationships with the following community organizations: Arts and Cultural District Council (City of Las Cruces), Dona Ana Arts Council (Kennedy Center Partnership), City Museum System, (History/Preservation, Fine Arts, Nature and Science, Railroad), Art Forums (For the Love Art Month), The City Art Board (Public Art), the Film Community (Film Las Cruces, NMSU Creative Media Institute, DAAC Creative Media Technology), City literary community (Branigan Library, NMSU writers in schools program, Michael Mandel's open mic program).

#### **Parent-Focused Terms**

- Alma d' arte Charter High School is returning to our historic foundation of an active Parent Leadership Team to complement the dynamic Student Leadership Team and various Faculty Committees.  
**Evidence:** Active and immediate recruitment of potential PLT members, yearly calendar, agendas and attendance sheets for PLT members.

#### **3b. Organizational Performance Framework**

Over a two-year period, 2016-2018, performance on nine indicators fell far below standard:

##### **Notice to parents for positions held by long-term substitutes (rectified)**

- Level III credentialed teacher for ceramics.
- Dance is an enrichment to be filled with full time next year.

##### **Long-term substitute waiver**

- Health course taught by teacher requiring long-term substitute or waiver.  
**Evidence:** Rectified through personnel change, Hired Biology/Health teacher.

##### **English Language Learners**

- Identification is rectified: Included Home Language Survey (HLS) in Registration Packet, sent HLS home in advisory for earlier identification, students are screened using ACCESS during math.  
**Evidence:** HLS is filed securely with registrar, ACCESS is administered in math class.
- Serving English Learners  
**Evidence:** TESOL Endorsed Teacher, ENLACE data, GLAD lessons and PD, SIOP Title 2 Training (2017).

##### **Improvement of EL learners**

- Service to EL learners had diminished in 2014-2015; whereby students were identified but not adequately served. Identifying and serving EL learners is a focus for 2018-2019. To rectify this issue, the Home Language Survey has been included in the Alma's updated Registration Packet and parents are encouraged to assert dominant language proficiency. Instead of waiting for an incoming student's records, the Home Language Survey is sent home to all households through USPS with the insight that parents may not confirm a second language even during the registration process, although English/Spanish language skills are very desirable in the job market after high school. While remaining sensitive to cultural goals Alma wants to support EL students as they acquire language skills. Thus, giving multiple opportunities to acknowledge



home language and bilingualism will help to create a more equitable snapshot of our demographics.

**Evidence:** ADACHS currently uses the WIDA Screener and ACCESS for ELLs 2.0 to identify, assess, and understand areas of needs of students. We are creating more avenues of service:

- While some students reached proficiency in language and were exited, there are students who require additional programming. Bilingual faculty members are encouraged to communicate with students in their home language as appropriate, especially in math. Parents are encouraged to join the PLT to support school improvement, and parents are made aware of parental rights under McKinney Vento.

**Evidence:** Sign in sheets.

- While we received SIOP lesson planning professional development and training, we will offer a workshop on using Guided Language Acquisition Design (GLAD) to better inform our best practices.

**Evidence:** PD agenda, sign-in sheets, observation evidence in classroom and lesson plans.

- Arts integration for cultural heritage (i.e., celebrate Día de Los Muertos).

**Evidence:** Create individual Zozobra dolls, Islamic Sacred Geometry, ENLACE program support, Spirit Week, Flamenco/ Spanish dance.

- ENLACE: The ENLACE High School program is an academic and developmental extension of the ENLACE middle school course and curriculum designed to enhance students' academic success, graduation, and transition to higher education.

**Evidence:** Regular coaching of faculty by ENLACE certified teacher mentors, curriculum guides and lesson plans.

- Offer Spanish beginning in Fall 2019 (in addition to Chinese) for graduation credit.

**Evidence:** HQ faculty endorsement in Modern and Classical Languages, collaboration with NMSU and the Chinese Institute to provide a Chinese Language teacher.

#### **Background Checks (remedied)**

- Conducted T and E audit internally and are now in full compliance for all personnel files.
- Contracts include background check for all working directly with students (such as the pianist accompanist for Choir) and all expired background checks are current.
- No teacher is without requisite endorsement.

#### **Health and Safety**

- Child abuse and neglect safety training to staff was not reported.

**Evidence:** All teachers were required to and completed this training in Fall 2017 but results were not reported:

## Learning Transcript

## Core Data

 PRINT

 ADD FILTERS

Required	Type	Title	First Accessed	Last Accessed	Completed	Current Score	Highest Score	Actions
No	Course	<a href="#">Sexual Harassment Prevention for Employees</a>	Aug 1, 2017	Aug 1, 2017	Aug 1, 2017	100	100	▼
No	Course	<a href="#">Sexual Harassment Prevention for Employees</a>	Aug 1, 2017	Aug 1, 2017	Aug 1, 2017	100	100	▼
No	Course	<a href="#">Poms NMPSIA BBP, EE Hrssmt</a>	Aug 4, 2015	Aug 1, 2017	Aug 4, 2015	N/A	N/A	▼
No	Course	<a href="#">Bloodborne Pathogen Awareness</a>	Aug 1, 2017	Aug 1, 2017	Aug 1, 2017	100	100	▼
No	Course	<a href="#">Bloodborne Pathogen Awareness</a>	Aug 11, 2016	Aug 11, 2016	Aug 11, 2016	100	100	▼
No	Course	<a href="#">Bloodborne Pathogen Awareness</a>	Aug 11, 2016	Aug 11, 2016	Aug 11, 2016	100	100	▼
No	Course	<a href="#">Employee Sexual Harassment Awareness (Update Available)</a>	Aug 4, 2015	Aug 4, 2015	Aug 4, 2015	88	91	▼
No	Course	<a href="#">Bloodborne Pathogen Awareness</a>	Aug 4, 2015	Aug 4, 2015	Aug 4, 2015	100	100	▼

Displaying 1 - 8 Items of 8

&lt;&lt; &lt; Page 1 of 1 &gt; &gt;&gt;

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**3b. Arts Integration--Professional Development (Material Terms)**

- Focus on Professional Development on Arts Integration.  
**Evidence:** Founders consult for PD on arts integration and initial charter mission.
- Utilize materials and books for Professional Learning Communities (PLCs), and for professional development (PD) on Arts Integration.  
**Evidence:** STEM to STEAM agenda, Lesson plans that integrate the arts.
- Curate Professional Development on Arts Integration.  
**Evidence:** Student and Teacher Arts Integration Survey data.

**Business Management and Oversight**

**Evidence:** Alma d' arte provided information regarding implementing corrective action plan (CAP). Since remedied, new leadership conducted an internal audit and hired a new business manager.

\* All schools must provide a response for this section of the application.

## b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any OCR complaints or formal special education complaints**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

**Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

## c. Governance Responsibilities\*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC’s performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

**Each school must identify how they have met governance responsibilities during the term of the contract.** Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

**If the school identified any governance requirements they were unable to meet,** the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

***School response:***

***Governance Requirement***

- *Maintaining five (5) board members after suffering a deficit of one member in Winter 2017 due to illness.*  
*Evidence: Contact list in Part A with information for all five (5) governing council members and in compliance for required training.*
- *Evaluate head administrator.*  
*Evidence: Governing council will conduct evaluation of new administrator.*

**\* All schools must provide a response for this section of the application.**