



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 received 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 received a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

School response:

Not Applicable. New Mexico School for the Arts (NMSA) has maintained a letter grade of A in each year of the term of the contract. The school did not receive any grade below a C in any indicator of the letter grade in the past two years.

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:

In 2014, New Mexico School for the Arts (NMSA) negotiated its school-specific charter goals with the Public Education Commission (PEC). The goals focused on three areas: proficiency in Reading, proficiency in Math, and proficiency in Art Forms.

NMSA earned an "Exceeds Standard" or "Meets Standard" in Reading and Art Forms for each year of the contract term. A summary analysis addressing the progress achieved is provided for the two goals. Math proficiency, however, did not meet the goal's standard. Therefore, a full analysis of Math performance is provided to address longitudinal data, actions taken to improve performance, and the success of those actions.

Analyses of NMSA's Reading and Art Forms performance will be presented first. The analysis of Math performance will follow.

School-Specific Reading Goal

New Mexico School for the Arts (NMSA) students will achieve academic proficiency in reading as measured by the Annual NM Standards-Based Assessment.

Exceeds Standard:

80% of more of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in reading on the New Mexico Standards Based Assessment.

Meets Standard:

70% to 79% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in reading on the New Mexico Standards Based Assessment.

Does Not Meet Standard:

60% to 69% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in reading on the New Mexico Standards Based Assessment.

Falls Far Below Standard:

Less than 60% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in reading on the New Mexico Standards Based Assessment.

NOTE: Because we are unfamiliar with the PARCC and because it is not going to be used until at least 2017, we are not using it as a measure. In the future, we will re-evaluate our measures to reflect PARCC.

Summary Analysis of Reading Goal¹

Before beginning the summary analysis of the reading goal, NMSA would like to share the following 2018 highlight regarding its English Language Arts performance as a school:

The Public Education Department released a PARCC Briefing Packet in July of 2018 focused on New Mexico student achievement highlights for districts and charter schools. New Mexico School for the Arts was included in the ten (10) highest-performing state charter schools in terms of proficiency in both English Language Arts and Math. NMSA's 2018 overall English Language Arts proficiency was 75.8%.²

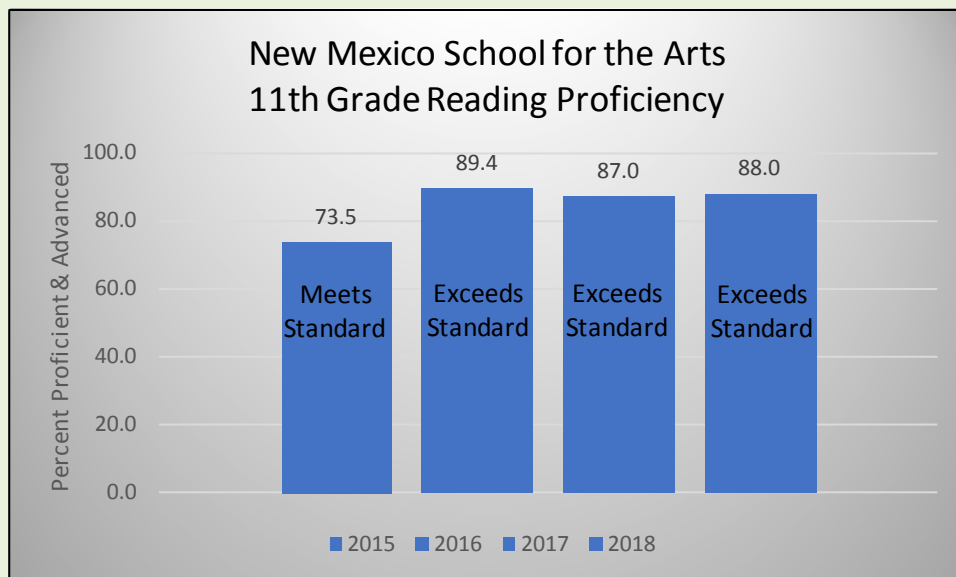
This recognition is based on the overall performance of all NMSA students who took the

¹ Beginning with the administration of the PARCC, the terms English Language Arts and Reading have been used synonymously.

² 75.8% of all NMSA students who took the 2018 PARCC assessment were proficient in English Language Arts. <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf>, page 24.

PARCC assessment in 2018. The analysis of the school-specific reading goal is based on the performance of NMSA 11th grade students.

Following is a chart displaying 11th grade student performance in Reading for each year of the current contract term:³



Based on the criteria stated in the goal, NMSA earned a “Meets Standard” rating in 2015 with 73.5% of 11th grade students testing at proficient or advanced. “Exceeds Standard” ratings were earned in 2016, 2017, and 2018 with 89.4%, 87% and 88% respectively.

School-Specific Art Forms Goal

All students who have attended New Mexico School for the Arts (NMSA) for six or more consecutive semesters will demonstrate proficiency as measured by individual department rubrics for a creative collaborative department project that illustrates competency in their discipline, personal expression through their art form, and the ability to produce and carry out a comprehensive project.

Exceeds Standard:

90% of more of those students who have attended NMSA for six or more consecutive semesters will demonstrate proficiency in the students’ art form with a passing grade of C (70%) or better.

Meets Standard:

80% to 89% of those students who have attended NMSA for six or more consecutive semesters will

³ Source of data: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/> Proficiencies Webfiles, State, District, School by Grade, Each Year.

demonstrate proficiency in the students' art form with a passing grade of C (70%) or better.

Does Not Meet Standard:

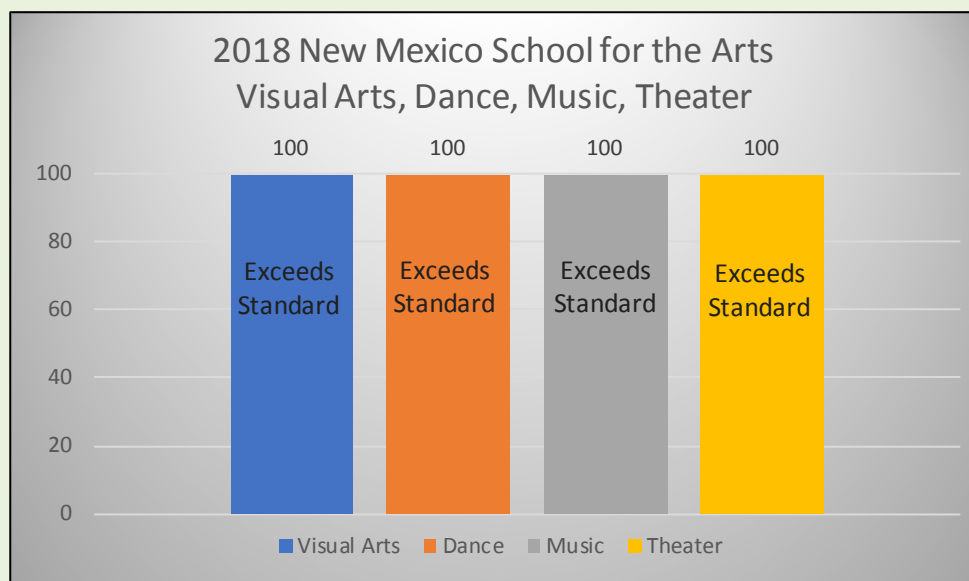
70% to 79% of those students who have attended NMSA for six or more consecutive semesters will demonstrate proficiency in the students' art form with a passing grade of C (70%) or better.

Falls Far Below Standard:

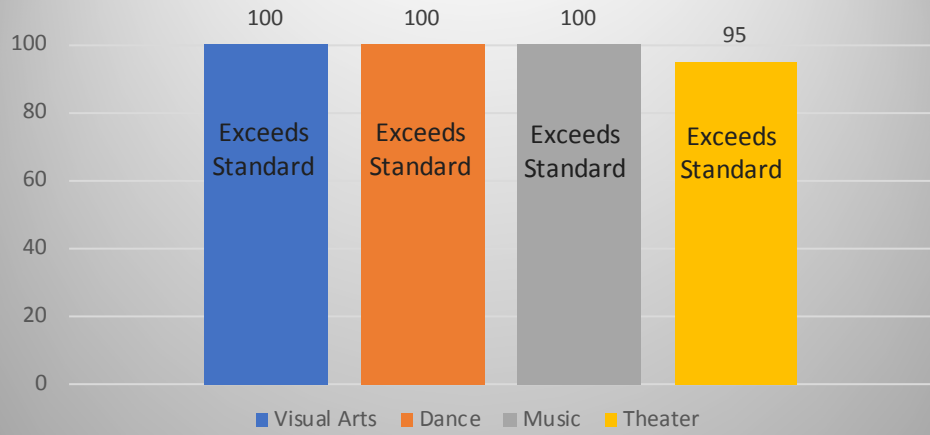
Less than 70% of those students who have attended NMSA for six or more consecutive semesters will demonstrate proficiency in the students' art form with a passing grade of C (70%) or better.

Summary Analysis of Art Forms Goal

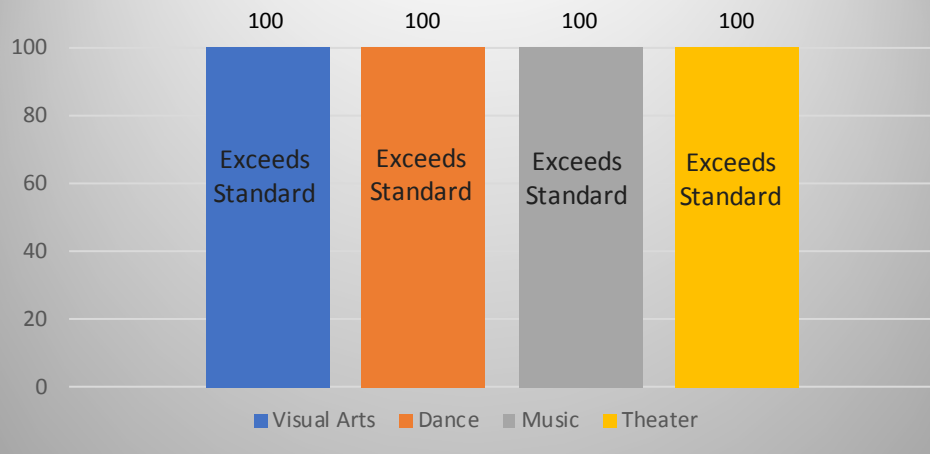
Following are individual charts for each year of the contract term displaying the percentage of students demonstrating proficiency in the four art forms of Visual Arts, Dance, Music, and Theater.

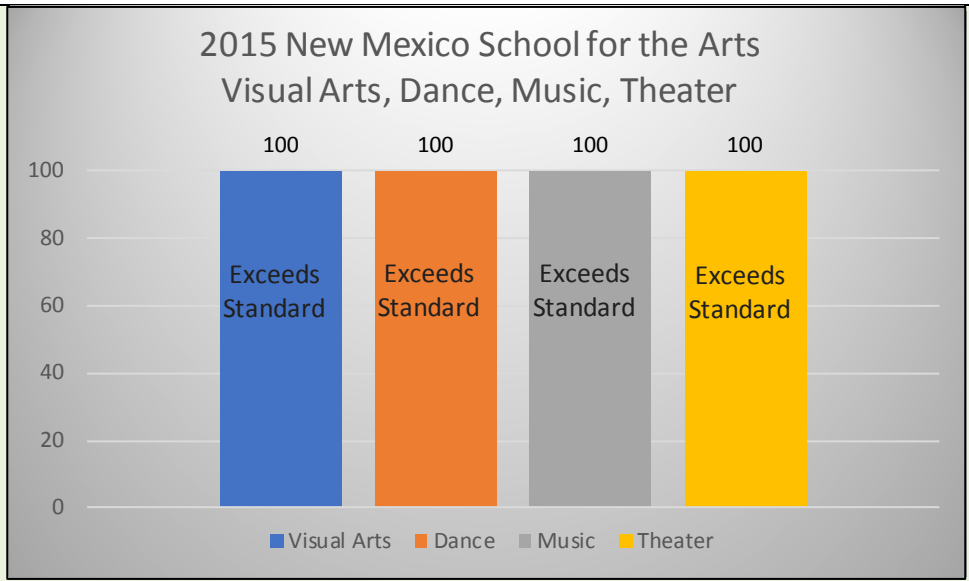


2017 New Mexico School for the Arts Visual Arts, Dance, Music, Theater



2016 New Mexico School for the Arts Visual Arts, Dance, Music, Theater





Based on the criteria of the goal, NMSA earned a rating of “Exceeds Standard” in each art form in each year of the contract term.

School-Specific Math Goal

New Mexico School for the Arts (NMSA) students will achieve academic proficiency in math as measured by the Annual NM Standards-Based Assessment.

Exceeds Standard:

70% of more of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in math on the New Mexico Standards Based Assessment.

Meets Standard:

60% to 69% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in math on the New Mexico Standards Based Assessment.

Does Not Meet Standard:

50% to 59% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in math on the New Mexico Standards Based Assessment.

Falls Far Below Standard:

Less than 50% of 11th grade students who have attended the school beginning in the 9th grade will test at proficient or advanced levels in math on the New Mexico Standards Based Assessment.

NOTE: Because we are unfamiliar with the PARCC and because it is not going to be used until at least 2017, we are not using it as a measure. In the future, we will re-evaluate our measures to reflect PARCC.

The following analysis of student performance in Math addresses the context in which the goal has been evaluated, the longitudinal data, actions taken to improve performance in math, and the success of those actions.

Analysis of Math Goal

As stated under the reading goal section above, NMSA received recognition in a PED document highlighting PARCC performance of districts and charter schools.

The Public Education Department released a PARCC Briefing Packet in July of 2018 focused on New Mexico student achievement highlights for districts and charter schools. New Mexico School for the Arts was included in the ten (10) highest-performing state charter schools in terms of proficiency in both math and reading. NMSA's 2018 overall math proficiency was 36.2%.⁴

This recognition is based on the overall performance of all NMSA students who took the PARCC assessment in 2018. The analysis of the school-specific math goal that follows is based on the performance of NMSA's 11th grade students.

The NMSA academic goals were negotiated based on results from the last year of administration of the New Mexico Standards-Based Assessments (NMSBA) for Reading and Math in 2014. The PARCC replaced the NMSBA in 2015, changed how the state assessment was administered and, in the case of Math, to whom it was administered at the high school level.

In anticipation of the release of the first-year PARCC results, the Public Education Department announced that a significant drop in academic proficiency scores was expected statewide. Indeed, scores did drop as expected. State Math proficiency dropped 33 percentage points in one year. In 2014, the last year of the NMSBA, state proficiency was at 43%; in 2015, the first year of the PARCC, state proficiency was at 10%.

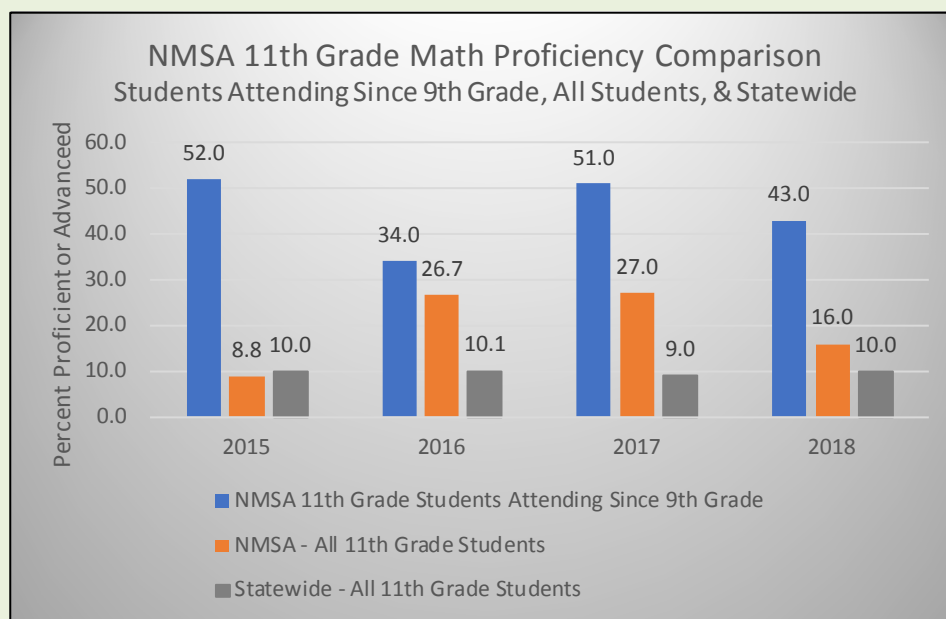
Based on previous NMSBA math performance, NMSA's proficiency target to "Meet Standard" for the math goal was set at 60%. The "Exceeds Standard" target was set at 70%. In addition, all 11th grade students were required to take the NMSBA math assessment. In contrast, PARCC math assessments are tied to students' courses, not their grade levels; therefore, only Algebra I students take the PARCC Algebra I test, Geometry students take the PARCC Geometry test, and Algebra II students take the PARCC Algebra II test. Students in other math courses such as Pre-Calculus and Calculus do not take the PARCC math test; therefore, the achievement of highest performing students is not captured in the PARCC math results as it was in the NMSBA math results.

⁴ <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf>, page 26.

It became apparent that NMSA had set its math goal targets at a level that would be difficult to achieve based on the new PARCC assessment. As stated above, NMSA was included in the top ten (10) highest-performing state charter schools in terms of math with an overall proficiency of 36.2%.

NMSA did not meet the standard set by the math goal in any year of the current term of the contract.

Following is a chart displaying PARCC math proficiency for each year of the contract term based on the NMSBA assessment targets negotiated in 2014. The chart displays a comparison of math proficiency achieved by all 11th grade students statewide⁵, NMSA math proficiency achieved by all 11th grade students who took the PARCC assessment⁶, and math proficiency achieved by 11th grade students who have attended NMSA beginning in the 9th grade and have achieved a 4 or 5 on PARCC Geometry and/or Algebra II during grades 9-11⁷.



Although NMSA did not meet the SBA standard of 60% set in the math goal, performance of students who have attended the school beginning in the 9th grade significantly exceeds the statewide average in all years of the current contract. With the exception of 2015, performance of all 11th grade students who took the PARCC test also exceeded the statewide average.

⁵ Source of data: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/> Proficiencies Webfiles, State, District, School by Grade, Each Year.

⁶ Ibid.

⁷ Evidence provided in WebEPSS Renewal Application Charter Goal Data File and in WebEPSS LEA File Cabinet for each year of the contract term.

Actions Taken to Improve Math Performance:

NMSA created the following pro-active intervention courses to improve math performance:⁸

- Double-Block Pre-Algebra Class. NMSA allocated Title I funding to support math intervention programs. Beginning in 2014-15, Title I funded a teacher for a single semester flexible double-block Algebra class. Based on assessment data, students were placed in the class for half of the school year. Students took Algebra twice instead of once in their schedule. The intent of the double-block class was to allow the teacher extra time to slow down the pace of teaching the standards for Algebra I and to focus on underlying pre-Algebra skills or concepts that students were missing. Students move in and out of the class during the year depending on their identified need(s). The single-semester double-block class became a full-year double-block class in 2018-19.
- Ninth-Grade Academy. This course prepares all 9th graders in numeracy, math facts, and pre-Algebra skills, as well as for academic and social-emotional success as high school students. Students study non-cognitive skills (growth mindset, organization, time management, self-assessment, self-advocacy, note-taking, college preparation); close reading skills (annotation, text features, text-dependent questioning); social-emotional skills (cooperative learning, communicating with teachers, stress management); and, test-taking skills.
- Applied Math Course. This course was added in 2017-18. It is specifically designed to encourage students to continue to practice and build on both their Algebra 1 and Geometry skills. The topics covered in this course include: Introduction to Problem Solving and Mathematical Models, Linear Function Models and Problem Solving, Problem Solving with Quadratic and Variation Function Models, Modeling with Exponential and Logarithmic Functions, Using Geometric Models to Solve Problems, Problem Solving with Graphical and Statistical Models, Problem Solving with Probability Models, and Problem Solving with Financial Models. The topics and concepts taught in this course assist with preparation for Algebra 2 and Trigonometry.
- Academic Seminar. A daily 35-minute class was added to the schedule for every student as a way to help every student catch up or get ahead. The course is a regulated plan of instruction where students spend classroom time producing solid evidence of learning. It supports students in developing and enriching the skills that lead to successful learning across all classes in high school and postsecondary education: reading closely, writing well, solving problems, and implementing effective study strategies. One section of Academic Seminar is focused on math intervention, in addition to the above skills. The course is taught by a certified math teacher with support from volunteer tutors from the Santa Fe Alliance for Science. Students receive small-group instruction

⁸ Evidence of intervention courses will be available for review during the Renewal Site Visit scheduled for October 18, 2018.

and re-teaching; they also work on current math assignments with teacher/tutor support.

In May of each year, teachers compose lists of students in need of intervention for placement in these courses based on a combination of PARCC scores, class performance, and teacher recommendation. Incoming students are also screened for placement in these courses as appropriate.

In addition, NMSA received approval from NMPED to use Interim Assessments created by the school and based on the Bambrick-Santoyo framework (Data-Driven Instruction)⁹. These teacher-created assessments replaced the NWEA MAP interim assessments and offer the added specificity needed to clearly identify root causes of low performance. They align with the rigor and format of assessments such as PARCC and ACT. Starting in 2015-16, quarterly interim assessments were given in English, math, history, science, and Spanish classes in grades 9-12 to measure students' level of mastery on essential standards (Common Core State Standards and/or New Mexico Content Standards, as relevant). Teachers and administrators use the results of these assessments to determine which standards were mastered by the whole class, and which were not; and which standards were mastered by individuals and which were not. Teachers use the data to design re-teaching lessons to ensure that all students reach mastery on the identified standards, and that students who are already proficient move forward or receive enrichment.

Evidence of Actions Taken:

- Course Descriptions and Master Schedules for School Year 2014-15 through School Year 2017-18.
- Bambrick-Santoyo teacher-made assessments
- Title I applications for 2014-15, 2015-16, 2016-17, 2017-18.

Progress Made:

Progress made over the current term of the contract:

- In 2018, NMSA was rated among the 10 highest-performing state charters in terms of proficiency in math;
- All 11th grade students who took the PARCC assessment, with the exception of 2015, exceeded the statewide averages in each year of the contract term.
- 34% to 51% of 11th grade students who attended NMSA beginning in the 9th grade achieved at proficient or advanced levels in math based on the PARCC assessment over the contract term, consistently performing above the state average.

⁹ Evidence of Bambrick-Santoyo teacher-made assessments will be available for review during the Renewal Site Visit scheduled for October 18, 2018. Evidence of approval from CSD available in Appendix F.

Evidence of Progress Made:

- Analyses and supporting documentation of NMSA's 11th Grade Math Proficiency in each year of the contract term has been provided to the Charter Schools Division and uploaded in the WebEPSS file.
- PARCC Briefing Packet 2018: <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf>

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:

Not Applicable. New Mexico School for the Arts has not received any material weakness, significant deficiency, or repeat audit findings in any annual audit during the term of the contract.

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:

Not Applicable. New Mexico School for the Arts has maintained all Board of Finance authority during the entire term of the contract.

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:

New Mexico School for the Arts has implemented all Material Terms of the Charter.

NMSA Contract Number	Material Term	Narrative Describing Implementation of Material Terms of the Charter	
8.01(a)(i)	Operational Structure.	<p>NMSA has implemented the Operational Structure terms of the Charter as stated.</p> <p>NMSA enrollment has remained within the approved cap of 300 students as evidenced</p>	
	Enrollment cap		300
	Authorized school grades		9-12
	Partner		NMSA-Art Institute

		<p>by the 40-day enrollment for each year of the Contract term:</p> <table border="1" data-bbox="976 289 1336 501"> <thead> <tr> <th colspan="2">NMSA 40-Day Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>222</td> </tr> <tr> <td>2016-17</td> <td>221</td> </tr> <tr> <td>2015-16</td> <td>210</td> </tr> <tr> <td>2014-15</td> <td>196</td> </tr> </tbody> </table> <p>NMSA enrolls students in grades 9-12.</p> <p>NMSA and its Governing Council work with the school's nonprofit partner, the NMSA-Art Institute (the Art Institute) and its Board of Trustees, together with their respective faculties and/or staffs, to meet the goals of NMSA's rigorous academic and mastery arts curricula in Music, Dance, Theater, and Visual Arts to prepare students for success whether they choose to pursue professional careers in the arts or postsecondary education in another or related field. Mastery arts means that the arts training provided at NMSA is not an adjunct or "enrichment" program but stands in equal importance to the academic curricula. NMSA and the Art Institute continue to demonstrate that their educational model is working in both the academic and arts arenas.</p>	NMSA 40-Day Enrollment		2017-18	222	2016-17	221	2015-16	210	2014-15	196
NMSA 40-Day Enrollment												
2017-18	222											
2016-17	221											
2015-16	210											
2014-15	196											
8.01(a)(ii)	<p>School Mission.</p> <p>The school's mission statement is as follows: <i>NMSA provides access to a rigorous mastery arts and academic high school education for youth with passion and aptitude in the arts, leading to post-</i></p>	<p>NMSA has implemented all components of the School Mission through its nonprofit partnership with the Art Institute.</p> <p>The School reports each year on implementation of its mission as set forth</p>										

	<p><i>secondary learning, careers in the arts, and lives that contribute to society.</i></p> <p>The School shall report each year on implementation of its mission as set forth in the mission specific indicator(s) as set forth in the Performance Framework, Academic Framework. Progress toward achieving the School's Mission shall be described annually.</p>	<p>in the Performance Framework, Academic Framework. Progress toward achieving the School's Mission is reported to the Charter Schools Division through the WebEPSS and to the Public Education Commission through Annual Reports.</p> <p><i>Annual Reports for each year of the charter term are included in Appendix E for reference.</i></p>
8.01(a)(iii)	<p>Educational Program of the School.</p> <p>NMSA is a public/private partnership comprised of the NMSA-Art Institute, a nonprofit art educational institution, and NMSA-Charter School, a New Mexico state charter high school.</p> <p>The school will maintain admissions criteria designed to admit students who show exceptional promise or aptitude in the arts and a strong desire to pursue a career in the arts. (NMSA admits students based on passion, promise, and aptitude for the arts.) The admissions process will be conducted in a way that provides equal opportunity for admission to each prospective student regardless of that student's exposure to previous artistic training and without regard to the student's ability to pay residential costs.</p> <p>The board shall ensure, to the greatest extent possible and without jeopardizing admissions standards,</p>	<p>NMSA has implemented all components of the Educational Program of the School each year of the charter term. A comprehensive narrative describing implementation is available in the New Mexico School for the Arts-Charter High School and Art Institute Annual Reports to the Public Education Commission.</p> <p><i>Annual Reports for each year of the charter term are included in Appendix E for reference.</i></p>

	<p>that an equal number of students is admitted to the school from each of the state's congressional districts.</p> <p>The school shall conduct outreach activities throughout the state to acquaint potential students with the programs offered by the school. The outreach activities shall include programs for middle school students and workshops for teachers. There shall be no admissions criteria established for participation in outreach activities.</p> <p>The school, either through a foundation or other private or public funding sources, shall obtain funding to ensure that the school has adequate revenue to pay for all expenses associated with outreach activities provided for in Section 22-15F-6 NMSA 1978 and for room and board costs for those students who are not able to pay the full cost of room and board as provided in Section 22-15F-7 NMSA 1978.</p> <p>The school shall provide an annual report to the PEC in June as required by 22-15F 6. C. that includes:</p> <p>a. non-personally identifiable demographic information about both applicants (to the extent available) and students admitted to the school delineated by counties, congressional districts, socioeconomic status, gender and ethnicity; and</p>	
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	<p>the number of students who requested financial assistance for room and board, the total amount of financial assistance provided, and the amounts distributed delineated by the source of gifts, grants and donations received by the school.</p> <p>The School, at its option, may provide the information required in the report to PEC or its designees during the Site Visit for the School in lieu of providing a special separate report.</p>	
8.01(a)(iv)	<p>Student-Focused Terms.</p> <p>The school will offer intensive pre-professional instruction in the performing and visual arts combined with a strong academic program that leads to high school diploma.</p> <p>Art disciplines of Dance, Music, Theater and Visual Arts will be offered.</p> <p>The school will offer a Guest Artist Program that augments students' technical skills, provides mentors and real-life examples of what can be achieved, expands imaginations as to what can be dreamt, and supports and inspires the regular teaching staff.</p> <p>A residential program will be available for students who qualify.</p>	<p>All student-focused terms have been fully implemented in each year of the charter term.</p> <p>NMSA offers pre-professional instruction with the goal of student mastery in the art disciplines of Dance, Music, Theater, and Visual Arts. Each arts discipline is rooted in a classic core that serves as a platform for further study or entry into the profession. The weekly schedule involves an extended school day, structured to provide several hours of advanced arts training in the student's area of focus that includes technical, creative, and historical instruction.</p> <p>The academic courses at NMSA comply with New Mexico Public Education Department standards to ensure that every child meets the requirements for a high school diploma.</p>

		<p>NMSA’s Guest Artist Program is a critical piece of the curricula as well as central to the mission of the organization. NMSA students report that the Guest Artist Program is one of the most meaningful parts of their learning at the school, connecting them to real-world, working artists in the disciplines of Dance, Music, Theater, and Visual Arts, and modeling next steps for what is possible with their creative work.</p> <p>The Residential Program opened in 2010, and in 2014 expanded to 16 students, which necessitated a move to a site that could accommodate the increase. The Program relocated to, and remains at, facilities on the grounds of the Immaculate Heart of Mary Retreat Center (IHMRC), near St. John’s College. For school year 2017-2018, Residential students numbered 18.</p>										
8.01(a)(v)	<p>Total Student Enrollment.</p> <p>As set forth above, the School is authorized to enroll the following: 300 students</p> <p>The School shall provide instruction to students in such grades and subject to approved caps in each year of operation. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School’s programmatic needs, and attrition</p>	<p>The NMSA student enrollment has remained within the approved cap of 300 students. Following is the 40-day enrollment for each year of the Contract term:</p> <table border="1" data-bbox="976 1476 1336 1688"> <thead> <tr> <th colspan="2">NMSA 40-Day Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>222</td> </tr> <tr> <td>2016-17</td> <td>221</td> </tr> <tr> <td>2015-16</td> <td>210</td> </tr> <tr> <td>2014-15</td> <td>196</td> </tr> </tbody> </table>	NMSA 40-Day Enrollment		2017-18	222	2016-17	221	2015-16	210	2014-15	196
NMSA 40-Day Enrollment												
2017-18	222											
2016-17	221											
2015-16	210											
2014-15	196											

	<p>patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to this contract or waiver of grade cap provision.</p> <p>If the School seeks to amend enrollment or grades served, the School must, among other things, demonstrate that such changes in enrollment/grades served do not adversely compromise the fiscal and educational program of the School.</p>	
8.01(a)(vi)	<p>Intent to Provide Educational Services.</p> <p>The School represents to the Authorizer that based upon its mission and school goals, it intends to provide educational services including delivery of instruction in the following described general geographic area: County(ies): Santa Fe City(ies): Santa Fe</p>	<p>NMSA met the “Intent to provide educational services” provision throughout the term of the charter. NMSA has provided educational services including delivery of instruction in the County of Santa Fe and the City of Santa Fe.</p> <p>(The School serves students throughout the state.)</p>
8.01(a)(vii)	<p>Facility.</p> <p><input checked="" type="checkbox"/> <i>For Schools with a Set Location.</i> The Charter School’s primary location is: 275 E Alameda, Santa Fe, NM 87501. The facility meets all applicable facility requirements of State and Federal law.</p>	<p>NMSA is located at 275 E. Alameda, Santa Fe, NM 87501. All applicable facility requirements have been met throughout the term of the charter, including PSFA approval of two New Mexico School for the Arts Five-Year Facility Master Plans, one dated 2013-2018 and the other dated 2018-2023.</p>
8.01(a)(viii)	Facilities Occupancy Requirement.	

	<p>The School acknowledges that its facility must meet all educational occupancy standards required by applicable New Mexico Construction Codes. The School's facilities shall be certified for occupancy as a public school prior to commencing operations in the new building including the approval of the director or designee of the PSFA. The School further acknowledges that if it is renewed on or after July 1, 2015, that its facilities must meet the requirements as set forth in Subsection D of Section 22-8B-4.2 NMSA 1978 (2011).</p> <p>The School shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.</p>	<p>NMSA met the facilities occupancy requirement throughout the term of the charter. The following occupancy-related items are included in Appendix D of the Application:</p> <ul style="list-style-type: none"> • E-Occupancy Certification • Letter from PSFA with current NMCI Score of 32.30 % • Notarized Statement of Assurances, Certification Form B • Lease Agreement
8.01(a)(ix)	<p>New Mexico Condition Index</p> <p>The School acknowledges that it may not open or relocate to a facility after opening unless:</p> <p>A. the facility receives a condition rating equal to or better than the average condition for all New Mexico public schools as determined by the Public Schools Facility Authority (PSFA) for that year, or</p> <p>B. the School demonstrates within 18 (eighteen) months of occupancy or relocation of the School, the facility will achieve a rating of equal to or better than the average New Mexico condition index.</p>	<p>NMSA met the New Mexico Condition Index requirement throughout the term of the charter.</p> <p>NMSA received a 2018-19 NMCI rating of 32.30%. See Appendix D of this application for a NMCI letter from PSFA dated June 15, 2018.</p>

8.01(a)(x)	<p>Facilities Funding.</p> <p>The School is eligible for state capital outlay dollars to the extent provided for in the Public School Capital Outlay Act; the Public School Capital Improvements Act; the Public School Buildings Act; and any other applicable law.</p>	<p>NMSA has received the following facilities funding:</p> <ul style="list-style-type: none"> • State Lease Assistance funding since opening in 2010; • A Severance Bond in the amounts of \$210,000 approved in 2014 and re-approved in 2017; • A \$210,000 matching grant from the NMSA-Art Institute; and, • A Severance Bond in the amount of \$100,000 approved in 2015.
8.01(a)(xi)	<p>Lease Purchase Agreement.</p> <p>The School acknowledges that it may not enter into a Public School Lease Purchase Agreement without prior approval of the NMPED.</p>	<p>NMSA acknowledges this requirement.</p>
8.01(a)(xii)	<p>Multiple Facilities.</p> <p>With the approval of the Authorizer, the School may maintain separate facilities at two or more locations. The School acknowledges that the separate facilities shall be treated together as only one school for purposes of calculating program units pursuant to the Public School Finance Act.</p>	<p>NMSA does not maintain separate facilities at two or more locations.</p>
8.01(a)(xiii)	<p>Food Service.</p> <p>According to the Charter, the School [X] will provide the following food services:</p> <ul style="list-style-type: none"> • Lunches will be available to all students. 	<p>NMSA provides lunches through a contract. Food services are in compliance with applicable federal and state laws regarding public school food programs.</p>

	Food services shall be provided in a manner that is in compliance with applicable federal and state laws regarding public school food programs.	
8.01(a)(xiv)	<p>Transportation.</p> <p>The School, in accordance with the Act, shall not provide student to-and-from transportation. The School may contract with qualified transportation providers for special events. The School will ensure that students with disabilities shall comply with their qualified IEP or Section 504 plan related to transportation.</p>	<p>NMSA does not provide student to-and-from transportation.</p> <p>NMSA has complied with all students with disabilities' qualified IEP and Section 504 plan requirements related to transportation.</p>
8.01(a)(xv) through 8.01(a)(xvii)	The NMSA Contract does not contain any items numbered 8.01(a)(xv) through 8.01(a)(xvii).	N/A

*** 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.

School response:

New Mexico School for the Arts received one repeated “Working to Meet Standard” rating. The school’s response follows:

Annual Monitoring Item/Rating	Area(s) of Concern	Improvement Action(s)
IV-A.00: Business Management and Oversight Working to Meet Standard	Audit finding: 2017-001 Retiree Health Care Contribution (Other Non-compliance) For June 2017, the monthly	Management’s Audit Response: NMSA had a transition of business managers and a new accounting software implementation at the end/beginning of the fiscal year, so gathering the information to

	<p>Retiree Health Care (RHC) contribution was made after the tenth day of the subsequent month.</p>	<p>prepare the report was a challenge. The NMRHCA was notified of the late report and the late submission of the remittance, which they approved; however, they do not have a formal extension-granting procedure that they issue to respond to any compliance question on late reporting and submission. Management will develop a checklist to make sure this does not happen again.</p> <p><i>Improvement Action:</i> The checklist was developed. NMSA completed and submitted a Corrective Action Plan (CAP) and all documentation requested by the Charter Schools Division for findings contained in the audit.</p> <p><i>Specific Evidence:</i> Evidence provided by NMSA included: a copy of the financial CAP; the Axiom report; copies of emails regarding budget files from SchoolAbility to the Head Administrator; and, evidence that the audit findings were discussed at the June 4, 2018 Governing Council meeting.</p> <p><i>Effectiveness of Action:</i> The corrective actions contained in the CAP have been implemented. The monthly Retiree Health Care (RHC) contributions are being monitored for compliance.</p> <p><i>Specific Evidence:</i> The Charter Schools Division provided an evidence-verification statement under IV-A.00, Annual Monitoring Tool in the WebEPSS dated 07.03.18.</p>
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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:

New Mexico School for the Arts has met all governance responsibilities during the term of the contract.

Following is a table identifying the membership of the Governing Council at all times during the term of the contract:

2018-2019 Membership	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill Beacham	Chair	7/1/15	6/30/18	Finance
Dr. Michael Kaplan	Vice Chair	7/1/17	6/30/20	Charter Renewal, Policy, Education
Paula Tackett	Secretary	7/1/15	6/30/18	Audit, Policy
Greg Hunt	Treasurer	7/1/16	6/30/19	Audit, Finance
Cynthia Nava	Member	7/1/18	6/30/21	Education
Neil Heighberger	Member	7/1/18	6/30/21	Education
2017-2018 Membership	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Bill Beacham	Chair	7/1/15	6/30/18	Finance
Dr. Michael Kaplan	Vice Chair	7/1/17	6/30/20	Charter Renewal, Policy
Paula Tackett	Secretary	7/1/15	6/30/18	Audit, Policy
Greg Hunt	Treasurer	7/1/16	6/30/19	Audit, Finance
Doddie Espinosa	Member	7/1/15	6/30/18	Education
2016-2017 Membership	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Trina Raper	Chair	7/1/16	9/2/16	Education
Vickie Sewing	Vice Chair	7/1/16	4/11/17	Education, Policy
Paula Tackett	Secretary	7/1/15	6/30/18	Policy, Audit
Greg Hunt	Treasurer	7/1/16	6/30/18	Audit, Finance
Catherine Oppenheimer	Member	7/1/14	8/8/16	Building

Sherry Thompson	Member	7/1/14	9/15/16	Audit
Doddie Espinosa	Member	7/1/15	6/30/18	Education
Bill Beacham	Member	7/1/15	6/30/18	Finance
2015-2016 Membership	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Sherry Thompson	Chair	7/1/14	6/30/17	Audit
Vickie Sewing	Vice Chair	7/1/13	6/30/16	Policy
Paula Tackett	Secretary	7/1/15	6/30/18	Policy, Audit
Greg Hunt	Treasurer	7/1/13	7/31/15	Audit, Finance
Trina Raper	Member	7/1/13	6/30/16	Finance
Catherine Oppenheimer	Member	7/1/14	6/30/17	Finance
2014-2015 Membership	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Sherry Thompson	Chair	7/1/14	6/30/17	Building, Executive
Vickie Sewing	Vice Chair	7/1/13	6/30/16	Education, Policy
Paula Tackett	Secretary	7/1/12	6/30/15	Building, Public Affairs, Policy, Audit
Greg Hunt	Treasurer	7/1/13	6/30/16	Finance, Audit
Doddie Espinosa	Member	7/1/12	6/30/15	
Trina Raper	Member	7/1/13	6/30/16	Site, Education
Catherine Oppenheimer	Member	7/1/14	6/30/17	Executive, Finance, Building, Development

At no time did the membership of the New Mexico School for the Arts Governing Council fall below the requirements stated in the by-laws or the statutory minimum of 5 members.

The New Mexico School for the Arts Governing Council maintained the required committee membership at all times during the term of the contract.

There were no open vacancies on the New Mexico School for the Arts Governing Council during the term of the contract.

All members of the New Mexico School for the Arts Governing Council successfully completed all required training hours during each of their terms. As noted in Part A, during FY2018, there were changes in statute that allowed our returning Governing Council members to take four hours of training (because of the school's consistent performance). While all returning members of the Governing Council did take their required four hours of training, four members did not take hours that were distributed into the correct categories as outlined in the updated statute (Open Meetings Act, fiscal responsibility, etc.). After being notified of this discrepancy in September 2018, the school implemented a more detailed tracking system going forward to support Governing Council members in taking the correct total number of hours in the correct categories.

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