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CHRISTOPHER N. RUSZKOWSKI  
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## **2018 Charter School Renewal – Alma d’Arte Charter School**

### **PED RECOMMENDATION**

The PED recommends a **renewal term of five (5) years with the following conditions:**

- Implement a continuous improvement plan such as NM DASH to improve *current standing, school improvement, lowest performing (Q1) student achievement, higher-performing (Q3) student achievement, and graduation* resulting in a letter grade of at least a “C” in each of these categories, as well as the Overall School Grade, on the A-F School Grading Report during each year of the contract term.
- Attain an overall rating of “*Meets Standard*” in the organizational framework for each year of the contract term.
- Implement a PEC-approved Corrective Action Plan (CAP) in order to address concerns related to the rights of students with special needs and the rights of English Language Learners and attain a rating of “*Meets Standard*” in these indicators for each year of the contract term.
- Meet all Governing Board requirements, including maintaining a five (5) member board and all members completing all mandatory training hours and topics for each year of the contract term.
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level one year prior to and during the term of its contract (Audit reports released during 2018-2019 through 2022-2023).

### **Summary of Performance**

**Academic.** The school met standard in two (2) of four (4) years [two (2) ‘C’s and two (2) ‘D’s’ during this time period] exhibiting satisfactory performance in less than half of the categories in the A-F School Grading Report during most years. In all years, unsatisfactory performance in: (a) *school improvement*, (b) *improvement of lower performing students (Q1)*, and (c) *graduation* were observed, along with unsatisfactory performance in *current standing* during three (3) of the four (4) years. Overall points earned on the School Grading Report decreased by -11.89 points over a 4-year period corresponding to decreases in reading and math proficiency rates (particularly reading). The school received “*Falls Far Below Standard*” ratings for all school-specific goals during the past 2 years due primarily to lack of verifiable evidence supporting purported progress towards goals. The school’s Overall School Grades during the contract term were: C, D, C, and D.

**Financial.** Alma d’ Arte Charter School had five (5) findings during the last three (3) audit years. No findings were at the significant deficiency or material weakness classification. In addition, a recent Training and Experience (T&E) audit disclosed seven (7) exceptions that did not comply with the requirements of the T&E Manual of Procedures, resulting in a decrease of \$42,472.38 in the school’s budgeted SEG for the current school year. Please see attached letter, dated September 27, 2018 from Amelia Saiz, Acting Administrative Services Director/CFO, PED (Appendix B).

**Organizational.** During the most recent year (2017-2018), the school received 3 “Falls Far Below Standard” ratings ranging from business management/oversight and English Learner identification concerns to lack of professional development in arts integration for staff (material term). In 2016-2017, the school received 7 “Falls Far Below Standard” ratings ranging from lack of background checks for staff to lack of approved long-term substitute waiver form (to be submitted to PED) and notice to parents for instructor teaching a course without the requisite endorsement. During the renewal site visit, there were serious compliance concerns noted in regards to serving special populations (both students with disabilities and English language learners).

The school had only four (4) governing council members (undetermined period of time prior to September 2017) during the 2016-2017 school but has since remedied this non-compliance.

## Renewal Application - Alma d’Arte Charter School

### **PART A: Data analysis provided by CSD**

Please see Part A - Summary Data Report based on data from Current Charter Contract term.

### **PART B: Progress Report provided by the School**

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.

<b>Chart 1. Evaluation Ratings of the School’s Progress Report, as confirmed at the renewal site visit</b>		
<b>Section</b>	<b>Indicator</b>	<b>Final Rating</b>
<b>ACADEMIC PERFORMANCE</b>		
1.a	Department’s Standards of Excellence— A-F Letter Grades	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	Audit	<i>Meets the Standard</i>
2.b	Board of Finance	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	Material Terms	<i>Failing to Demonstrate Substantial Progress</i>
3.b	Organizational Performance Framework	<i>Failing to Demonstrate Substantial Progress</i>
3.c	Governance Responsibilities	<i>Demonstrates Substantial Progress</i>

*The ratings above, based on the rubric in the renewal kit, are also listed in the margin below. In addition, the Performance Framework results for the last two (2) school years (2016-2017 and 2017-2018) are provided in Appendix A.*

## 1) Academic Performance

*Failing to  
Demonstrate  
Substantial  
Progress*

### a) **Department's Standards of Excellence - A-F Letter Grades**

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.

**Academic Performance Framework 1a: Overall NM School Grades: C, D, C, and D**

In accordance with the charter contract and performance framework, the school is required to create and implement a school improvement plan (SIP) as a result of earning a school letter grade below a "C", within 40 days of the release of the school grades. However, the school has not yet provided evidence of a SIP or NM DASH plan.

*Failing to  
Demonstrate  
Substantial  
Progress*

### b) **School Specific Charter Goals**

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

**Academic Performance Framework 1b and 1c:**

**Mission Specific Goals, Optional Supplemental Indicators, and any School Specific Terms:**

- Track and improve graduation rates for two distinct cohorts: *Falls Far Below Standard*
- Prepared as artist-scholars to pursue careers and post-secondary education in the arts and all fields of their choice: *Falls Far Below Standard*
- Demonstrate College and/or Career Readiness as defined by measures of college readiness on PSAT, SAT, ACT, COMPASS, and dual credits, AP, Honors or on-line course earned throughout high school, and completion of apprenticeship program: *Falls Far Below Standard*

## 2) Financial Compliance

*Meets the  
Standard*

### a) **Audit**

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.

**Organizational Performance Framework 2a and 2b**

*Meets the  
Standard*

### b) **Board of Finance**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).

### c) **Additional Financial Information**

**Financial Performance Framework #1-8: Self-Assessment Survey**

**Any formal complaints or investigations: See letter from Audit Bureau**

## 3) Contractual, Organizational, and Governance Responsibilities

*Failing to  
Demonstrate  
Substantial  
Progress*

### a) **Charter Material Terms**

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

**Organizational Performance Framework 1a: Material Terms**

- Several art strands (visual arts, performing arts, culinary arts and literary arts) available that students choose from year to year
- Annual training for teachers in integrating curriculum, including arts with core and the reverse
- Students contribute to one or more of the following each semester: Winter Arts Showcase, recruiting presentation or event, community arts event, or community-based activity or event
- Apprenticeship program for all seniors



X

**PART F: Amendment Requests**

OPTIONAL: Identify any amendments the school would like to have considered as part of the renewal process to be considered by the PEC as changes to the material terms that would become effective as part of the new contract.

- Number of proposed amendments submitted by school for new contract: 0
- Number of prior Amendment Requests on file with CSD since 2014: 0

attached

**School Response to CSD Preliminary Analysis**

<input checked="" type="checkbox"/>	Alma d'Arte Charter School	2016-2017	2017-2018
	<b>Category I. Academic Performance Framework</b>		
<input type="checkbox"/>	<b>I-A.00</b> (1a) NM A-F School Grading System	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>I-A.01</b> (1b) Mission Specific Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable
	<b>Category II. Financial Performance Framework</b>		
<input type="checkbox"/>	<b>II-A.00-06</b> (#1-8) Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Meals	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
	<b>Category III. Organizational Performance Framework</b>		
<input type="checkbox"/>	<b>III-A.00</b> (1a) Educational Plan: <b>material terms</b> of the approved charter application	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>III-A.01</b> (1b) Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>III-A.02</b> (1c) Education Plan: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	<b>III-A.03</b> (1d) Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	<b>III-A.04</b> (1e) Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>III-A.05</b> (1f) Educational Plan: complying with the compulsory <b>attendance</b> laws	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>III-A.06</b> (1g) Educational Plan: meet their <b>recurrent enrollment</b> goals	Working to Meet Standard	Working to Meet Standard
<input type="checkbox"/>	<b>IV-A.00</b> (2a) Business Management & Oversight: meeting <b>financial</b> reporting & compliance requirements	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	<b>IV-A.01</b> (2b) Business Management & Oversight: following generally accepted <b>accounting</b> principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>V-A.00</b> (3a) Governance and Reporting: complying with governance requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>V-A.01</b> (3b) Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.00</b> (4a) Employees: meeting teacher and other staff credentialing requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.01</b> (4b) Employees: respecting employee rights	Working to Meet Standard	Meets (or Exceeds) Standard
<input type="checkbox"/>	<b>VI-A.02</b> (4c) Employees: completing required <b>background checks</b>	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>VII-A.00</b> (5a) School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>VII-A.01</b> (5b) School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<input type="checkbox"/>	<b>VII-A.02</b> (5c) School Environment: handling information appropriately	Working to Meet Standard	Meets (or Exceeds) Standard
	<b>Category: Organizational Performance Framework</b>		
<input type="checkbox"/>	<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable

## Appendix A



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GOVERNOR

September 27, 2018

Alma D' Arte Charter High School  
Attn: Ms. Holly Schullo, Principal  
402 W. Court Avenue  
Las Cruces, NM 88005

Dear Ms. Schullo,

In November 2017, Alma D' Arte Charter High School submitted a report to the Public Education Department (PED) with a calculated Training & Experience (T&E) Index Factor of **1.136**. All documentation used by the Charter School to calculate the T&E Index Factor was provided to PED auditors. PED performed the audit on July 30<sup>th</sup> and July 31<sup>th</sup>, 2018. PED reviewed documentation for eleven (11) files (100 percent of the total files in the Charter School), which disclosed seven (7) exceptions that did not comply with the requirements of the T&E Manual of Procedures.

***T&E Audit Effect:***

The audited T&E Index Factor was found to calculate to less than the original T&E Index Factor reported to PED. Based on the review, the FY 2018-2019 T&E Index Factor for the Charter School is **1.097**.

As a result of the T&E Audit, Alma D' Arte Charter High School will see an adjustment in the Charter School's FY 2018-2019 budgeted SEG of **(\$42,472.38)**.

Below are explanations regarding the exceptions related to the reported T&E Index Factor and the impact to the T&E Index Factor. Also noted, are observations and recommendations made to the Charter School.

***Employee File Exceptions:***

- One (1) exception due to the Charter School not reporting the FTE for one operational personnel in the T&E report submitted to PED (see T&E Manual, page 6).
- One (1) exception due to lack of documentation found in the file that did not show an official transcript (see T&E Manual, page 10).
- One (1) exception due to lack of documentation in the file to support additional post degree hours reported by the Charter School in the T&E Report submitted to PED (see T&E Manual, page 10).
- Four (4) exceptions due to lack of documentation in the file to support year of work experience reported by the Charter School in the T&E Report submitted to PED (see T&E Manual, page 8-9).
- Four (4) exceptions noted above impacted the T&E Index Factor due to miscalculation of FTE, missing official transcript for operational staff, and additional post degree hours that do not align with the T&E report submitted to PED (see T&E Manual, page 2).

***Observations:***

- Auditor noted a contract where the contract year was altered.
- Three instances of an incorrect plotting on the original T&E report.
- Three potential FTEs did not have any supporting documentation.

***Recommendations:***

- The PED auditor recommended the Charter School develop T&E policies and procedures for calculating and reporting the T&E Index Factor.
- Also, the PED auditor recommended trainings presented by PED and New Mexico Association of School Business Officials (ASBO).

Should you have any questions about the audit work performed, please call me at 505-827-3856. Please extend our thanks to Alma D' Arte Charter High School staff that assisted with the audit in an amicable and professional manner.

Regards,



Amelia Saiz, Acting Administrative Services Director/CFO, PED

cc: Marian Rael, Acting Deputy Secretary of Finance and Operations, PED  
David Craig, School Budget and Finance Director, PED  
Rebeka Runyan, Business Manager, SchoolAbility



*To Graduate Artist-Scholars Prepared to Succeed*

## **Alma d'Arte Charter School Renewal Application and Site Visit Response**

### **Academic Performance**

**1a.** We agree with NMPEC's Part A Summary and Data Report and the renewal site visit observation. Our preliminary insights for the continuous performance improvement is detailed in our Charter Renewal Application.

Alma d'Arte Charter High School earned 2 'C's and 2 'D's during contract period with less than half of the categories for **A-F grading** as satisfactory. Areas for improvement in achievement will be pursued to create verifiable evidence using the School Improvement Plan (SIP) NMDASH platform for the following areas:

- Current Standing
- School Improvement
- Student Achievement (Improvement of Lower Performing Students)
- Graduation

We earned 2 'B's in the years 2014 and 2013 when we were aligned to the mission of our founders for arts integrated classrooms and curriculum.

For improvement of **highest-performing students**, we failed to report data last year and have updated the dashboard and completed course audit syllabi at the College Board to reflect the excellence in offerings of Advanced Placement Art Studio, English Language and Composition, English Language and Literature, and Calculus. Every student enrolled will take AP exit exams. We also have more students prepared to take Dual Enrollment coursework at DACC and NMSU, as we are vertically aligning our curricula for college and career readiness.

Next steps include becoming data-driven. Sophomores took the PSAT and we will use that data (and PARCC scores, short-term assessments, EOC) to drive programming. We are hosting a FAFSA seminar for students and parents and applying for several grants including a Title IV, CenturyLink, and GEAR UP.

**Lowest-Performing Students** are supported by our tutoring program, Zeroes Aren't Possible (ZAP). We hired a third math teacher to remediate and build a bridge to the arts and the math mindset required to be an artist and scholar. Harnessing bilingualism, we have encouraged our faculty to use Spanish as an instructional tool.

### **Contractual, Organizational and Governance**

**3a.** Alma d'arte Charter High School suffered a loss of strategic leadership and vision from the years 2015-2018. One founder retired in 2015 after the direction shifted. The remaining administrator simply 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. The founders and governance council created a strategic plan in Spring 2018 and then hired a new principal after casting a wide net for a successor.

Under new financial stewardship (SchoolAbility) and principal leadership (a UNM Anderson MBA-Educational Leadership Woodrow Wilson Fellow) who work in symbiosis with our governance, we are in a renaissance. The next school year, 2019-2020, marks our 15<sup>th</sup> year as a public school of choice. We are already dedicating planning to celebration of our turnaround efforts focused on school culture, community engagement, and recruiting artist-scholars who will benefit from arts integration in every classroom. Our goal is to harness 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.

The Material Terms of the Charter specifies that we offer professional development yearly—*“Alma will provide annual training for teachers in integrating curriculum, including arts with core and the reverse”* (see Section 8.01[a] [iii] entitled “Educational Program of the School” under “Material Terms of the Contract”). We have conducted a workshop on arts integration this year already with the founders of the school and shared resources to reinforce arts integration. We have dedicated \$10,000 Title IV funding for robust arts integration, which includes online Professional Development for our faculty to earn hours in topics such as Creative Mindset, Arts Integration (AI), and creating cross-curricular maps and unit plans.

Data has been collected from faculty and students and we are revisiting earlier workshop and text materials that created our initial foundation. Students are creating 4-year digital portfolios that document arts integration evidence and create wider opportunities for senior apprenticeships.

### **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 and career readiness. Students participate in the downtown Las Cruces Zombie Walk yearly, learning the Thriller dance, *Dia de Los Muertos* 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 Logs and Projects, as well as underclassmen Essential Question Panel Presentations
- *Present **Winter and Spring showcases**, Love of Art Month activities, and at least one community-based event as part of Apprenticeship.*  
**Evidence:** Alma d’ arte has sought to be on the 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 will be logged and monitored by teacher/mentor.

**Evidence:** Students work with area artists in 15th year celebration art projects, i.e., restoring bench and rededication ceremony, sculpture garden,

### Teacher-Focused Terms

- *Will support core subject teachers with arts integration*  
**Evidence:** PD hours logged, 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 through
- *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 mike program)

### Parent-Focused Terms

Returning to the mission, we have not had a Parent Leadership Team since 2014 and would like increase parent engagement.

- *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:

- **Long-term substitute waiver (remedied)**—last year, our dance classes were taught by a professional flamenco dancer and college dance instructor who did not meet requirements for licensure from NMPED. Next year, this dancer will return (hopefully) as a part-time contractor. *Health course taught by teacher requiring long-term substitute or waiver*

**Evidence:** Rectified through personnel change, Hired Biology/Health teacher who is in licensure process.

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

- Added Level III credentialed teacher for ceramics
  - Dance is an enrichment / dual enrollment opportunity with efforts in place to offer dance by NMPED licensed teacher next year
- **English Language Learners (in process)**

**Identification of English Learners:** Included Home Language Survey (HLS) in Registration Packet, sent HLS home in advisory for earlier identification, students are screened using ACCESS during math class. We have two teachers who share duties to administer the ACCESS Test and keep a binder of results with the registrar. However, we struggled to secure Home Language Survey results for incoming students. We understand via email correspondence that the ACCESS administration requires additional training and that we can capture data using STARS to locate EL students who may require service.

**Evidence:** HLS is filed securely with registrar, ACCESS is administered in math class.

**Serving English Learners:** We are working vigilantly to create next steps once EL students are identified. We want to hire a Spanish Teacher for 2019-2020 and will create more targeted support utilizing two currently TESOL endorsed teachers. Piloting ENLACE currently is a cultural enrichment arts integration program in one 2018-2019 history class.

**Evidence:** We currently employ 2 TESOL Endorsed Teachers, ENLACE data, GLAD lessons and PD. \*All 2017-2018 faculty received SIOP Title 2 Training (same as Las Cruces Public Schools).

➤ **Governance Requirement (remedied)**

- *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 all members are in compliance for **required training (3c)**

- *Evaluate head administrator*

**Evidence:** Governing council will conduct evaluation of new administrator.

➤ **Background Checks (remedied)** – one issue that hindered compliance was not using the NMPED ROI resulting in many faculty members completing two background checks, including the current head administrator.

**Evidence:**

- 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 (remedied)** -- *Child abuse and neglect safety training to staff was not reported but available on site*

**Evidence:** All teachers required to complete this training in Fall 2017 did complete the trainings but results were in a PD binder and not in the personnel files. We submitted a screenshot as evidence of one faculty member to represent all in compliance. We are in compliance for 2018, also.

➤ **Business Management and Oversight (no issues)** – We have positive results with new business management and oversight having hired a new business manager.

- **Students with Special Needs (remedied)** – We have hired a full time Special Education Coordinator who is implementing corrective actions. We realize that the overhauling of our school has not been without struggles as parents and students believed in the previous model. Students were offered yoga in addition to academic support. Yoga is overseen by a lead teacher and taught by a 2019 senior who is apprenticing for a 200-hour certification at an area studio. The total enrollment is 2 students, including those seniors who had earned no PE credit; other students were offered “teaching assistant” because we had already coded course using STARS and students chose support in areas of IEP need until we could balance the new service model. Ancillary service minutes were maintained.

**Evidence:** Internal SPED Audit that resulted in placing SPED Coordinator on Administrative Leave; Overhauling Service Minutes to increase rigor (Content Mastery/Learning Lab) and support (push-in and pull-out).

- **School Administrator License (remedied)** – We hired a principal who was eligible for and is now officially a 3B licensed educator, having completed coursework and secured MBA-Educational Leadership degree from UNM Anderson and is a Woodrow Wilson Fellow. Licensure was delayed due to wrong background check ROI, program completion, and implementing change.

**Evidence:** NMPED license available online.

**3c.** Alma d’ Arte’s Governance Council is one that is working cohesively and “demonstrates substantial progress,” and is dedicated to changing the culture of the school.

**Conclusion:** The site renewal, annual site visit, and financial audit were all conducted on the same day. The renewal and annual site visit lasted until seven in the evening, from early morning. We regret not showcasing talent through a school performance. However, one site visitor was escorted to the art building to see our gallery and music studio. Our music director is phenomenal--choir secured 4 all-state positions (5 auditioned) while the guitar secured 7 all-state positions (out of 8 who auditioned). We also missed the opportunity for strategically planning stakeholder interviews which we understood as optional. We wanted our site visitors to see the arts integration in every classroom, and the shift in school culture that radiates. Change is hard but our students, faculty, and community are united.

Of the stakeholder interviews, only the Governance Council was preordained. We cannot control the narrative of all stakeholders; yet, we understand the wounds of change. We are a school of choice that integrates the art in every classroom. We are an inclusive school that cares for student success first. We serve a unique population.

Moving forward, one of our artists in residence was named an Excellence in Teaching Awards recipient. And while we do not have theater performance arts (although we staged and performed *Rent* with NMSU theater 2017-2018) this year, our school is right across the street from Las Cruces Film Society and we are expanding and developing a film/performing arts strand. Students interested in musical theater performance are welcomed at neighboring schools.

Our Introduction to Video Production students were extras for *Walking with Herb*, a locally, professionally filmed production. Our students were standouts on location. Students are submitting a short Narrative, Documentary, or Experimental film to *Desert Light Film Festival*; may attend the festival in April in Alamogordo; Otero County Film Liaison will come to Alma and talk directly with students. We participate annually in the *Las Cruces International Film Festival* since 2016 and will again in February 2019. Students screen films and participate in sessions led by film professionals.

Digital Design students are working with Reviver Printing founder, Chris Preciado-Shelton, to mass produce and sell student created T-shirt designs. Students learn screen printing and design from our in-house artists. And all Digital Media benefit from the inclusive DACC board meetings to ensure vertical alignment, offering students dual credit classes in film production led by a teacher credentialed to teach dual credit. We hope to secure Carl Perkins funding to expand.

### Current and Typical Arts Integration

Students contemplate the Essential Question, for which each discipline interprets, and that drives each semester panel projects and presentations. Our faculty and students have work samples of the following arts integration projects predominantly from this year and last year:

- War Song Lyrics Project (US History)
- Mexican Ex-Votive Project (NM History)
- NAFTA Role Play (US History)
- Deconstructing the song "La Persecución de Villa" (NM Mexico History)
- Creating Protest Bills (11/30/2018)
- (10th Grade): Alma students learned about Greek Theater and read *Oedipus* and *Medea*. History faculty teaches and coordinates and co-teaches the Greek gods. Students created Greek Masks with the help of art teacher. What responsibilities did ancient Greek artisans have in the creation of Greek mask?
- (10th Grade Honors): Reconstruct something from literature or the media from a feminist perspective. Students provide a visual to go along with their writing (movie poster, book cover, album cover, etc.).
- (9<sup>th</sup> grade): Alma students read the short story "The Nose" by Nicolai Gogol, a surreal story that acts as a nice introduction to surrealism and the surrealist artist. Students researched a surrealist artist of their choice and wrote up a short essay on the artist. They also had to write what they believed was the artist's responsibilities as an artist. As a class, we created plaster molds of our noses and created surreal sculptures.
- Theater and English: unconventional interpretations and performances of Shakespeare based on the Folger method and the art of stage combat
- Music, History, and English: Hamilton the Musical poetry analysis, in class piano/guitar/rap performances
- Multi-Genre Research Project in English 12 with artifacts that encompass MANY art forms
- Ongoing (Latin Roots) Vocabulary Assignment in all grades: Vocabulary Cartoons
- Creative Writing and Art: Creative, independent book project (we have a state of the art printing press)
- Theater and English: significant Object Monologue Performances
- Dance and Literature: dance teacher taught the Charleston to junior class who read *The Great Gatsby*
- History and Music: Renaissance Music and Renaissance Architecture with fashion, dance and living conditions of the period (guitar students learned and played the period music, teachers taught period customs and dance)
- Digital Media and Music: logo designs; digitizing designs of our Guitar T-shirt for performance
- Geometry and Art: students are building Icosahedrons using origami next week. We do this every year.
- Informational pamphlet about advertising activities at a temple for a particular Greek God
- Building a paper model of the Florence Cathedral
- Attending a concert of Renaissance music
- Creating a poster of Confucius' philosophy using Chinese characters
- Painting an *emaki* (scroll) in the medieval Japanese style

- Making informational posters describing and illustrating the 7 Constitutional principles
- Posters defining the meaning and use of types of responses required for AP Government FRQ's
- Physical Science and Digital Design: Students create a digital infographic about the states of matter (typical collaboration)
- Chemistry/Physical Science and Visual/Literary Art: Essential Question Project "What responsibilities come with the freedom to create (research, discover, invent)? Students create artwork or write a short story or comic strip which explores the intersection of science and ethics
- Chemistry/Physical Science/History and Visual Art: Essential Question Project "What factors encourage people to take creative risks?" Students created a scientifically accurate and artistically pleasing timeline of models of the atom – showing that along the way to the discovery of the correct model of the atom, scientists had to take creative risks.



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CHRISTOPHER N. RUSZKOWSKI  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

**2019 CSD Preliminary Analysis of Renewal Application and Site Visit**

**School Name:** Alma d’ Arte Charter School  
**School Address:** 402 W. Court Ave Las Cruces, NM 88005  
**Head Administrator:** Holly Schullo  
**Business Manager:** Alfredo Diaz  
**Authorized Grade Levels:** 9-12  
**Authorized Enrollment:** 280  
**Contract Term:** July 1, 2014 – June 30, 2019  
**Mission:** “To graduate artist/scholars prepared to succeed” (Contract, p. 33)

**Part B (Progress Report) Evaluation**  
*based on the rubric contained in the application*

Chart 1, below, summarizes CSD’s ratings of the school’s renewal application and site visit:

<b>Chart 1. Renewal Application Ratings by Indicator</b>		
<b>Section</b>	<b>Indicator</b>	<b>Final Rating</b>
<b>ACADEMIC PERFORMANCE</b>		
1.a	Department’s Standards of Excellence— A-F Letter Grades	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	Audit	<i>Meets the Standard</i>
2.b	Board of Finance	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	Material Terms	<i>Failing to Demonstrate Substantial Progress</i>
3.b	Organizational Performance Framework	<i>Failing to Demonstrate Substantial Progress</i>
3.c	Governance Responsibilities	<i>Demonstrates Substantial Progress</i>

## CSD Review of Part B (Progress Report) and Renewal Site Visit in October

The PED team reviewed the Part B (Progress Report) submitted by the school and conducted a renewal site visit on October 29, 2018. The following sections provide additional analyses supporting the ratings summarized in Chart 1, above.

### **Academic Performance**

**1a)** Schools that maintain 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 are rated as “meets the standard”. Alma d’Arte Charter School earned an Overall School Grade of C (in 2015), D in 2016, C in 2017, and D in 2018, during the current contract term.

In the most recent school grading report card (2018), the school earned F grades in Current Standing, School Improvement, Improvement of Lowest-Performing Students (Q1), and Graduation and a grade of D in Improvement of Highest-Performing Students (Q3). These scores decreased by at least one letter grade from the prior school year, except for Improvement of Lowest-Performing Students (Q1) which received an F for both years. Due to these reasons, the CSD team has rated this indicator as **“failing to demonstrate progress”**. The school provided a detailed list of improvement actions that the school intends to implement, beginning this school year (2018-2019), including the school “will become a data-driven school committed to continuous improvement utilizing NMDASH,” “data will be analyzed in Professional Learning Communities”, “Zeroes Aren’t Possible (ZAP) tutoring,” and “Teachers will create standards-based rubrics and lessons.” While’s the school progress report included several proposed actions, the school did not address its D grade for its higher-performing students.

**1b)** A “meets the standard” rating applies to schools that have met or exceeded their specific charter school goals each year of the contract term. The CSD team has rated this indicator as **“failing to demonstrate progress”** because the school has not met any of the goals for the last three years. The goals are to: (1) improve graduation rate; (2) complete arts electives; and (3) demonstrate career and/or college readiness.

### **Financial Compliance**

**2a)** The CSD team has rated this indicator as **“meets the standard”** because the school received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract.

**2b)** The CSD team has rated this indicator as **“meets the standard”** because the school has maintained all Board of Finance authority during the entire term of the contract.

### **Contractual, Organizational, and Governance**

**3a)** The CSD team has rated this indicator as **“failing to demonstrate progress”** because the school has not implemented the Material Terms of the Charter. Specifically the school did not provide evidence of staff professional development as stated in the contract: *“Alma will provide annual training for teachers in integrating curriculum, including arts with core and the reverse”* (see Section 8.01[a][iii] entitled ‘Educational Program of the School’ under ‘Material Terms of the Contract’, p. 34).

**3b)** The CSD team has rated this indicator as **“failing to demonstrate progress”** because the school received seven (7) “working to meet” and seven (7) “falls far below” ratings in 2016-2017 and seven (7)

“working to meet” and three (3) “falls far below” ratings in 2017-2018. The concerns identified included:

- **Long-term substitute waiver:** The school did not provide evidence it sought waiver approval (long-term substitute or licensure endorsement flexibility waiver) from the Department for a health course taught by an unendorsed teacher [NMSA § 22-10A-16; 6.29.1.9(C)(9)(d) NMAC].  
**Notice to parents:** The school did not provide evidence of written notification to parents of students taught by a long-term substitute teacher or teacher not holding the requisite licensure endorsement in health [6.29.1.9.C.9.b NMAC]. The school has removed and/or replaced the teachers in question. The school now has a Level III licensed teacher for ceramics, has cut the dance class (with will be offered full-time next year as enrichment), and hired a biology/health teacher.
- **English Language Learners:** The school did not provide evidence of properly: (a) identifying, (b) administering screening assessment, and (c) servicing eligible students [6.29.5.11.E NMAC]. The response from the school and the evidence at the site visit indicates that the school is still not properly identifying English language learners. After sending guidance and resource materials regarding this concern, the Head Administrator responded “*We understand the next steps and appreciate all of your assistance and resourcefulness. We have created a committee that is looking forward to identifying and serving English Learners.*” In addition, while addressing English Language services, the school state “*We are creating more avenues of service*” and went on to discuss bilingual faculty members, encouraging parents to join the PLT, making parents aware of parental rights under McKinney Vento, upcoming SIOP and GLAD training, arts integration for cultural heritage, and that the school will offer Spanish beginning in Fall 2019.
- **Governance requirement.** The school did not provide evidence of maintaining five (5) board members throughout the term of the contract. PED records indicate the board dropped to below five (5) members prior to September 2017. It is unclear when the board initially dropped below five members [NMSA § 22-5-1].
- **Evaluation of head administrator.** The school did not provide evidence that the governing council evaluated the head administrator during the 2016-2017 or in previous year [6.29.1.9.B.2 NMAC].
- **Background check.** The school did not provide evidence of completed background checks for two (2) instructional staff [NMSA § 22-10A-5]. The school claims that it is “*now in full compliance for all personnel files*”, however, the CSD’s review of files at the renewal site visit revealed that background checks were missing for four (4) employees, including the Head Administrator.
- **Health and safety.** The school did not provide evidence of providing child abuse and neglect detection training to staff [NMSA § 22-10A-32; 6.29.1.9(D)(3)(f) NMAC]. The evidence provided by the school was a list of online required staff trainings and did NOT include the training regarding detecting and reporting child abuse and neglect.
- **Business Management and Oversight.** The school provided evidence that it is implementing its audit Corrective Action Plan (CAP). The school reports that it has conducted an internal audit and has hired a new business manager this school year. Results of these efforts cannot yet be evaluated.
- **Students with Special Needs.** The school received a “working to meet standard” in the indicator for protecting the rights of students with special needs in FY17 and FY18. During the renewal site visit on 10/29/18, the CSD team learned that the only special education-certified teacher on staff had been placed on paid administrative leave and subsequently resigned on 9/26/18. The CSD observed at least 5 files of students whose IEPs were overdue and many parents came to the school with concerns regarding their students and the lack of service being provided. Students who had previously been scheduled for a study skills class with the teacher who left

were now scheduled in a yoga class, working as teacher/office aides, and/or sitting in the cafeteria, unsupervised, for study hall. This is a serious concern that CSD has discussed with the Special Education Bureau. Also, at the site visit, the CSD team communicated the urgency of conducting IEP meetings and complying with the required services on the IEPs and the fact that the school is legally obligated to do so.

- **School Administrator License.** At the time of the site visit, the Head Administrator had not yet applied for licensure. The school had also not sought a provisional license for her despite hiring her in July 2018. According to NMSA § 22-10A-3 (C), *“A person performing the duties of a licensed school employee who does not hold a valid license or certificate or has not submitted a complete application for licensure or certification within the first three months from beginning employment duties shall not be compensated thereafter for services rendered until he demonstrates that he holds a valid license or certificate.”*

**3c)** While the Governing Board dropped below five members during August 2017, the CSD team has rated this indicator as **“demonstrates substantial progress”** because it was rectified several months later and there are currently 5 seated members. The board members did not complete required trainings in FY15 and FY17, however, all Governing Board members completed the mandatory training hours and topics in FY18.

### Stakeholder Interviews

As part of the school’s renewal site visit, stakeholder interviews were conducted on October 29, 2018 at Alma d’Arte Charter School. The participants included three (3) Governing Council members, four (4) students, seven (7) parents, and two (2) staff members. It should be noted that the Head Administrator had not arranged for any people to be interviewed, other than Governing Council members, claiming not to have understood the site visit protocol that was sent prior to the site visit. She did arrange for students and staff, two of each, that day. Parents (and their children who are students) heard about the CSD site visit and came to the school throughout the day to speak to the team. The following provides some additional context regarding the school from various perspectives.

The Governing Board members have served a range of years, from the founding of the school to three years. One of the members stated *“The students that were being encouraged to attend were not the strongest in the past”* and *“The previous administrator did not make it clear that we are first and foremost and arts and academics school. I think we are going to see from [Dr.] Schullo recruitment of the kind of student we want to see.”* The board members were aware that the school consistently gets Ds and Fs in graduation. When asked where the board meeting notices and agendas are posted, one board member responded that *“they should be on the website.....They are posted in the newspaper and on a board in the front of the school.”* The CSD team was unable to locate any meeting notices, agendas, or minutes on the school website. Regarding the concerns with IEPs, the board members explained that *“parents weren’t happy that the previous teacher is not here”*. The board members were not aware of who is currently providing special education services but knew that *“temporary people were here mostly working on the files”*. The board also told the CSD team that the dance program previously provided the PE credit but was cut by the previous administration and that they are trying to bring it back. When asked about the grievance policy and procedures, the President attempted to find it in the policy binder but was unable to find it and advised that he would get it to us later. (It has not yet been received.) He also stated that *“you tell some people this is how things are going to be and they don’t accept it”*, referring to parents.

One student stated that the interest in this school was because *“I am not a socially accepted person”* but this school *“has been pretty laid back, maybe too laid back”*. Another student was attracted by the performing arts offerings. They indicated that the school is welcoming and that the staff are very

respectful of all students, including the LGBTQ+ students. When asked if they would change anything, they said they would add a PE class, bring back dance and orchestra, and eliminate the requirement to go to the bathroom as an entire class or with a teacher's aide. It was also stated that "Dr. Schullo, when she came, said she would clean house." The CSD team also asked about the ZAP tutoring program and the students explained that on Wednesdays the students get out one period early and get sent to the ZAP tutoring class if they are failing for an hour of tutoring. "Dr. Schullo tried to make it mandatory, but it isn't because of other student organizations." Two students have been very happy at the school until this year and are now planning to withdraw at the semester break. Students also expressed that they were no longer receiving support services related to their IEPs.

The parents were very respectful but very concerned. The primary concern was voiced by parents of students with special needs; the lack of updated IEPs and lack of services was mentioned to the team by at least six parents. They claim is that little to nothing is being done for their students, including a parent whose student started at the school in August (over three months ago) and still did not have an IEP. (Even if the clock was set when the special education teacher left, it had been over one month.) At least five parents mentioned not having confidence in the current administration. The parents reported that they have tried to speak to the Head Administrator about their concerns but she will not listen. A large group of parents appeared at the September Governing Board meeting and many spoke during public comment. The Governing Board agreed to address the concerns at the next meeting but the parents said that they were not notified of the meeting, it was not posted, and the issues were not addressed. At one of the Governing Board meetings, a parent asked who was certified in Special Education (and could conduct IEPs) and allegedly Dr. Schullo responded that she was; parents claimed to have investigated and reported that this is not true. The CSD team checked with the Licensure Bureau and Dr. Schullo is not licensed as a special education instructor (but does have a gifted endorsement) and is also not licensed as a School Administrator.

The staff members interviewed have been working at the school from one to five years. They like the small class size, their fellow teachers, and the art integration. The teachers confirmed the use of a CK12 online math program that helps identify where students are struggling. They also confirmed that the Head Administrator does walk through the classrooms and provides compliments and some feedback.

[Please see sections of the renewal application package for additional details, as follows:](#)

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCES

SECTION 2. FINANCIAL COMPLIANCE

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Part B: Progress Report

Part C: Financial Statement

Part D: Petitions of Support

Part E: Description of Charter School Facilities and Assurances

Part F: Amendments and Amendment Requests

Appendices of additional documentation from the school, if any



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

## SECTION 1. ACADEMIC PERFORMANCE

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

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

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

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

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

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

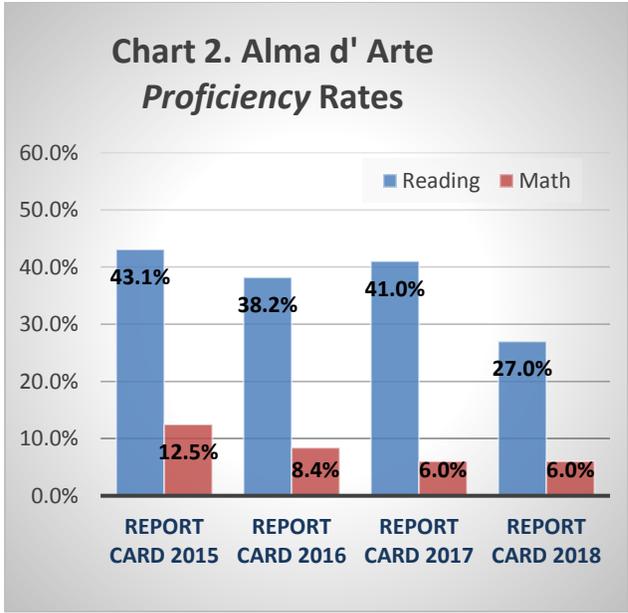
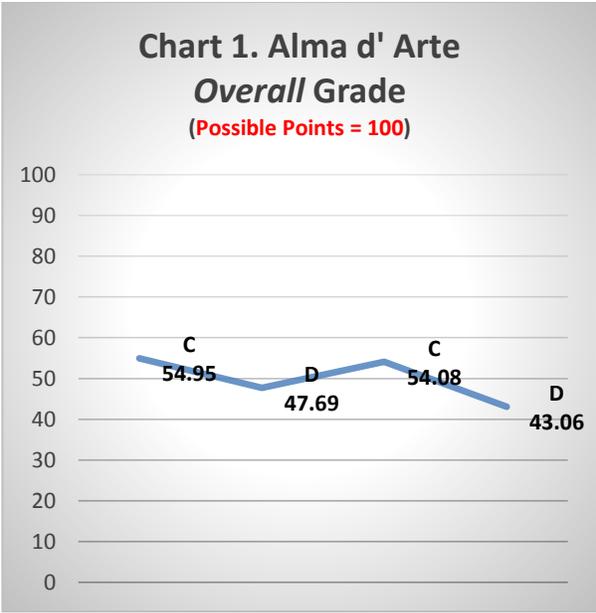
**Overall Standing.** Chart 1 illustrates Alma d' Arte's overall school grade in each of the last 4 years (2015-2018). The school earned 2 “C's” and 2 “D's” during the past 4 years along with earning bonus points each year. Note that beginning in 2018-2019 bonus points will be eliminated as part of the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

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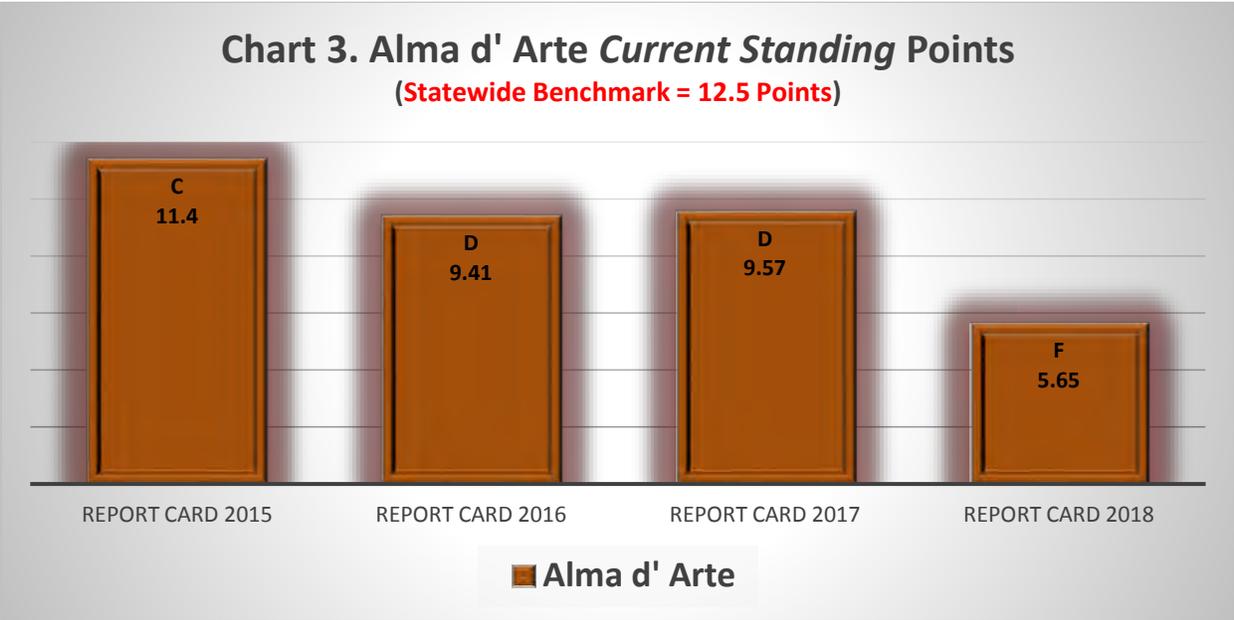
<sup>1</sup> The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>. In addition, similar schools data may also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

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

<sup>3</sup> See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmsca2017.pdf>

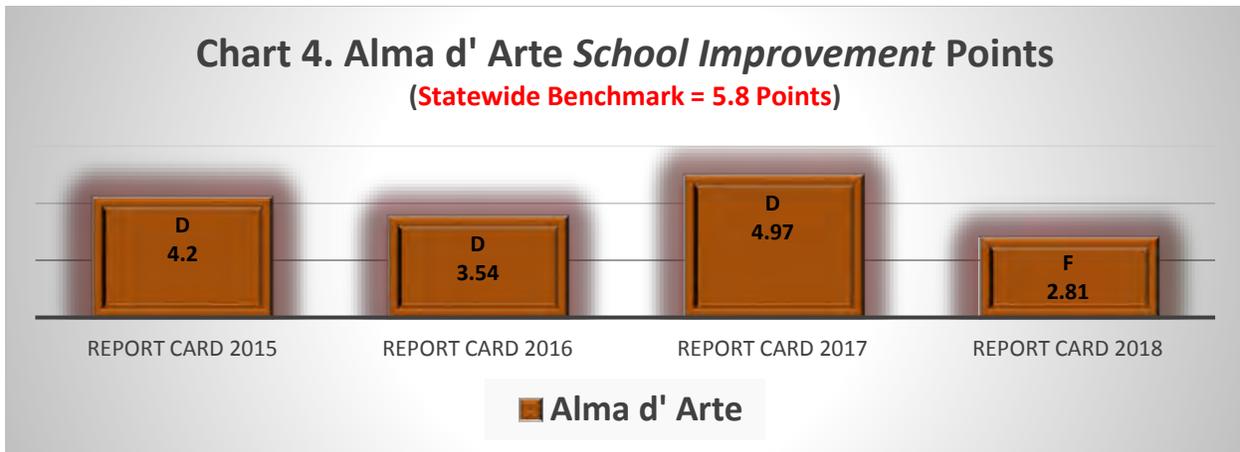


**Current Standing.** Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 3), the school earned 5.65 points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



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

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



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

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

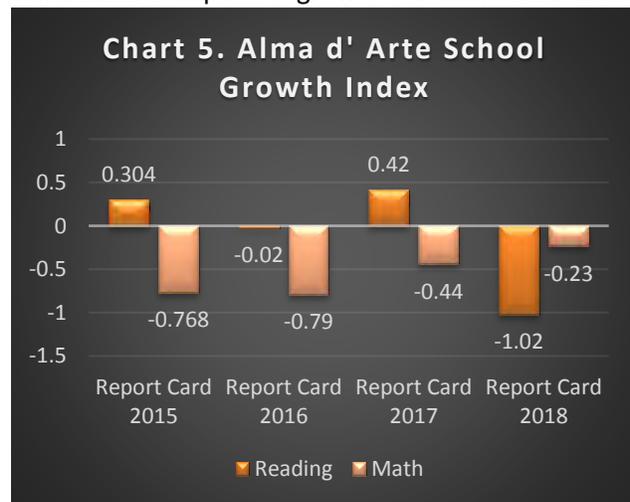
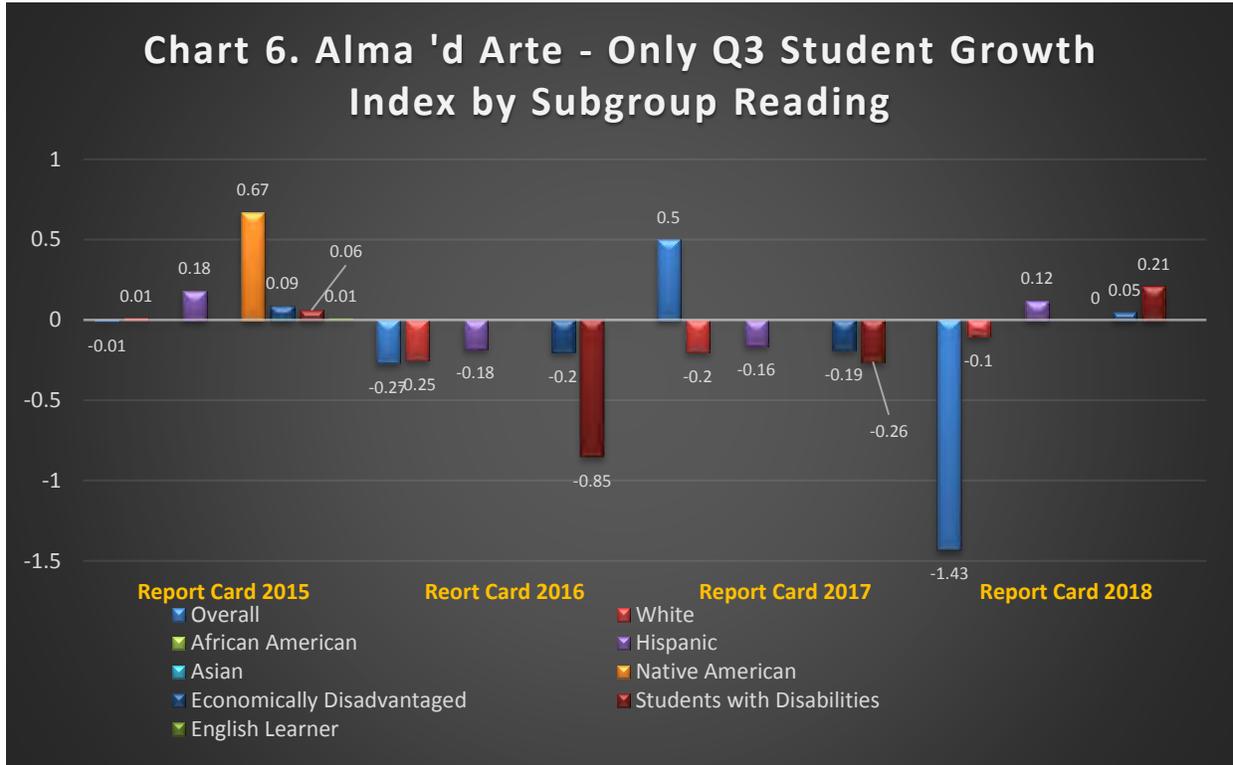
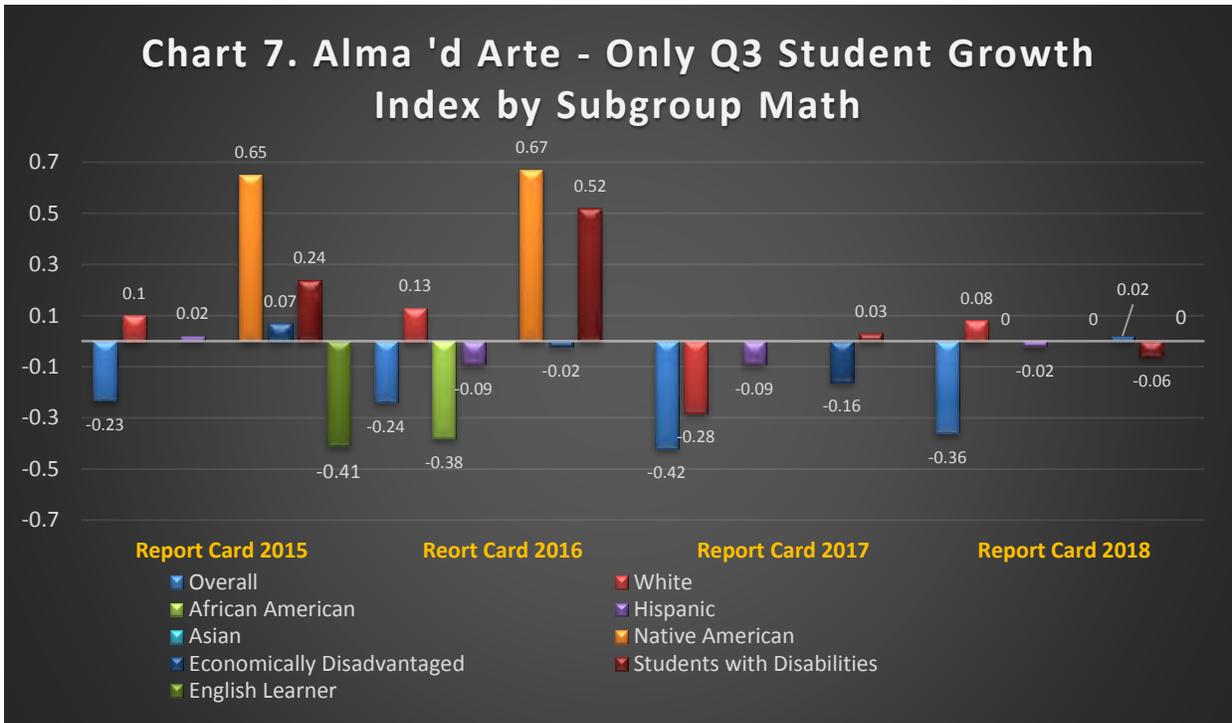


Figure 1. Points earned in School Improvement section (10 total points possible).

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

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



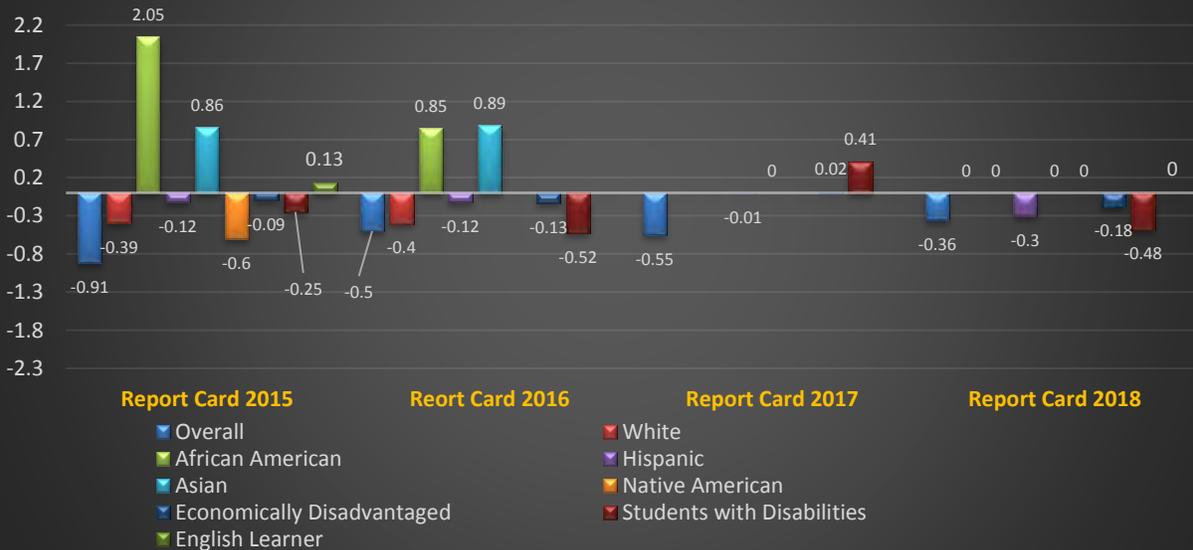


**Subgroups within Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). All subgroups during 2015 in reading did not meet expected growth while all met expected growth in 2018. Overall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

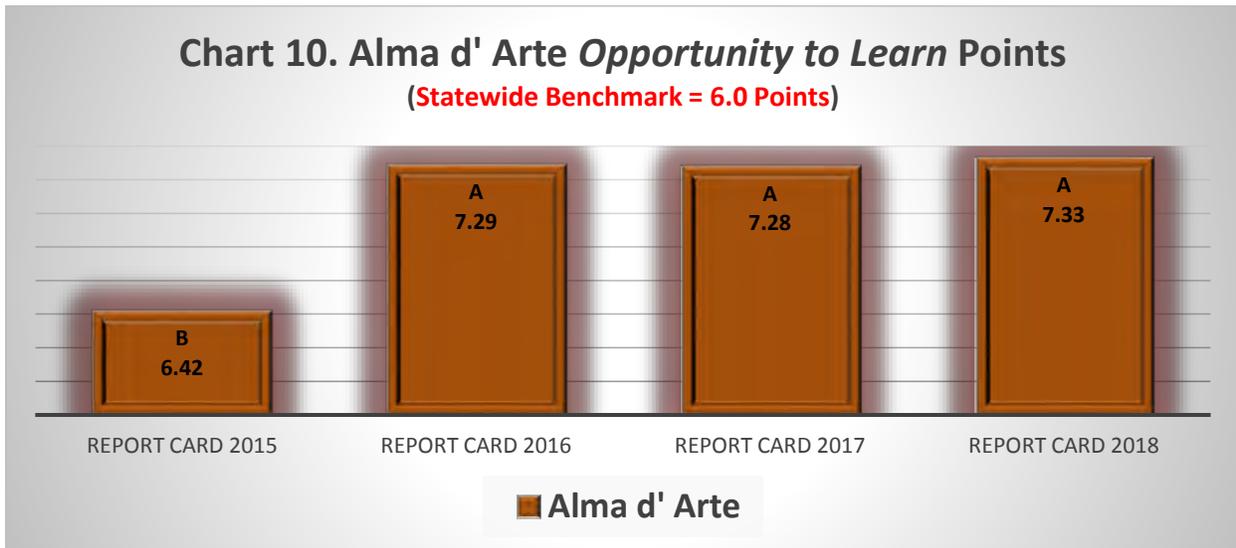
### Chart 8. Alma 'd Arte - Only Q1 Student Growth Index by Subgroup Reading



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



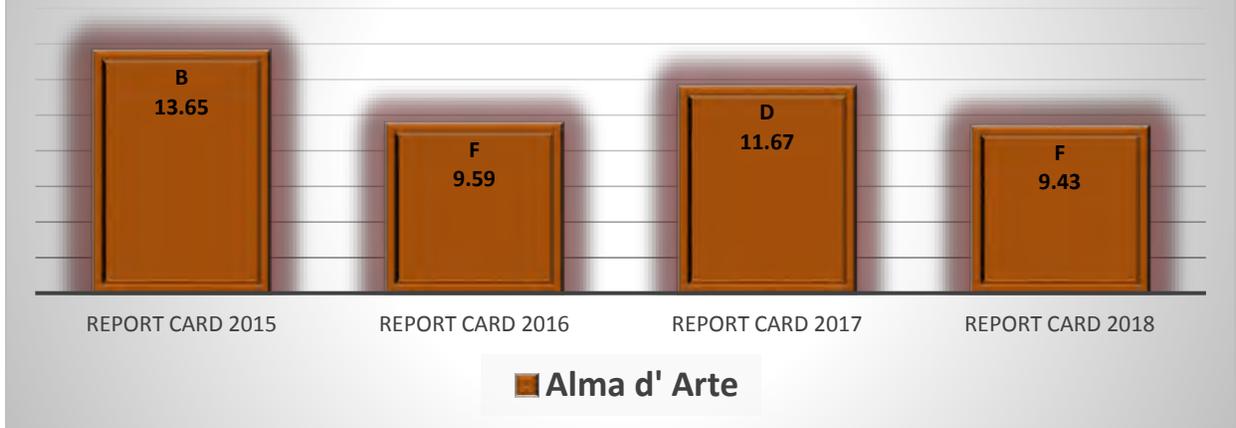
**Opportunity to Learn (OTL).** Opportunity to learn represents the learning environment schools provide<sup>4</sup>. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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



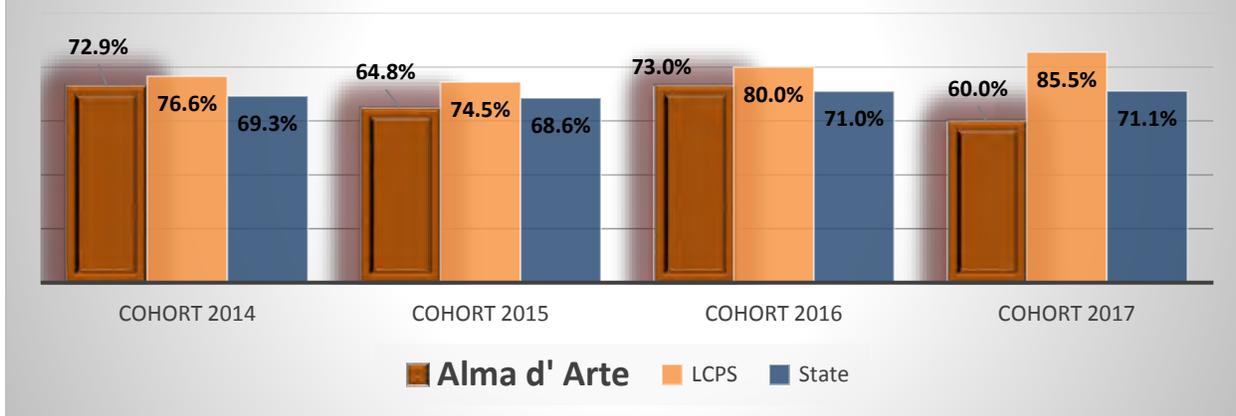
**High School Graduation.** This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method.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

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

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



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

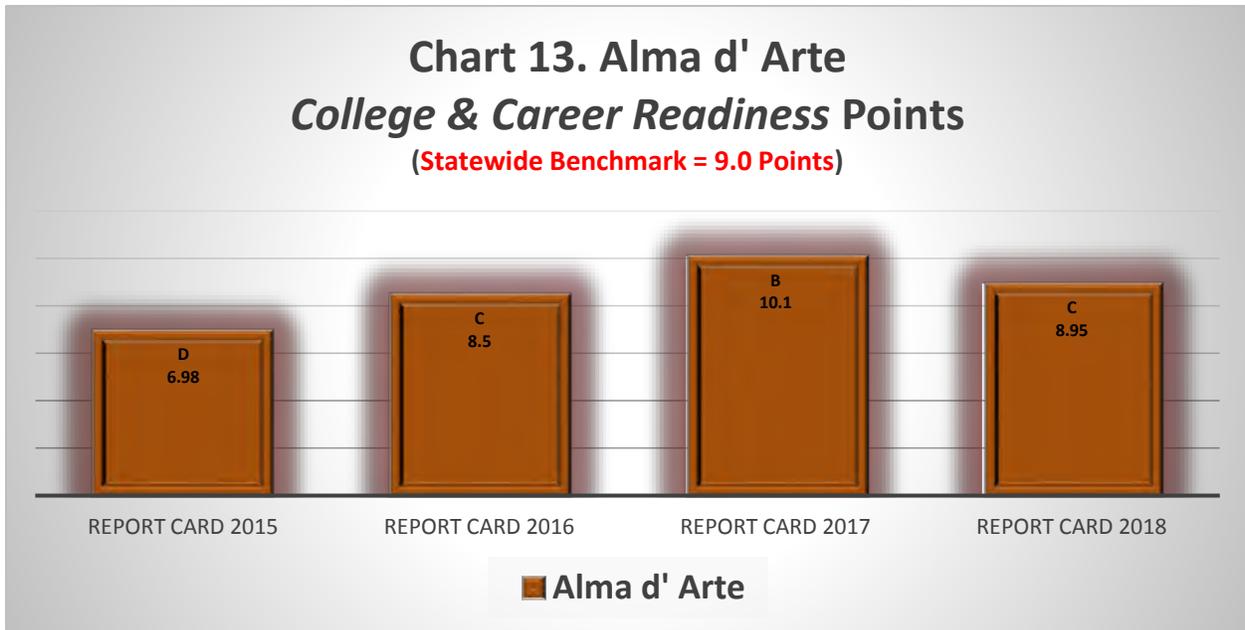


**College & Career Readiness (CCR).** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>5</sup>. Schools receive credit when students participate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

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

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

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



### 1b. Specific Charter Goals

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

### Charter Specific Goals

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

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

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

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

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

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

Figure 2. Progress towards Charter Specific Goals.<sup>6</sup>

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

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

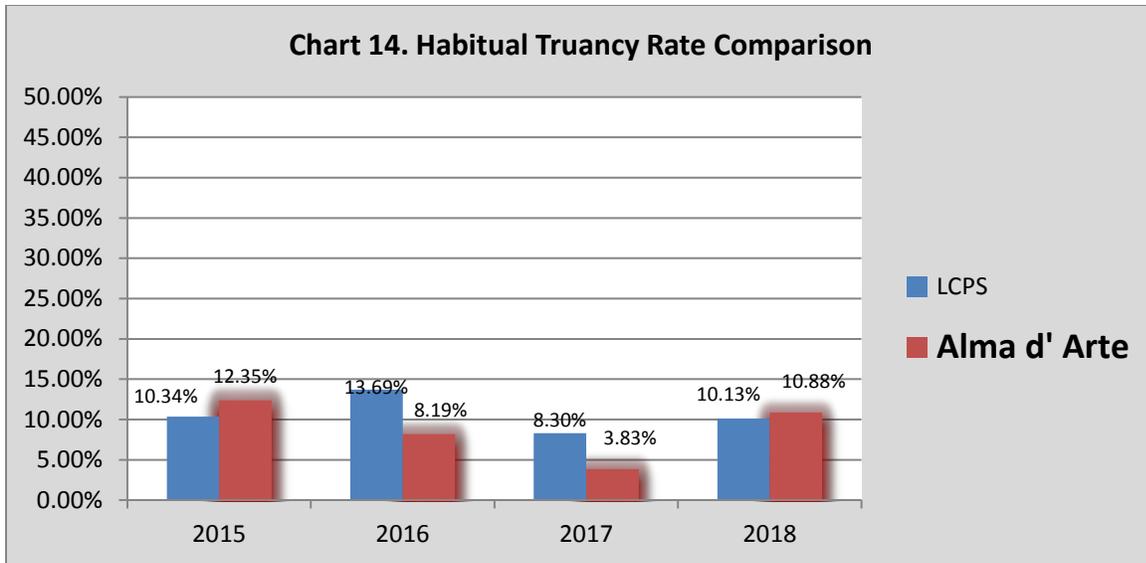
### Student Attendance and Enrollment

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

#### Habitual Truancy

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

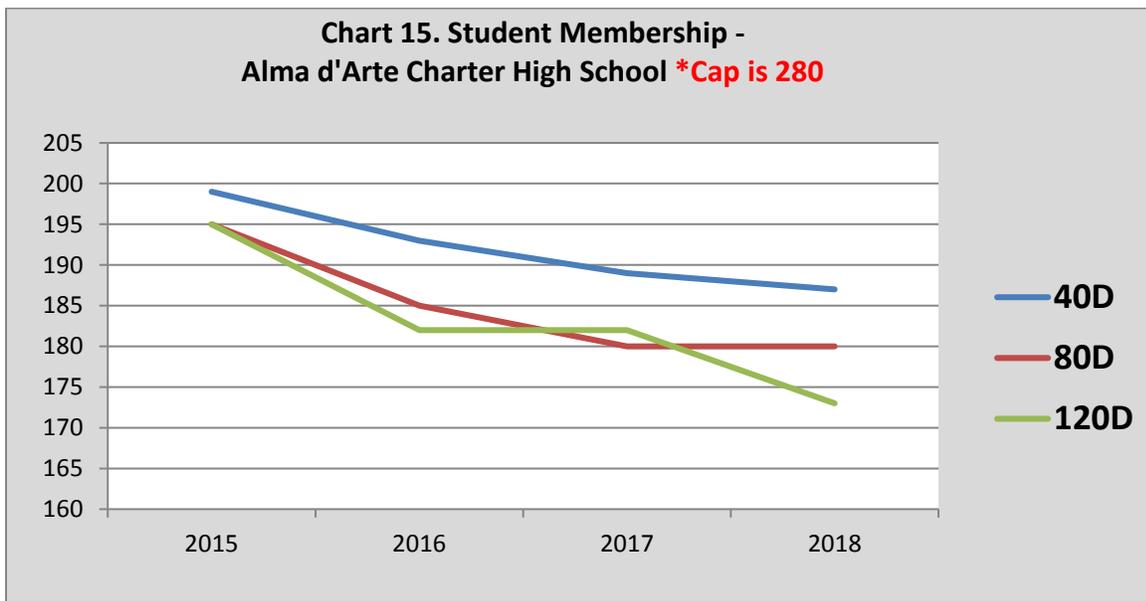
<sup>6</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” in the school’s contract and performance framework.



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

### Student Membership (Enrollment)

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

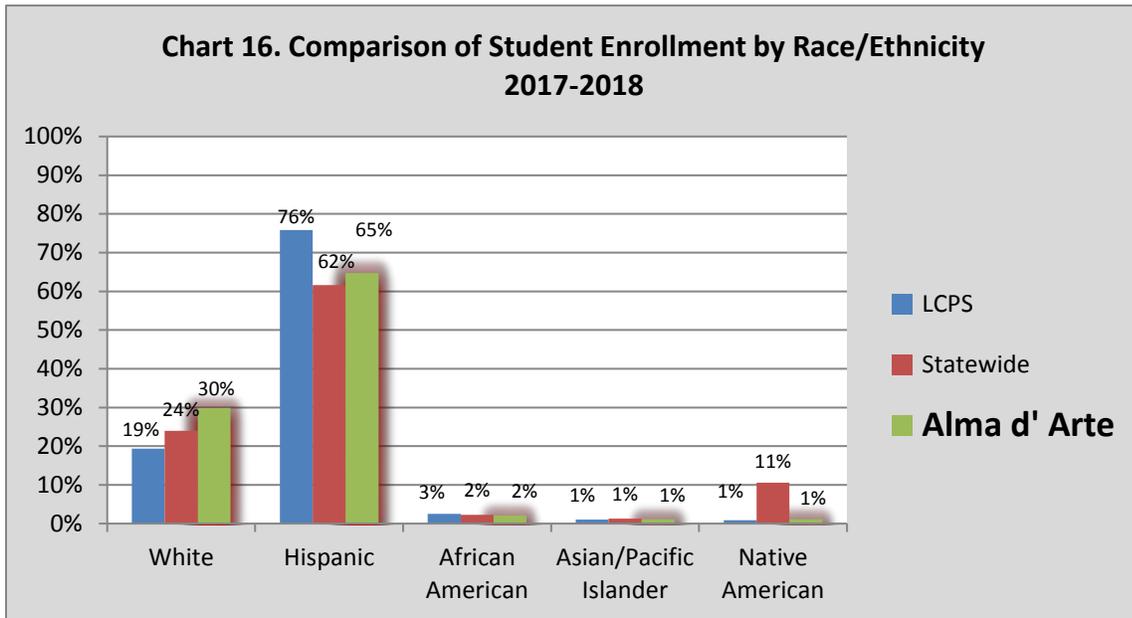


Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

### Enrollment by Race/Ethnicity

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

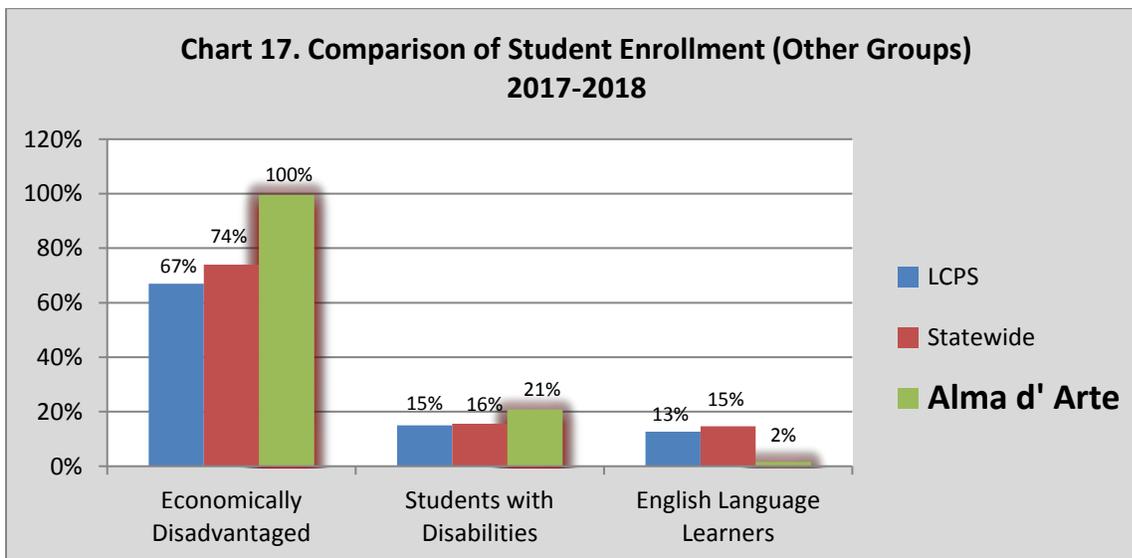
students when compared to the district (30% vs. 19%) and serves similar percentages of African American, Asian/Pacific Islander, and Native American students when compared to the district.



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

**Enrollment by Other Subgroups**

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



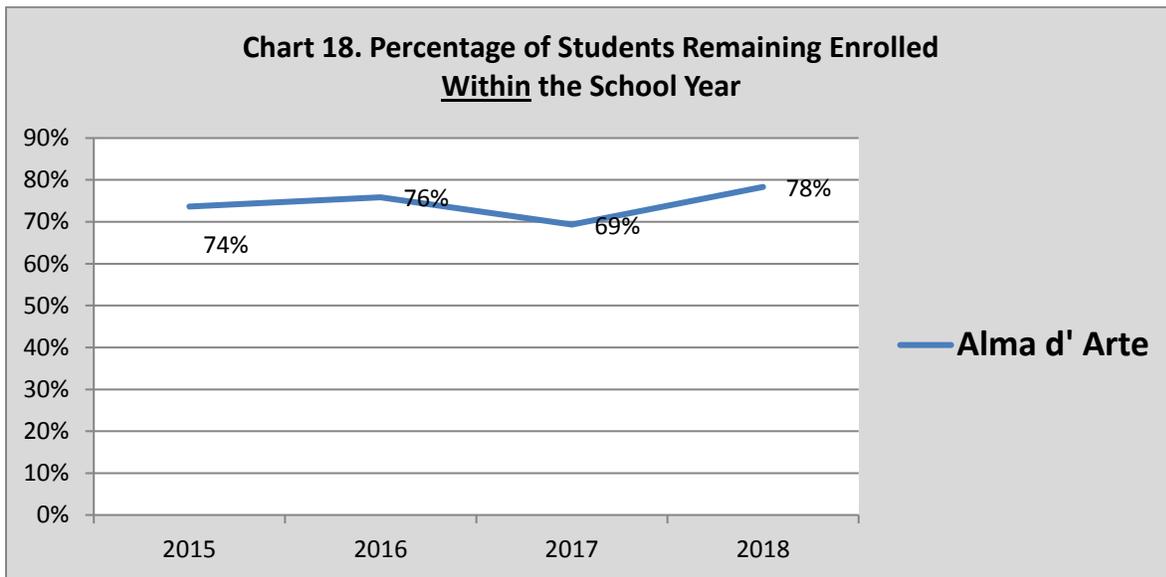
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

### Retention and Recurring Enrollment

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

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

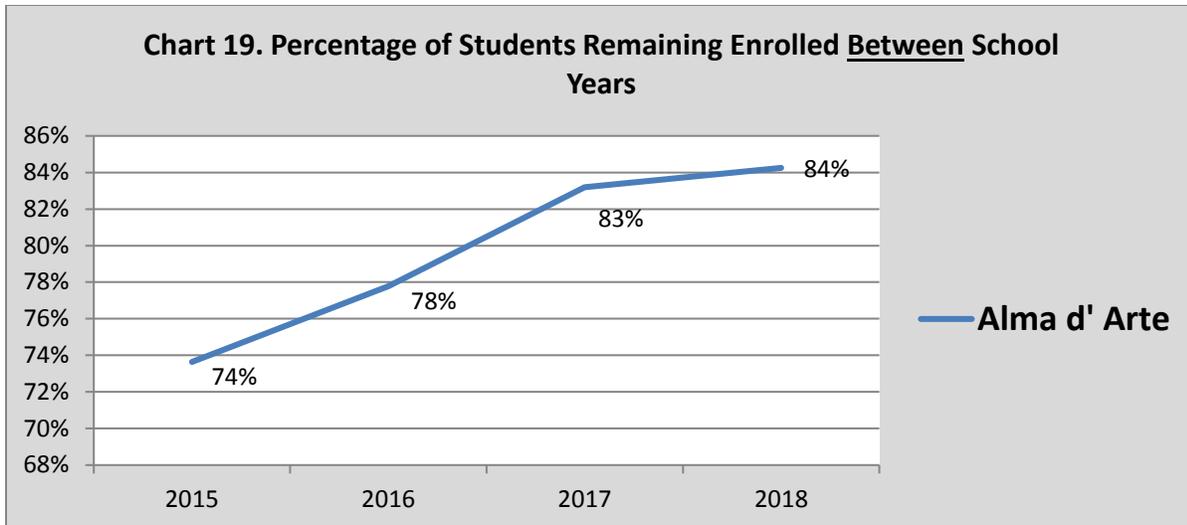
The chart below illustrates that 22% of students enrolled during the 2017-2018 school year withdrew before the end of the school year. Within-year student retention increased slightly during the contract term, with a dip in the 2016-2017 school year.



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

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

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

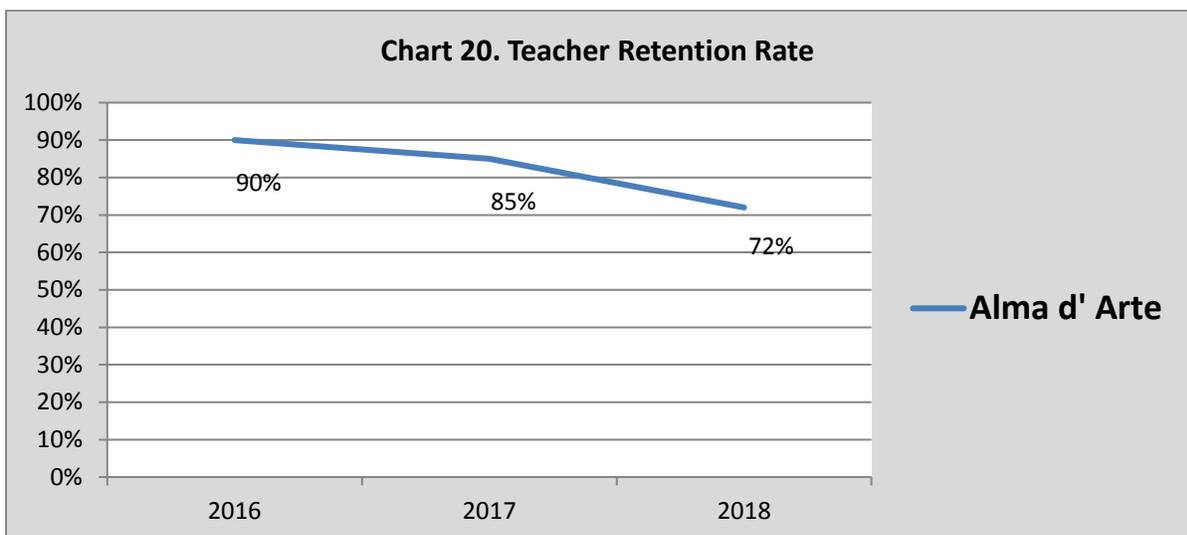


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

**Teacher Retention Rate**

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

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



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

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

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

Figure 3. Fiscal compliance over term of contract.

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

#### Summary of Fiscal Reports

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

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

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

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

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

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

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

## **2b. Board of Finance**

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

# **SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES**

## **3a. Charter Material Terms**

The School's mission statement is as follows:

*To graduate artist/scholars prepared to succeed.*

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

### ***Educational Program of the School.***

#### ***School Vision:***

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

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

### ***Student – Focused Term(s).***

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

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

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

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

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

### 3b. Organizational Performance Framework

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

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

Meets	Working to Meet	Falls Far Below
7	7	3

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

Meets	Working to Meet	Falls Far Below
3	7	7

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

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

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

### 3c. Governing Body Performance

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

Figure 6. Governing board composition.

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

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

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

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

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

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