



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

KURT STEINHAUS, ED.D.
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: Taos Integrated School of the Arts (TISA)

School Name: Taos Integrated School of the Arts (TISA)

School Address: 118 Toalne St. Taos, NM 87571

Head Administrator: Rich Greywolf

Business Manager: Nicole Abeyta

Authorized Grade Levels: k-8

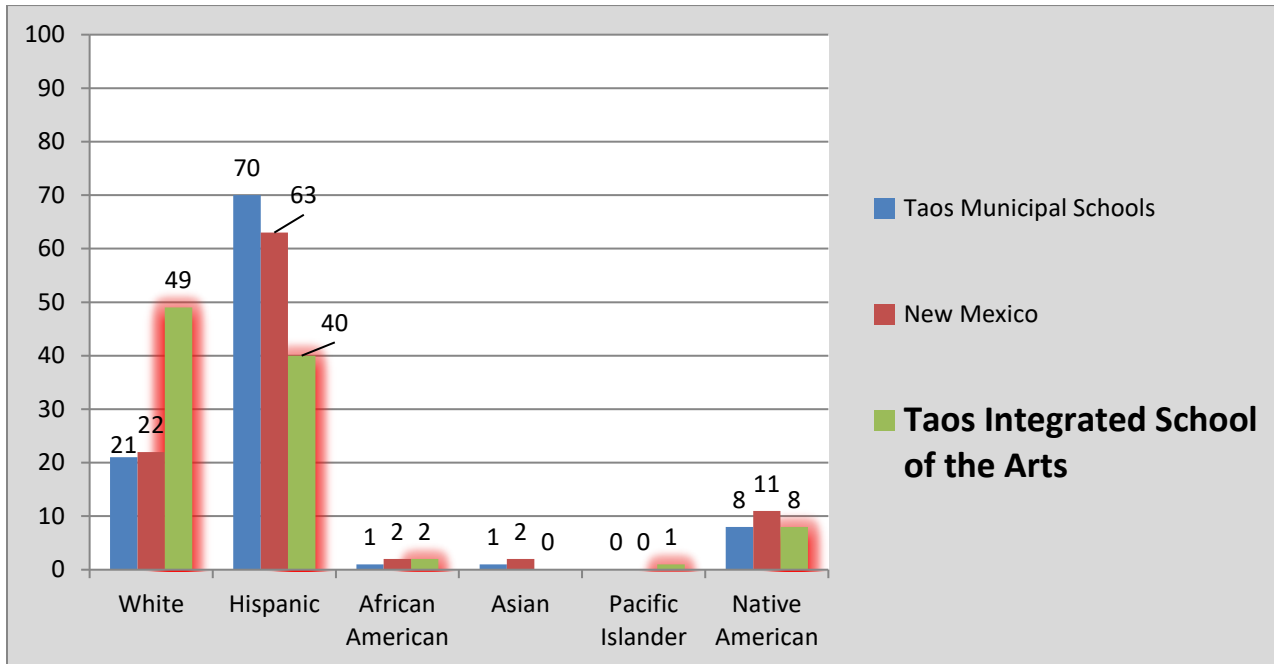
Authorized Enrollment Cap: 180

Current Enrollment: 174

Contract Term: 2020-2025

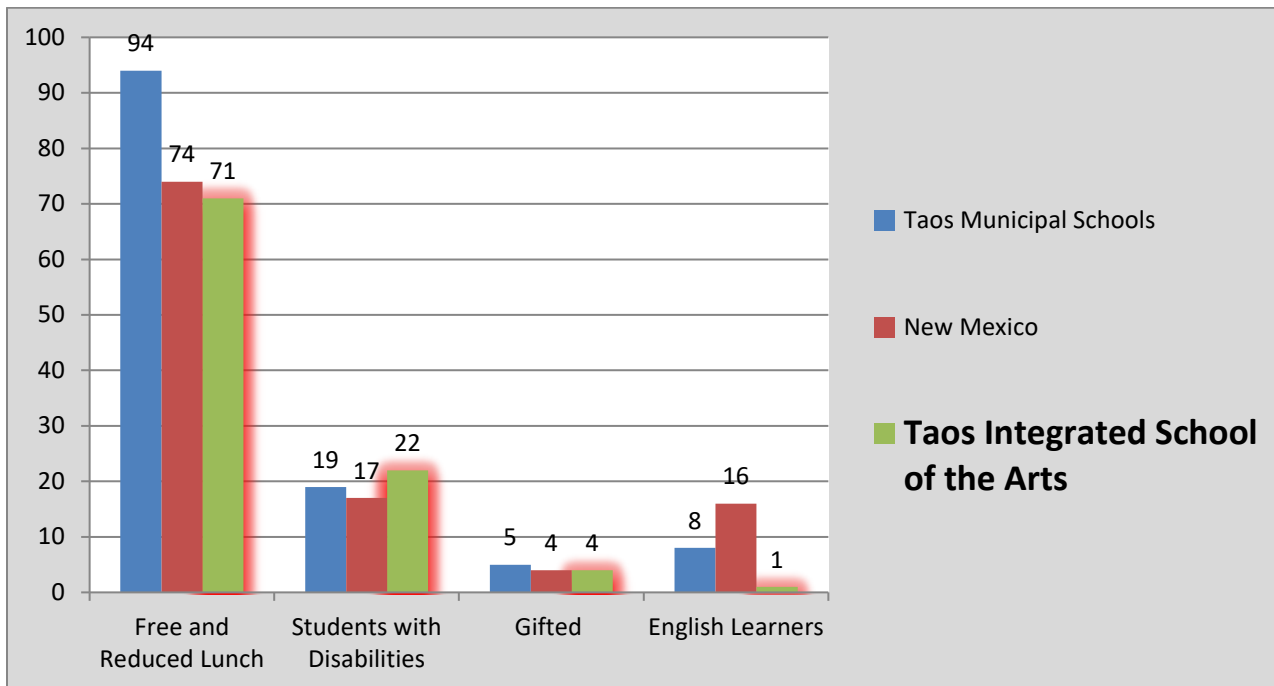
Mission: Taos Integrated School of the Arts will provide its students with an exceptional education that meets or exceeds all New Mexico State Standards. The course of study will be based on an Arts-integrated curriculum that is multicultural and meets all Common Core State Standards. School and student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

Enrollment by Race/Ethnicity



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Site Visit Summary: May 12, 2021

Virtual Site Visit Participants

School: Richard Greywolf: Director/ELL/Gifted; Alison Haney: Equity Council Coordinator; Patsy Kinney: SPED Coordinator; Nicole Abeyta: Business Manager; Judith Kasper: New GC member; Julee LaMure: GC member

OPFD/CSD: Dylan Wilson; Missy Wauneka; Rachel Stofocik

Response to COVID Pandemic

[Taos Integrated School of the Arts](#) (TISA) serves 175 students in grades K-8. The school had a slight loss in enrollment; the projected 184 was not reached. However, most student attendance was good (the school had close to 100% attendance during the pandemic). At the start of the lockdown, in the spring of 2020, the TISA staff used spring break as prep time. The school helped students get online quickly; computers were sent out within two weeks, and staff were trained on [Canvas](#). School leaders talked about being flexible for families and implementing a system that would work for all.

Now, TISA offers every class in-person and has a zoom meeting option for children whose families wish to remain fully or partially remote. Some students come two days a week and participate virtually on the other two days; thus, 60-80% of students have returned. TISA leaders have decided to maintain that flexibility in the upcoming school year. Currently, the Director is looking to hire a reading interventionist who will work solely with the students online. TISA also provides rapid testing to alleviate parents' stress.

TISA leaders and parents explained that adopting and learning Canvas was a huge change and that the teachers handled it well. The school offered both synchronous and asynchronous learning and if student could not attend class, the teacher called the student and helped them get caught up. To ensure that everyone was connected, the Director made home visits to help with technology issues. In addition, some TISA parents did not want any technology at all so TISA staff offered learning packets. All teachers were exceptionally malleable. TISA partnered with Taos Academy and the town of Taos to provide Mobile hotspots so that families could drive to certain locations to connect.

Overall, school leaders contended that the integration of technology was a great highlight and that the school staff would continue using it. The Director said that TISA's has a much more robust online program and will use it if it better meets the needs of families and students. Accordingly, TISA instructional staff provided individualized programming throughout the pandemic. The SPED director explained that she has gotten to know families better now and that it has strengthened the personal connection between teachers and families.

Food was distributed to TISA families from the beginning by pick up and drop off. The Equity Director explained that the school was partnering with experts to ensure that supports, resources, and the distribution of them are equitable.

Teaching, Learning, and Assessment

TISA leaders assured that they were able to meet their mission-specific goals. The art teacher met with students every day in the afternoons. TISA partners with the [National Dance Institute \(NDI\)](#) which created a series of videos for different grade levels that were integrated into classes. The middle school students worked on the International STEAM project and partnered with a school in Portugal. The installation will be displayed in the Taos art festival this September as well as in Portugal.

The daily schedule evolved for the students. The virtual 45-minute classes were initially too intense, so teachers divided classes into two sessions and then offered small group sessions. In addition, TISA staff designed the schedule to stagger classes so that the internet was not taxed for students from different grades in the same household or who were in a group learning environment. The school also utilized their TAs for one-on-one teaching and for differentiated

instruction. The SPED director explained that the impact of smaller groups was highly effective. Finally, to address learning loss, the school is using CARES Act money to support 2-4 weeks of summer school.

Student and Family Support and Engagement

TISA updated and provided new equipment for teachers to best support them in online learning. Every Monday staff would meet to address needs. In addition, in all PLC's, the staff supported and trained each other on how to make the transitions as seamless as possible. Canvas was used for lesson plans and as a structure for individualizing student needs.

For communication, the school staff used whatever the family preferred: Canvas, email, FB messenger, or texting. The [TISA Facebook](#) page was used to communicate information. Most teachers chose to give out their personal phone numbers to parents. TISA has many families who live in remote areas like the [Earthship community](#), or in places where students are off-the-grid; thus, the school staff would meet parents and provide resources and information.

To address the social and emotional needs of students, TISA partners with [Golden Willow](#) to provide services to struggling students. TISA also tried to solicit as much feedback from students as possible regarding what was working and what was needed. The SPED director led many small group-meetings and gauged student needs via those discussions.

Performance Framework Indicators (school-specific questions)

1.e. Does the school comply with federal and state grant program requirements?

1) There was a Title I concern about spending funds: last RfR submitted 07/07/2020, 96.44% of GY18 and 100.00% of GY 19 remaining.

Nicole Abeyta, the school's BM assured CSD that the RFRs are done quarterly and that the most recent one was just approved. The school was just waiting for the funds.

2a-2c Audit Findings FY20

2.b. Is the school following Generally Accepted Accounting Principles?

2020-001 Cash Receipts (Other Noncompliance)

2020-002 Internal Control over Capital Asset Financial Reporting (Other Matters)

2.e. Is the school adequately staffed to ensure proper fiscal management?

The CPO must register annually on the State Purchasing Website. The last time for this school was 12/13/18. Please register online now and again in the Fall. (Annual registration is required even though renewal certification is every two years.)

TISA was reminded to do this.

3.a. Is the school complying with governance requirements?

1) *TISA was reminded to post recently approved OMA resolution and to get signed & dated Bylaws to CSD staff.*

2) *Julee LaMure is completing training through PCSNM. Pam Harris is having significant health issues and may not be able to complete hours nor be on the board any longer. The board is approving a new member, Judith Kasper as of July. Linda Seto and Lisa Logan have completed the training.*

5.c. Is the school complying with health and safety requirements?

Is the school maintaining a master immunization log for all enrolled students with missing immunizations & expiration dates of approved waivers?

School leaders reported that they are working on the master log.

Mission-Specific Goals:

Goal 1: 80-89% of students, enrolled on the 40th and 120th day, will earn a score of 10 out of 12 possible points (83%), using the school-provided rubric, on the oral presentation of their electronic portfolio regarding an art medium and its relationship to the arts-integrated curriculum.

School Response: The goal was accomplished in that the TISA k-8 student population actively participated in student-led conferences. During the student-led video conferences, students orally presented (on Zoom) their electronic portfolios to their families and teachers. As they shared their work, students explained how each electronically stored art artifact related to their academic learning. Prior to presenting their portfolios, students were familiarized with the school rubric for grading the presentations and provided preparation support by their teachers. On the grading rubrics used for the student-led conferences, 85% of the students scored at least an 83% or better.

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standard

If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school's rating is solely based on repeat findings.


Taos Integrated School of Arts	2020-2021
Category I. Academic Performance Framework	
<u>Indicator 1</u> Components of School Accountability System	Unable to Review - COVID
<u>Indicator 2</u> Subgroup Performance	Unable to Review - COVID
<u>Indicator 3</u> Mission Specific Goals	Meets (or Exceeds) Standard
Category II. Organizational Performance Framework	
<u>Indicator 1a</u> Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
<u>Indicator 1b</u> Educational Program: state assessment requirements	Unable to Review - COVID
<u>Indicator 1c</u> Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard
<u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners	Meets (or Exceeds) Standard
<u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
<u>Indicator 1f</u> Educational Program: NM DASH Plan	Not Applicable
<u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard
<u>Indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
<u>Indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
<u>Indicator 2d</u> Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
<u>Indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
<u>Indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard
<u>Indicator 3a</u> Governance & Reporting: complying with governance requirements	Working to Meet Standard
<u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
<u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
<u>Indicator 4a</u> Students & Employees: protecting the rights of all students	ASSURANCES
<u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
<u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<u>Indicator 4d</u> Students & Employees: respecting employee rights	ASSURANCES
<u>Indicator 4e</u> Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
<u>Indicator 5a</u> School Environment: complying with facilities requirements	ASSURANCES
<u>Indicator 5b</u> School Environment: complying with transportation requirements	ASSURANCES
<u>Indicator 5c</u> School Environment: complying with health and safety requirements	ASSURANCES
<u>Indicator 5d</u> School Environment: handling information appropriately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

2019-2020 Renewal Year

2020-21 was Taos Integrated School of the Arts's first year of operation.

Appendix B: Assurances

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>NEW MEXICO Public Education Department</p> </div> <div style="text-align: center;"> <p>Charter Schools Division Performance Indicator Assurances 2020-21</p> </div> </div> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #e0ffe0;">Charter School Name</td> <td>Taos Integrated School of the Arts (TISA)</td> </tr> </table> <p>In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.</p> <div style="background-color: #e0ffe0; height: 15px; margin: 10px 0;"></div> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school protects the rights of students with special needs, by: <ul style="list-style-type: none"> ✓ Providing services per individual IEP, ✓ Maintaining both direct service and ancillary support logs, ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders. <input checked="" type="checkbox"/> The school protects the rights of English Learner (EL) students: <ul style="list-style-type: none"> ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents. <input checked="" type="checkbox"/> The school complies with federal and state grant program requirements. <input checked="" type="checkbox"/> The school meets Governance and reporting requirements: <ul style="list-style-type: none"> ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator. ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2. ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B). <input checked="" type="checkbox"/> The school protects the rights of all students: <ul style="list-style-type: none"> ✓ School meets all Culturally & Linguistically Responsive Framework requirements. ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1. ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1. ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12) ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline. ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17 ✓ School updates Next Step Plans annually for all high school students. <input checked="" type="checkbox"/> The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1. <input checked="" type="checkbox"/> The school protects employee rights: <ul style="list-style-type: none"> ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms. ✓ School has an employee handbook that includes discipline and grievance policies. ✓ School has a salary schedule that complies with minimum teacher salaries. ✓ School has a documented mentorship program for first year Level One teachers. ✓ School obtains legally compliant background checks per NMSA § 22-10A-5. <input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2. <input checked="" type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, if applicable. </div>	Charter School Name	Taos Integrated School of the Arts (TISA)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school complies with health and safety requirements: <ul style="list-style-type: none"> ✓ The school conducts all required emergency drills per PED memorandum of 3/25/21. ✓ The school maintains immunization records, including a master immunization log. ✓ All staff complete training on reporting child abuse and neglect. ✓ The school has a Diabetes Management plan. <input checked="" type="checkbox"/> The school handles information appropriately: <ul style="list-style-type: none"> ✓ School completes all STARS reporting requirements on time. ✓ School follows proper security procedures, including keeping student files locked. ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines. ✓ School maintains a procedure for the transfer of cumulative files. <div style="background-color: #e0ffe0; height: 15px; margin: 10px 0;"></div> <p>By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%; background-color: #e0ffe0;">School Leader Printed Name</td> <td colspan="3">Richard Greywolf</td> </tr> <tr> <td style="background-color: #e0ffe0;">Signature</td> <td style="text-align: center;"><i>Richard Greywolf</i></td> <td style="background-color: #e0ffe0;">Date</td> <td>8/3/21</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%; background-color: #e0ffe0;">Board Chair Printed Name</td> <td colspan="3">JULEE LaMure</td> </tr> <tr> <td style="background-color: #e0ffe0;">Signature</td> <td style="text-align: center;"><i>Julee LaMure</i></td> <td style="background-color: #e0ffe0;">Date</td> <td>08/03/21</td> </tr> </table>	School Leader Printed Name	Richard Greywolf			Signature	<i>Richard Greywolf</i>	Date	8/3/21	Board Chair Printed Name	JULEE LaMure			Signature	<i>Julee LaMure</i>	Date	08/03/21
Charter School Name	Taos Integrated School of the Arts (TISA)																		
School Leader Printed Name	Richard Greywolf																		
Signature	<i>Richard Greywolf</i>	Date	8/3/21																
Board Chair Printed Name	JULEE LaMure																		
Signature	<i>Julee LaMure</i>	Date	08/03/21																