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**Charter Schools Division
2021-22 Preliminary Renewal Analysis
November 1, 2022**

School Name: New Mexico Academy for the Media Arts

School Address: 4401 Central Ave NE, Albuquerque, NM 87108

Head Administrator: Jonathan Dooley (Principal)

Governing Board Chair: Mike Trujillo

Business Manager: Patrick Kelly

Authorized Grade Levels: 6-12

Authorized Enrollment: 360

Current Enrollment: 180

Contract Term: 2018-2023

Mission: The New Mexico Academy for the Media Arts (f.k.a. Media Arts Collaborative Charter School) offers secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.

Educational Program of School as written in the contract:

- i. The school implements a curriculum that utilizes project-based learning and thematic units with student presentations and exhibitions of learning projects.
- ii. The middle school grades will utilize mixed-grade pedagogy.
- iii. Teachers collaborate across subject areas to incorporate media arts.
- iv. All incoming middle school students receive media literacy instruction.
- v. The school offers advanced placement and/or dual credit courses.

- vi. The school offers community media outreach opportunities.
- vii. The school offers career relevant internship programs to students to meet eligibility requirements.

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school did any of the following:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract.
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.
- (3) failed to meet generally accepted standards of fiscal management.
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

Renewal Application

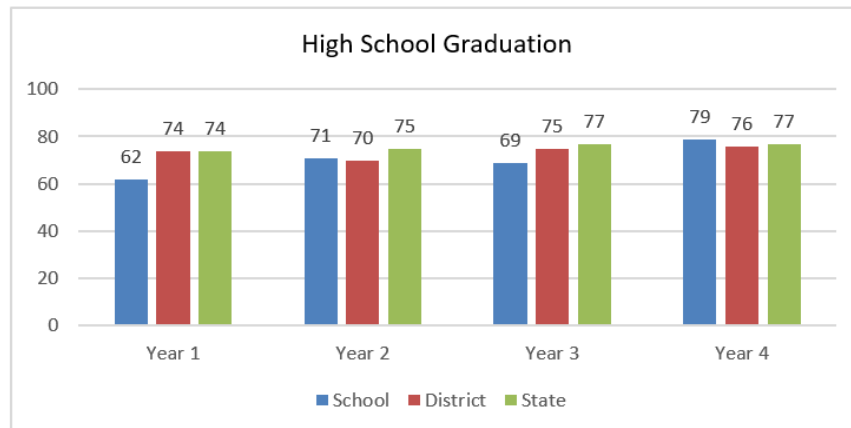
Part A of the Renewal Application is provided by the Charter Schools Division (CSD). All other parts of the application are provided by the school.

Part B: Progress Report

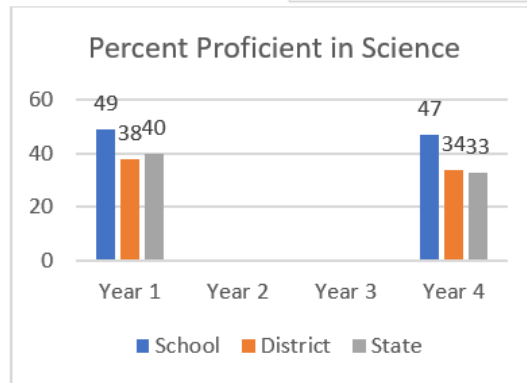
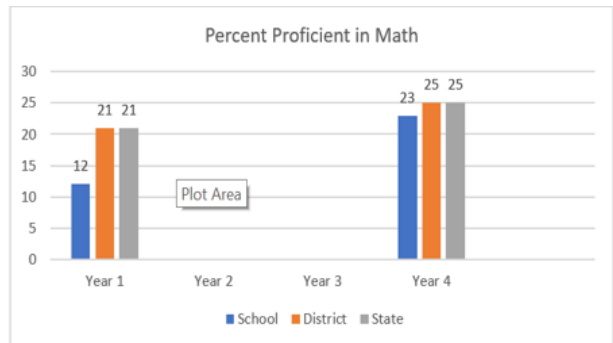
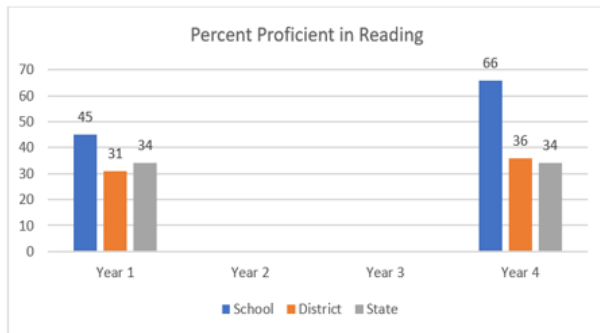
The school’s narratives in Part B are rated **Meets the Standards, Demonstrates Substantial Progress, or Failing to Demonstrate Progress** according to the rubric on pages 6-7 of the 2022 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Demonstrates Substantial Progress
1.b. Mission-Specific Goals	Demonstrates Substantial Progress
Organizational Performance	Rating
2.a. Educational Program	Demonstrates Substantial Progress
2.b. Financial Compliance	Demonstrates Substantial Progress
2.c. Governance Responsibilities	Demonstrates Substantial Progress
2.d. Equity and Identity	Demonstrates Substantial Progress
2.e. Tribal Consultation	N/A
2.f. Other Performance Framework Indicators	Demonstrates Substantial Progress

1.a. Student Outcomes



For the first year of the current contract term, the school has outperformed both the district and the state in its 4-year graduation rate for the 2021 cohort.



New Mexico Academy for Media Arts (NMAMA) has a demonstrated record of meeting student reading performance standards and has outperformed the state and Albuquerque Public Schools (APS) for all years where data are available. While the school did outperform the state’s math scores, they were below the average earned by APS. The school also outperformed both the district and state’s science assessment scores. In order to improve student success rates, the school offers coaching that focuses on students below grade level, math tutoring, staff meetings, called “Friday Kid Talks;” staff also uses NWEA assessment data to drive student intervention.

NMAMA has also utilized the NWEA interim assessment to measure student proficiency and growth throughout the charter term, including in the absence of state summative assessments in 2019-20 and in 2020-21. The school set school-specific internal goals for math and reading. The data show that the school met an internally-set goal for reading for four of five years of their contract term, which means that 69-79% of students enrolled for a full academic year (FAY) showed at least one full year’s growth, scored average, or better. In 2021, only 58% students showed growth, resulting in a “does not meet,” for that year. The school has consistently not met their math goals, with roughly 58-68% of FAY students only making at least one full year’s growth OR “average” or better, and in 2021, only 39% of students hit this performance target.

1.b. Mission-Specific Goals

Based on data provided by the school, the school exceeded or met both Mission-specific goals in the charter contract, for all but one year of their contract term. Regarding goal 1, which requires students to complete at least one (1) career pathway program of study (Programming & Design, Post-Production Film, and/or Visual Arts pathways), upon their graduation, the school has seen a steady, upward trend for all years of their contract term. Regarding goal 2, which

requires students to complete at least one (1) internship program upon their graduation, the school was able to meet the goal for all years of their contract term except year 4; the school did not meet their second goal by 1 percentage point and described challenges due to the pandemic.

2.a. Educational Program

NMAMA is committed to providing students with a project-based learning education model, which was evidenced in both classroom observations and during stakeholder focus groups. Students also worked in mixed grades as evidenced in art classes. The leadership team and focus groups also explained that often, students will work across grade levels to complete their project-based learning. Juniors and seniors get to choose their own projects and said during focus groups that they appreciate the balance between their own artistic independence and teacher input in their projects. Students present their projects during a final exhibition.

The school believes that their Social-Emotional Learning (SEL) focus is a strength, which was confirmed throughout stakeholder groups; students and staff feel incredibly safe and supported at school. That support is also demonstrated in the school's full inclusion model for students with disabilities: the school has a relatively large population of students with disability, above district and state percentages with 29% in 2021-22 EOY STARS. Throughout stakeholder groups and classroom observations, it was clear that teacher teams work together to fully support students.

The school has a college and career focus but currently offers most dual credit classes that are conducted on campus. There are 50-students, between freshman and junior classes, that participate in dual credit course offerings. Sophomores are not currently taking dual credit. The school offers two dual credit classes: 2D fundamentals and Digital Art for Juniors (1 per semester); Freshman take Introduction to Photography and Intermediate Photography (1 per semester). The school provides students with the above mentioned dual-credit classes through IAIA. Some seniors take off-campus, dual credit courses at CNM. While CNM teachers have come to the school to offer more dual-credit classes in the past, there are currently none provided at this time. The school also has a focus on internships, as a result of last renewal. As of the renewal site visit, 78% of seniors this year have completed an internship.

NMAMA has experienced a steady drop in enrollment during its contract term. The school attributes its initial decrease in enrollment to a large graduating class in 2018-19. The pandemic provided challenges specific to this school because of the difficulty in conducting an arts education online. The decrease in enrollment has resulted in the school being able to afford fewer teachers. The small school funding also contributed to budget cuts resulting in fewer teachers. Concerned about the drops in enrollment, the school recently secured the services of a Public Relations firm, leading to the name change and rebranding. The HA actively recruits students and is working towards increasing visibility within the community, reaching out to students at targeted events such as Comicon. The school's sustainability plan includes temporary cuts and re-organizing of staff, to include the head administrator dropping from 1 FTE to .6 to save costs during this difficult time.

2.b. Financial Compliance

The school experienced a 27% drop in enrollment from the beginning of the contract term, which tends to result in dire financial consequences for charter schools with fewer than 200 students in normal operating years. Two factors supported New Mexico public schools during this time; the NM 2021 HB2 Hold Harmless and federal COVID relief funding. During this time of decreased enrollment, the school only saw only a 7% decrease in SEG funding and strategic spending allowed them to more than double their cash balance.

Although school leaders have not determined the exact reasons for the drop in enrollment, their adherence to following strong fiscal management practices has allowed them the space to pursue potential avenues to increase enrollment. This adherence has also led them to continue to prioritize education and make the hard decisions related to reducing support staff.

Process improvements were motivated by two audit findings (one repeat) in the first contract year, which led to no audit findings in the last two audit reports.

A strong cash balance, research and determined efforts to increase enrollment, conservative enrollment projections and reduction in staffing are the school's assets as they work to build their enrollment. Because the school has been in a lease purchase agreement, costs for facilities have been manageable and one building is set to be paid off in the next few years.

2.c. Governance Responsibilities

For two of the past 4 years of the contract, the school has received a Does Not Meet rating on their Annual Reports for this indicator, however they have earned a Meets for the most recent two years. At no time has board membership fallen below the minimum of 5 members.

The governing board members have not always earned required training hours. In FY19 only two of the six members completed all of their training hours and three members did not complete any hours. There were five board members in FY20 with one member not completing all the required hours. FY21 and FY22 both had one member not completing any training hours.

In regards to Governance Responsibilities, New Mexico Academy of Media Arts is not meeting timely submissions for Amendment Requests. There have been multiple board changes that were not submitted in a timely manner.

2.d. Equity and Identity

NMAMA is committed to equity, cultural awareness, and has made lots of community effort and work towards awareness and diversity. Leadership and staff have also started to analyze subgroup reports (Ethnicities, SPED, ELL, FRLP) for data analysis in Equity, as evidenced in their disaggregated subgroup data provided in Part B. The school receives a dual-credit curriculum from IAIA.

To comply with the Martinez-Yazzie mandate to provide culturally and linguistically relevant (CLR) instruction and to support and validate students' cultures, identities, and sense of belonging, the school has submitted its CLR Readiness Assessment and Inventory but has not yet submitted a CLR Framework for implementation of CLR objectives.

The school has created a sustainability/strategic plan, to include revisits its founding documents, which has led leadership to re explore The Beauty Way, although it has yet to be explicitly presented to students at this time.

All stakeholder groups reported feeling safe, validated, and secure at NMAMA. The school’s equity council has not met this year, but there are subgroups that are meeting. For example, the school has a GSA and has become a haven for lots of students. The school has also completed the "Meeting the Moment," requirement per the Black Education Act. The school is also pleased to report that they have seen an increase in African American student enrollment.

2.f. Other Performance Framework Indicators

The school has earned (2) repeat ratings of working to meet standard, and three (3) does not meet standard ratings over the course of their contract term. Of these ratings, 2a and 2c were covered in the above financial section and 3a was covered in the above governance section of this report.

The school has not received a rating of does not meet, or a repeat rating of working to meet standard for any other indicator on the performance framework other than those previously addressed in this renewal report.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A