

# New Mexico Public Education Commission



## 2023 Charter School Renewal Application Part B: Progress Report

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## Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

## School Information

<b>Name of School:</b>	<b>New Mexico School for the Arts</b>
<b>Authorizer:</b>	<b>New Mexico Public Education Commission</b>
<b>Current Charter Term:</b>	<b>2019-2024</b>

# Academic Performance

## Student Outcomes

### 1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

#### Where Passion Leads to Extraordinary Results

New Mexico School for the Arts (NMSA), based in Santa Fe, is the only four-year, statewide, public high school serving artist-scholars across New Mexico with a rigorous, award-winning pre-professional arts and academics program.

NMSA provides students in 9th through 12th grades with intensive, pre-professional instruction in five major arts disciplines, Creative Writing and Literature, Dance, Music (Vocal, Jazz or Instrumental), Theatre, and Visual Arts. Arts disciplines are taught daily by master teachers and professional artists in a 3-hour daily arts block that takes place after the academic day.

NMSA's diverse student body hails from 39 communities and pueblos from across the state of New Mexico. A Sunday-Thursday Residential Program is provided for students who live too far away for the daily commute.

In addition to its award-winning arts program, NMSA is also known for academic excellence.

#### Academic Performance Highlights

- Named as one of the top 10 high schools in the state for 2018 by *U.S. News and World Report*, NMSA has also been a recipient of one of the highest national honors in education, the National Blue Ribbon Award.
- NMSA was awarded an 'A' grade by the New Mexico Public Education Department every year from 2012 through 2019.
- In 2022 NMSA was designated as a Spotlight School (NM VISTAS) having scored within the top 25<sup>th</sup> percentile of all schools and above 89.4% of high schools statewide.
- NMSA exceeded the standard for its Mission-Specific Goal in each year of the contract term.
- NMSA has consistently outperformed both state and national proficiency levels and has shown significant growth in reading/writing and math between 2022 and 2023.

- In addition, NMSA is proud of its 95% Retention Rate, 97% Graduation Rate, and 100% College Acceptance Rate.

### 1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

During the absence of state summative assessments in 2019-20, and 2020-21, New Mexico School for the Arts (NMSA) administered the SAT+Essay to 11<sup>th</sup> and 12<sup>th</sup> graders, the PSAT to 10<sup>th</sup> graders, and WIDA to applicable students. Math and science placement exams were given to all incoming students. An English Language Arts pretest was given within the first two weeks to establish baseline data. Teachers created standards-aligned interim assessments.

#### NMSA Strengths and Acceleration Model

2020-21 was not a lost year for NMSA students. The impacts were real. We developed a model designed around strengths and acceleration to address the impacts. The model was based on what we do when 9<sup>th</sup> graders arrive every year with an array of educational backgrounds, proficiency levels, and readiness for high school. Learning impacts were addressed by doubling down on the approach that has served us well in accelerating student learning and achievement even before the pandemic. We assessed where students were when they arrived and met them there. Nearly all of our seniors took the SAT in the fall, nearly all of our juniors took the SAT in the Spring; and nearly all of our sophomores took the PSAT in the spring. Incoming students took pre-assessments in math and literacy. We accelerated students through a scaffolded pathway to achieve the benchmarks and goals of content in both yearlong and 4-year-long trajectories. We focused on the essential standards and skills of each content area. Interim assessments were administered each quarter to identify where students were and address needs for reteaching, acceleration, and improvements in instructional strategies. We did all of this in an environment that provided community, care, relationships, equity, belonging, and support for the growth of individual identity and expression. We did all of this in an environment that lives and breathes the growth mindset through explicit instruction of the growth mindset through arts education and direct instruction of what the growth mindset is across the curriculum. We did all of this in an environment that supports hands-on, relevant, project-based learning.

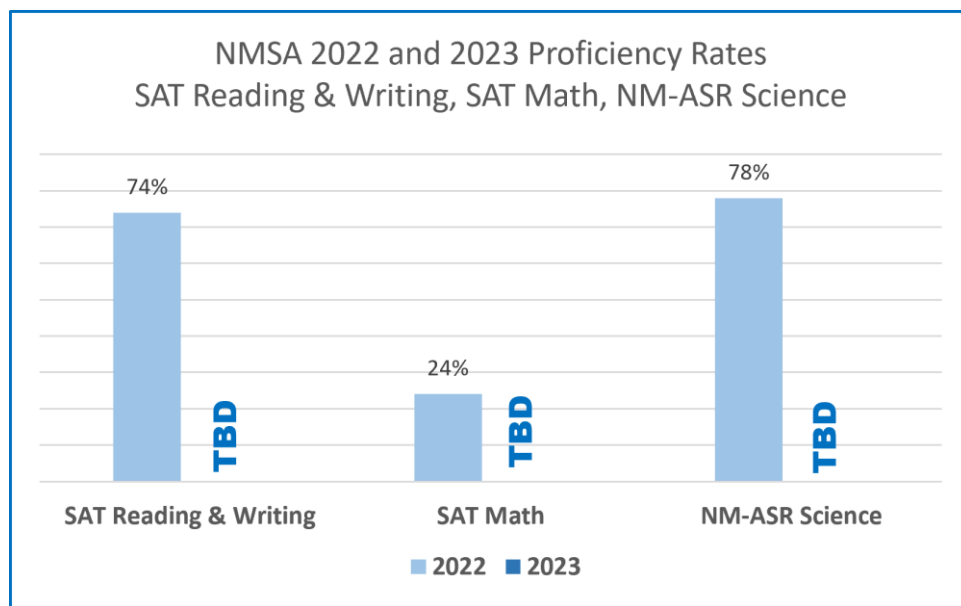
Accelerating Learning to address impacts of 2020-21 included:

- Pre-assessment: Start where students are.
- Get clear on the one-year or four-year end goals (every student ready for college or postsecondary pathways).

- Frequent assessment to pinpoint where students are and determine reteaching, intervention, enrichment, and
- Do this in an environment of care, relationships, equity, belonging, support for the growth of individual identity and expression; an environment that supports hands-on, relevant, project-based learning.

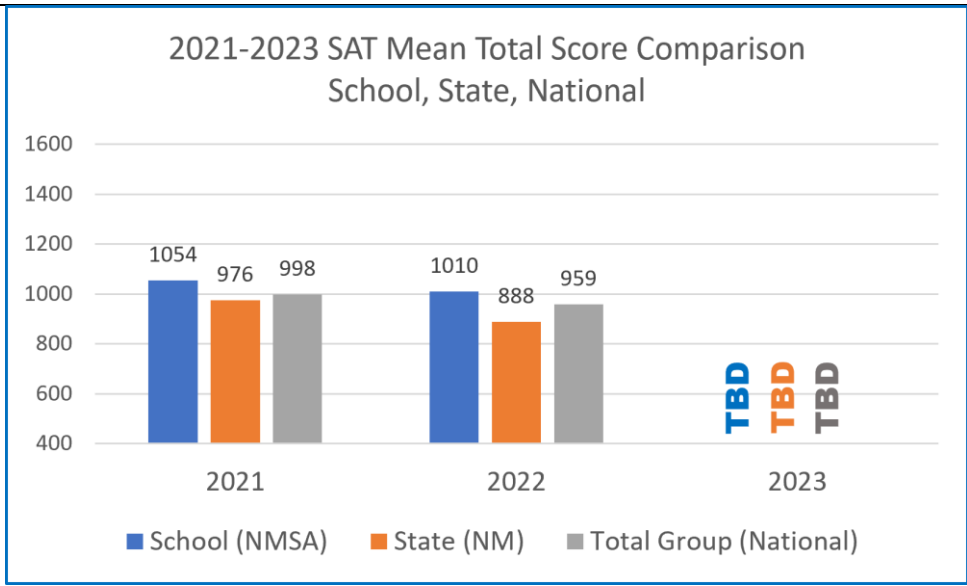
As of the time of writing, 2023 SAT and NM-ASR data remains embargoed and unvalidated by the New Mexico Public Education Department Office of Assessment and Accountability. Therefore, specific proficiency rates and scores resulting from the administration of the SAT and NM-ASR Science assessments cannot be published in this application. However, based on NMSA data received directly from the College Board and Cognia, general trends will be noted in the comments following each chart presented below.

**2022 and 2023 Proficiency Rates**



2023 data received by the school directly from the College Board and Cognia indicates that implementation of the NMSA strength and acceleration model has led to a notable gain in SAT Reading and Writing and SAT Math proficiency from 2022 to 2023. NM-ASR Science proficiency rate will be similar to that of 2022.

**2023 Proficiency Comparisons – School, State, National**

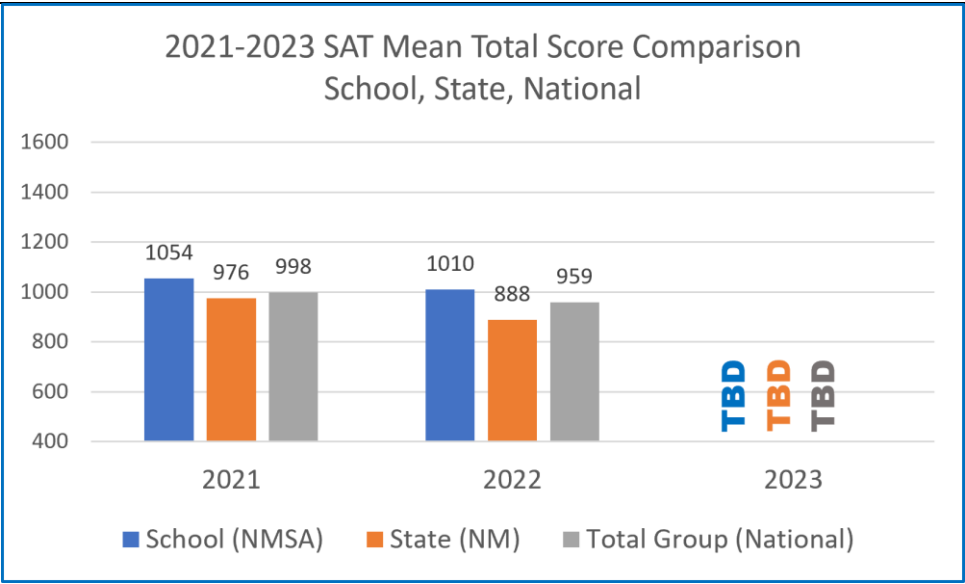


As noted above, the state has not yet published validated data for the spring of 2023. Based on data received directly from the publishers (College Board and Cognia), proficiency comparisons will continue to demonstrate that NMSA significantly outperforms both the state and national results in SAT Reading/Writing and Math and will be similar to NM-ASR Science results.

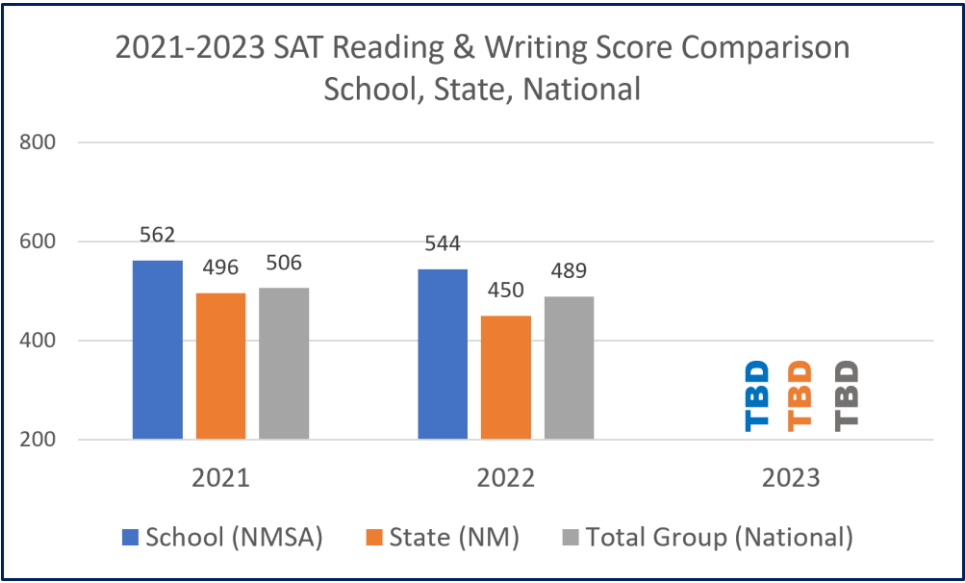
**2021-2023 SAT Score Comparisons – School, State, National**

The following charts represent a three-year (2021-2023) longitudinal view of school, state, and national SAT scores. Individual charts include: 1) Total Mean Scores; 2) Reading/Writing Scores; and 3) Math Scores.

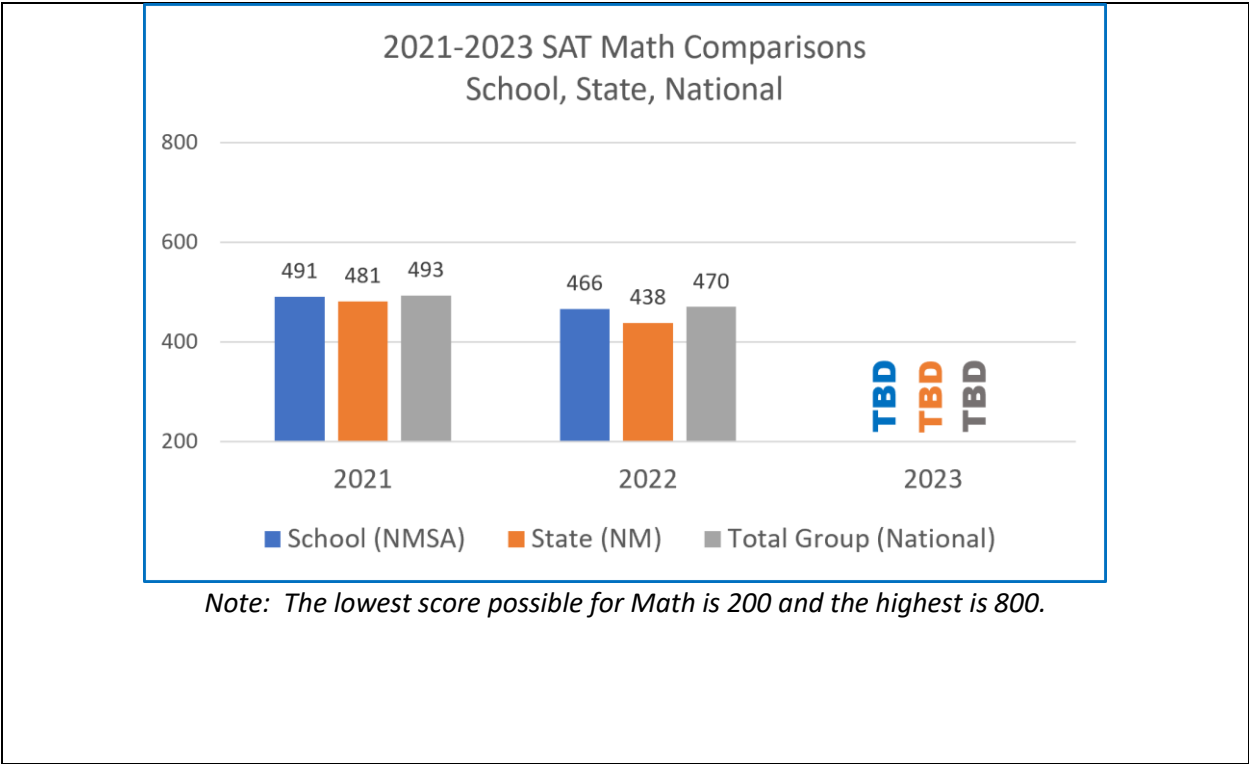
2021 and 2022 SAT score results are shown in the charts below. When 2023 data is released, it will demonstrate that NMSA attained scores that exceed those of the two prior years and continues to exceed scores of the state of New Mexico and the Nation.



*Note: The lowest total mean score possible is 400 and the highest is 1600.*



*Note: The lowest score possible for Reading and Writing is 200 and the highest is 800.*



**1.b. Mission-specific or School-Specific Goals**

Report on the school’s performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission-specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission-specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

New Mexico School for the Arts (NMSA) negotiated one Mission-Specific Goal and exceeded the standard in each year of the contract term. A summary of performance follows:

**Mission-Specific Goal:** All 12th-grade students who have attended New Mexico School for the Arts [NMSA] for six or more consecutive semesters will demonstrate proficiency as measured by individual arts department rubrics for a creative, collaborative department project that illustrates competency in their arts discipline, personal expression through their art form, and the ability to produce and carry out a comprehensive project.

Target for Exceeds Standard	Year of Contract Term	% proficient	Performance Level
	2019-20	100%	Exceeds Standard



80% or more of those students who have attended NMSA for six or more consecutive semesters will demonstrate proficiency in the students' art form with a passing grade of B (80%) or better.	2020-21	91%	Exceeds Standard
	2021-22	98%	Exceeds Standard
	2022-23	95%	Exceeds Standard

The photographs below show students discussing their senior exhibitions with U.S. Representative Teresa Leger Fernandez.



**2. Organizational Performance**

**2.a. Educational Program**

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

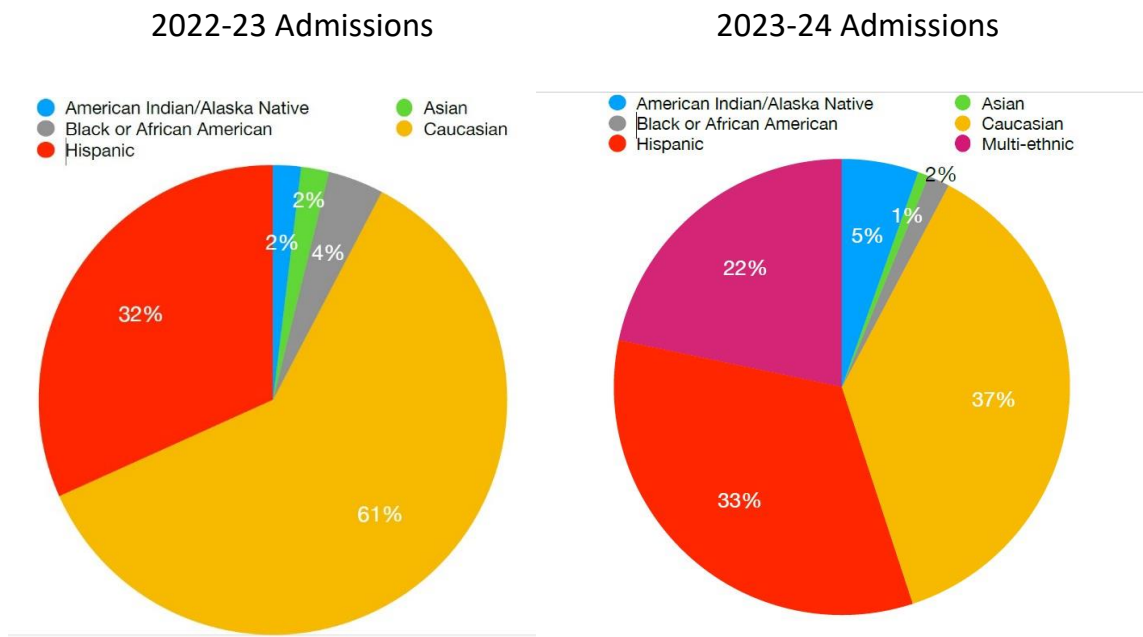
New Mexico School for the Arts (NMSA) is implementing its distinctive educational program by offering passionate young artists throughout New Mexico access to an award-winning, professional arts and academic program.

i. Admissions Criteria

NMSA maintains admissions criteria designed to admit students who show exceptional promise or aptitude in the arts and a strong desire to pursue a career in the arts. Students are admitted based on passion, promise, and aptitude for the arts. The admissions process was designed to ensure equal opportunity for admission to each prospective student regardless of that student's exposure to previous artistic training and without regard to the student's ability to pay residential costs.

Based on recent experience, however, NMSA has revised the admissions process to fully ensure that equal opportunity is provided to each prospective student. In the past, students auditioned or submitted a portfolio for the department of their choice. For example, in Theatre students would have to prepare two monologues, and in Visual Arts students would have to submit an extensive portfolio. It became apparent that incoming students were beginning to hire acting coaches, art teachers, etc., which began to influence admissions and to some degree, the population of the school. The admissions process was revised to include only three steps to apply: 1. Apply online<sup>1</sup>, 2. Reserve a spot at a workshop, and 3. Ask a non-family member to write a recommendation and submit it online. Applicants are now required to participate in a three-hour workshop in the department to which they are applying. This is an evaluative component of the application process. This workshop model is currently being used by leading institutions in place of submitting a traditional portfolio or completing an audition. The process allows for a more equitable assessment of applicants and removes possible barriers for talented students without formal training.

The following charts illustrate the results of implementing the new admissions process to ensure that equal opportunity is provided to each prospective student. All incoming students are represented.



<sup>1</sup> <https://www.nmschoolforthearts.org/admissions-overview/>

This demonstrates the effectiveness of NMSA's shift to a workshop audition model instead of the traditional model.

NMSA continues to strive to admit an equal number of students from each of the state's congressional districts to the greatest extent possible without jeopardizing admissions standards. Currently, NMSA students represent the entire state, coming from a total of 39 different communities and Pueblos spanning all three congressional districts. NMSA offers a residential program for students who live too far away for a reasonable daily commute.

#### ii. Outreach Activities

NMSA regularly brings arts education opportunities into the community, enabling students from NMSA and schools around the state to participate in free, extracurricular arts programs and workshops designed for a wide range of skill levels and ages. NMSA also regularly visits communities statewide to give prospective students and parents information about the school, what's required to apply, how to prepare, and what support is available during the application process. This outreach includes programs for middle school students and workshops for teachers. No admissions criteria have been established for participation in outreach activities.

#### iii. Funding Sources

The New Mexico School for the Arts Art Institute, a 501(c)(3) non-profit organization, provides funds raised from private contributions and foundation support to sustain the arts, residential and community outreach programs of the New Mexico School for the Arts.

#### iv. Annual Reports to the Public Education Commission

NMSA has provided annual reports to the Public Education Commission, that include:

- non-personally identifiable demographic information about both applicants (to the extent available) and students admitted to the school delineated by counties, congressional districts, socioeconomic status, gender, and ethnicity; and
- the number of students who requested financial assistance for room and board, the total amount of financial assistance provided, and the amounts distributed delineated by the source of gifts, grants, and donations received by the school.

#### v. Pre-Professional Arts Education and Academic Program

NMSA offers intensive pre-professional arts instruction with the goal of student mastery in the fields of Creative Writing and Literature, Dance, Music (voice or instrumental), Theatre, and Visual Arts. A Cinematic Arts program is currently in the planning stage and will be added in the near future. Each arts discipline is rooted in classic core standards that provide a strong foundation for further study or entry into the arts profession. NMSA students participate in an extended school day, structured to provide three hours of daily advanced arts training, taught by professional artists, in the student's area of focus. This includes technical, creative, and historical instruction. NMSA's arts curriculum includes a rich array of in-class coursework, studio work, in-the-field instruction, presentations, performances, exhibitions, and internships.

NMSA provides a strong academic program and a well-rounded curriculum that embeds social-emotional learning strategies into the framework while teaching life skills, health and leadership. Academic courses include English, Foreign Language, Science, Math, Social Studies, Wellness and Dual Credit.<sup>2</sup> NMSA also offers honors courses, and many clubs and co-curriculars.

The school day begins at 9:10 a.m. and students focus on academics until 2:05 p.m. Daily arts block begins at 2:15 p.m. and runs through 4:55 p.m., with rehearsals and evening activities occasionally taking place. Visual artists have the option of participating in Studio twice a week, until 7:00 p.m. Academic teachers hold office hours from 8:30 to 9:00 a.m. to provide extra support for all students.

#### vi. Art Disciplines

Art disciplines offered include Creative Writing & Literature, Dance, Music (voice or instrumental), Theatre, and Visual Arts.





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<sup>2</sup> Academic Courses: <https://www.nmschoolforthearts.org/academics/courses/>



### vii. Guest Artists Program

Guest artists, master teachers, and partnerships with other arts institutions regularly complement daily instruction. NMSA's Guest Artist Program is a critical piece of the curricula and central to the mission of the school. It augments students' technical skills, provides mentorship, and brings the profession to life, allowing students to see how their skills can ultimately be applied in a real-world setting.





**2.b. Financial Compliance**

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school’s Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school’s own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

New Mexico School for the Arts (NMSA) did not receive any significant deficiency, material weakness, or repeated findings in the external audits of FY 2019, FY2020, FY2021, and FY2022.

New Mexico School for the Arts				
Year of External Audit	FY2019	FY2020	FY2021	FY2022
Total Findings	0	1	0	0
Significant Deficiency	0	0	0	0
Material Weakness	0	0	0	0
Repeated Finding(s)	0	0	0	0



NMSA's Board of Finance has maintained its full authority since the school's opening in 2010.

### 2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete the required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

The New Mexico School for the Arts Governing Council met all governance responsibilities during the term of the contract as demonstrated by consistent "Meets Standard" ratings for each Annual Report (2019-20, 2020-21, 2021-22, and 2022-23).

At no time did membership fall below the requirements in the by-laws or the statutory minimum of five members. At no time were any vacancies open. All Governing Council members completed the required training hours during each year of the contract term.

The Governing Council Finance Committee meets monthly to review all financial reports and ensure that financial reports are being presented to the Governing Council. The school business official and the Head of School are present to respond to questions.

In addition, all annual site visit reports are reviewed by the Governing Council and the Governing Council is currently in the process of reviewing and updating all policies as necessary.

### 2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act (NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

New Mexico School for the Arts (NMSA) formed its Equity Council in 2020. The Readiness Assessment Tool was completed at that time. The first goal was to gather input about, identify, and take action on equity topics that we could improve at NMSA (representation in curriculum; student input; staff training). Training topics and activities included: support for LGBTQ and undocumented students; establishing a partnership with the Western Educational Equity Assistance Center to implement staff-

wide training; development of a curriculum representation analysis and reflection tool; establishing a culture of talking about difficult issues of equity and expecting ourselves to take action; surveys of students' priorities around equity; partnership with the NMSA Women of Color Collective, GSA, and NM Dream Team.

Our Equity Council members represent all student groups including students with disabilities, Native Americans, English learners, the economically disadvantaged, African Americans, Asian Pacific, and LGBTQ+. Membership includes students, families, school leadership, teaching staff, and community members.

As described in Section 2.a above, NMSA revised its traditional admissions process to fully ensure that equal opportunity is provided to each prospective student. The changes described are part of the school's commitment to ensuring that the student body reflects the diversity of New Mexico.

NMSA has implemented several steps in the school for inclusivity and access once students are in the school: Cultural Liaison and Cultural Room, Community Circles for staff and students (advisory), Student Groups/Clubs (Women of Color Collective, TransCloset, Native American, LGBTQIA).

NMSA's Equity Commitment Statement was created and finalized by an Equity PLC in May of 2023: *With advisement from the Equity Council, NMSA is committed to understanding diversity, equity, and inclusion, ensuring ALL students have what they need to succeed.*

The Equity Council's goal this year is to examine NMSA's hiring process and make suggestions on improving equitable practice. The Council also examines curriculum content and makes suggestions for culturally and linguistically responsive (CLR) materials. To support the focus on equitable practices, all NMSA staff have participated in a number of trainings around diversity, equity, and inclusion. For example, in February of 2022 the entire staff attended a two-day training on Culturally & Linguistically Responsive Instruction with Dr. Sharroky Hollie, a national educator and author of *Strategies for Culturally and Linguistically Responsive Teaching and Learning*. In addition, the school's Cultural Liaison, Jolene Vigil, became a licensed trainer through the Cultural Competency in Health and Human Services program. She is now delivering these trainings to staff, students, and board members.

NMSA is in compliance with the Martinez-Yazzie mandate, the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C). The Equity Council plays an advisory role in protecting the rights of all students.

NMSA is protecting the rights of all students as outlined in Performance Framework Indicator 4.a. NMSA has not received any valid complaints regarding the school's discipline policies and practices, the school's protection of students' privacy, and civil or constitutional rights, and compliance with the McKinney Vento Act requirements or protection of the rights of students in the foster care system. NMSA has received a "Meets Standard" rating for Indicator 4.a. during each year of the contract term.

## **2.e. Tribal Consultation**

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

Although New Mexico School for the Arts (NMSA) is located in the city of Santa Fe<sup>3</sup> and does not serve a high percentage of Native American students, the school wishes to acknowledge the following:

*We acknowledge New Mexico School for the Arts resides on the ancestral home of Pueblo People. This region is named Oga P'oegeh in the Tewa language, meaning "white shell water place." We acknowledge the sacred relationship of the Tewa people to the water, land, and non-human relations and the long history and culture of Indigenous people on this Earth and in this region. We are committed to preserving and protecting those relationships.*

This land acknowledgement is included in the opening of NMSA's school programs such as performances, theater productions, concerts, graduation ceremonies, and other school events.

In addition, NMSA applied for and received an Educational and Cultural Outcomes for Native American Students Grant. Funded by the grant, the Tribal Engagement/Cultural Room Program was established, and a Cultural Liaison was hired at the beginning of the 2022-23 school year.

Cultural Room activities included:

- Cultural Room meetings with students to create a Cultural Room.
- Students planned and created an outdoor mural showing a representation of all cultures at NMSA.
- Native American students hosted an all-school assembly to discuss their lives as Indigenous people during Indigenous Month.
- Native American students hosted a feast day potluck and fed faculty and fellow students.
- A Native American dance group from Tesuque Pueblo performed a Buffalo Dance before Busco Site performance.
- Students from the Cultural Room attended San Ildefonso Pueblo Feast Day.
- Students from the Cultural Room attended an all-day field trip to Nambe Pueblo to attend an activity day with Tewa Roots Society (Outdoor Behavioral Health Services), and
- Received an invitation from the New Mexico Indian Affairs Department for one of our Indigenous students to perform the National Anthem during the annual American Indian Day event at the Santa Fe Legislature.

While the role of Cultural Liaison is to support students of all cultural backgrounds, the program was designed to center around Indigenous students while also serving other students.

## 2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a "Does Not Meet Standard" or a repeated "Working to Meet Standard" rating over the term of the contract, the school should provide a

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<sup>3</sup> Santa Fe, NM is located on the ancestral and unceded traditional territories of the Tewa people.

narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

New Mexico School for the Arts (NMSA) has not received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract. In addition, NMSA has not received any Office of Civil Rights complaints, formal special education complaints, or New Mexico Attorney General complaints.