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Part A: Preliminary Data Report and Current Charter Contract Terms

Taos Integrated School of the Arts
December 2019

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute 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. The statute required 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.

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 has been 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. *Charter schools are held to the same standards and calculations as regular public schools*. In addition, schools could 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 provided school leaders with information comparing their school to schools with similar student demographic characteristics.
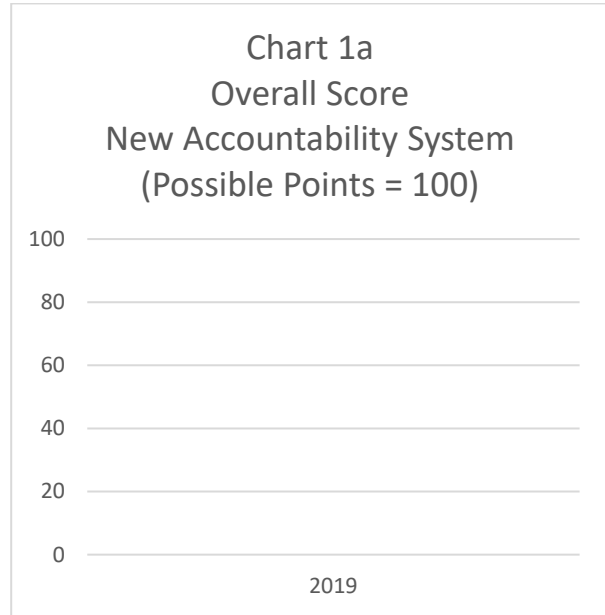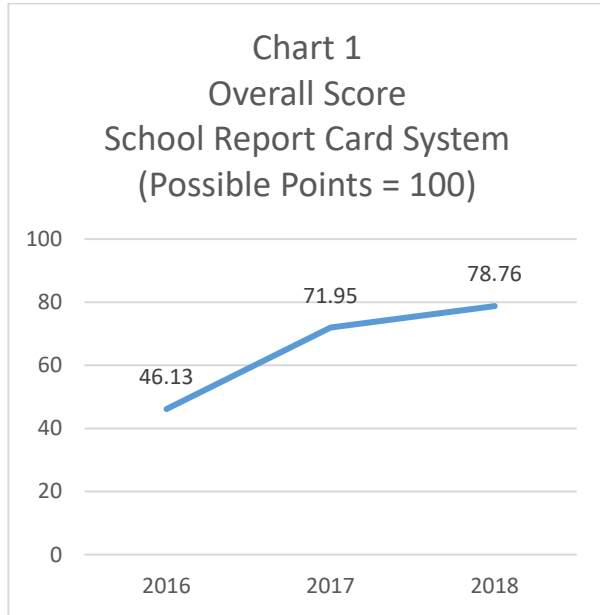
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).

| Chart 1 Overall Score School Report Card System (Possible Points = 100)	Chart 1a Overall Score New Accountability System (Possible Points = 100)

Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.
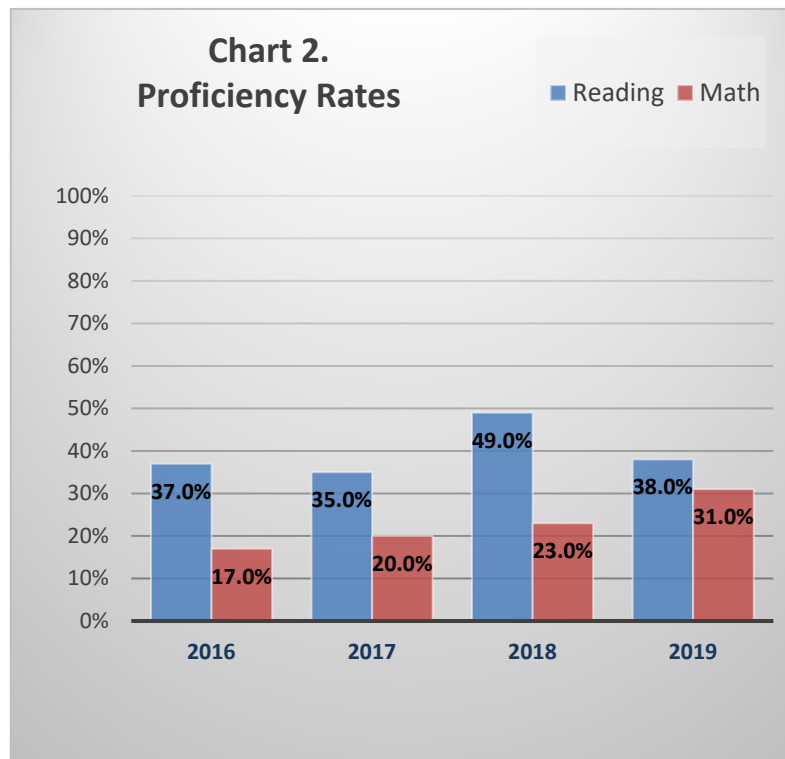
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.

**Chart 3.
English Learner Progess
Toward Proficiency**

0.0%
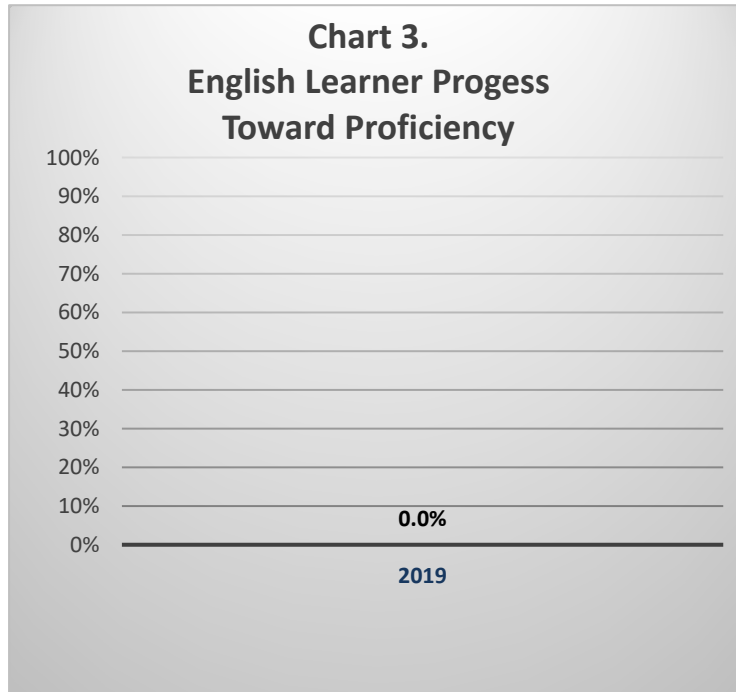
2019

Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.

**Chart 4.
Proficiency Rate - Science**

67.0%

2019
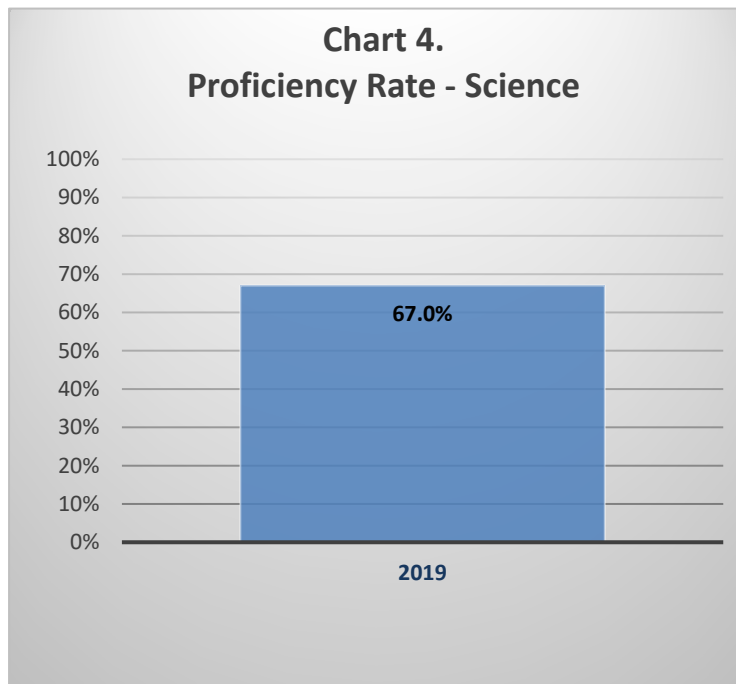
Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**


Chart 5. *Current Standing* Points
(Statewide Benchmark = 12.5 Points)
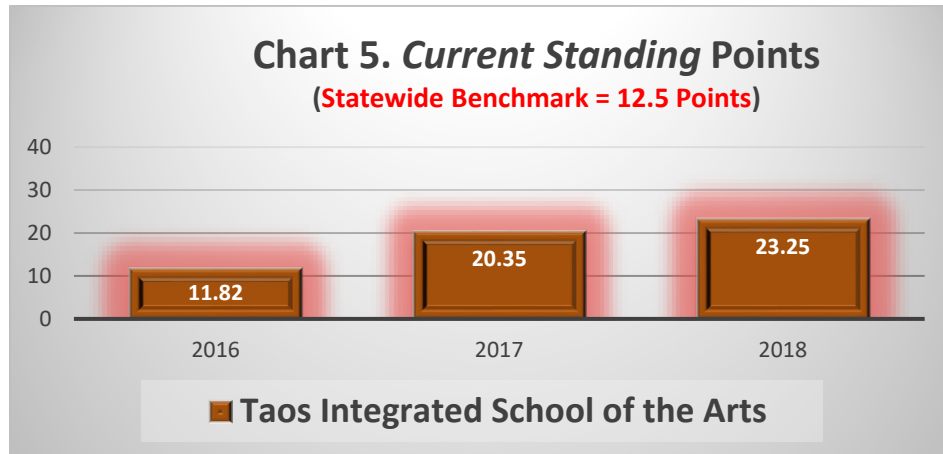
School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**
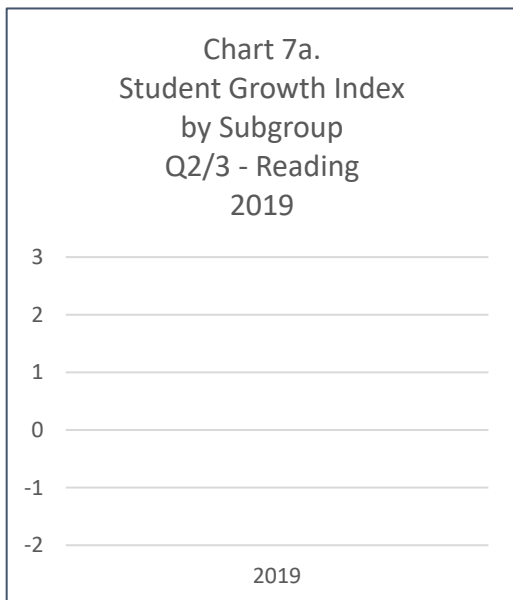

Chart 6.
***School Improvement* Points**
(Statewide Benchmark = 5.8 Points)
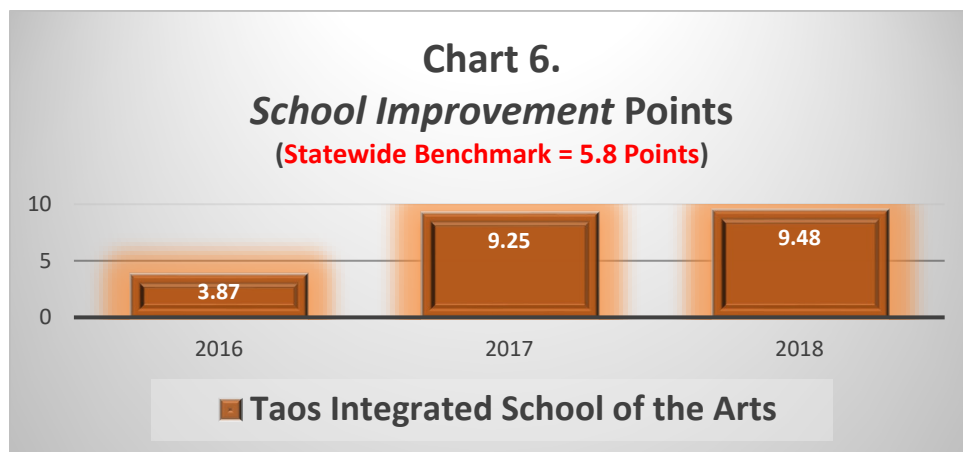
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**

Chart 7. Student Growth Index by Subgroup
Q3 - Reading
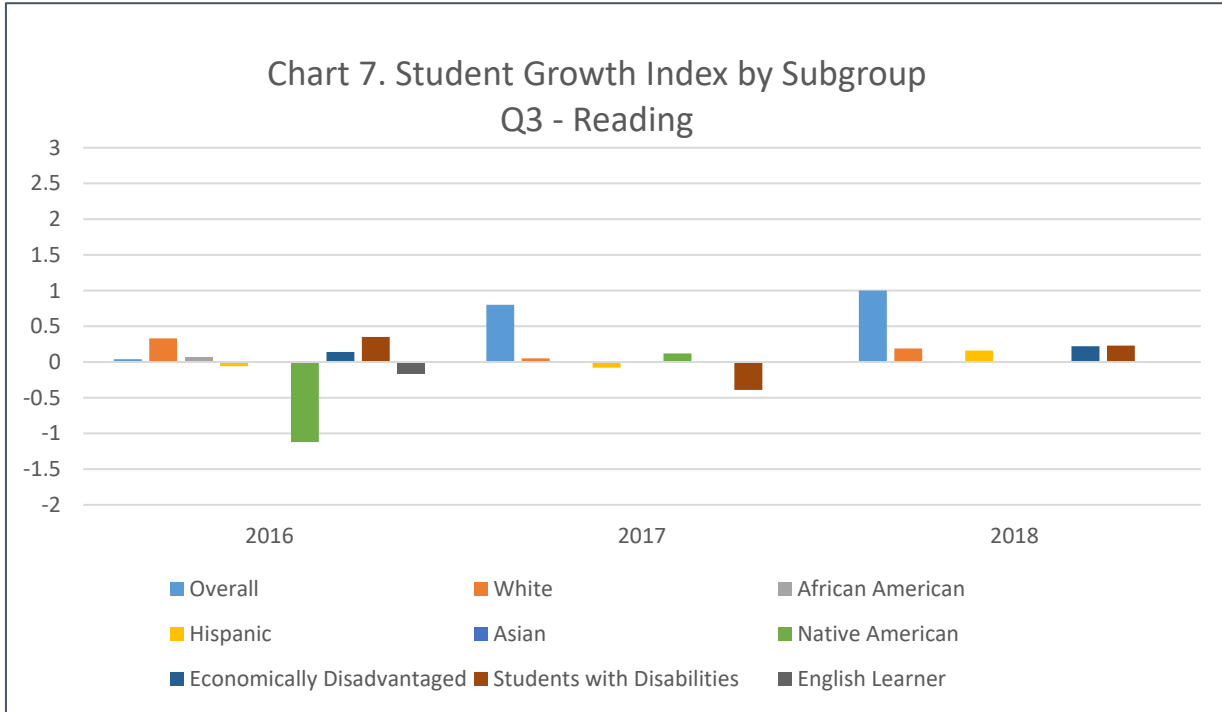
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)
Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.

Chart 7a.
Student Growth Index
by Subgroup
Q2/3 - Reading
2019

Chart 7b.
Student Growth Index
by Subgroup
Q4 - Reading
2019

Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)
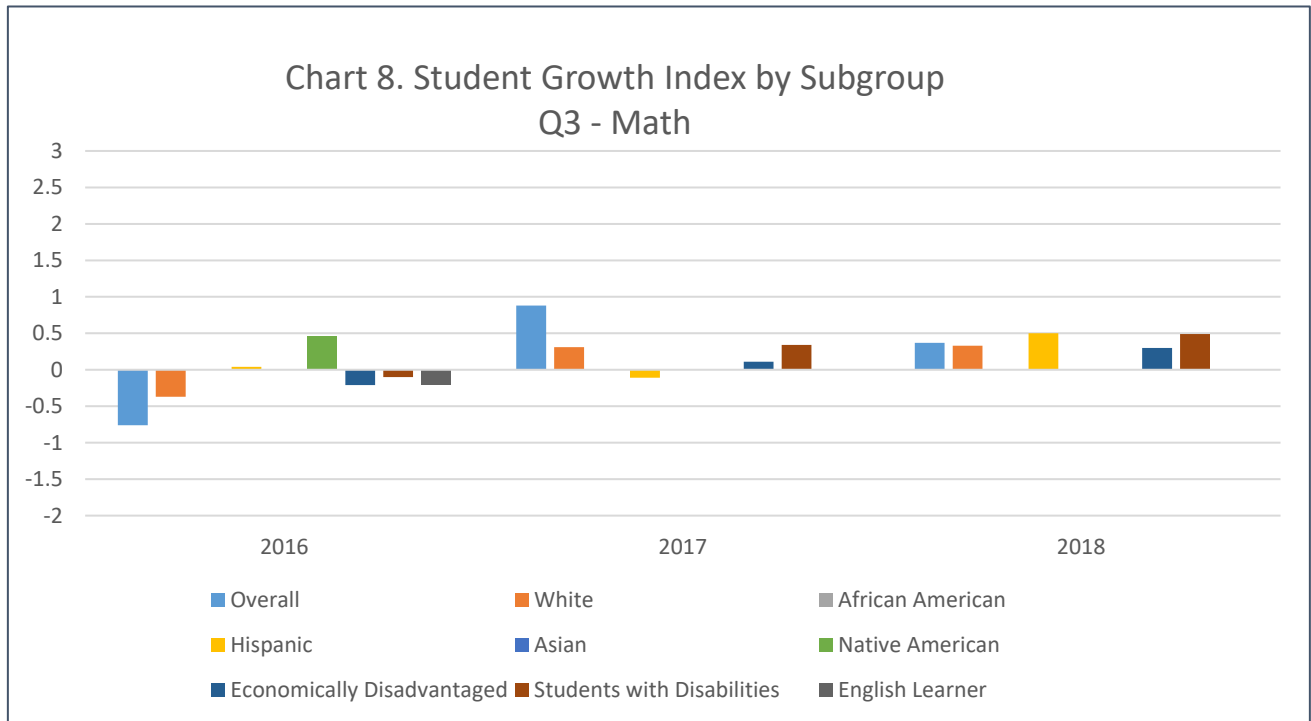

Chart 8. Student Growth Index by Subgroup
Q3 - Math

SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)
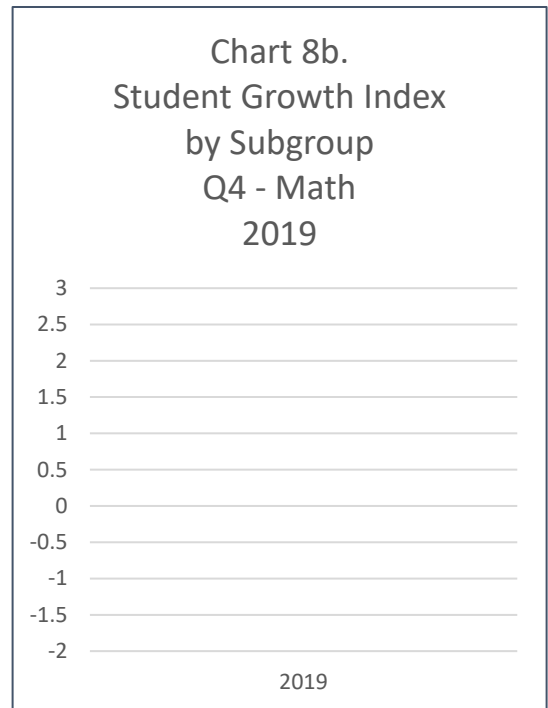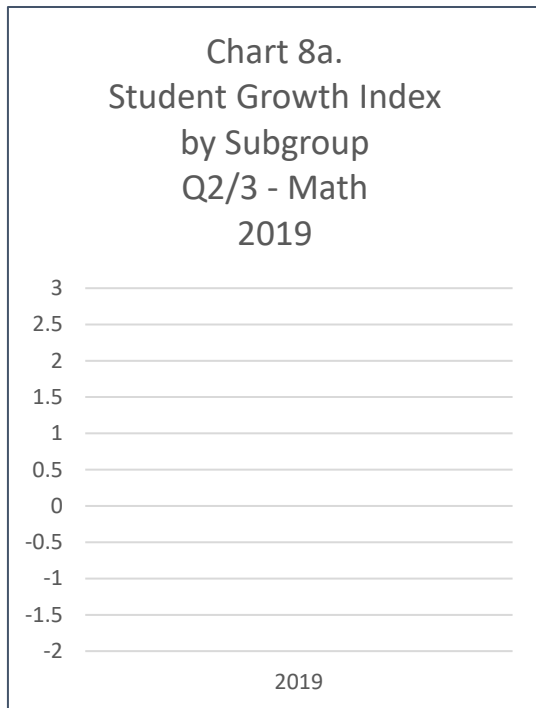Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

Chart 8a.
Student Growth Index
by Subgroup
Q2/3 - Math
2019

Chart 8b.
Student Growth Index
by Subgroup
Q4 - Math
2019

Subgroup – Lowest-Performing Students in Reading

Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).
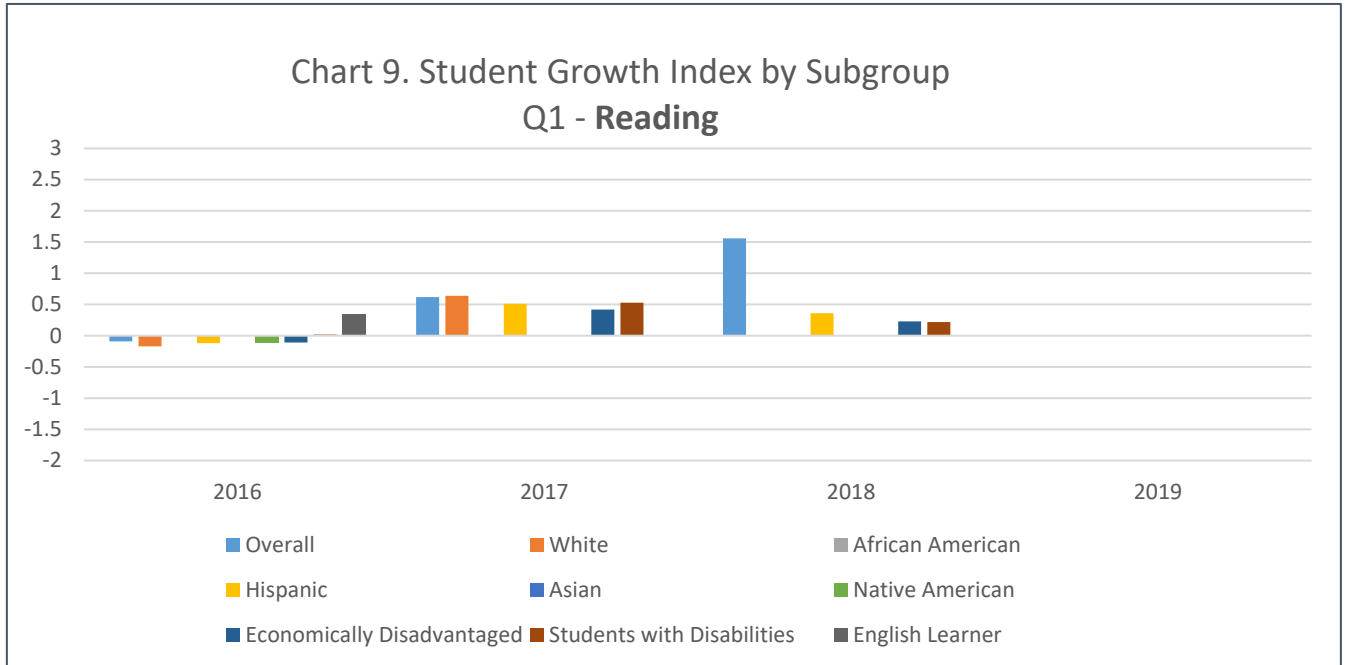
Chart 9. Student Growth Index by Subgroup Q1 - **Reading**

Subgroup – Lowest-Performing Students in Math

Chart 10. Student Growth Index by Subgroup Q1 - Math

Race/Ethnicity Subgroups - Proficiency in Reading

Chart 11. Student Proficiency by Subgroup
Reading

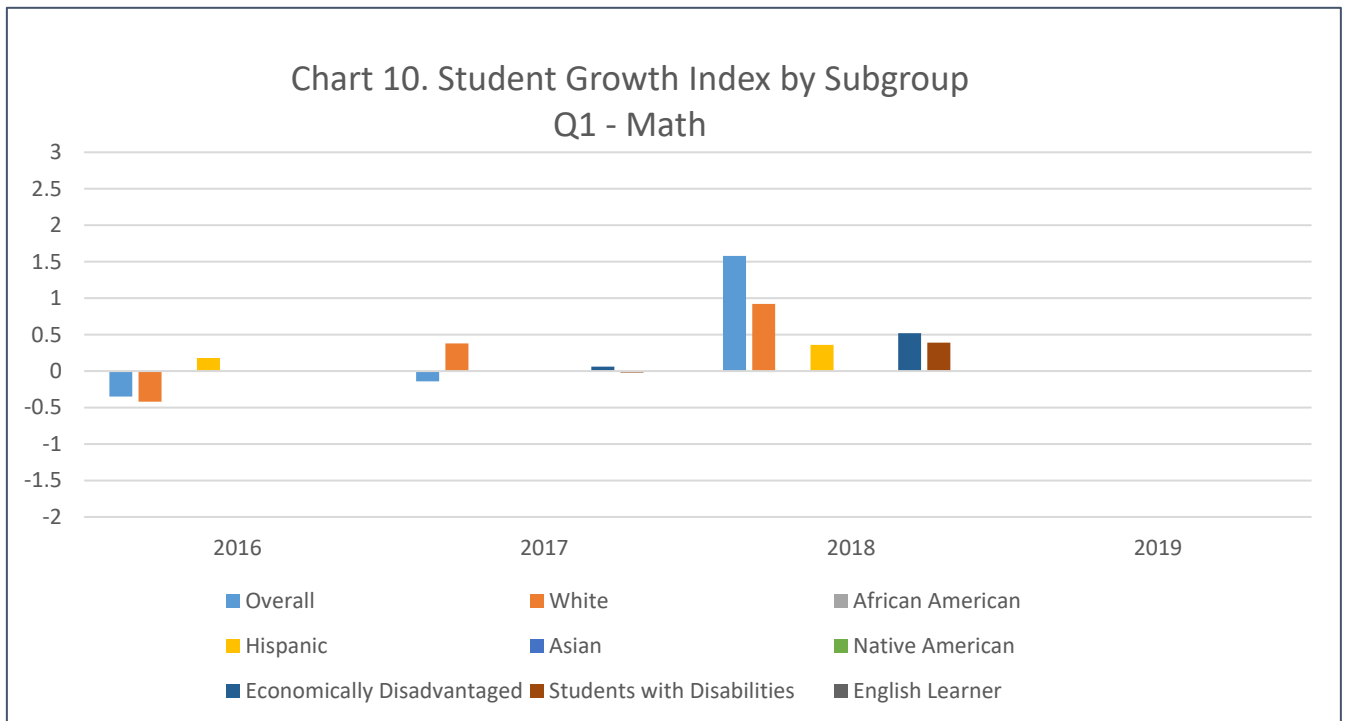| Year	White	Hispanic	Native American
2016	49%	19%	
2017	44%	23%	38%
2018	67%	31%	≤20%
2019	57%	21%	≤20%

White ■ African American ■ Hispanic ■ Asian ■ Native American

Race/Ethnicity Subgroups - Proficiency in Math

Chart 12. Student Proficiency by Subgroup
Math

Year	White	Hispanic
2016	25%	9%
2017	33%	≤10%
2018	38%	7%
2019	47%	17%

White ■ African American ■ Hispanic ■ Asian ■ Native American
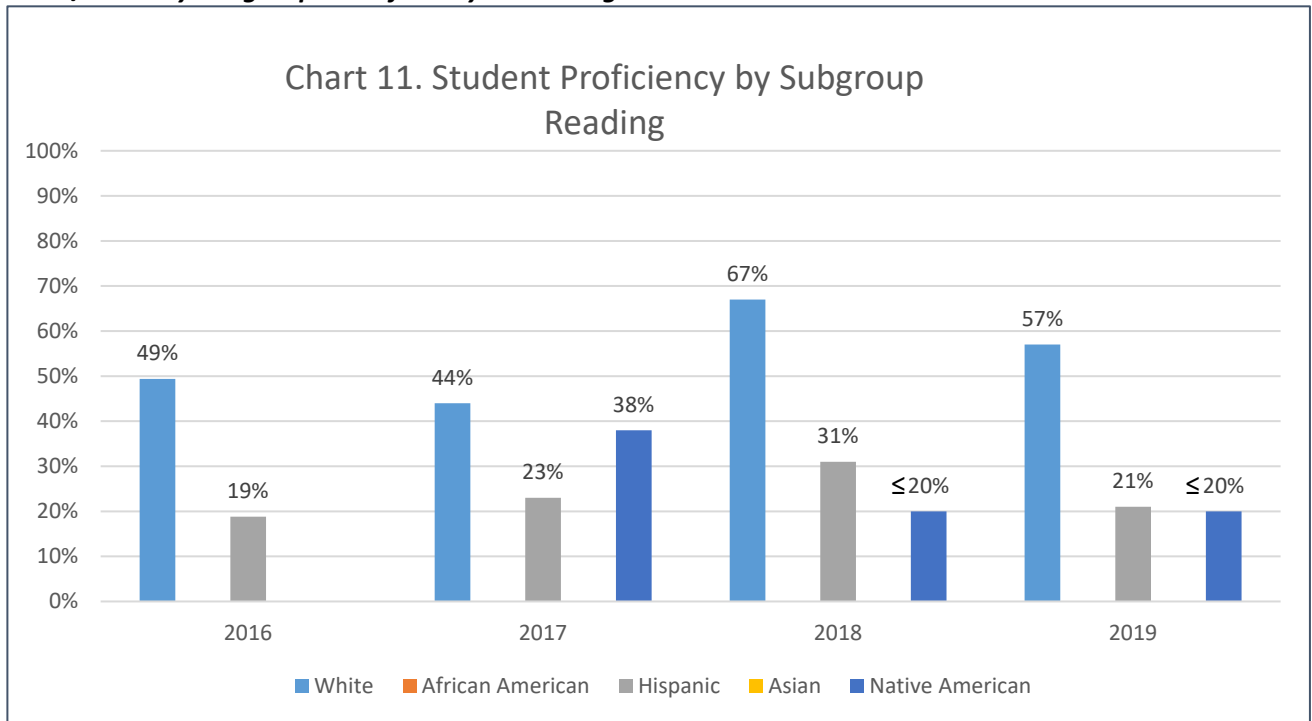
Other Subgroups - Proficiency in Reading
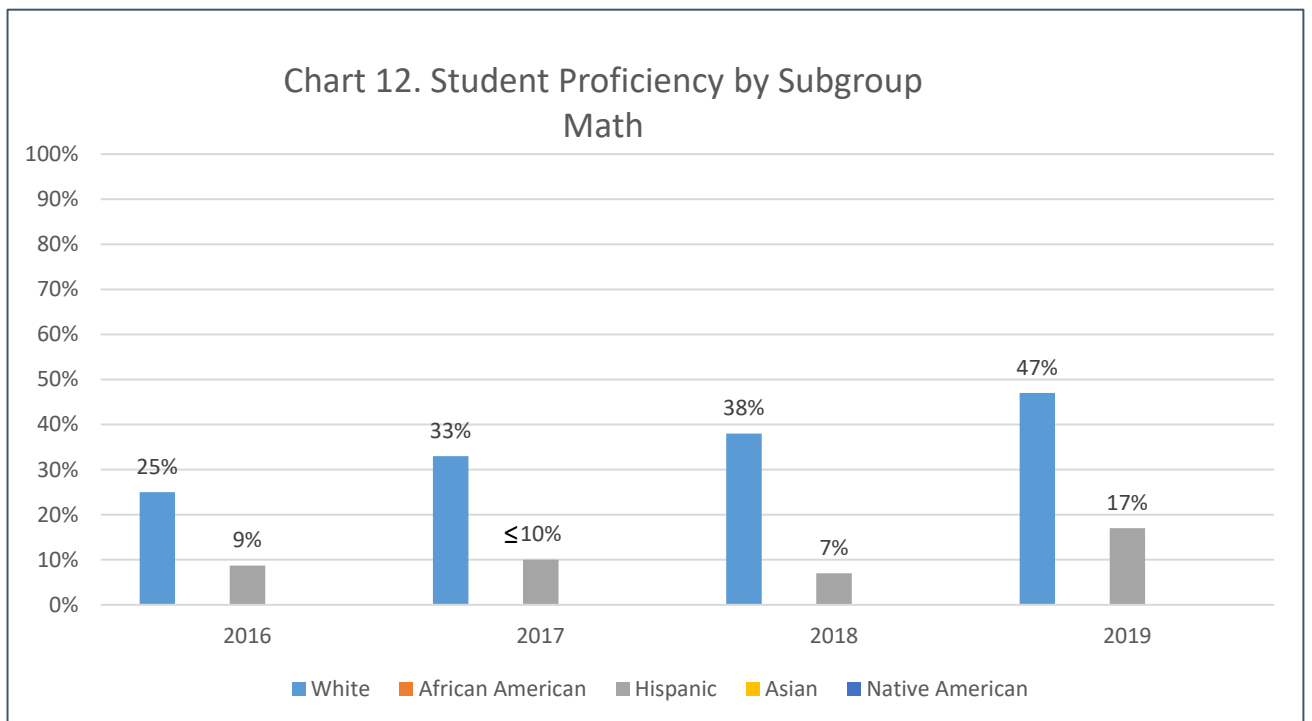
Chart 13. Student Proficiency by Subgroup
Reading

Other Subgroups - Proficiency in Math
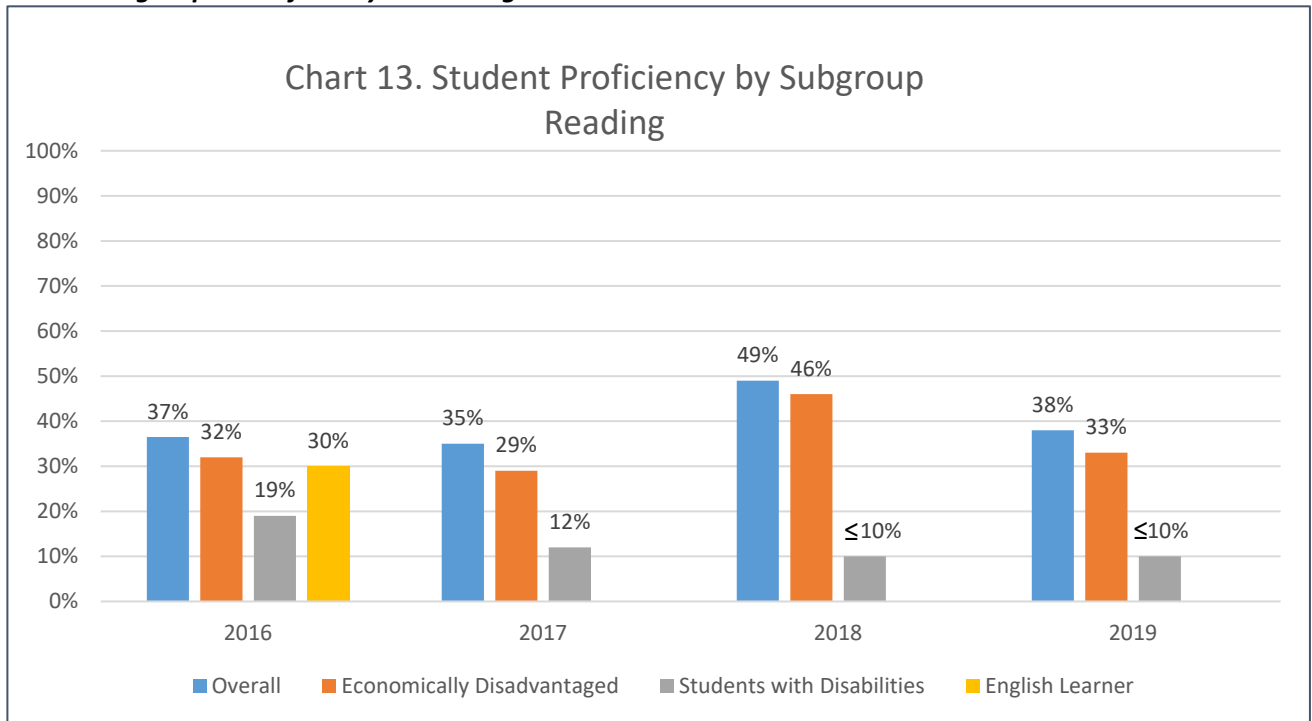
Chart 14. Student Proficiency by Subgroup
Math
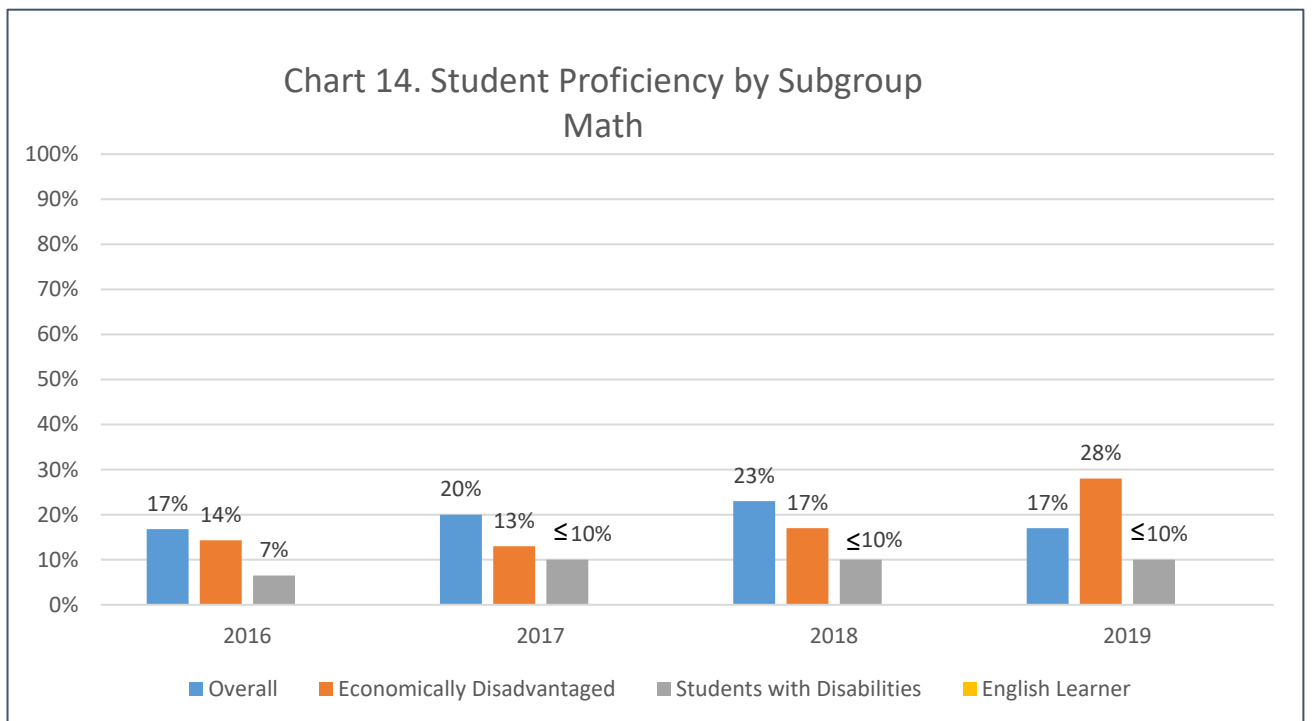
Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the "Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning" in future years.

Chart 15.
Opportunity to Learn **Points**
(**Statewide Benchmark = 6.0 Points**)

	2016	2017	2018	2019
Taos Integrated School of the Arts	9.77	9.6	9.81	
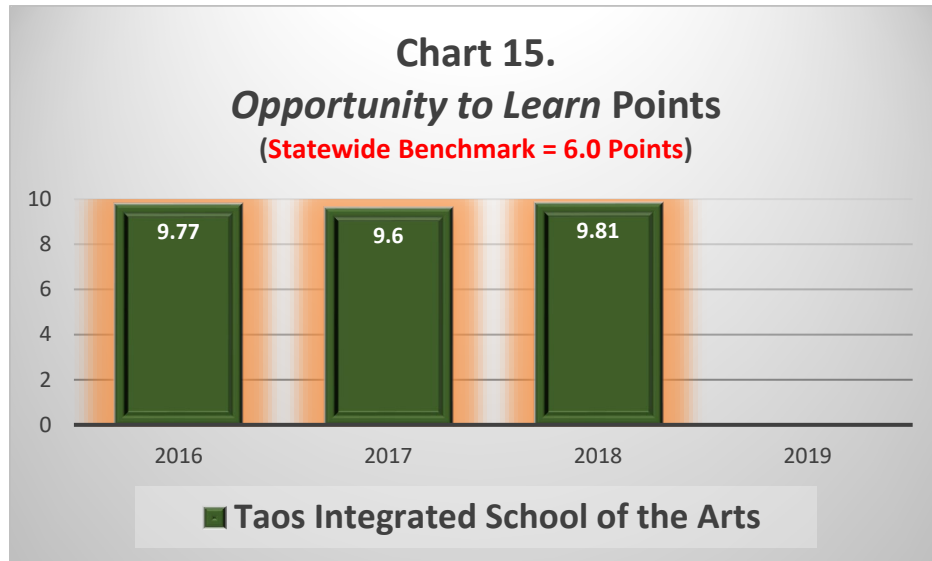
1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators. Please note that the school submitted data in support of revising the goals for each year of the contract. The ratings have not been changed to reflect that data because the school was given an opportunity to correct data in 2018.

Charter Specific Goals

1. SHORT CYCLE ASSESSMENT READING 3-8 Grades Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students in grades 3-8. The school meets the target of this indicator if 70 - 84% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

2. ASSESSMENT IN READING Short Cycle Assessment data (Dibels) will be used to measure adequate reading progress of Full Academic Year (FAY) students who have attended the school in grades K-2. The school meets the standard if 70-84% or more of identified students test "At or above benchmark" on the winter or spring short-cycle assessment OR advance one category during the year (i.e. from "Well Below Benchmark" to "Below Benchmark").

3. SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students. The school meets the target of this indicator if 70- 79% of identified students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.[1]

|	Goal 1	Goal 2	Goal 3
2016	Not rated	Not rated	Falls Far Below
2017	Falls Far Below	Falls Far Below	Does Not Meet
2018	Meets	Does Not Meet	Does Not Meet
2019	Meets	Meets	Does Not Meet

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[1] Charter Specific Goals are referred to as "*Mission-Specific Indicators*" or "*Performance Indicators*" in the school's contract and performance framework.

1c. 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.

Attendance Rate (The statewide target is 95% or better.)
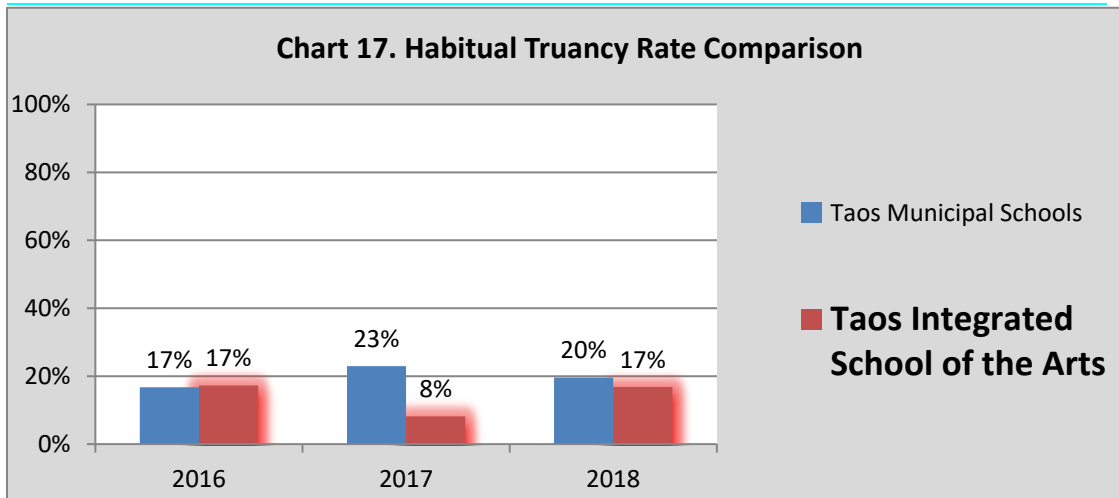
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification
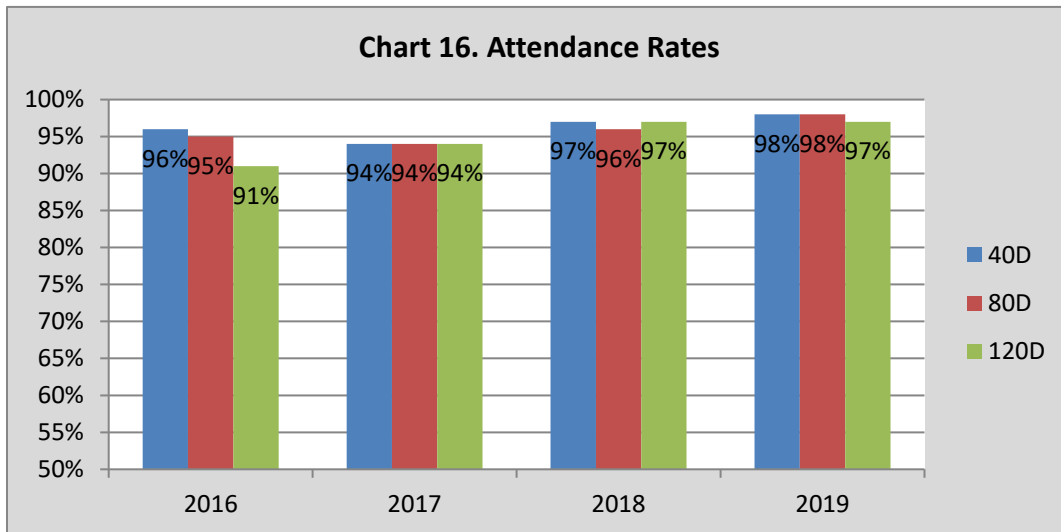
Habitual Truancy (The statewide target is 2% or less.)

Chart 17 reflects the school's habitual truancy rate compared to the local district.

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

Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS →District and Location Reports → Membership Reports → Membership – District Detail Report
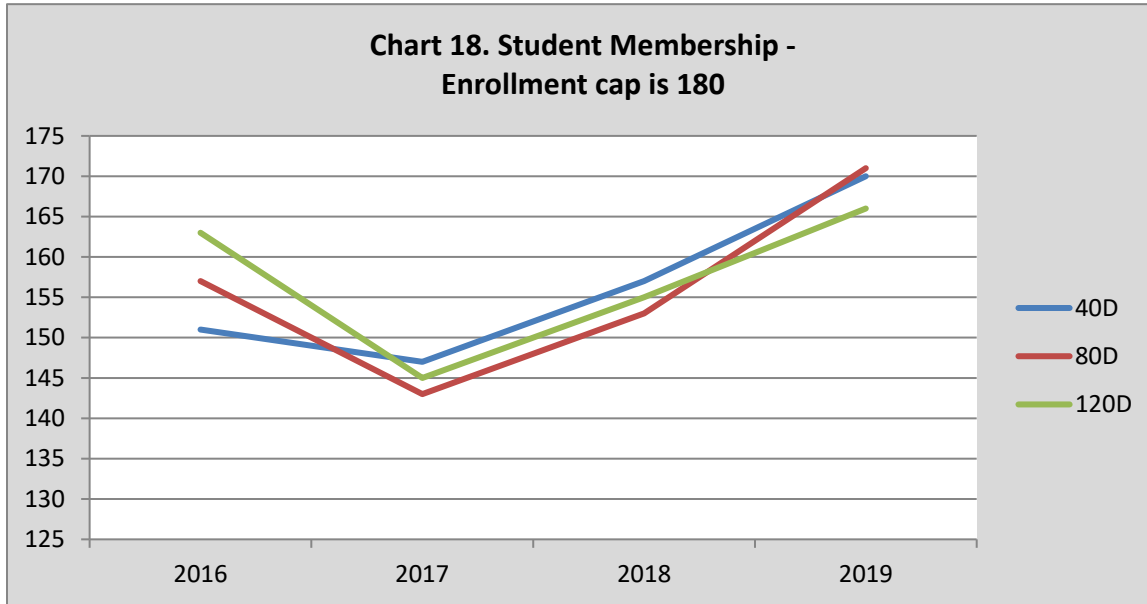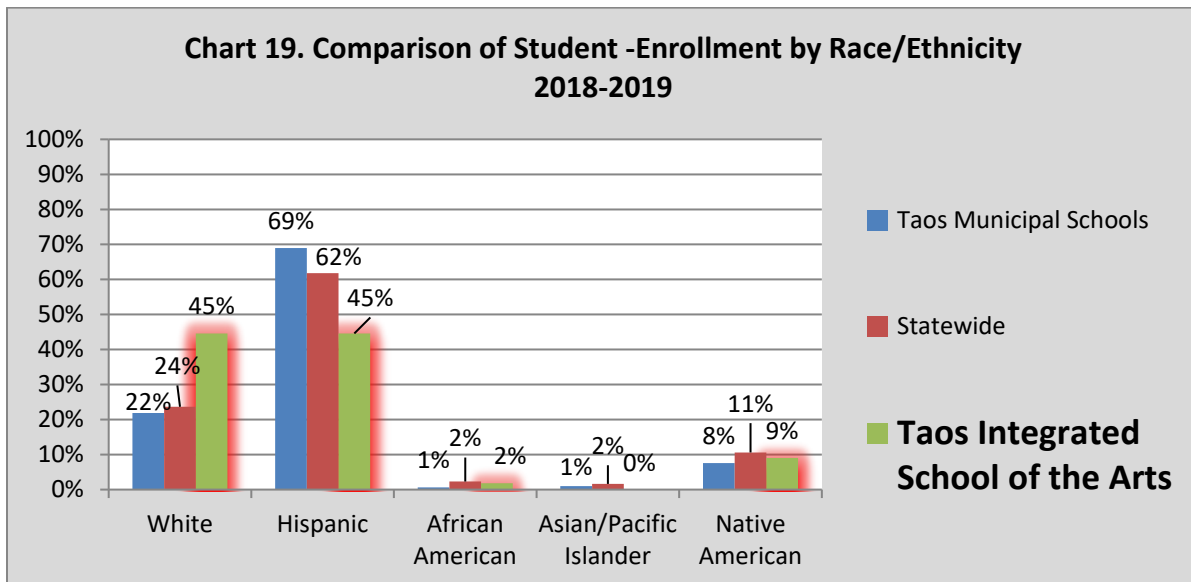
Chart 18. Student Membership - Enrollment cap is 180

Enrollment by Race/Ethnicity

Chart 19. Comparison of Student -Enrollment by Race/Ethnicity 2018-2019

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

Enrollment by Other Subgroups

Chart 20. Comparison of Student Enrollment (Other Groups) 2018-2019

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

Retention and Recurring Enrollment

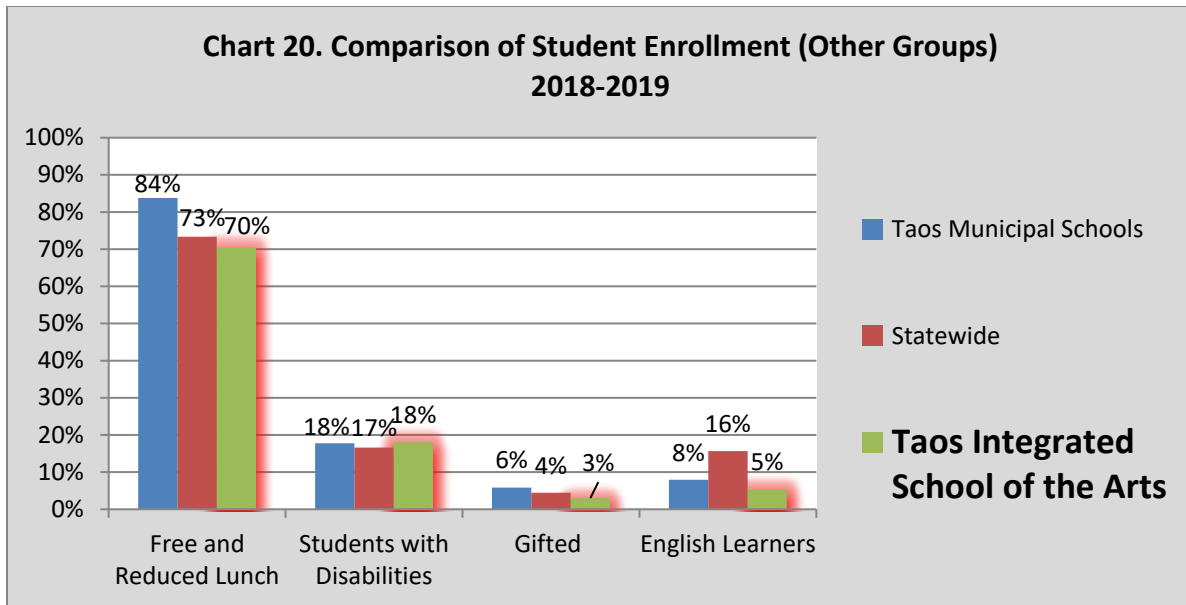In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, 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 the student's control are removed from the data set.

Chart 23. Percentage of Students Remaining Enrolled Within the School Year
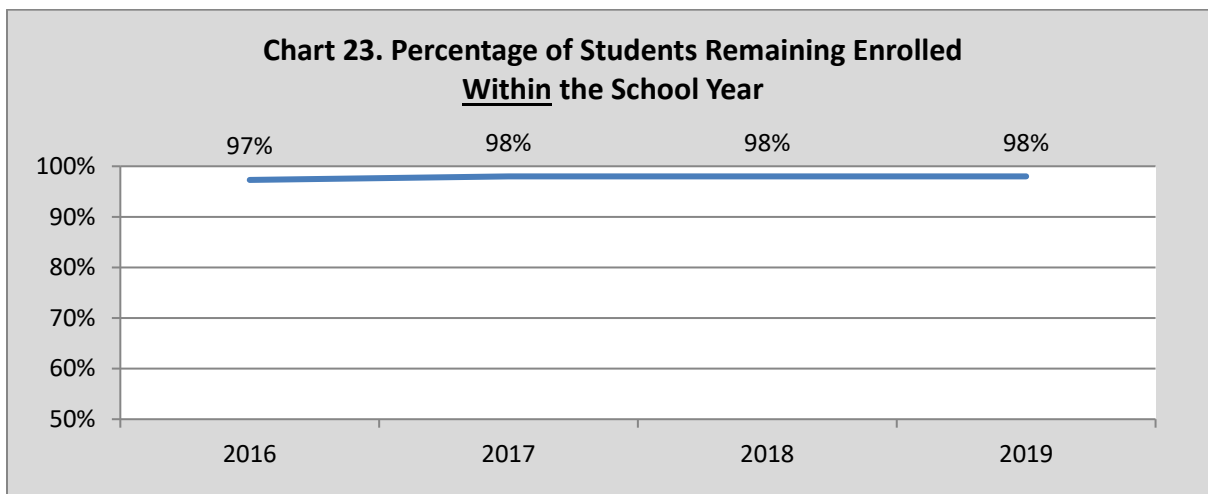
Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate <u>recurrent enrollment</u> as required by the PEC, the PED has calculated this measure 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 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

Chart 22. Percentage of Students Remaining Enrolled <u>Between</u> School Years

- 93% (2016)
- 95% (2017)
- 87% (2018)
- 92% (2019)
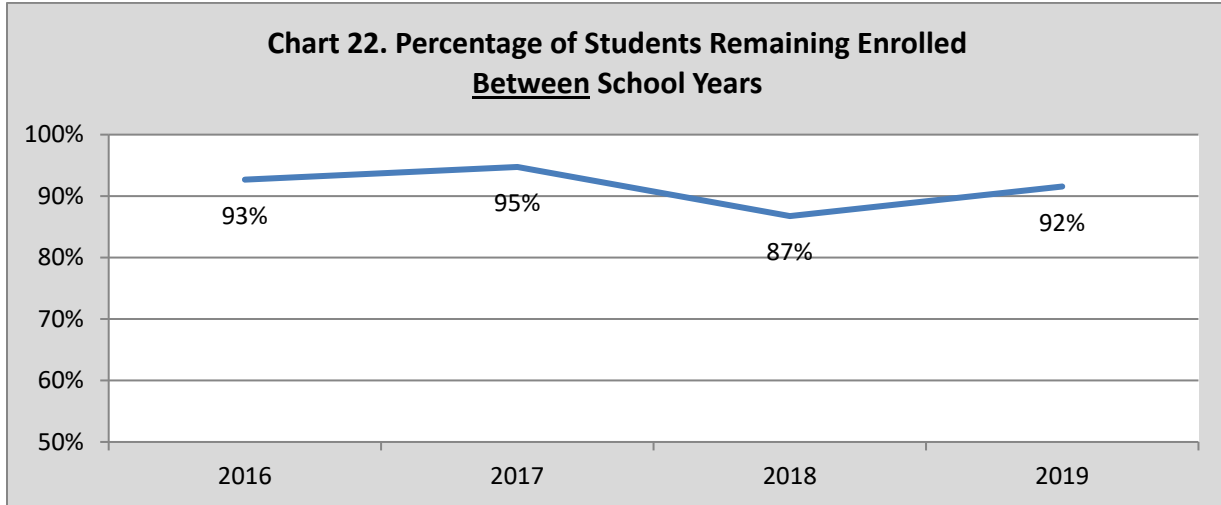
Source: STARS →District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 23 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.

Chart 23. Teacher Retention Rate

- 54% (2016)
- 77% (2017)
- 93% (2018)
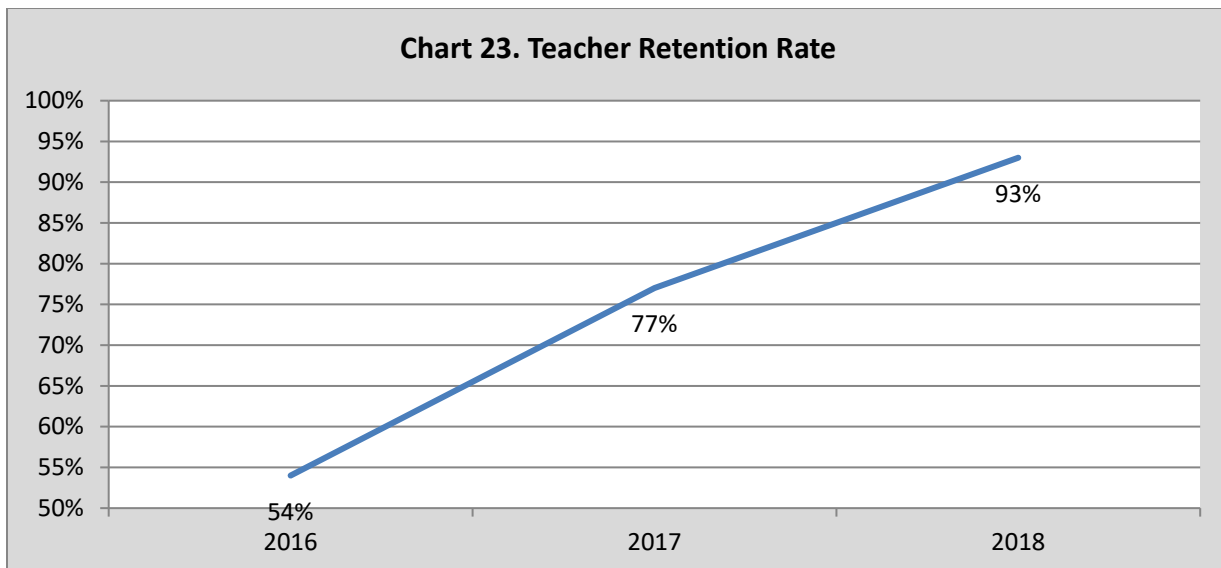
Source: STARS →State Reports → Staff Reports →Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	1	0	0
FY17	3	1	0
FY16	2	0	1

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Untimely Processing and Submission of Reimbursement Requests (Other Noncompliance)
Condition/Context: As of June 30, 2018, the School had outstanding reimbursement requests that approximated $221,000, which represents the reimbursement requests for the entire year.

Management's Response: The School did comply with the mandatory deadline of Requests for Reimbursements, and does understand the need to submit more often throughout the year. The School agrees to submit BARS at least biannually or quarterly dependent upon the amount of the request.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

Our educational philosophy includes the belief that teaching is both a science and an art. We believe an arts-integrated curriculum facilitates and inspires learning. The arts integration is the thread that holds integrated/thematic instruction together. Multicultural studies and understanding is vital to success for students in the 21st century.

The School's educational approach is to provide common core standards instruction through an arts-integrated approach. We deliver traditional instruction in the core subjects and then infuse art projects (including dance, drama, music, visual arts) into each unit of study.

Unless there are exceptional circumstances, classrooms have no more than 1:20 teacher/student ratio.

Student – Focused Term(s).

All of the School's students will participate in the various arts integration offered by classroom teachers, along with dance, drama and music activities.

Student proficiency of Common Core Standards will be demonstrated by or through integrating the arts throughout grades K-8. This goal will be achieved and assessed by projects, individual electronic portfolios, progress reports, knowledge of artistic conventions, and the use of creative problem solving process. Students will continually use on-going visual thinking strategies.

Teacher – Focused Term(s).

Teachers will receive ongoing professional development in Visual Thinking Strategies, which we use in conjunction with Taos Harwood Museum.

Teachers will receive at least three integrated arts professional development seminars during the school year. Teachers will sign up to offer arts-integrated units and lessons to their fellow teachers.

Parent – Focused Term(s).

Parents are invited to serve on the Parent Arts Advisory Council and participate in arts activities during the course of the school year.

3b. Organizational Performance Framework

Taos Integrated School for Arts	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Meals	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard	Meets (or Exceeds) Standard	meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Ernest Ortega		10/23/2017	Active	8	0	8
Julee LaMure	President	1/13/2016	Active	8	8	0
Pamela Harris	Treasurer	1/16/2018	Active	8	8	0
Pennie Herrera Wardlow	Secretary	1/16/2018	Active	8	8	0
Doris Breier	Vice Pres.	11/9/2016	Active	10	10	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.