

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

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Approved by the Public Education Commission: March 18, 2022

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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

Name of School: TAOS INTEGRATED SCHOOL OF THE ARTS (TISA)

Authorizer: New Mexico Public Education Commission

Current Charter 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.

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:

The educational philosophy of Taos Integrated School of the Arts (TISA) 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.

Based on this philosophy TISA sustained its strong academic performance throughout the charter term as reflected by NMVISTAS “**Spotlight School**” designations each year in which data were available, by earning the distinction of a Structured Literacy Support School, by exceeding the performance of the local school district and state, by receiving a letter recognizing exemplary performance from the Public Education Commission, and by meeting its mission-specific goal in all years of the contract for which data was available.

TISA was designated as a Spotlight School in 2021-22, and 2022-23. Overall Scores were 46 in 2021-22 and 67.2 in 2022-23, demonstrating a 21.2-point gain in one year. TISA also received additional 2022-23 Designations of Excellence in ELA, Science, and Attendance (98%). Data for 2023-24 are pending as of the time of this writing.

In addition, TISA earned the distinction of a Structured Literacy Support School with an overall index score above the 75th percentile and is among the highest-performing schools.

TISA outperformed the Taos Municipal Schools and the state of New Mexico in Reading, Math and Science across the Charter Term.

| Year | Subject | TISA | Taos Municipal Schools | State |
|---------|--------------------|---------|------------------------|---------|
| 2020-21 | Data Not Available | | | |
| 2021-22 | Reading | 44 | 39 | 34 |
| | Math | 33 | 22 | 25 |
| | Science | 59 | 35 | 33 |
| 2022-23 | Reading | 51 | 43 | 38 |
| | Math | 27 | 26 | 24 |
| | Science | 56 | 42 | 34 |
| 2023-24 | Reading | Pending | Pending | Pending |
| | Math | Pending | Pending | Pending |
| | Science | Pending | Pending | Pending |

On February 20, 2024, the Public Education Commission issued an overall annual report notice of exemplary performance thanking Mr. Greywolf and Ms. Trujillo for their excellent work.

TISA met or exceeded its Performance Framework Mission-Specific Goal in all years of the Contract Term for which data were available.

In addition, Taos Integrated School of the Arts was rated as the 2024 Number One Best Elementary Charter School in New Mexico by Niche.com.



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:

In the absence of state summative assessments in 2020-21 and regularly throughout the charter term, TISA administered the NWEA MAP Assessments as a measure of growth and proficiency in Reading and Math. MAP assessment results indicated overall trends similar to those identified by the NM VISTAS data, including strength in reading proficiency and need for additional instructional support in math.

MAP data provided the additional information needed to target specific grade levels and supported resulting action steps taken to improve math proficiency, particularly in the upper grade levels during and following the pandemic. Although overall academic scores were strong, and math proficiency was above both the local district and state proficiencies, TISA responded with the following action steps to increase proficiency in math:

- Changes in staffing and assignments were made to better fulfill the instructional needs of the school, particularly in math. Currently TISA has a high-performing math-endorsed middle school teacher who is also National Board Certified. In addition, a math-endorsed Assistant Principal was hired who oversees the school's math program.
- TISA participated as a pilot school in the PED-sponsored High-Dosage Tutoring (HDT) Program beginning with grade 6 last year (2023-24) and in grades 7 and 8 this year (2024-25)
- TISA began using Illustrative Mathematics in grades 6-8, a collaborative model that invites students to talk and write about math, listen to each other's ideas, justify their thinking, and critique the reasoning of others to further develop their mathematical understanding.
- Additional training was provided for all teachers to ensure fidelity to the current K-5 math program, Everyday Math.

Focusing on continued achievement in reading, teachers participated in LETRS Training. TISA is in its second year as a Structured Literacy School. In addition, steady progress of between 5% to 7% growth has been made every year on the New Mexico Measures of Student Success and Achievement (NM-MSSA).

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:

Taos Integrated School of the Arts (TISA) **met or exceeded the standard** for its Mission-Specific Goal in each year of the contract term for which data were available.

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.

During K-8 student-led conferences, students orally presented 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, students met or exceeded the goal in each year for which data were available.

| School Year | Performance Level | Contract Points Earned |
|-------------|-------------------|------------------------|
| 2020-21 | Not Available | ----- |
| 2021-22 | Meets Standard | 75 points |
| 2022-23 | Exceeds Standards | 100 points |
| 2023-24 | Exceeds Standards | 100 points |

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:

Taos Integrated School of the Arts (TISA) implements its distinctive educational program in complete alignment with its Mission and its Contract as follows:

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 art integration is the thread that holds integrated/thematic instruction together.

- i. Multicultural studies and understanding are vital to success for students as evidenced by lesson plans.*
- ii. 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. This is evidenced via lesson plans and activities, as well as the student electronic portfolios.*

There is a palpable excitement when teachers and students share with visitors the learning, the projects, and the successes that result from TISA's arts-integrated approach. TISA has made a significant contribution to public education in its demonstration of a curriculum that makes the common core standards come to life in the midst of the arts.

TISA engages in partnership activities with the Taos Pueblo, Taos Valley Acequia Association, Taos High School, Vista Grande High School, Taos Academy, Taos Community Foundation, Lions Club, Carson National Forest, NM Fish and Game, Holy Cross Hospital, Communities Against Violence, Team Builders, Farmhouse Café, Twirl, National Dance Institute, Doel Reed Center for the Arts OSU, LANL, Los Alamos Fire Department, UNM, NMSU, and Sol Feliz Farms, along with various other educational, cultural, and artistic visionaries within the community.

Fine Arts Education Act funds are also leveraged to work with Harwood Museum of Arts, Fechin Museum, Millicent Rogers, Taos Ballet, Santa Fe Performing Arts, Film Prize Jr., TrueKids1, STEM Lab Arts, and a number of musicians, weavers, dancers, film makers, and visual local artists in the community to help provide a creative, varied integrated arts program.

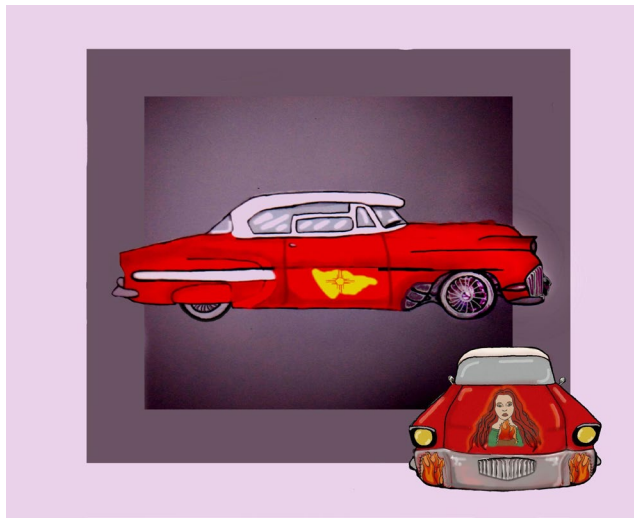
Following are just a few highlights of the integration of arts and multicultural studies into traditional common core instruction. A full record of activities over the term of the charter contract is available on site.

Highlights of the Integration of Art Projects into Traditional Instruction and Core Subjects Over the Term of the Contract

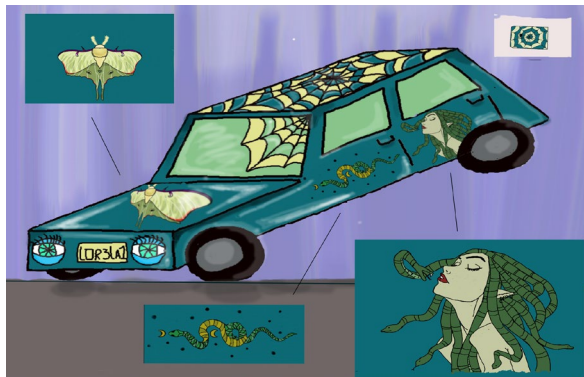
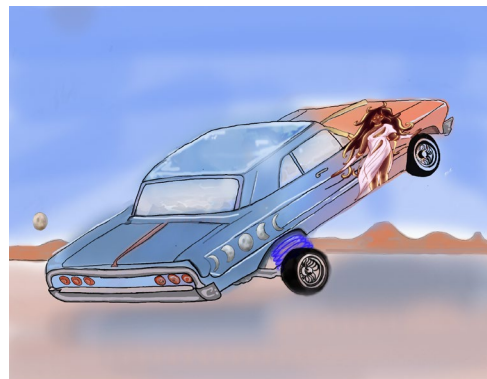
Lowriders of the Future

The local non-profit, STEMArts Lab, hosted a county-wide contest for middle-high school students in which students were tasked with designing a lowrider of the future. The *history* and *science* of lowriders were explored within the classroom curriculum, leading to opportunities for students to dive deeply into the *design* and *engineering* process. Toby Morfin, a well-known lowrider artist from New Mexico, visited students at TISA to inspire the project for students. He not only shared his art and was integral in judging the final contest entries but he also brought one of his lowriders to TISA so students could get a first-hand look at hydraulics in action. One student team took a prize for "Most Classic Design" and Alison Haney was granted the teacher award for best facilitator.

Illustration of Prize Winning “Most Classic Design” by two TISA 8th graders



Other Illustrations of Note



Governor’s STEM Challenge

TISA focused on Water Quality and Developed a Winning Solution for Transforming Water/Waste.

Students were tasked with using New Mexico’s resources to develop an innovative solution to a problem they identified on local and global levels. TISA students homed in on water quality as a problem to be solved and developed an innovative solution for transforming water/waste treatment facilities into microalgal fuel production facilities. The TISA Think Tank emerged and created a model that can be implemented at any waste treatment facility. It was one of the winning design solutions in the final competition.

Santa Fe Chamber Music Festival School Program - Twice Per Year in Fall and Spring

Unit long pre-lessons on composers and elements of classical music related to an upcoming school-wide chamber music concert were taught by music teaching staff.



“Alice in Wonderland” Collaboration with Ballet Taos

In collaboration with Ballet Taos, a local non-profit, TISA students were provided with the opportunity to learn firsthand the ins and outs of theater set design. Students were involved in creating set pieces that were used in the production of “Alice in Wonderland” performed at Taos Center for the Arts. TISA students worked on sets and props for the production and were offered performance opportunities. Dance teachers from Ballet Taos visited TISA to prepare students for roles in ballet, offering many students a first chance at performing in a pre-professional ballet company. The experience led to some students pursuing dance beyond the spring production.



Students working on a paper mache boat for Alice in Wonderland



Giant cards created by TISA students & TISA students as members of the Card Guard in the ballet.



Tree and Teapot set pieces made by TISA students

Dance of Hope African Dance and Music Group Performance and Talk-Back

Travelling group of youth and teen dancers and musicians from Uganda presented a program of traditional Ugandan music and dance for the whole school. The group participated in a talk-back question and answer session with students in grades kindergarten, 1 and 2.



Amber Vasquez-Thomas - Dance Grades 2 and 5

Amber Vasquez-Thomas taught dance technique and choreography for plays in grades 2 and 5 for family and community members. Each grade's play was adapted from a folktale from a different world culture. As part of the rehearsal process students learned about the culture where their story was from, including art making, history, geography and social studies activities.



Michelle Chandler - African Drumming Grade 2

Michelle Chandler taught African dance and rhythm to 2nd grade students in preparation for a play taken from African mythology. As part of the unit students learned about spiders and West African textile, dance and drumming traditions.

Jenny Bird – Music Grade Kindergarten

Jenny Bird taught music technique and compositions to kindergarten students in preparation for performance. She taught about Indian music traditions and accompanied students at the performance for families and community.

Anandi Geroy - Theater Grades K-5

Anandi Geroy taught a theater intensive for elementary grades which culminated in a festival of plays for family and community members. Each grade’s play was adapted from a folktale from a different world culture. As part of the rehearsal process students learned about the culture where their story was from, including art making, history, geography and social studies activities.



Marie Romero, Taos Pueblo Beadwork Artist, Class Visits

Marie Romero gave demonstrations of beadwork and showed her work for Indigenous People’s Day-grades kindergarten, 1, 2, 4

Christina Masoliver, Puppeteer Visiting Artist

Christina Masoliver conducted a three-class puppeteering workshop for grades 6-8 in which students learned about types of puppets, puppet-making and puppeteering techniques. Performed a puppet show for grades kindergarten and grade 1 which incorporated SEL themes.



STEAM Visiting Artist Presentations by TWIRL (a non-profit organization serving the needs of kids and families in Taos, NM and beyond)

STEAM activities were provided by teaching artists of TWIRL which incorporated elements of puppetry, storytelling, science experiments, dramatic play and creative invention. Kindergarten, grades 1 and 2 each received three hour-long classes.

Ethan Cherry, Visiting Visual Artist

Ethan Cherry worked with grades 4, 6, 7 and 8 on individual and collaborative visual arts projects involving a variety of fine arts skills and media. 4th grade’s project culminated in a performance incorporating puppetry, mural making, painting, set and prop making and acting which told the story of New Mexico history and was performed for families and community.



Rivers and Birds Earth Science Lessons

Field trips and onsite gardening and earth science activities offered by Rivers and Birds teaching staff for grades 3, 4 and 5.



School Garden Days

Local farm educator Nikki Cain led arts-integrated greenhouse and garden explorations in which students learned about life sciences through the lens of the visual and performing arts and by hands-on garden projects.



3rd Grade Social Emotional Learning (SEL) Puppet Show

A collaboration between the classroom teacher and the performing arts teacher in which students wrote, built puppets and scenery for and performed original scenes exploring SEL topics from the Second Steps SEL Curriculum adopted by the school.

SEL-Themed Teaching Artist Residency

Local artist and art teacher Katie Woodall taught a multi-week residency for kindergarten, 1st, 2nd, 6th, 7th and 8th grades on exploring emotions and the brain-body-emotion connection through the lens of the visual arts.



5th Grade Greek Mythology Play

5th grade students worked with the performing arts instructor to direct, create costumes for, create original music for, create sets and props for and perform a play about Greek Mythology which reinforced and demonstrated understanding of the content they were learning in history and language arts.



Odissi Indian Classical Dance Class and Performance

Interactive lecture, performance and dance class by world-renowned Odissi Indian classical dance teacher and performer Sujata Mohapatra on tour from Bhubaneshwar, Orissa, India at TISA for grades k-8.



And so much more! A full record of activities over the term of the charter contract is available on site.

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:

Taos Integrated School of the Arts (TISA) did not receive any significant deficiency, material weakness, or repeated findings in the external audits of FY2020, FY2021, FY2022 and FY2023.

| Year of External Audit | FY2020 | FY2021 | FY2022 | FY2023 |
|------------------------|--------|--------|--------|--------|
| Total Findings | 2 | 2 | 1 | 0 |
| Significant Deficiency | 0 | 0 | 0 | 0 |
| Material Weakness | 0 | 0 | 0 | 0 |
| Repeated Finding(s) | 0 | 0 | 0 | 0 |
| Other | 2 | 2 | 1 | 0 |
| Disclaimed Audit | No | No | No | No |

TISA's Board of Finance Authority has been fully maintained since 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 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:

At no time during the term of the contract did the membership of the Governing Council fall below the requirements of its by-laws or the statutory minimum of five members. No vacancies occurred during the term of the contract.

In FY22, two Governing Council members, Alison Haney and Sara Dzieweczynski, completed 8 of the 10 required training hours for new members. Action taken to ensure all members are in compliance with training hours is as follows: Beginning in FY23, all regular Governing Council meeting agendas include an item for discussion and “check-in” on each members completion of training hours. TISA has remained in compliance through present time.

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:

The TISA Equity Council meets to address inequities that may exist within the TISA community. In particular, the Equity TISA Council focuses primarily on equity issues that affect students who are identified as English Language (EL) learners, special education students, bilingual learners, economically disadvantaged, black students or are members of Native American/indigenous groups. The mission of the TISA Equity Council is to develop, support, and guide TISA decisions and practices that will provide a safe learning environment for all students and provide an education rooted in academic excellence and achievement, character development and awareness, and community engagement and leadership.

TISA is in compliance with the requirements of the Martinez-Yazzie mandate, the Indian Education Act, the Hispanic Education Act and the Black Education Act.

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 Taos Integrated School of the Arts (TISA) is not located on tribal land and has less than 10% Native American students, the school maintains a strong relationship with the Taos Pueblo. Notably,

Yvonne C. Trujillo, a Taos Pueblo member, is currently serving as President of the TISA Governing Council. In addition, TISA recently conducted a Land Acknowledge Event on its grounds.

Following is a copy of an article by Arcenio J. Trujillo that appeared in the Taos News on Monday, September 16, 2024.



Emileah "Misty Rainflower" Lujan performs a hoop dance for students at Taos Integrated School for the Arts (TISA) during a land acknowledgement reading May 15. The young Taos Pueblo dancer learned how to craft various shapes and animal-inspired likenesses from her grandfather, Bobby J. Lujan

The Taos Integrated School for the Arts (TISA) conducted a land acknowledgement event on its grounds last month.

Through the state's Indian Education Act grant, TISA received funding from the Public Education Department to ensure equitable and culturally relevant learning environments for its Native students; to provide culturally relevant instructional materials; and to consult with tribal leaders in their respective locales. Because the May 15 event was a first for the school, coordinator Yvonne C. Trujillo said it was important to work with school officials to properly acknowledge the campus is on the traditional homelands of the Red Willow People (Taos Pueblo).

Since before the arrival of European settlers, ancestors of the Red Willow People and current Native students have endeavored to connect with their lands and enrich it with their presence. TISA was honored to recognize and acknowledge not only the Red Willow People, but all Indigenous people who have traversed the Taos Valley and have benefited from its many resources. As the original stewards of the land, Native peoples have demonstrated a long-standing commitment to preserve nature's gifts in its many forms.

"It was quite moving to hear Taos Pueblo leaders speak directly to my students," TISA Principal and Superintendent Richard Greywolf said. "I've never seen my students sit so still, and be so enthralled by a presenter before."

As part of the celebration, t-shirts with a Native TISA logo were handed out to the entire student body and faculty. The logo was a custom design created by Taos Pueblo artist Jerome Romero. Additionally, a hand-crafted display piece, carved by Taos Pueblo wood artist Corwin Vigil, was unveiled during the ceremony and will showcase the proclamation. The artwork, which depicts the Taos Pueblo lands prior to any settlement, features buffalo roaming the nearby pastures. The piece will hang in the hallway of the TISA middle school building.

"We carried out this celebration primarily for the Native students at TISA," Trujillo said. "We want them to feel supported no matter where their educational journey takes them."

The agenda included a special invocation and welcome recited in both Tiwa and English; various native exhibitions from Taos Pueblo singers and dancers; an all-inclusive friendship (round) dance; and a complimentary "feast day" meal for all attendees. Emileah "Misty Rainflower" Lujan executed a rousing hoop dance (passed down to her from her late grandfather, Bobby J. Lujan) on a makeshift stage for the student body — who watched in awe as she executed frilly dance moves and converted simple wooden hoops into ornate shapes — while her father Christopher Lujan sang for her.

The school was honored by the presence of Taos Pueblo Tribal Officials, Public Education Commission, the Public Education Department, a field representative from Senator Martin Heinrich's office, and several family members of Native students.

This first-time grant was written and received with the blessing of former Taos Pueblo Governor Gary J. Lujan in 2023. With a growing population of Native students from Taos Pueblo and other tribes attending TISA, Trujillo (who also serves as the Governing Council President) and school principal Greywolf, recognized the need to bolster Native programs at the school.

"The liaison position was created to help Native students improve academically, and to foster a sense of community among the multi-age learners," Trujillo said. "Hopefully, we can share some of our Taos Pueblo uniqueness with school officials as well."

Many Native artists, entrepreneurs, financial consultants, and inspirational speakers were brought to the school through this program to motivate and inspire the native students. Trips to the Pueblo Cultural Center in Albuquerque and the Gathering of Nations earlier in the year were part of the overall experience.

"By reinforcing the importance of their education, and how it could one day translate to a successful career for them was why we brought in this particular lineup," Trujillo reiterated, who jubilantly announced that the program was deemed a success by the PED. "It must have worked, because our grant was renewed for another school year."

It was a welcome revelation that augmented another bit of good news to end the 2023-24 school year.

Recently, TISA was recognized as one of the top five elementary schools in New Mexico by Niche, an online data collection site that gathers statistics from the Department of Education, U.S. Census and the Federal Bureau of Investigation.

“TISA would like to offer its deepest thanks to Taos Pueblo,” Greywolf said. “We are grateful to the Red Willow People for sharing their valley, and their unique and beautiful culture with all of us.”

Additional Related Activities

Film Prize Junior Submissions - TISA’s 6th-8th grade students were involved in a Collaborative film project led by the Native Students Coordinator, middle school language arts teacher and performing arts teacher. Students were involved with writing, acting in, shooting, creating publicity materials, sets, props and costumes for and all other aspects of creating and submitting short films for a juried statewide film festival. The project was filmed at the Taos Pueblo.

Eight students traveled overnight to Albuquerque to watch the Gathering of Nations and visit both the Indian Pueblo Cultural Center and National Hispanic Cultural Center. The Indian Pueblo Cultural Center is dedicated to the preservation and perpetuation of Pueblo Indian culture, history, and art. The National Hispanic Cultural Center is dedicated to the preservation, promotion, and advancement of Hispanic culture, arts, and humanities.

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 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:

Over the term of the contract, Taos Integrated School of the Arts (TISA) did not receive any “Does Not Meet Standard” ratings and did not receive any repeated “Working to Meet Standard” ratings for Performance Framework indicators.

In addition, TISA has not received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints over the term of the contract.

Appendix A-1 Academic Data

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.

Note: Taos Integrated School of the Arts does not include specific academic data for this section. Implementation of improvement actions described in the narrative can be verified through evidence at the renewal site visit.

TISA Appendix A-2 Mission Goal Data

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.

Taos Integrated School of the Arts (TISA) met or exceeded the standard for its Mission-Specific Goal in each year of the contract term for which data was available:

| School Year | Performance Level | Contract Points Earned |
|-------------|-------------------|------------------------|
| 2020-21 | Not Available | ----- |
| 2021-22 | Meets Standard | 75 points |
| 2022-23 | Exceeds Standards | 100 points |
| 2023-24 | Exceeds Standards | 100 points |

TISA 2020-21 Mission-Specific Data

https://docs.google.com/spreadsheets/d/15-yR_RsLC1VK2zLyf2NdQWTn9CFWZastkNSuAO_ty4U/edit?gid=105777512#gid=105777512

TISA 2021-22 Mission-Specific Data

<https://docs.google.com/spreadsheets/d/1OIKKv5KZVXobiQCMRzDapYZaPJsSRW7QKT971YQRthM/edit?gid=105777512#gid=105777512>

TISA 2022-23 Mission-Specific Data

https://docs.google.com/spreadsheets/d/1PvWj_pjI_dDFcJyJHUq2wLRip8x8MxZsC-pbKsm67U/edit?usp=sharing

TISA 2023-24 Mission-Specific Data

https://docs.google.com/spreadsheets/d/1GOugw3CffxODEVx7_qEq24dTtr5FrLRB0tY02cNg80k/edit?usp=sharing