



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

RYAN STEWART, Ed.L.D.  
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

### **Taos Integrated School of the Arts**

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

**School Address:** 118 Toalne St, Taos, NM 87571

**Head Administrator:** Richard Greywolf

**Business Manager:** Deanna Mooney

**Authorized Grade Levels:** K-8

**Authorized Enrollment Cap:** 180

**Current Enrollment:**

**Contract Term:** July 1, 2015 through June 30, 2020

**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.

## Analysis of Renewal Application and Site Visit

<b>PART A:</b>	<b>Data analysis provided by CSD is attached</b> Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
<b>PART B:</b>	<b>Progress Report provided by the School is attached</b> Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

<b>The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 29, 2019.</b> <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<b>Department's Standards of Excellence—A-F School Letter Grades</b> Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. <b>Overall NM School Grades SY16 - SY18: D, B, and A</b> <b>Lowest Performing Students: F in SY16, D in SY17</b>	<i>Demonstrates Substantial Progress</i>
1.b	<b>Specific Charter Goals</b> Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ol style="list-style-type: none"> <li>1. SHORT CYCLE ASSESSMENT (NWEA) READING – Grades 3-8 <b>Rating for SY19: Meets</b></li> <li>2. ASSESSMENT IN READING (DIBELS) – Grades K-2 <b>Rating for SY19: Meets</b></li> <li>3. SHORT CYCLE ASSESSMENT MATH (NWEA) <b>Rating for SY19: Does Not Meet</b></li> </ol>	<i>Demonstrates Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<b>Audit</b> Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. <b>During FY16-FY18, the school had six (6) audit findings, including one repeat and one material weakness or significant deficiency.</b>	<i>Demonstrates Substantial Progress</i>
2.b	<b>Board of Finance</b> Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete	<i>Meets the Standard</i>

	this section, provide a narrative explaining the actions taken (improved practices and outcomes).	
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	<b>Material Terms</b> All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	<b>Organizational Performance Framework</b> Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> <li>• <b>Indicator 1b Applicable Education Requirements</b></li> <li>• <b>Indicator 1e English Language Learners</b></li> <li>• <b>Indicator 2a Financial Compliance</b></li> <li>• <b>Indicator 5a Facilities Requirements</b></li> <li>• <b>Indicator 5b Health and Safety Requirements</b></li> </ul>	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	<b>Governance Responsibilities</b> All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

<b>PART C:</b>	<b>Financial Statement</b> A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
<b>PART D</b>	<b>Affidavits for Petitions</b> <ol style="list-style-type: none"> <li>1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit.  <b>Number: <u>20</u> Percentage: <u>100</u> %</b> </li> <li>2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit.  <b>Number: <u>166</u> Percentage: <u>100</u> %</b> </li> </ol>
<b>PART E:</b>	<b>Description of the Charter School Facilities and Assurances</b> A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. <ol style="list-style-type: none"> <li>1. A narrative description of its facilities</li> <li>2. Attach <u>  </u> facility plans or <u>X</u> the school’s Facility Master Plan</li> <li>3. Attach a copy of the building E Occupancy certificate(s) from <u>Town of Taos</u> number <u>004492</u> and <u>Construction Industries Division</u> number <u>21264</u> and <u>22666</u>  The maximum capacity is not listed on the certificates. </li> </ol>

	<p>4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978  <b>The school's letter, dated April 2, 219, indicates an NMCI score of <u>1.4</u> % , which is well below the current average of 23.79% (lower is better with zero being perfect).</b></p>
	<p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.  _____ building is owned by charter school, school district, or government entity;  OR  _____ building is subject to a lease-purchase agreement; OR  <u> X </u> school had provided the appropriate assurances form:  <input type="checkbox"/> Public (Cert A)   <input checked="" type="checkbox"/> Private (Cert B)   <input type="checkbox"/> Foundation (Cert C)</p>
<b>PART F:</b>	<p><b>Prior Amendment Requests</b></p> <ul style="list-style-type: none"> <li>• Amendment request to change its material terms to correct a clerical error in the charter with respect to the operational structure on the number of hours required was approved on 2/9/2018.</li> <li>• Amendment request regarding moving into the school's permanent location for the 2017-2018 school year with the condition that the school submits to the PED all outstanding documentation prior to the occupation of the proposed facility was approved on 9/1/2017.</li> <li>• Amendment request to move from current facilities at 212 Bendix Drive, Taos, New Mexico 87571, to house grades four through eight; and 119 Manzanares Street, Taos, New Mexico 87571, to house grades K through 3, with the conditions that the school must meet all facility requirements and provide a land use permit from Taos Planning and Zoning was approved on 5/13/2016.</li> </ul>
<b>Interviews</b>	A summary of the stakeholder interviews is on the following page.
<b>Other Appendices</b>	The school did not provide additional appendices.
<b>School's Response</b>	The school did not provide a narrative response to the CSD preliminary analysis.

## Stakeholder Interviews

Stakeholder interviews were conducted on October 29, 2019 at the Taos Integrated School of the Arts. The participants included five (5) parents, fourteen (14) students, two (2) Governing Council members, and four (4) staff members.

Parents were drawn to charter schools after finding oversized classes in the traditional public schools. The parents enjoy that there is a feel of “family” at this school. They also spoke of the smaller class size and that teachers and staff are “kind and caring”. Parents spoke as to how the school integrates the arts into the curriculum and how it helps the students to learn and makes it exciting for them. Some parents spoke about how their students were not necessarily driven by the arts, however these same students are always included, are comfortable performing, never felt embarrassed, and have fun doing it. Parents see students’ grades improving and kids thriving.

Students stated that the mission of the school was to integrate arts with the normal curriculum so that it is not boring. Another student stated that the mission of the school was to “teach us to express ourselves through different ways like art, actual art drawing, acting or dance”. While other students noted they were more “academic students” and wanted to see a wider variety of classes outside the arts. When asked if they were in charge of the school what they would change, one student said “he would maintain what Mr. Greywolf is currently doing, everything has worked smoothly since he has been here”, while others wanted a soccer/football field. Overall, students feel challenged, know that they have tutoring open to them Tuesday through Thursday after school, and can seek out their teachers as well as ask fellow students for assistance.

Of the board members interviewed, one was a parent of two special needs students. Eventually, here at the school, her students were thriving and one later actually tested as gifted. This board member is a believer in this school and wanted to give back and serving on the board is her way of doing so. When asked “how do you see your job as a Governing Council Member”, responses were “we are a board of finance” to make sure monies are spent appropriately and to supervise the head administrator and support his vision for the school. One of these visions is the importance to support community and culture.

Teachers and staff complimented each other’s answers. Many of them initially having their own children as students within the school, and being won over and drawn in as staff after seeing their own children blossom. Teachers enjoy creating lesson plans that integrate the arts, not just on occasion but always; teachers really enjoy the collaboration they have among themselves which helps in creating the community feel at the school. One teacher noted that it was “exciting for students to see their own growth”. The teachers all collectively miss the presence of the Reads to Lead program the school once had.



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## Part A: Preliminary Data Report and Current Charter Contract Terms

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### 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.

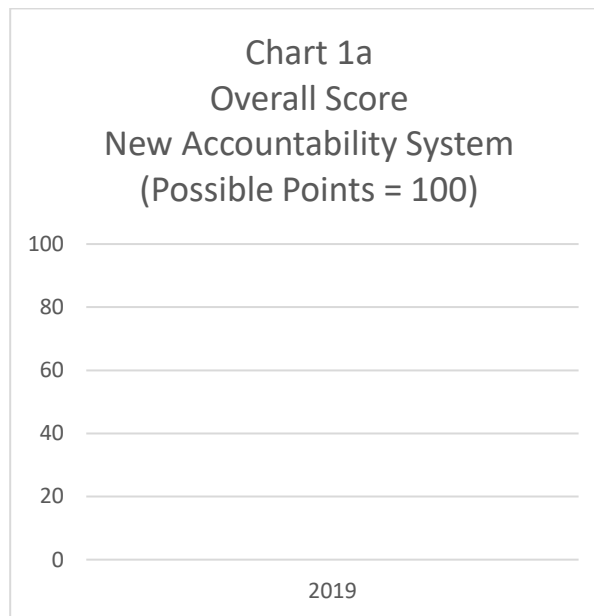
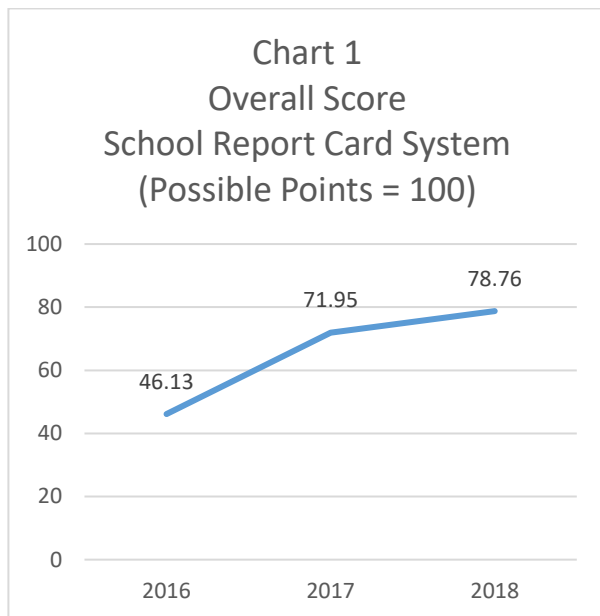
**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

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.

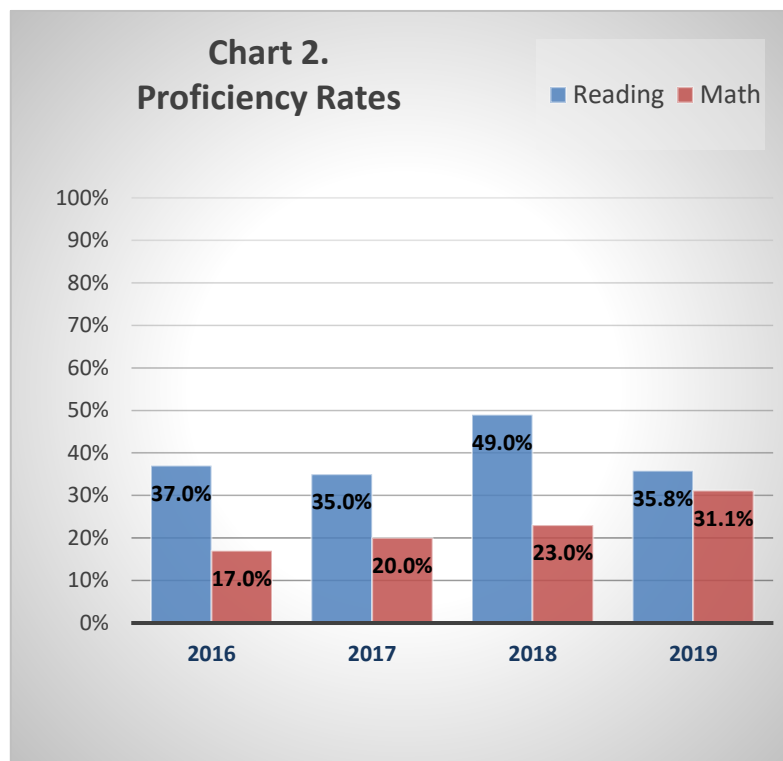
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

### 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).

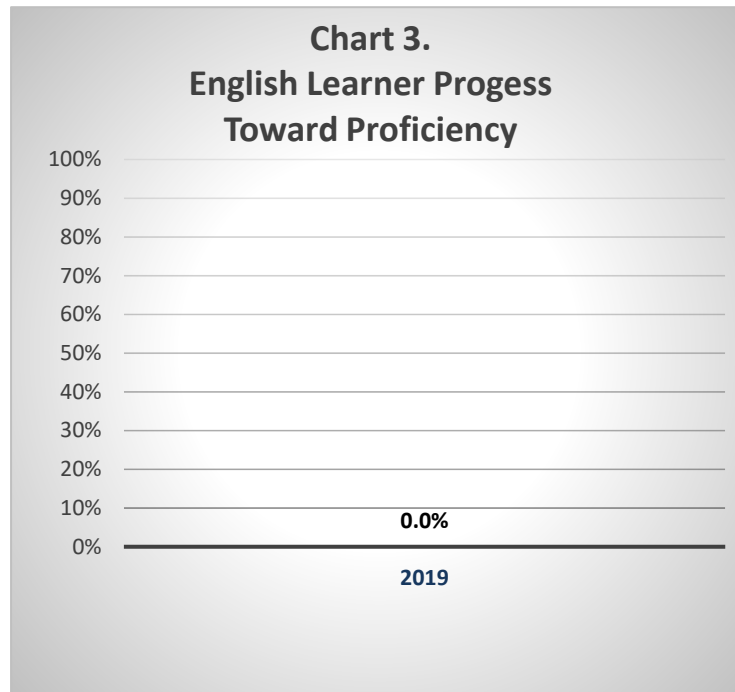


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.

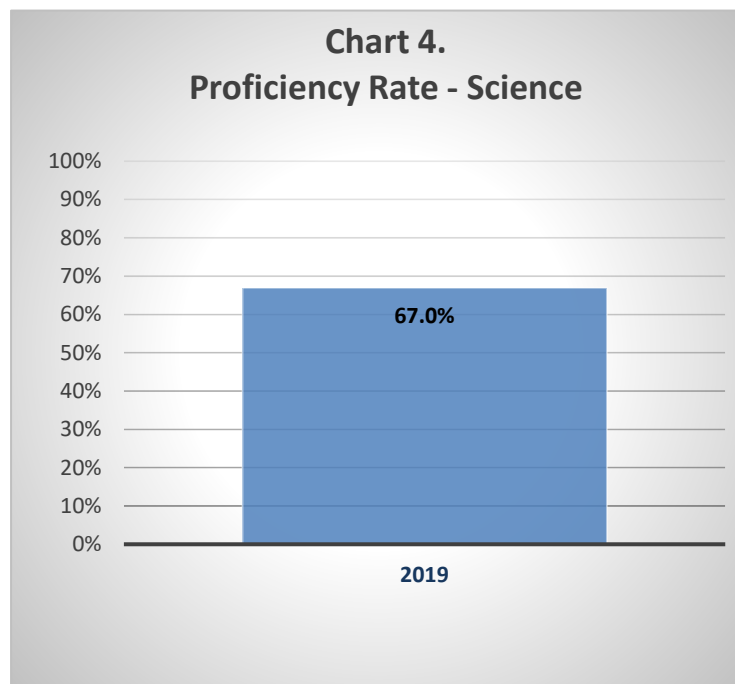




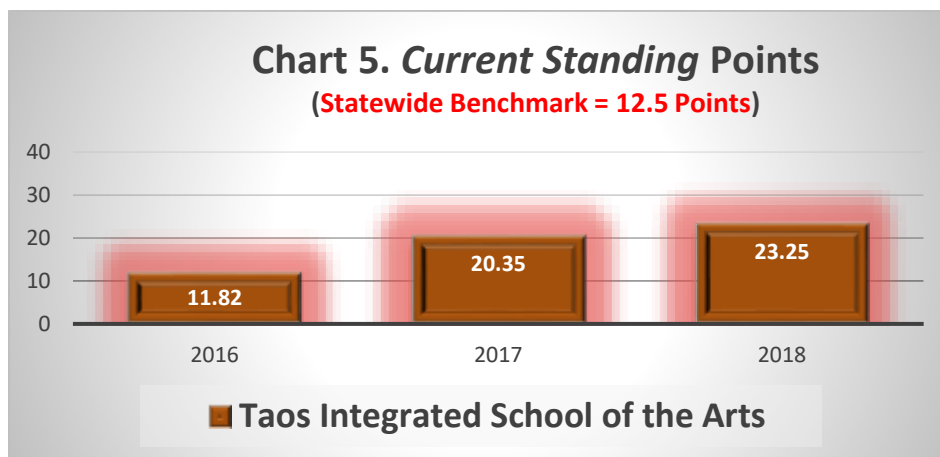
**English Learner Progress toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



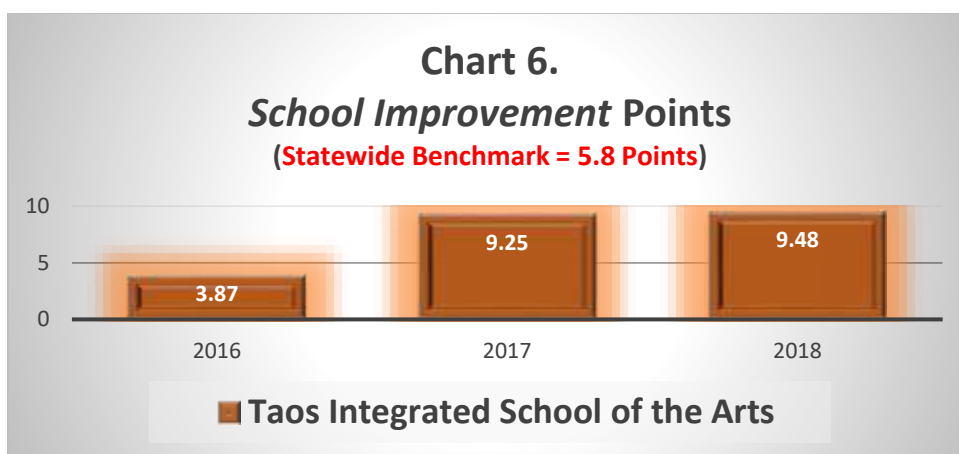
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**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.**

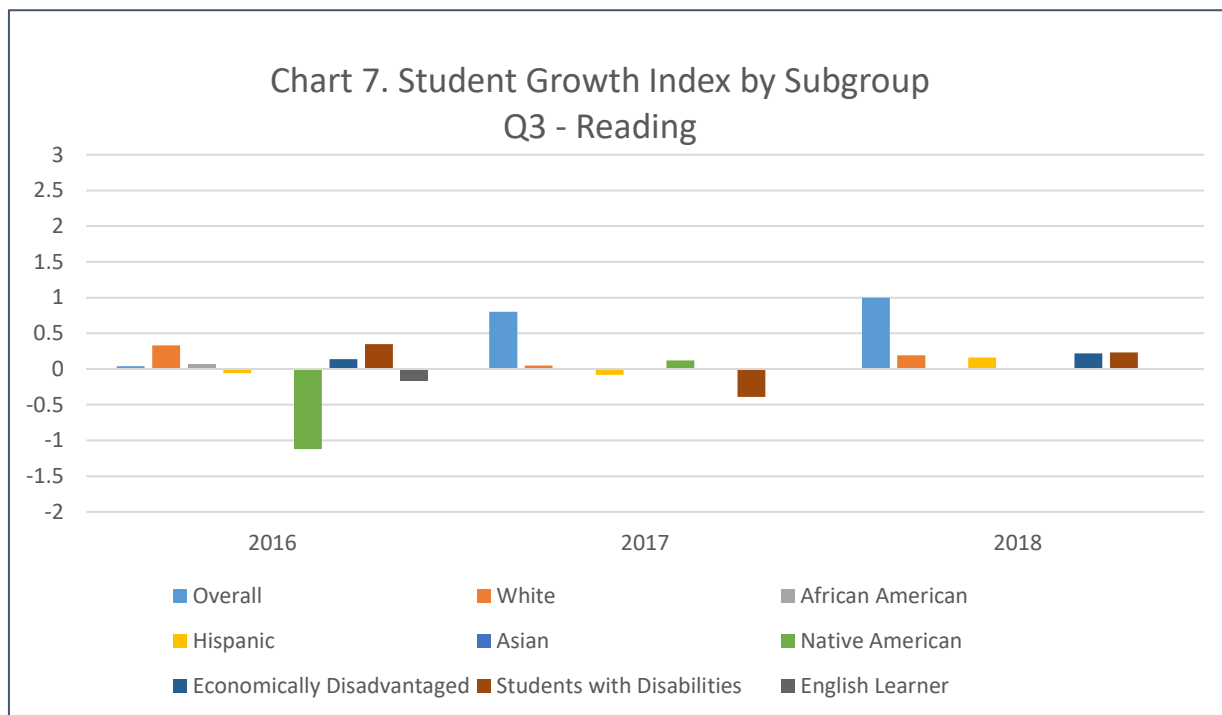


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



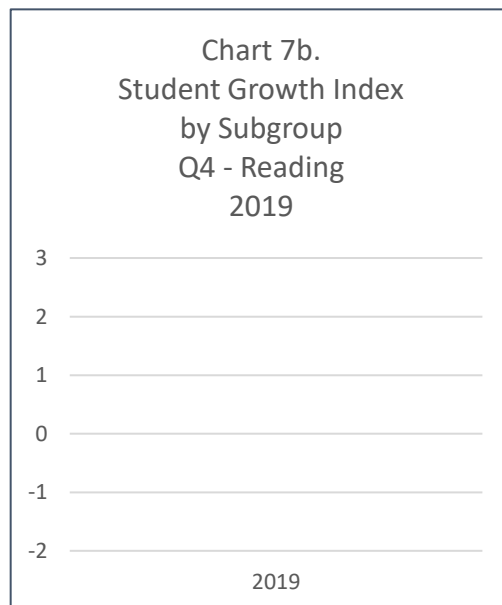
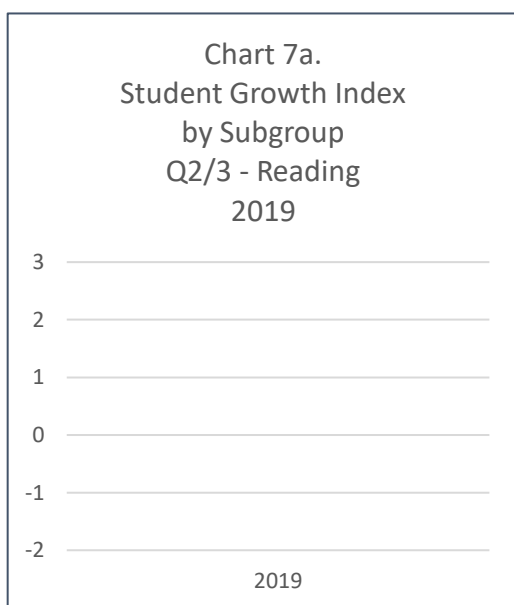
### **Subgroup – Higher-Performing Students in Reading**

**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.**



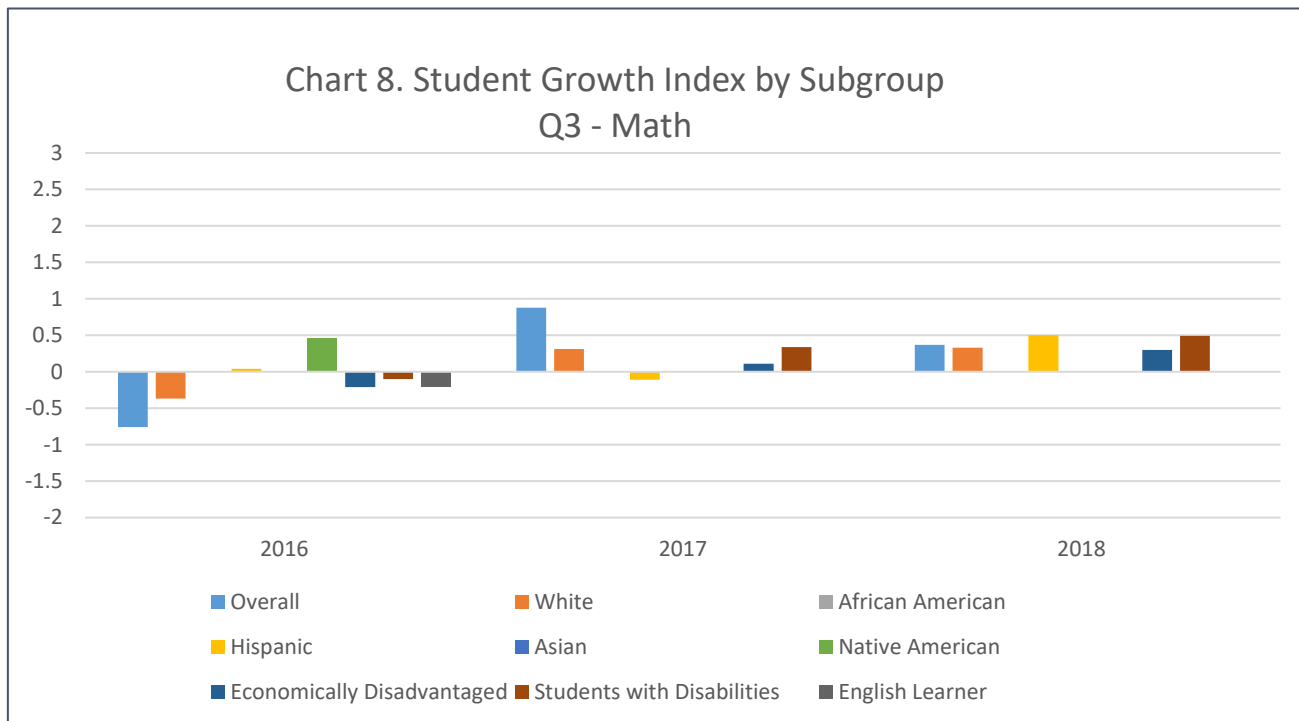
### **SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



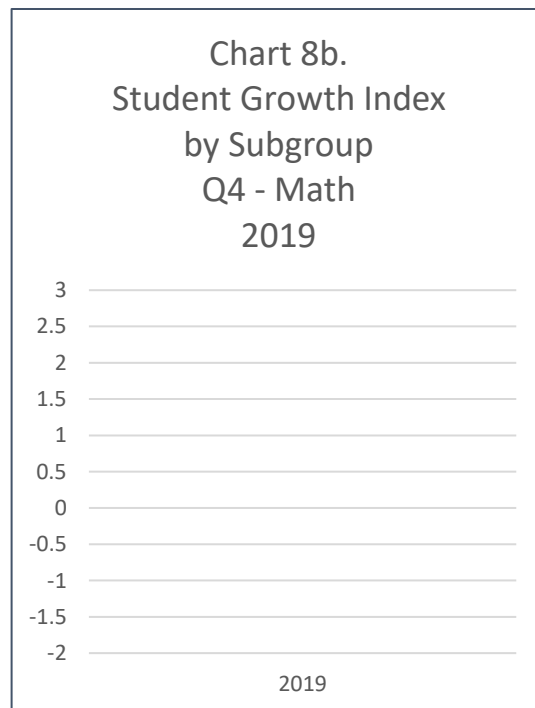
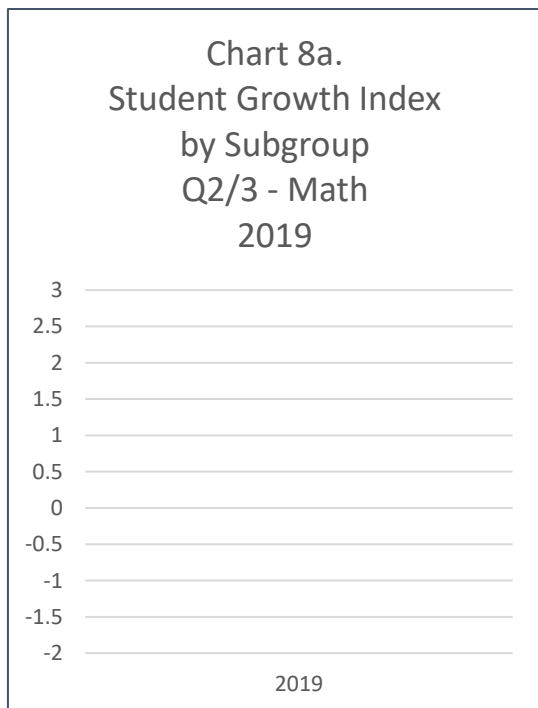
### Subgroup – Higher-Performing Students in Math

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



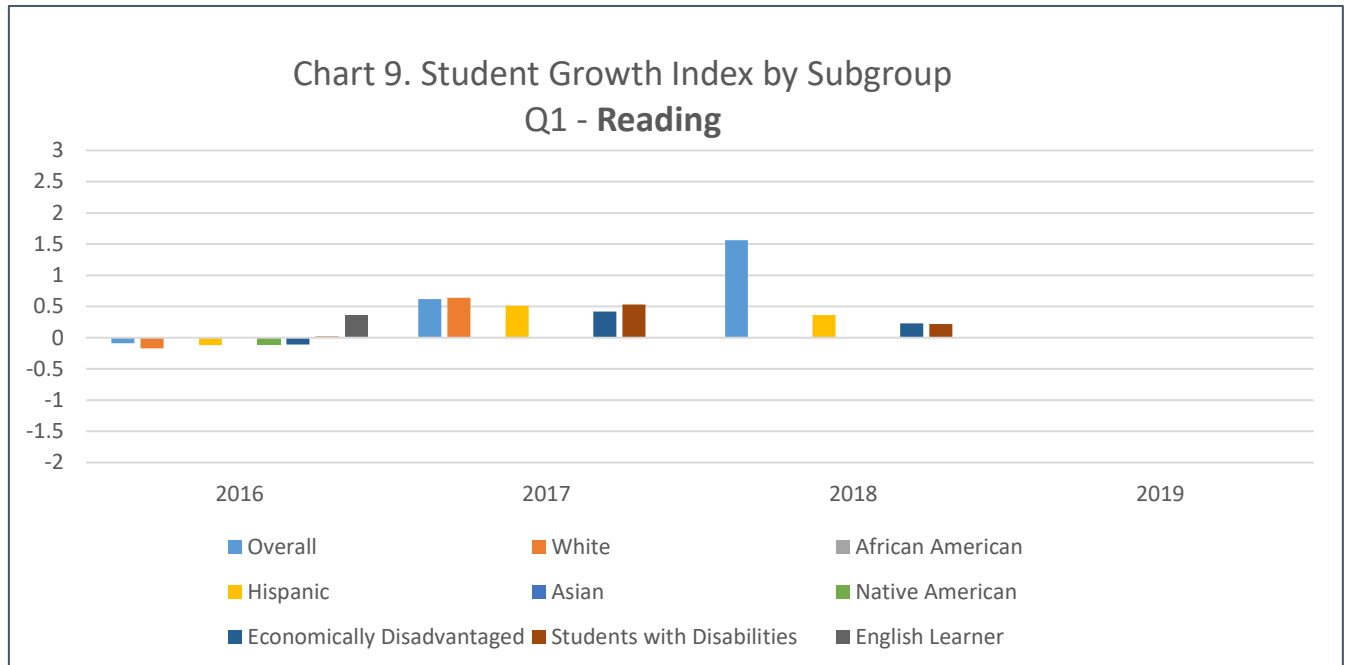
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

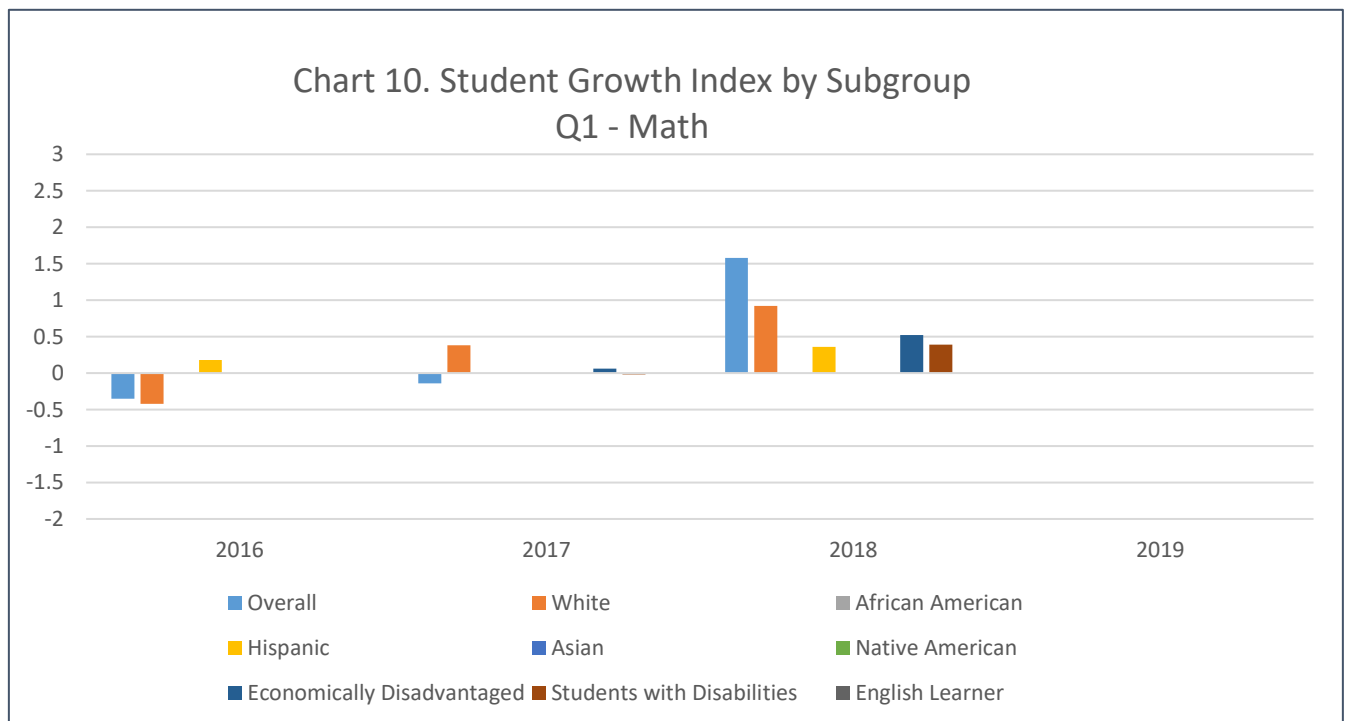


### Subgroup – Lowest-Performing Students in Reading

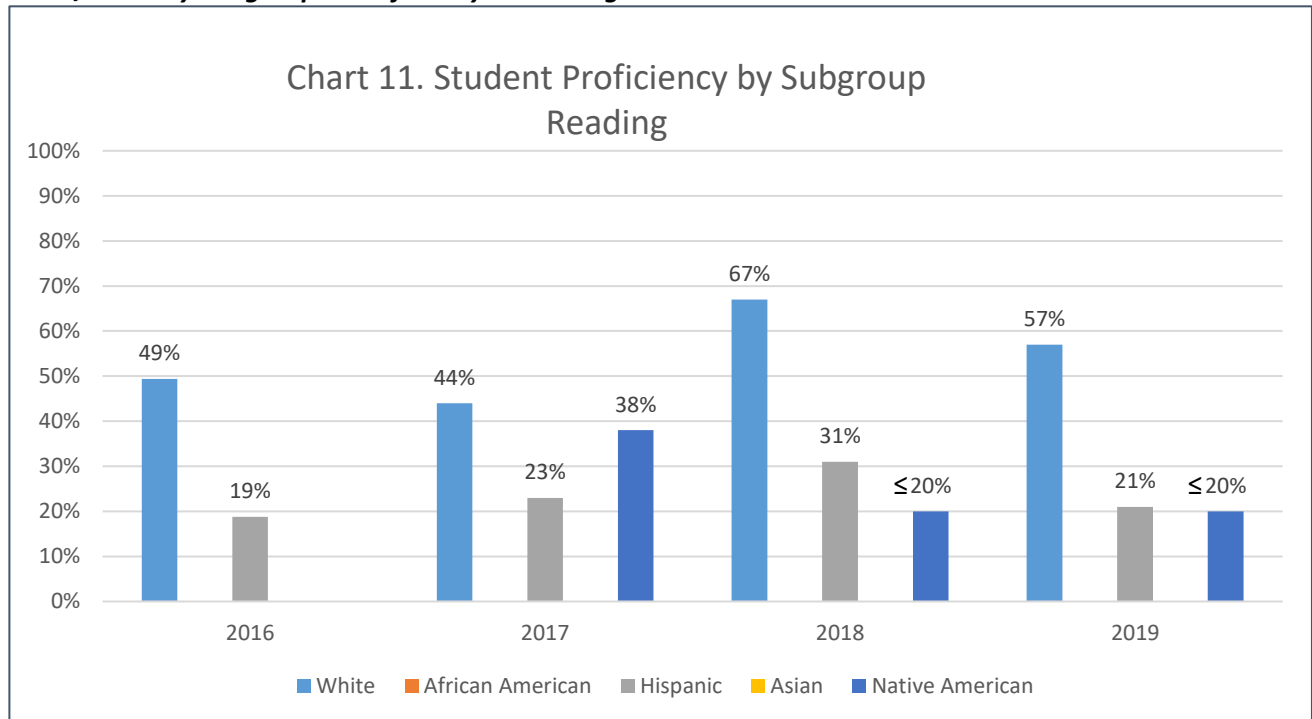
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



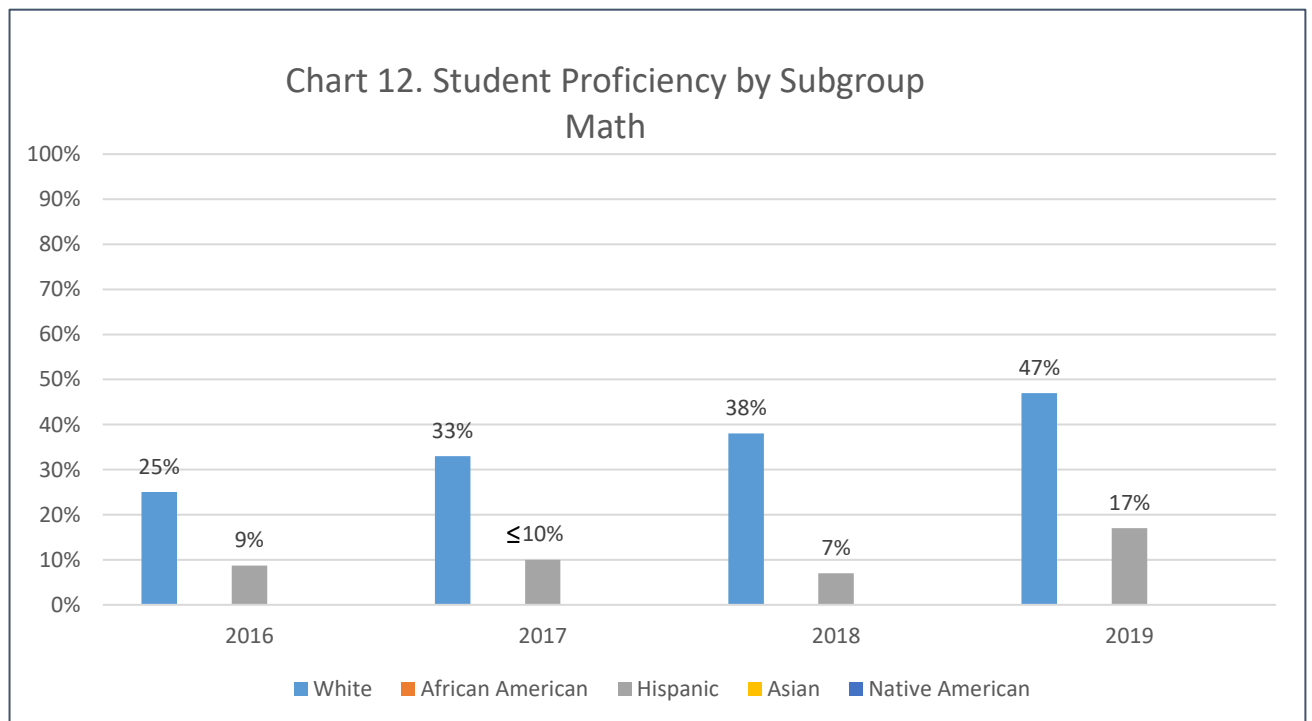
### Subgroup – Lowest-Performing Students in Math



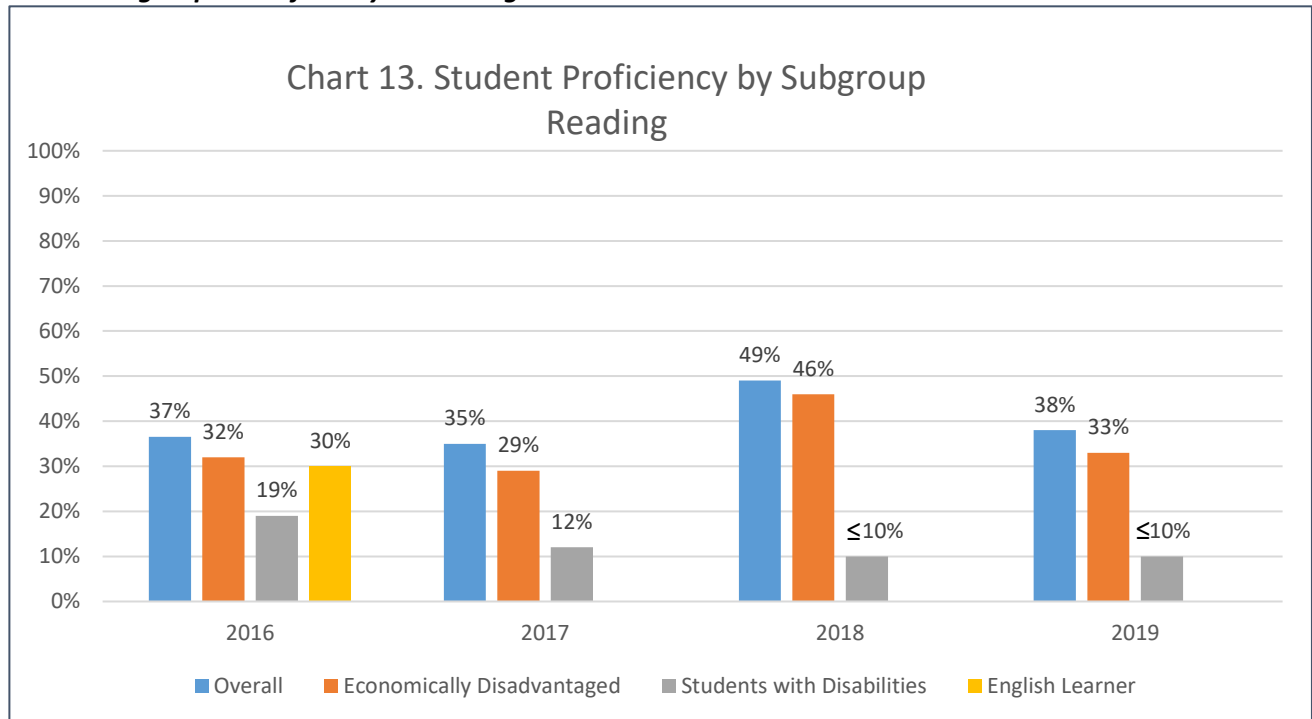
**Race/Ethnicity Subgroups - Proficiency in Reading**



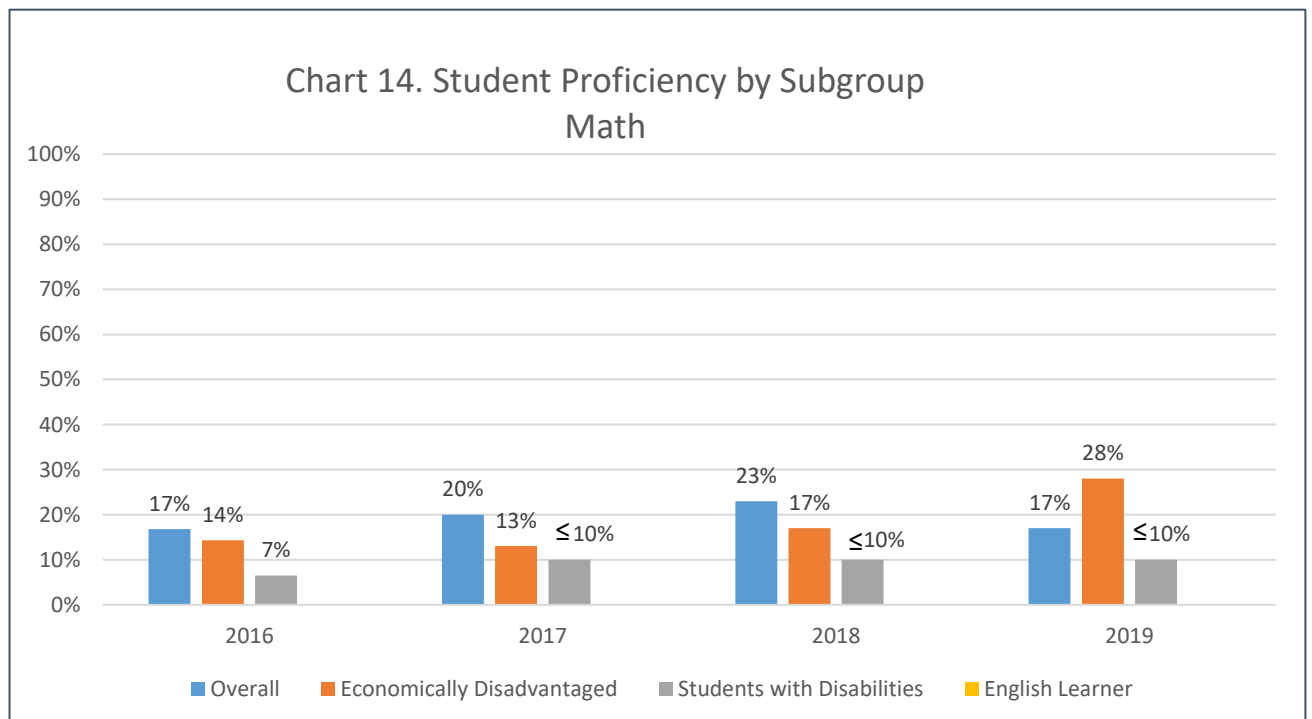
**Race/Ethnicity Subgroups - Proficiency in Math**



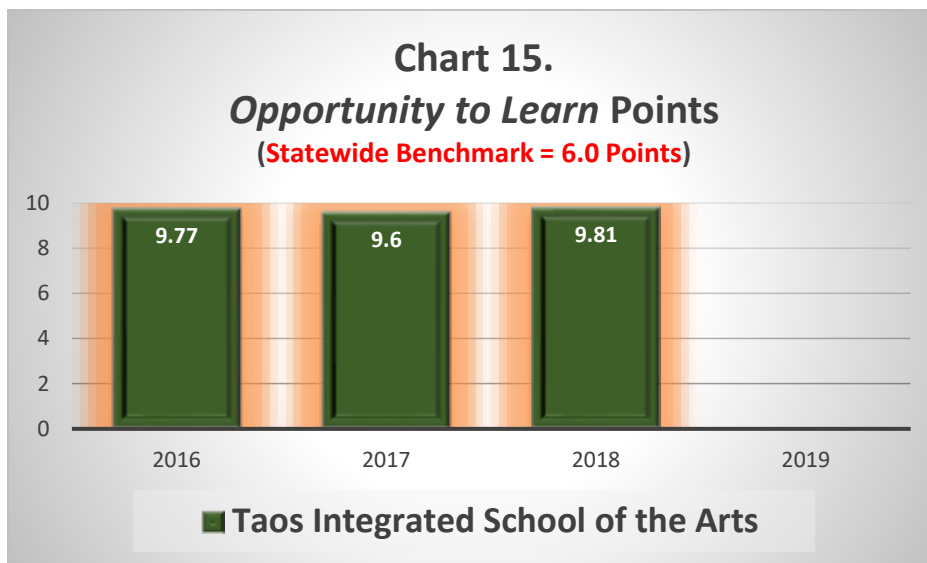
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in 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.





### 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.<sup>1</sup>

	Goal 1	Goal 2	Goal 3
<b>2016</b>	Not rated	Not rated	Falls Far Below
<b>2017</b>	Falls Far Below	Falls Far Below	Does Not Meet
<b>2018</b>	Meets	Does Not Meet	Does Not Meet
<b>2019</b>	Meets	Meets	Does Not Meet

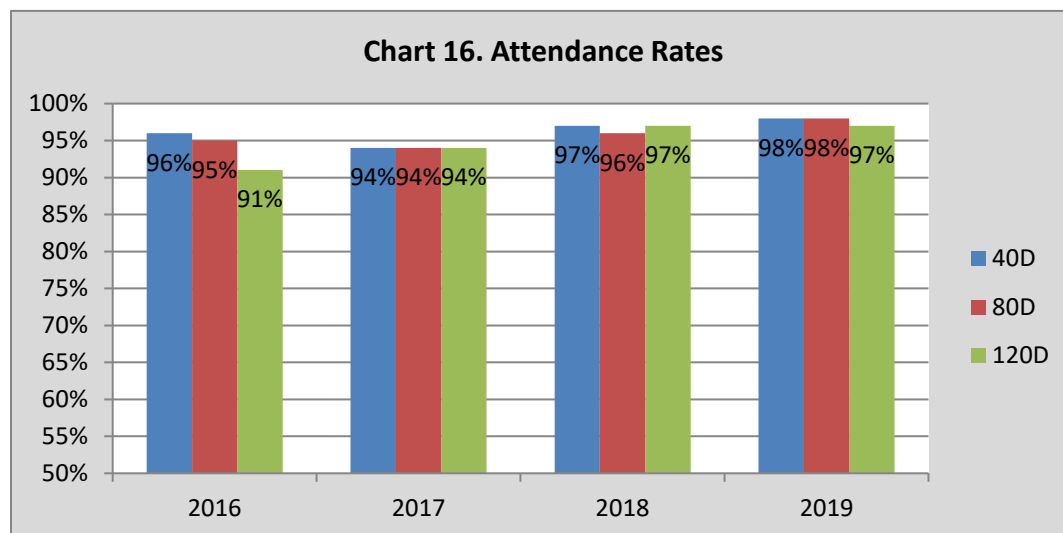
<sup>1</sup> Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

### 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.)

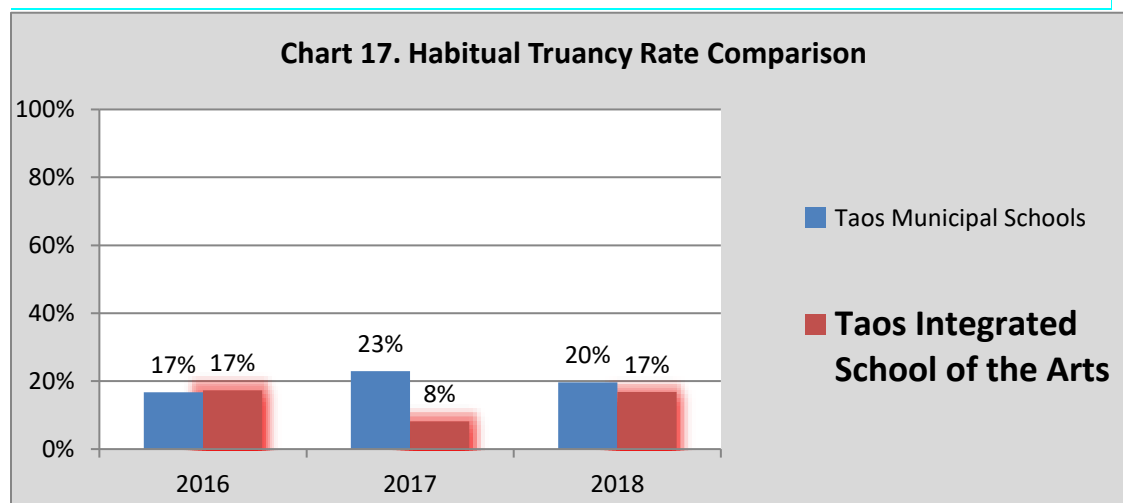
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



#### Habitual Truancy (The statewide target is 2% or less.)

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

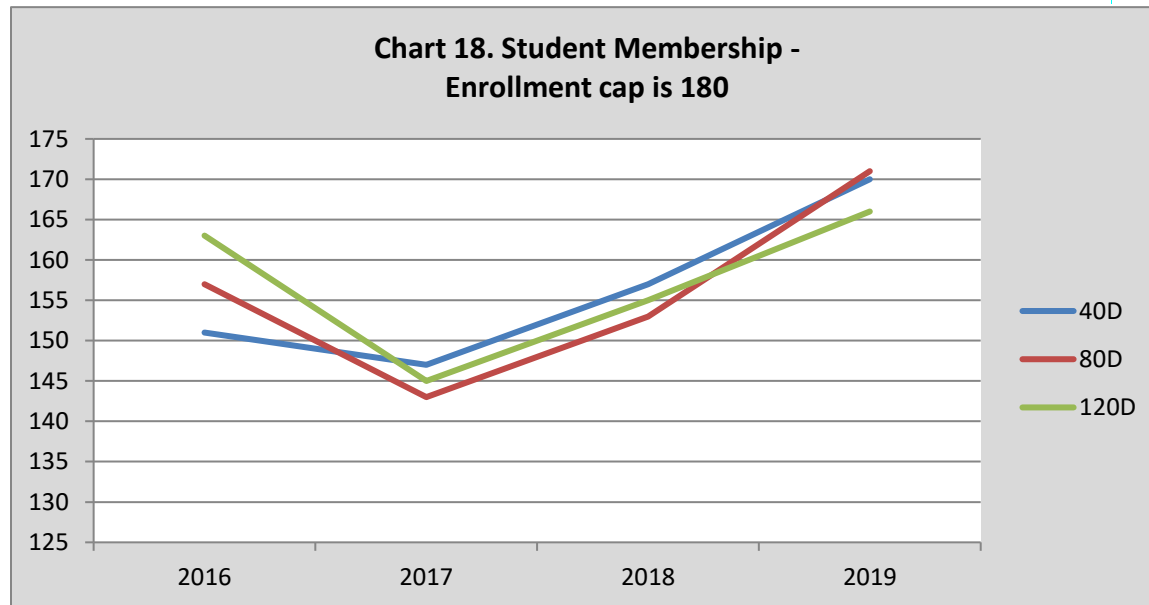
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and



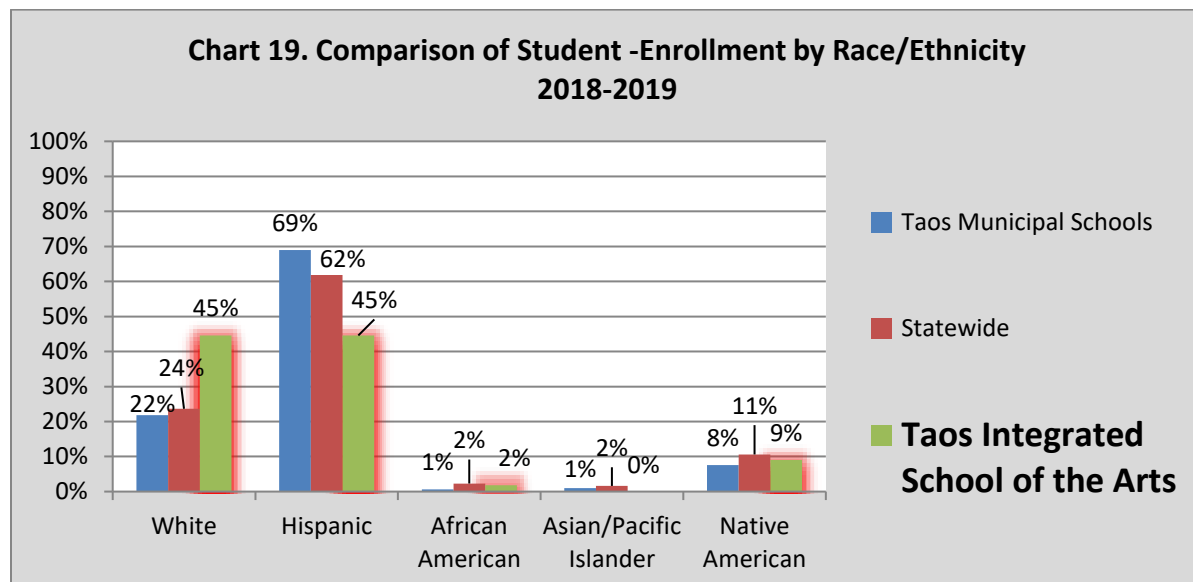
### Student Membership (Enrollment)

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

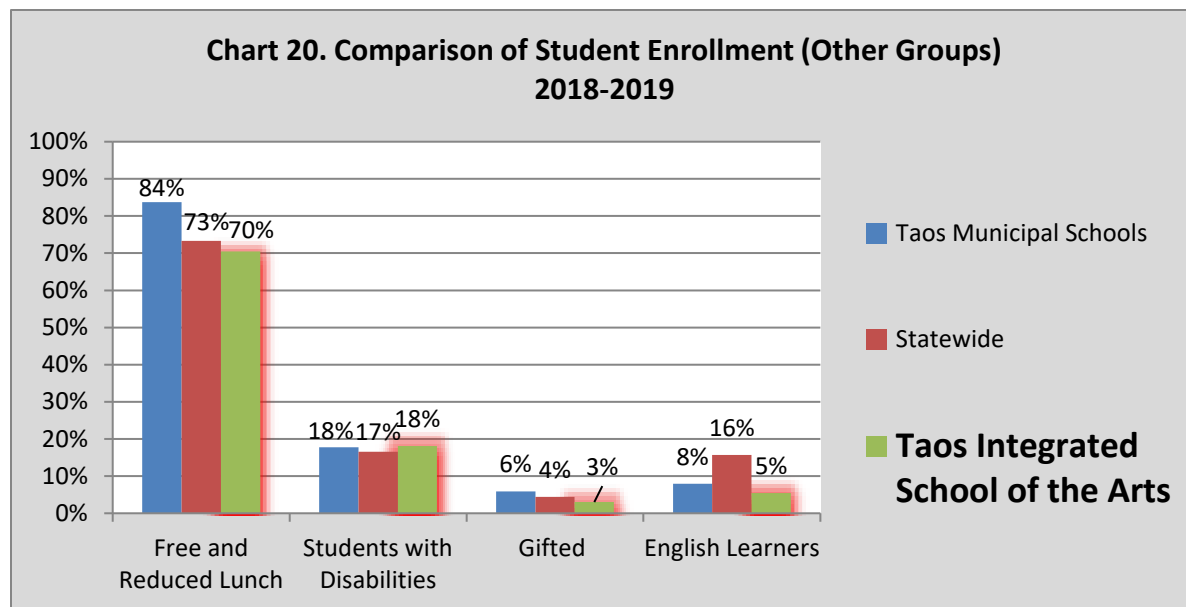


### Enrollment by Race/Ethnicity



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

### Enrollment by Other Subgroups

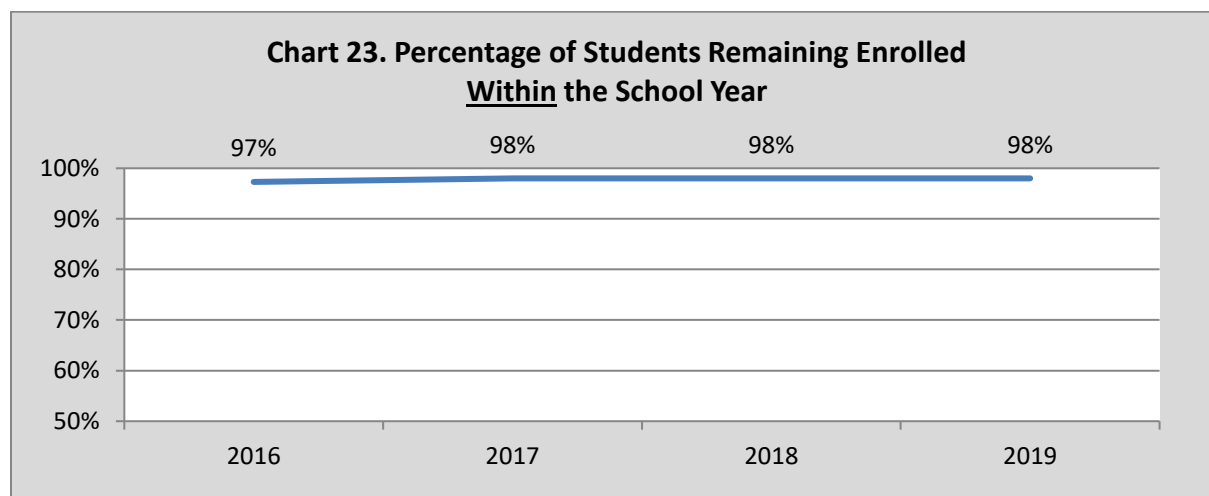


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

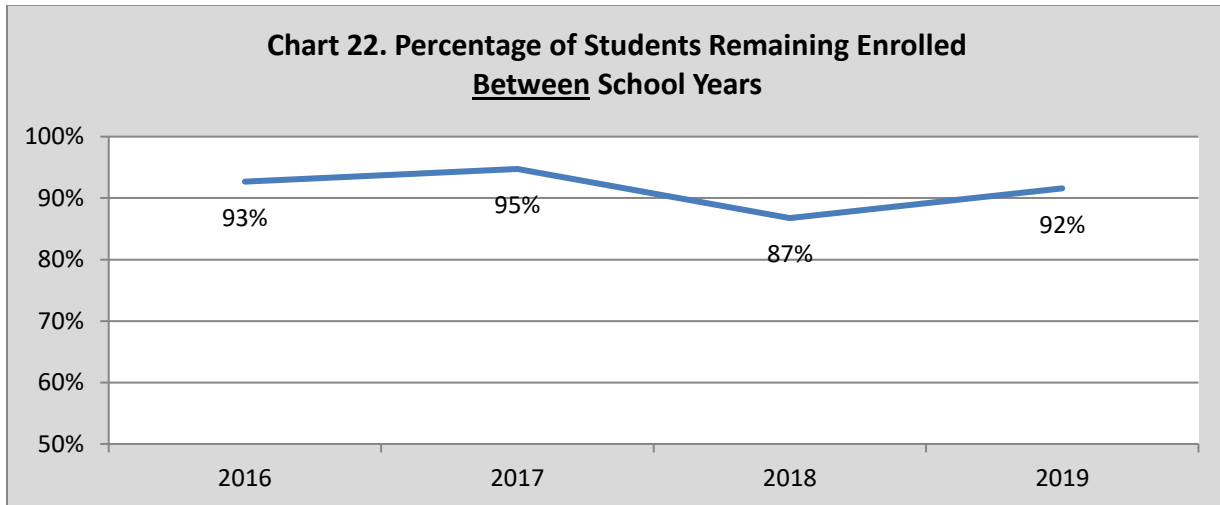
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment 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 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

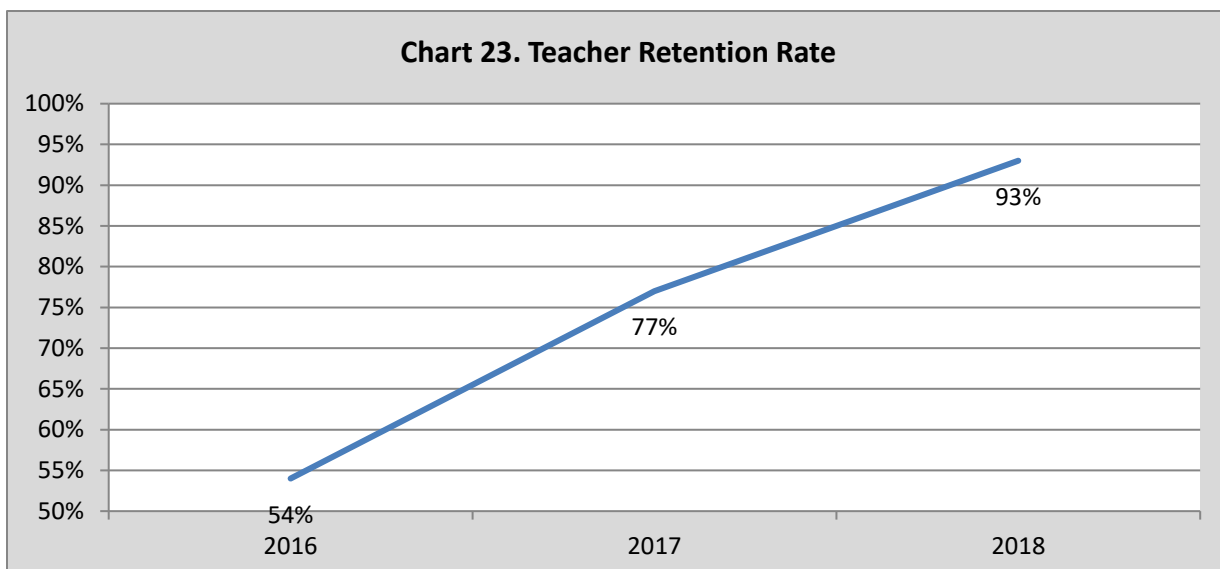


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### 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.



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 21<sup>st</sup> 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
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00 NM A-F School Grading System</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
<b>I-A.01 Required Academic Performance Indicators</b>	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<b>I-A.02 Optional Supplemental Indicators (school specific items in charter)</b>	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00 Educational Plan: material terms of the approved charter application</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01 Educational Plan: applicable education requirements</b>	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.02 Educational Plan: protecting the rights of all students</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)</b>	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.05 Educational Plan: complying with the compulsory attendance laws</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.06 Educational Plan: meet their recurrent enrollment goals</b>	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>IV-A.00 Business Management &amp; Oversight: meeting financial reporting and compliance requirements</b>	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>IV-A.01 Business Management &amp; Oversight: following generally accepted accounting principles</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.00 Governance and Reporting: complying with governance requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>V-A.01 Governance and Reporting: holding management accountable</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00 Employees: meeting teacher and other staff credentialing requirements</b>	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.01 Employees: respecting employee rights</b>	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.02 Employees: completing required background checks</b>	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.03 4d. General Info: Staff Turnover, if applicable</b>			Meets (or Exceeds) Standard
<b>VII-A.00 School Environment: complying with facilities requirements</b>	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.01 School Environment: complying with health and safety requirements</b>	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.02 School Environment: handling information appropriately</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms: data on any terms specified in the school's Performance Framework</b>	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
<b>Ernest Ortega</b>		10/23/2017	Active	8	0	8
<b>Julee LaMure</b>	President	1/13/2016	Active	8	8	0
<b>Pamela Harris</b>	Treasurer	1/16/2018	Active	8	8	0
<b>Pennie Herrera Wardlow</b>	Secretary	1/16/2018	Active	8	8	0
<b>Doris Breier</b>	Vice Pres.	11/9/2016	Active	10	10	0

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.



## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)



## Taos Integrated School of the Arts

### Part B—Progress Report

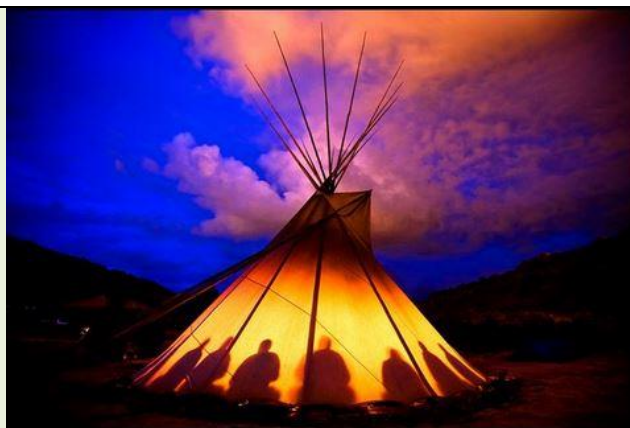
#### 1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

#### *School response:*





Taos Integrated School of the Arts (TISA) presents a brief description of some of its unique, innovative, and significant contributions to public education by specifically addressing its teaching method and philosophy, student achievement, community involvement and learning programs.

### **Teaching Method and Philosophy:**

TISA's 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 School's educational method 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, and visual arts) into each unit of study. All students participate in the various arts integration offered by classroom teachers, along with dance, drama and music activities.

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 full rich curriculum that makes the common core standards come to life in the midst of the arts.

### **Student Achievement**

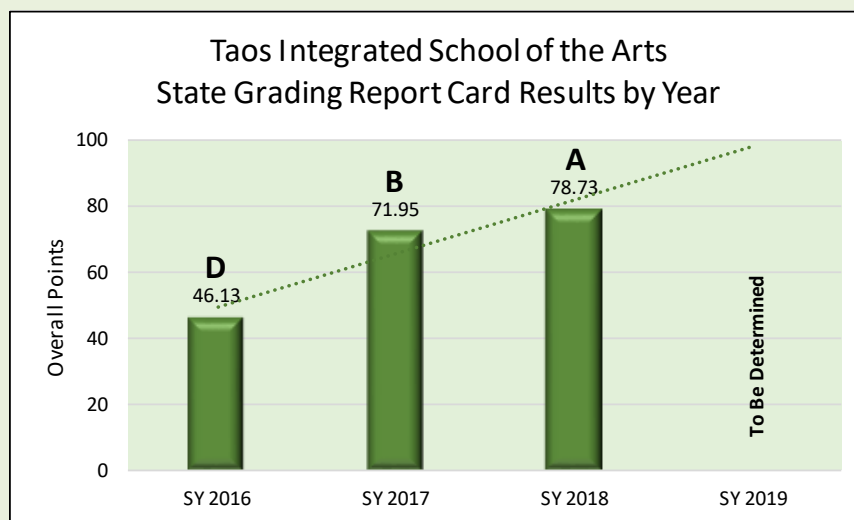
TISA has made extraordinary growth in Reading and Math as demonstrated by PARCC data, School Report Card grades, and NWEA MAP short-cycle assessment data. Following is a brief summary of TISA's academic success. *Note: A full discussion is provided in the next two sections of this application under Academic Performance.*

### PARCC Data

TISA ranked first among state-authorized charter schools in English Language Arts growth over a two-year period (2017-18) and second in terms of English Language Arts growth over a four-year period (2015-18) on the PARCC Assessment.<sup>1</sup>

### School Grade Report Cards

TISA's School Grade Reports demonstrate overall growth from a D to an A in a three-year period, increasing points earned from 46.13 to 78.73. See chart below.



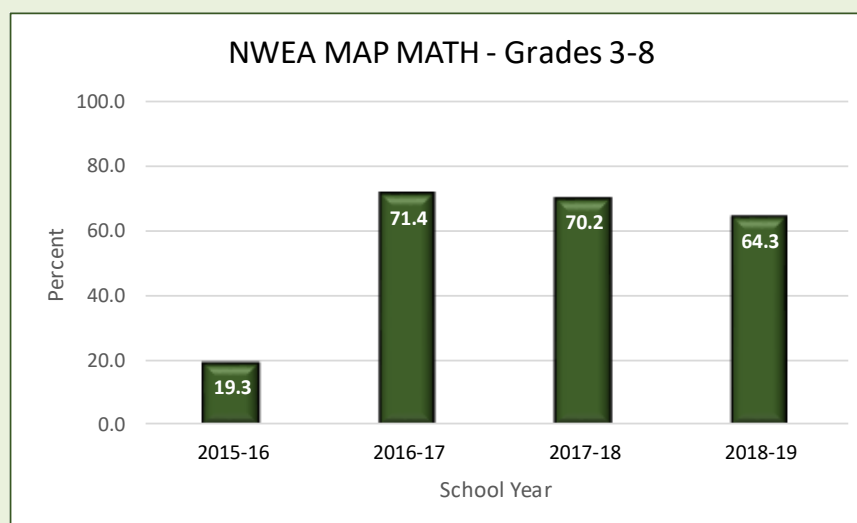
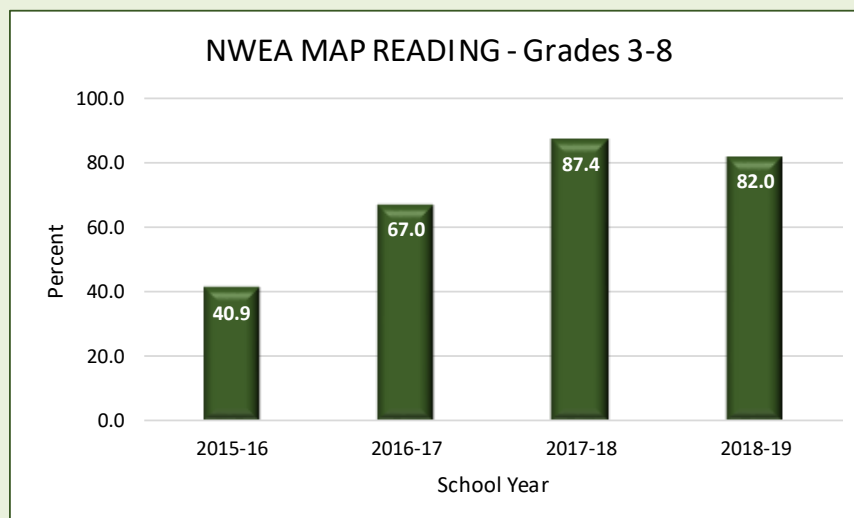
In 2018, TISA received four A's and one C in the five Grade Report *indicators* that are awarded grades. This is in sharp contrast to the 2016 *indicator* performance that included two F's, one D, one C, and one A.

		2016	2017	2018	2019
<b>OVERALL</b>	<b>School Grade</b>	<b>D</b>	<b>B</b>	<b>A</b>	<b>TBD</b>
Indicator	Current Standing	F	C	C	TBD
Indicator	School Improvement / Growth	D	A	A	TBD
Indicator	Student Growth of Highest Performing Students	C	A	A	TBD
Indicator	Student Growth of Lowest Performing Students	F	D	A	TBD
Indicator	Opportunity to Learn	A	A	A	TBD

<sup>1</sup> <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf> , page 28.

### *NWEA MAP Short-Cycle Assessment Data*

Reading and Math proficiency more than doubled over the four-year period from 2015-16 to 2018-19. See charts below.



It is evident by the summary of student achievement above, that TISA succeeded in raising academic proficiency based on PARCC data, the State Grading Report Cards and NWEA MAP data. In doing so, TISA stands as a model of success for public schools that are committed to offering an arts-integrated curriculum.

### **Unique Community Involvement and Learning Programs**

The Taos community is rich in resources for the arts, as well as traditional and/or sustainable land relationships. TISA fully engages with the attributes of its community. Some examples follow:

Harwood Museum Art in the Schools: TISA's K-8<sup>th</sup> grade students participate in the Harwood Museum Art in the Schools program. They visit the galleries six times per year, explore the galleries, engage in discussions and create their own artwork in the education studio. Students are encouraged to view themselves as an integral part of a creative and artistic community.

Twirl and Robotics: TISA students have participated in Twirl's Robotics program. They have also participated in a robotics and coding summer camp in conjunction with Taos Youth Software Community. Twirl is a play and discovery space located in Taos.

National Dance Institute of New Mexico (NDI New Mexico): TISA's 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students and teachers performed in the NDI New Mexico's show, *Think! A Math-Magical Journey*. This performance shared a creative and fun take on math with children in Taos. The show was designed to help students and classroom teachers to make content connections between what they learn in the classroom to the concepts that students danced about in their performances.

TISA Dragons Love Pizza: A school-wide blog club run by students.

<https://tisadragonslovepizza.blogspot.com/>

TISA's Afterschool Clubs and Tutoring: After school clubs (stilt walking, mural painting, etc.) and afterschool tutoring give teachers and students more time to connect and meet student needs for enrichment.

TISA's STEAM Curriculum: The STEAM Lab@TISA is a collaboration between Agnes Chavez and Taos Integrated School of the Arts designed to support and engage TISA's teachers and culturally diverse students in grades K-8 with age appropriate workshops, activities and technology that combine Science, Technology, Engineering, Art and Mathematics (STEAM) for Social Practice. Students participate in local, national, and international design projects through these interdisciplinary collaborations.<sup>2</sup>

Following are a few of many design projects in which TISA students participated:

- The STEAM Lab at the Taos School of Integrated Arts was launched with a series of Twirl workshops. Students from grades K-5 participated in Light Play, which allows them to play, explore and make discoveries with light. <http://www.stemartslab.com/twirls-light-play-in-collaboration-with-tisas-new-steam-lab/>
- *What happens when a physicist from CERN, a Lakota water protector, a Tewa educator and a new media artist meet with 26 Taos fourth and fifth graders? "Lakota Cosmology Meets Particle Physics" is a youth workshop at Taos Integrated School for the Arts (TISA) organized by their STEAM Lab@TISA coordinator, artist-educator, Agnes Chavez. TISA students spent the morning with Dr. Steven Goldfarb (CERN Physicist) and Steve Tamayo (Lakota Cultural Specialist and Water Protector) exploring the mystery of Dark Matter through the lens of two worldviews.* <http://www.stemartslab.com/what->

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<sup>2</sup> <http://www.stemartslab.com/about/agnes-chavez/> and <http://www.stemartslab.com/steam-lab-tisa/>



[\*happens-when-a-physicist-from-cern-a-lakota-water-protector-a-tewa-educator-and-a-new-media-artist-meet-with-26-taos-fourth-and-fifth-graders/\*](#)

- Students from TISA's 5<sup>th</sup>-8<sup>th</sup> grade classrooms participated in the *Water is Life: Standing Rock* project in November 2017. <http://www.stemartslab.com/2016/11/>
- TISA's 3<sup>rd</sup> – 8<sup>th</sup> grade students are currently participating in the Taos Land Trust BIO STEAM Lab, an innovative STEAM plus environmental education program for youth. For example, TISA's 6th grade class with teacher, Erika Tafoya, participated in a 3-Day immersive Pollinator workshop with guest artist Ana MacArthur. The workshop focused on the theme of pollinators and took place in the classroom and on the field at Rio Fernando Park. Through the artist's unique research and practice with biomimicry, holography and optics, students learned about the importance of pollinators to the health of our ecosystem, how pollinators species are in peril and what we can do to help. They learned how to make and paint alginate mold tiles which is part of the artist's work. These students participated in the last day of the workshop when the artist installation went in the ground in August 2019. <http://taoslandtrust.org/2019/05/23/bio-steam-lab-taos-land-trust/>

TISA Talks: A monthly journalism page written and edited by students and published in the Taos News. Following are articles that exemplify how TISA students communicate their unique experiences, including the STEAM Lab projects described above, with the Taos community:

- *Taos Students Take on 45 Schools in Robotic Competition, By Stefan Beier, Flora Mack and Abigail Garcia, March 7, 2019*  
*Excerpt: To represent Taos Integrated School of the Arts (TISA) we sent four teams: Urbanus Proteus, The Robot Crushers, The RoboDragons and Blue Glaucus. For a whole week we had been preparing a line-following program on our computer. On Wednesday (Feb. 27), the four teams gathered together in the multipurpose room and prepared for a competition. The third through fifth grades came in to watch the main event.* <https://www.taosnews.com/stories/lets-get-ready-to-rumble,55468>
- *A Special journey to North Dakota, in Solidarity by Karuna Sesmundo-Davis, For The Taos News, October 18, 2016*  
*Excerpt: A group of 25 of us traveled from Taos up to Standing Rock, North Dakota, to support the protectors of the water and the Earth. We joined those who are gathered in peace on the banks of the Missouri River to stop a huge pipeline from being built under the river (the Dakota Access Pipeline).* <https://www.taosnews.com/stories/tisa-talks-a-special-journey-to-north-dakota-in-solidarity,21764>
- *Pecha Kucha: A Community Gathers to Save Water, by By Flora Mack, TISA 4th grade, May 3, 2018*  
*Excerpt: These fifth-graders are all part of the TISA Poetry Dragons. The theme for this particular Pecha Kucha night was water. Amigos Bravos and Beautiful Midden are both activism programs that helped sponsor this year's Pecha Kucha. Both of these programs came to TISA and helped the middle school clean out the acequia that runs through the golden grass and sagebrush alongside the new campus at TISA.* <https://taosnews.com/stories/pecha-kucha-a-community-gathers-to-save-water,47860?>



- *Let There Be Light – In the Form of the TISA “Lantern Walk, By Amalea Thatcher, Josie Leeson and Jacob Kriegshauser, For The Taos News, November 21, 2016*

*Excerpt: On Oct. 27, students from all of TISA’s grades and their families came and listened to Mrs. Linda Seto talk about the legend of the Lantern Walk. The gathering of close to 200 people processed from the Manzanares Campus to Taos Plaza with their lanterns — while singing a variety of lantern songs that they learned over the year. Students of all grades walked around the Plaza while carrying beautiful hand-made lanterns with a flaming candle inside. The students had decorated the lanterns themselves with drawings, puffballs, wax, LED lights, paper-mâché and other creative materials.*

<https://www.taosnews.com/stories/let-there-be-light-in-the-form-of-the-tisa-lantern-walk,19952>

There is no doubt that TISA is fulfilling its 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.*

## 2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

### a. Department's Standards of Excellence

**For any school that has not maintained a C or better letter grade in SY2016 – SY2018** provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018 do NOT complete this Section.**

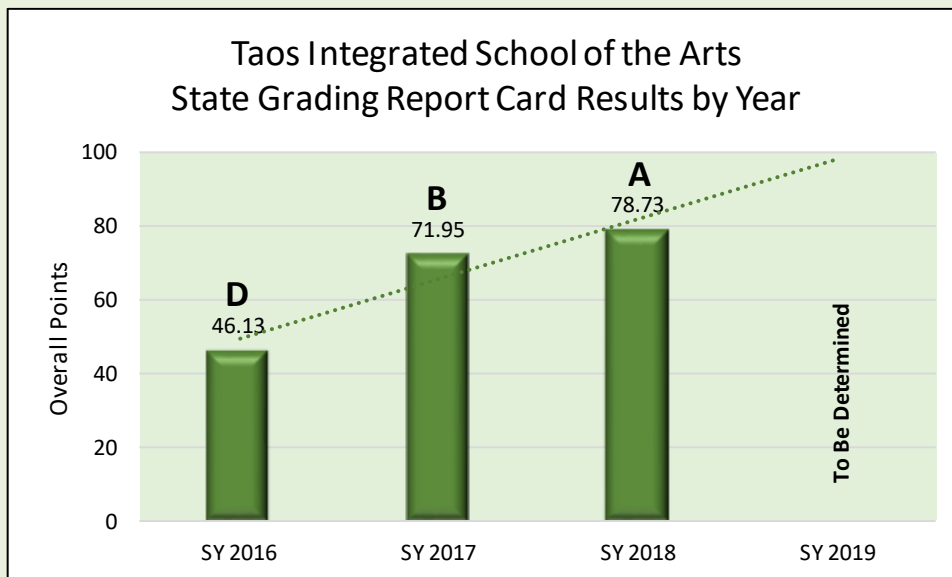
**NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.**

#### ***School response:***

Ranking first among state-authorized charter schools in English Language Arts growth over a two-year period (2017-18) and second in terms of English Language Arts growth over a four-year period (2015-18), Taos Integrated School of the Arts (TISA) received statewide recognition in the NMPED publication commonly referred to as the 2018 PARCC Briefing Packet.<sup>3</sup>

<sup>3</sup> <https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf> , page 28.

The beginning of the current charter contract term (2016) coincided with new leadership, new expectations, and a new school culture. The following charts illustrate the story of a revitalized school back on the rise. TISA received an overall grade of D in 2016, a B in 2017 and an A in 2018.



From the first to the second year of the charter contract term, TISA’s overall points increased significantly from 46.13 to 71.95. From the second to the third year, overall points increased to 78.73. The three-year gain totaled 32.6 points and resulted in a 2018 school grade of A.

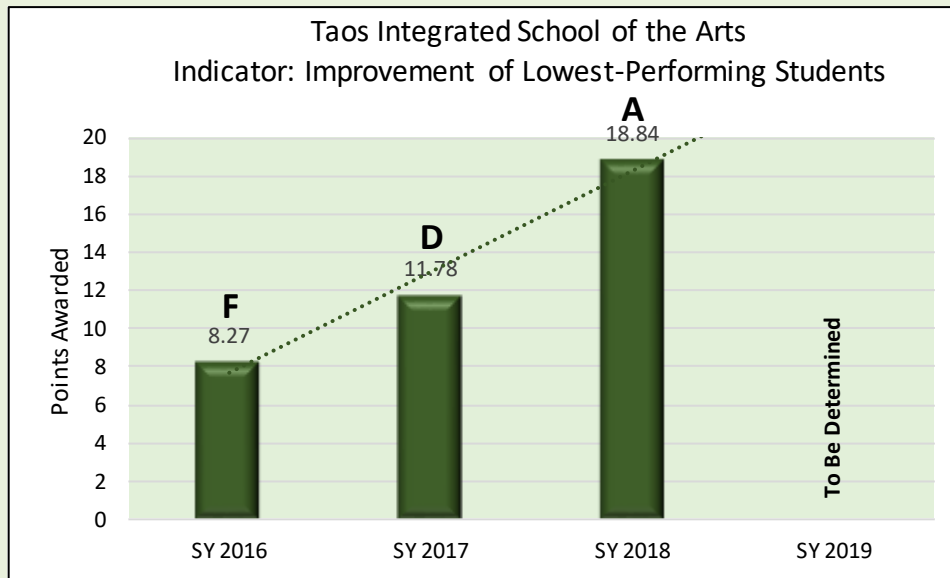
The overall school grade represents a composite of total points and grades awarded to individual indicators that include *Current Standing*, *School Improvement*, *Improvement of Higher-Performing Students*, *Improvement of Lowest-Performing Students*, *Opportunity to Learn* and *Bonus Points*. Following is a brief analysis of TISA’s performance on the indicators.

### Indicator Performance

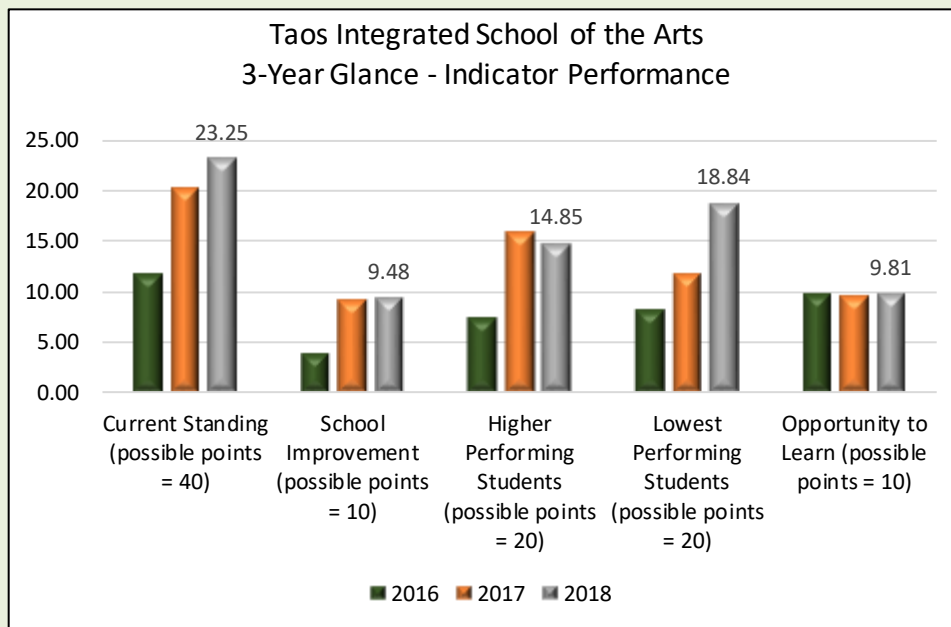
In 2018, TISA received four A’s and one C in the five indicators that are awarded grades. This is in sharp contrast to the 2016 performance that included two F’s, one D, one C, and one A.

In the first two years of the current charter contract term, *Improvement of Lowest Performing Students* was identified as the indicator of most concern in improving TISA’s overall letter grade. In 2016, this indicator received a grade of F; in 2017, this indicator received a grade of D. However, as a result of actions taken, *Improvement of Lowest Performing Students* jumped to a grade of A in 2018.

Following is a chart that illustrates the growth of the *Improvement of Lowest Performing Students* indicator over the three-year period:



It is important to note that the actions taken resulted in improvement in all other graded indicators as well.<sup>4</sup> The chart below offers a 3-year glance at TISA's Indicator performance.



Because each indicator is assigned its own number of possible points, it is important to view the growth of each indicator on the chart individually. For example, the maximum number of points that can be awarded for the Opportunity to Learn indicator is 10 points. TISA consistently earned close to the maximum points each year (9.60, 9.77, 9.81). The maximum number of points awarded for the Lowest

<sup>4</sup> School Grading Report Cards: <http://aae.ped.state.nm.us/>

Performing Students indicator is 20 points. TISA increased the awarded points for this indicator from 8.27 in 2016 to 18.84 in 2018.

### **Actions Targeted to Improve TISA's Overall Letter Grade**

Actions taken, resulting successes, and evidence available for review are identified below.

#### **School Year 2015-16**

The primary points of focus for the 2015-16 school year were to change the school culture and community perception of TISA through academic improvement, clear behavioral expectations and increased parent/community involvement.

#### **Academic Improvement**

Action: Implementation of Common-Core aligned curriculum

- Replaced outdated version of Everyday Math with updated version aligned to the Common Core Standards for grades K-5.  
Evidence: Purchase order; Visual evidence of curriculum implementation in the classroom.
- Purchased Connected Mathematics published by Pearson and implemented in grades 6-8.  
Evidence: Purchase order; Visual evidence of curriculum implementation in the classroom.
- Lucy Calkins Approach to Writing Workshop<sup>5</sup> was introduced in grades K-8. Two faculty members, Dr. Patsy Kinney and Linda Seto, provided continuing professional development for the Lucy Calkins Approach each year.  
Evidence: Implementation of the approach can be observed in classrooms.

Action: Staff observations/evaluations and resulting changes in staffing as necessary.

Evidence: Personnel Records/Files

#### **Clear Behavioral Expectations**

Action: Revised Student/Parent Handbook clearly stating behavioral and academic expectations.

Evidence: TISA Code of Conduct including Stay Green Discipline Plan located in TISA Student/Parent Handbook available on TISA website.

Evidence: <http://tisataos.org/wp-content/uploads/2018/09/2018-2019-Student-Parent-Handbook.pdf>

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<sup>5</sup> <http://www.unitsofstudy.com/>

Action: Implemented a Homework and Makeup Work Policy for the first time. This policy follows the guidelines of the National Parent Teacher Association (PTA) and the National Education Association.

Evidence: <http://tisataos.org/wp-content/uploads/2018/03/TISA-School-Homework-and-Makeup-Work-Policy.pdf>

#### Parent/Community Involvement

Action: All teachers required to use Google Docs (shared documents) and begin a portfolio system that follows students through the grades. The portfolio system serves as a communication tool for teachers with parents.

Evidence: Student portfolios available on-site.

Action: All teachers required to post on Blogs as a communication tool available to parents.

Evidence: <http://tisataos.org/for-parents/>

#### **Successes**

Success: The 2016 “Opportunity to Learn” indicator grade on the School Grade Report Card responded to the following questions: “Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?” TISA increased its indicator grade of B in 2015 to an A in 2016 (the first year of current contract term). The grade increase is a demonstration that the 2015-16 action steps taken to change the school culture and community perception of TISA were successful.

Evidence: 2015 and 2016 School Grade Report Cards

Success: Clear school-wide behavioral expectations were established in the first year of the current contract term. Clear expectations made a significant positive change in the school culture, the learning environment, and community perception.

*Evidence:* TISA Code of Conduct including Stay Green Discipline Plan located in TIS Student/Parent Handbook available on TISA website <http://tisataos.org/resources/policies-procedures/>; Homework and Makeup Work Policy.

Success: Increased parent and community involvement with communication through public class blogs and the availability of student portfolios for use with parent communication and understanding of their student’s work and progress.

Evidence: Grade level blogs <http://tisataos.org/for-parents/>; Student portfolios in Google Docs available on site.

## School Year 2016-17

The primary points of focus for the 2016-17 school year were staffing, support programs tailored to individual student needs, and STEAM education.

### Staffing

Action: Staff observations/evaluations and resulting changes in staffing as necessary.

Evidence: Personnel Records/Files

### Support Programs

Action: Develop support programs tailored to individual student needs.

- Implemented Lexia Reading K-8 for students needing extra support. Lexia is a blended learning program that accelerates the development of fundamental literacy skills for students of all abilities.  
Evidence: Observe program implementation in classrooms.
- Provided a safe afterschool space for students from 3:45 to 5:00 pm at no cost to parents. Tutoring and a “Homework Lab” were available with teachers rotating the tutoring responsibilities. Afterschool Clubs were also available to provide students with enrichment activities.  
Evidence: Teacher/Student Schedules; Observation.

### STEAM Education

Action: TISA, in collaboration with Agnes Chavez and her STEMartslab, was the first school to implement the STEMarts methodology as a school-wide initiative with classroom teachers fully invested in daily curriculum integration of STEAM initiatives. The new STEAM Lab@TISA was launched with a series of “Twirl” workshops. Students from grades K-5 participated in Light Play, which allowed them to play, explore and make discoveries with light. In addition, students from TISA’s 5-8th grade classrooms participated in the *Water is Life: Standing Rock* project in November of 2017. These are just two of the many ongoing projects resulting from this collaboration during the current charter contract term.

<http://www.stemartslab.com/2016/11/>

Evidence: STEMarts Lab Program.<sup>6</sup>

### **Successes**

Success: TISA made a significant improvement by increasing its overall grade from a D in 2016 to a B in 2017.

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<sup>6</sup> <http://www.stemartslab.com/about/agnes-chavez/> and <http://www.stemartslab.com/steam-lab-tisa/>

Evidence: 2016 and 2017 School Grading Report Cards.

Success: In addition to improving TISA's overall grade, improvement was achieved in the School and Student Growth Indicators as follows:

Indicator	2016	2017
School Improvement / Growth	D	A
Student Growth of Highest Performing Students	C	A
Student Growth of Lowest Performing Students	F	D

Evidence: 2016 and 2017 School Grading Report Cards.

### **School Year 2017-18**

The primary areas of focus for the 2017-18 school year were staffing, additional support programs tailored to individual student needs and raising TISA's overall School Grade.

#### **Staffing**

Action: Continued staff observations/evaluations and resulting changes in staffing as necessary.

Evidence: Personnel Records/Files

Action: Hired Reading Specialist and two instructional aides.

Evidence: Personnel Records/Files

#### **Additional Support Programs**

Action: Develop additional support programs tailored to individual student needs.

- Placed students on Kahn Academy<sup>7</sup>, focused on math, and set up accounts for all teachers.

Evidence: Observe on site.

- Refined use of Lexia to target students who were in the lower quartile (Q1).

Evidence: Student data available on site.

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<sup>7</sup> A non-profit offering free online K-12 Math personalized learning for students and instructional tools for teachers.



- Implemented IXL Program in Language Arts (grammar) to target students who are “approaching expectations”.<sup>8</sup>  
Evidence: Student data available on site.
- Fully implemented iStation Math Program for K-5 students and iStation Reading Program for K-2 students.  
Evidence: Student data available on site.
- Continued STEAMLab@TISA in collaboration with Agnes Chavez and STEMartslab.  
Evidence: <http://www.stemartslab.com/steam-lab-tisa/>

### **Success**

Success: TISA received an overall A grade with A’s in all categories save a C in “Current Standing”. Director Rich Greywolf credits the implementation of the Lucy Calkins approach and the Lexia Reading Program as the two elements that made the most difference in raising the overall school grade from a D in 2017 to an A in 2018.

Evidence: 2018 School Grading Report Card.

### **School Year 2018-19**

The primary areas of focus for the 2018-19 school year were to provide healthy lunches to all students, staffing, and identify additional support programs tailored to individual student needs.

#### **Staffing**

Action: Continued Staff observations/evaluations and resulting changes in staffing as necessary. There are currently six Level III teachers on staff; five teachers identified as Exemplary.

Evidence: Personnel Records/Files

#### **Lunch Program**

Action: Provided healthy organic lunches to all students through the National School Lunch Program (NSLP) and the Farmhouse School Lunch Program. The Farmhouse Café and Bakery in Taos serves local, organic USDA meals to TISA students daily. *(Note: TISA will also begin a Breakfast program with Farmhouse in 2019-20.)*

Evidence: Farmhouse School Lunch Program Agreement; Observation of lunch onsite.

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<sup>8</sup> IXL is online personalized learning with a K-12 curriculum, individualized guidance, and real-time analytics.

Additional Support Programs:

Action: Implemented an English language development program through a State Bilingual Multicultural Education Program (BMEP) grant at the Kindergarten level.

Evidence: Approved BMEP Application

Action: Set-up school with Prodigy for K-8 math program that uses incentivized games to teach math.

Evidence: View on-site.

Action: Began using IXL Math and Language Arts K-8 targeting students who scored as “approaching expectations.”

Evidence: View on-site.

Action: Collaborated with NonviolenceWorks in Taos to secure a counselor (volunteer) who is currently working with small groups on Mondays.

Evidence: Personnel file, background check.

**Summary**

**TISA succeeded in improving its overall school grade and indicator grades each year of the current charter contract term as demonstrated in the following chart:**

		2016	2017	2018	2019
<b>OVERALL</b>	<b>School Grade</b>	<b>D</b>	<b>B</b>	<b>A</b>	<b>TBD</b>
Indicator	Current Standing	D	C	C	TBD
Indicator	School Improvement / Growth	D	A	A	TBD
Indicator	Student Growth of Highest Performing Students	C	A	A	TBD
Indicator	Student Growth of Lowest Performing Students	F	D	A	TBD
Indicator	Opportunity to Learn	A	A	A	TBD

## b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

**All applicants must report on each school specific charter goal that is included in the school's performance framework.** Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

**For any applicant that did not meet all of their goals in each year of the contract term**, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.**

### ***School response:***

Taos Integrated School of the Arts negotiated three School-Specific Goals (Performance Indicators): Reading Grades 3-8; Reading Grades K-2; and, Math Grades 3-8. As demonstrated in the previous Sections, TISA achieved significant academic growth over the term of the charter contract. The analysis for this Section shows a similar upward trend for the Reading and Math goals, grades 3-8, as measured by the NWEA MAP assessments. The Reading goal for grades K-2 started strong and ended strong, meeting the standard in each of the four years despite the change in state assessment from DIBELS in the first year to IStation Reading for the following three years.

Presented below is an analysis for each goal in each year of the contract term, including a visual representation of the longitudinal data and a narrative for the two goals that demonstrated growth, but did not meet the School's standard in all four years.

## Goal 2. SHORT CYCLE ASSESSMENT READING 3-8 GRADES

Following is the goal as stated in the Performance Framework:

2. 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.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS, grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (Note: "One year's growth" will be defined as the growth identified on the 2011 NWEA Normative Data [NWEA RIT Score charts attached here]). The school will match the score of each student in the fall to the closest score on the 2011 NWEA Normative Data and determine growth by using the chart in the 2011 NWEA Normative Data.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student tests "proficient" or "advanced" as shown on the attached reports.

### Exceeds Standard:

☐ The school surpasses the target of this indicator if:

85% or more of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results  
OR The student tests "advanced" on the winter or spring short-cycle assessment.

### Meets Standard:

☐ 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.

### Does Not Meet Standard:

☐ The school does not meet the target of this indicator if:

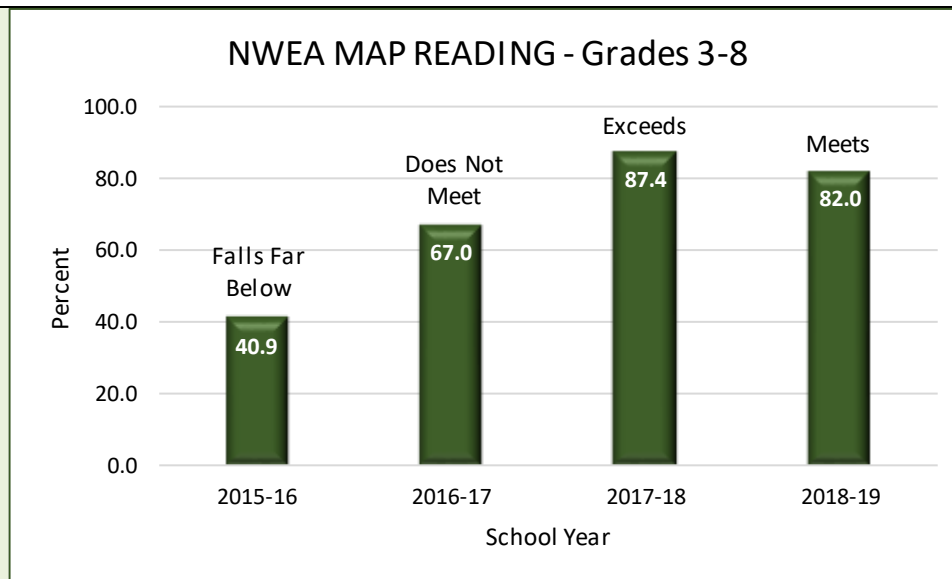
60- 69% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results  
OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

### Falls Far Below Standard:

☐ The school falls far below the target of this indicator if:

Less than 60% of identified students made at least one 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.

The chart below illustrates TISA's performance over each year of the charter contract in Reading as measured by the NWEA MAP Assessment.



Significant growth and proficiency in Reading were achieved over the first three years (2015-16, 2016-17 and 2017-18) and was nearly sustained with a “Meets” rating in 2018-19.

TISA strategically addressed issues that contributed to the “Falls Far Below” and “Does Not Meet” ratings in 2015-16 and 2016-17. Action Steps specifically targeted to improve the school’s performance towards meeting or exceeding the Reading goal’s standards over the four years included the following:

**Action:** Lucy Calkins Approach to Writing Workshop<sup>9</sup> was introduced in grades K-8. Two faculty members, Dr. Patsy Kinney and Linda Seto, provided continuing professional development for the Lucy Calkins Approach each year.

**Evidence:** Implementation of the approach can be observed in classrooms.

**Action:** Staff observations/evaluations and resulting changes in staffing as necessary to ensure effective teaching in Reading and Language Arts. There are currently six Level III teachers on staff; five teachers are identified as Exemplary.

**Evidence:** Personnel Records/Files

**Action:** Implemented a Homework and Makeup Work Policy for the first time in 2015-16.

**Evidence:** This action step also made a significant positive change in the learning environment for Reading/Language Arts instruction. <http://tisataos.org/wp-content/uploads/2018/03/TISA-School-Homework-and-Makeup-Work-Policy.pdf>

**Action:** A “Learning Lab” was established and is available to all students who need help with homework. If a student has a grade below a C they are referred to the Learning Lab which is available

<sup>9</sup> <http://www.unitsofstudy.com/>

Tuesday through Thursday. Afterschool Clubs were also available to provide students with enrichment activities including a “Book Club”.

Evidence: Teacher/Student Schedules; Observation

Action: Implemented and refined the use of Lexia to target students who were in the lower quartile (Q1) in Reading.

Evidence: Student data available on site.

Action: Placed students on Kahn Academy for Language Arts and set up accounts for all teachers.

Evidence: Observe on site.

Action: Implemented IXL Language Arts Program to target students who scored as “approaching expectations.”

Evidence: Student data available on site

Action: Fully implemented iStation Reading Program for K-2 students.

Evidence: Student data available on site.

Action: Hired Reading Specialist and two instructional aides.

Evidence: Personnel Records/Files

#### **Successes:**

As demonstrated in the chart above, growth and proficiency in Reading increased from 40.9% (“Falls Far Below”) in 2015-16 to above 80% in 2017-18 and 2018-19 to earn an “Exceeds” and “Meets” rating in the third and fourth years of the charter contract term.

Evidence: NWEA MAP Reading Data

### **Goal 3. SHORT CYCLE ASSESSMENT READING GRADES K-2**

Following is Goal 3 as stated in the Performance Framework. **TISA met or exceeded this goal in each year of the contract term.**

*3. 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.*

*Growth. In order to show adequate reading progress (the first phrase in each of the standards set forth below), FAY students will demonstrate adequate reading progress in Reading as measured by three assessments using Dibels.*

*The growth will be set in the fall for all students testing Well Below Benchmark or Below Benchmark by using the growth tool and setting above average growth targets for these students and identifying these growth targets in a chart in the fall. The School may set individualized growth targets for students with IEPs using the growth tool as a resource. Students will be scored as having achieved adequate reading progress if they meet*

their growth targets set in the fall on either the winter or spring test.

At or Above Benchmark. In order to show adequate reading progress (the second phrase in each of the standards set forth below), a student tests “At or Above Benchmark” on either the winter or spring testing.

	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>
At or Above Benchmark	119	155	238
Below Benchmark	89 – 118	111 – 154	180 – 237
Well Below Benchmark	88 or below	110 or below	179 or below

**Exceeds Standard:**

☐ The school surpasses the target of this indicator if:

85% 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”)

**Meets Standard:**

☐ 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”).

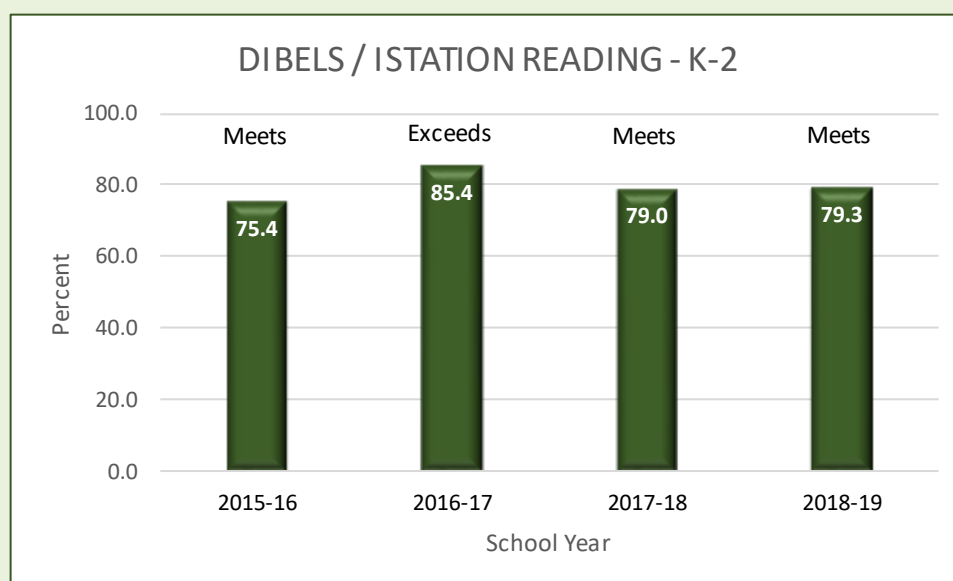
**Does Not Meet Standard:**

☐ 60-69% 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”).

**Falls Far Below Standard:**

☐ The school falls far below the target of this indicator if the school does not meet any of the standards set forth above.

As stated above, TISA **exceeded** this goal in each year of the charter contract term. See chart below for a visual representation of the longitudinal data.



*Note: The first year, 2015-16, the goal was measured using the DIBELS assessment. In 2016-17, the NMPED changed the K-2 assessment to IStation Reading.*

#### **Goal 4. SHORT CYCLE ASSESSMENT MATH 3-8 GRADES**

Following is the Math goal as stated in the Performance Framework:

4. 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.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAPS, grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. (Note: "One year's growth" will be defined as the growth identified on the 2011 NWEA Normative Data [NWEA RIT Score charts attached here]). The school will match the score of each student in the fall to the closest score on the 2011 NWEA Normative Data and determine growth by using the chart in the 2011 NWEA Normative Data.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student tests "proficient" or "advanced" as shown on the attached reports.

**Exceeds Standard:**

☐ The school surpasses the target of this indicator if:

80% or more of identified students made more than one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results  
OR The student tests "advanced" on the winter or spring short-cycle assessment.

**Meets Standard:**

☐ 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.

**Does Not Meet Standard:**

☐ The school does not meet the target of this indicator if:

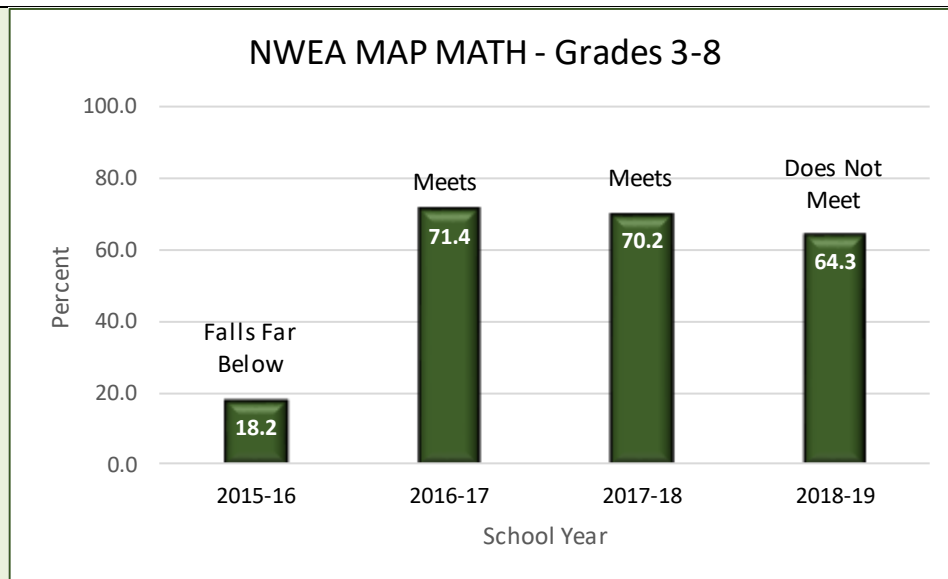
60-69% of identified students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results  
OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

**Falls Far Below Standard:**

☐ The school falls far below the target of this indicator if:

Less than 60% of identified students made at least one 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.





Significant student growth in Math proficiency was achieved between 2015-16 and 2016-17 with a total percentage point gain of 53.2. TISA sustained the growth in 2017-18 meeting the target of 70%; in 2018-19, proficiency decreased slightly to 64.3%.

As with Reading, TISA strategically addressed core issues that contributed to the Math rating of “Falls Far Below” in 2015-16. Action Steps specifically targeted to improve the school’s performance towards meeting or exceeding the Math goal’s standards over the four years included the following:

Action: Replaced outdated version of Everyday Math with updated version aligned with Common Core for grades K-5.

Evidence: Purchase order; Visual evidence of curriculum implementation in the classroom.

Action: Purchased Connected Mathematics published by Pearson and implemented in grades 6-8.

Evidence: Purchase order; Visual evidence of curriculum implementation in the classroom.

Action: Staff observations/evaluations and resulting changes in staffing as necessary to ensure effective teaching in Math. There are currently six Level III teachers on staff; five teachers are identified as Exemplary.

Evidence: Personnel Records/Files

Action: Implemented a Homework and Makeup Work Policy for the first time in 2015-16.

Evidence: This action step also made a significant positive change in the learning environment for Math instruction. <http://tisataos.org/wp-content/uploads/2018/03/TISA-School-Homework-and-Makeup-Work-Policy.pdf>

Action: A “Learning Lab” was established and is available to all students who need help with homework. If a student has a grade below a C they are referred to the Learning Lab which is available Tuesday through Thursday.

Evidence: Teacher/Student Schedules; Observation

Action: Placed students on Kahn Academy for Math and set up accounts for all teachers.

Evidence: Observe on site.

Action: Implemented iStation Math Program for K-5 students.

Evidence: Student data available on site.

**Successes:**

As demonstrated in the Math chart above, growth and proficiency in Math increased from 19.3% earning a “Falls Far Below” rating in 2015-16 to above 70% in 2016-17 and 2017-18 to earn a “Meets” rating in each year. The leap in growth and proficiency of 53.2 percentage points from 2015-16 to 2016-17 was quite an achievement!

TISA will continue to monitor student progress in Math throughout the year. Additional actions to be taken will be based on analysis of the data as the year progresses.

### **3. Financial Compliance**

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

#### **a. Audit Report Summary**

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
<b>FY18</b>	<b>1</b>	<p><b>2018-001 Untimely Processing and Submission of Reimbursement Requests (Other Noncompliance)</b></p> <p><i>Condition/Context:</i> As of June 30, 2018, the School had outstanding reimbursement requests that approximated \$221,000, which represents the reimbursement requests for the entire year.</p>	<p><b>2018-001</b></p> <p>The School did comply with the mandatory deadline of Requests for Reimbursements and does understand the need to submit more often throughout the year.</p> <p>Action: BARS will be submitted quarterly or biannually based on the amount of the request to ensure availability of unrestricted cash for operational purposes.</p> <p>Evidence: BARS submitted biannually or quarterly as of December 31, 2018 through present.</p> <p>Effectiveness and evidence: Unrestricted cash available for operational purposes.</p>
<b>FY17</b>	<b>3</b>	<p><b>2016-001 Internal Control Structure (Other Non-Compliance) Repeated and Modified</b></p> <p><i>Condition:</i> During our review of 25 disbursements, we noted an instance where the School made a payment to a vendor totaling \$6,907 which agreed to the amount on the invoice. However, the vendor's invoice did not calculate the total properly and the invoice should have only totaled \$6,857. This</p>	<p><b>2016-001</b></p> <p>This finding was prior to implementation of additional procedures for review of payment of invoices.</p> <p>Root Cause: The vendor's invoice was not cross-checked prior to making a payment to the vendor.</p> <p>Action: Additional procedures were implemented:</p> <ul style="list-style-type: none"> <li>All invoices must be reviewed by the Business Manager prior to the payment being approved.</li> </ul>

		<p>calculation error on the invoice resulted in the School overpaying the vendor by \$50. An internal control structure finding for an overpayment was reported in 2016 and the School has implemented controls to help prevent this in the future.</p>	<ul style="list-style-type: none"> <li>• All check signers have been trained on review of invoices.</li> <li>• The personnel responsible are the Director, Business Manager, and the check signers.</li> </ul> <p>Corrective action has been taken and monitoring will be on-going.</p> <p>Evidence: School's current Internal Control Procedures; Documentation of training of check signers.</p> <p>Effectiveness: The finding was not repeated in FY18.</p> <p>Specific Evidence: FY18 Audit Report Vol. II pg. 277</p>
		<p><b>2017-001 Procurement (Other Non-Compliance)</b></p> <p><i>Condition:</i> The School did not follow their procurement policy when purchasing firewalls for \$48,000. Quotes were not obtained prior to the purchase of these goods.</p>	<p><b>2017-001</b></p> <p>Root Cause: School's Procurement Policy was not followed. Quotes for firewalls (necessary for E-Occupancy certification) were obtained by Landlord; however, they were not provided to the school as requested.</p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• The school will follow and continue to be diligent in following its procurement policy.</li> <li>• The school will make sure the Chief Procurement Officer is involved in any future transactions of this kind.</li> </ul> <p>Evidence: Purchase of tangible items between \$5,001 - \$19,999.99 will have documented quotes kept with the purchase requisition.</p>

		<p><b>2017-002 Background Checks (Other Non-Compliance)</b></p> <p><i>Condition:</i> During our internal control test work over 25 payroll transactions we noted an instance where the complete background check was not maintained as certain key pages were missing. Upon request of the completed background check, we noted results that we believe would have required an individual being adjudicated prior to hire. Management was unaware of the results of the background check and an adjudication process was not taken upon hiring this individual.</p>	<p>Effectiveness: The finding was not repeated in FY18.</p> <p>Specific Evidence: FY18 Audit Report Vol. II pg. 277</p> <p><b>2017-002</b></p> <p>Root Causes: Controls were not in place to ensure the complete background check was maintained on file. In addition, an adjudication process did not occur prior to hiring the individual.</p> <p>Action(s): The Director personally checks all files and places a document in each folder stating the review. Director lists these findings and determines whether the employee can continue to be employed. Director's background check is reviewed by the governing council.</p> <p>Evidence: School's current control procedures for personnel files.</p> <p>Effectiveness: The finding was not repeated in FY18.</p> <p>Specific Evidence: FY18 Audit Report Vol. II pg. 277</p>
FY16	2	<p><b>2016-001 Internal Control Structure (Material Weakness)</b></p> <p><i>Condition:</i> During our review of 60 disbursements, we noted an instance where the School made a payment to a</p>	<p><b>2016-001</b></p> <p>Root Cause: Input error. Extra digit entered in quantity line of accounting software.</p> <p>Action: The School has implemented additional procedures to ensure that</p>

		<p>vendor totaling \$5,768; however, the vendor invoices only totaled \$1,313. The School overpaid this vendor in the amount of \$4,455. This occurred in January 2016 and the School is now attempting to receive reimbursement for this overpayment.</p>	<p>the issue does not continue to happen:</p> <ul style="list-style-type: none"> <li>• All invoices are now required to be submitted to the Business Manager before an approval is given for the checks to be printed.</li> <li>• Check signers are also receiving more training on what must be reviewed prior to their signature.</li> <li>• The School has issued a letter to the vendor that was overpaid and has asked for restitution of the overpayment.</li> <li>• The personnel responsible for correcting the finding are the Director, Business Manager and Check Signers.</li> <li>• The School immediately added the review of accounts payable by the Business Manager.</li> </ul> <p>Evidence: School's Internal Control Procedures; Letter to Vendor with supporting documentation.</p> <p>Effectiveness: Overpayment fully reimbursed by Vendor. The finding was not repeated in FY18;</p> <p>Specific Evidence: FY18 Audit Report Vol. II pg. 277</p>
		<p><b>2016-002 ERB Contributions and Reports (Compliance)</b></p> <p><i>Condition:</i> The New Mexico Educational Retirement Board (ERB) instructions for preparing Contribution Form 100 indicates that the</p>	<p><b>2016-002</b></p> <p>Root Cause: At year-end, the School inadvertently did not include the summer payrolls with the final June 2016 Form 100 report.</p>

		<p>summer accrued payrolls are to be included in the June form 100 report. From review of the June 2016 report submitted by the School, it did not include the summer accrued payroll information. Therefore, the contributions related to the June accrued payrolls were submitted late in August 2016.</p>	<p>Actions for Improvement:</p> <ul style="list-style-type: none"> <li>• The issue was noticed when submitting the file for direct deposit (final summer payroll - August 5, 2016). When the issue was noticed it was immediately corrected.</li> <li>• The School will continue to review payroll registers for accuracy.</li> <li>• The personnel responsible for correcting this finding are the Business Manager and Director.</li> </ul> <p>Evidence: Corrected June 2016 Form 100 report.</p> <p>Effectiveness: The finding was not repeated in FY17 or FY18.</p> <p>Specific Evidence: FY17 Audit Report Vol. II pgs. 136-138 FY18 Audit Report Vol. II pg. 277</p>
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## b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

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 (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

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 provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

### ***School response:***

**Taos Integrated School of the Arts maintained all Board of Finance authority during the entire term of the contract.**

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:  
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received “working to meet” or “fall far below” in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

**School response:**

Taos Integrated School of the Arts met the standard for the Material Terms Section in each year of the charter term.

## b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any OCR complaints or formal special education complaints**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **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 site visit.

**Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

**School response:**

Indicator	2018-19 Concern(s) Identified (Cause)	Improvement Actions and Outcome
<p>III-A.01: 1b) Educational Plan: applicable educ requirements</p> <p>Rating: "Working to Meet Standard"</p>	<p>Kindergarten instructional hours fell short of the 990-minimum required by law.</p>	<p>Improvement Action: As requested by the PED team, TISA provided an amended calendar for the 2019-2020 school year showing that the Kindergarten school day will be extended by 20 minutes to meet the minimum requirement of 990 hours.</p> <p>Outcome: Instructional hours for Kindergarten meet the requirements of law.</p> <p>Evidence: Amended calendar for the 2019-2020 school year uploaded in WebEPSS and available on site.</p>
<p>IV-A.00: 2a) Business Mgmt/Oversight: financial compliance</p> <p>Rating: "Working to Meet Standard"</p>	<p>Prior to release of FY18 Audit, PED requested that the "School upload into WebEPSS evidence of actions it has taken to remedy finding(s) (if any) identified in the FY18 audit report (e.g., audit committee meeting minutes initially reviewing/discussing finding[s] and minutes from subsequent meetings showing that the committee is monitoring the school's efforts to remedy identified finding[s].</p> <p>TISA had one finding, 2018-001, Untimely processing and submission of Reimbursement Requests (Other Noncompliance)</p>	<p>Improvement Action: As stated in the WebEPSS by the Charter Schools Division: "The PED team rated this indicator as Working to Meet Standard because the school provide [sic] evidence of implementation of the Financial CAP, specifically evidence of a Finance Committee meeting and indication that the school will improve the submission of RfRs and are training another person to assist."</p> <p>Outcome: School will submit RfRs biannually or quarterly. <i>Note: CSD recommends quarterly at a minimum.</i></p> <p>Evidence: Finance Committee meeting record dated March 18, 2019 uploaded in WebEPSS under the IV-A.00: 2a) Indicator.</p>

<p>V-A.00: 3a) Governance &amp; Reporting: OMA, policies, &amp; training</p> <p>Rating: "Working to Meet Standard"</p>	<p>Not all Governing Council members completed their required training.</p>	<p>Improvement Action: As stated in the WebEPSS by the the PED team: "The PED team has rated this indicator as Working to Meet Standard because the school's governing board provided an action plan to address timely reporting of governing board member changes and for completing mandatory training hours. . ."</p> <p>Outcome: TISA has ". . . instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law." (PED team)</p> <p>Evidence: Action Plan uploaded in WebEPSS under V-A.00: 3a) Indicator.</p>
<p>VII-A.00: 5a) School Environment: facilities &amp; emergency drills</p> <p>Rating: "Working to Meet Standard"</p>	<p>Site Visit Dec. 4, 2018: Rating based on previous year's (2017-18) emergency drill non-compliance as noted in WebEPSS.</p>	<p>As stated in the WebEPSS: "The PED team has rated this indicator as "Working to Meet Standard" because the school was found to be out of compliance in the prior school year, submitted an action plan to work toward compliance, and has implemented the action plan to remain in compliance, to the date of the site visit. Next year's rating will be based on the current year's compliance for the entire school year."</p> <p>Outcome: TISA is in compliance with emergency drill requirements.</p> <p>Evidence: 2018-19 Emergency Drill Logs available on site.</p>
<p>VII-A.01: 5b) School Environment: health &amp; safety</p> <p>Rating: "Working to Meet Standard"</p>	<p>Although TISA was able to provide an Excel spreadsheet created by the school outlining students that were currently on an approved vaccination-waiver, the school had</p>	<p>As stated in the WebEPSS: "The PED team has rated this indicator Working to Meet Standard because the school has provided the requested evidence and, as a result, has instituted remedies that</p>

	not completed a master immunization log in PowerSchool.	<p>have resulted in compliance or prompt and sufficient movement toward compliance with law. The school provided a copy of a master immunization log.</p> <p>Outcome: TISA completed a Master Immunization Log.</p> <p>Evidence: Copy of the Master Immunization Log in WebEPSS; also available on site.</p>
<p>I-A.01: (2) Mission Specific Performance Indicator(s)</p> <p>Rating: Pending</p>	The Charter Schools Division has not yet given a final rating for the Mission Specific Performance Indicator. Data was submitted on 8/12/2019 by Richard Greywolf.	WebEPSS Status: "Resubmitted for Review"
<p>III-A.04: 1e) Education Plan: English Language Learners</p> <p>Rating: Pending</p>	The Charter Schools Division has not yet given a final rating for the English Language Learners response that was "Resubmitted for Review" 9/10/2019 by Richard Greywolf	WebEPSS Status: "Resubmitted for Review"

### c. Governance Responsibilities\*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

**Each school must identify how they have met governance responsibilities during the term of the contract.** Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

**If the school identified any governance requirements they were unable to meet,** the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

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 site visit.

#### ***School response:***

Membership has changed numerous times over the course of the charter term. As a result, the Governing Council has adopted a vetting process, and has made it mandatory that potential members sit through a Governing Council meeting prior to being voted on.

Following is a table displaying the membership of the Governing Council during the term of the contract including roles, service terms and committee membership:

Membership 2019-2020	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership
Julee LaMure	President	01/13/2016	Current	Finance
Pamela Harris	Treasurer	12/19/2017	Current	Finance

Andrea Nicholson	Member	08/20/2019	Current	
Lisa Logan	Member	08/20/2019	Current	
Jeremy Lujan	Member	08/20/2019	Current	
Ernest Ortega	Member	10/23/2017	08/20/2018	
Doris Breier	Vice President	8/21/20018	05/24/2019	
Penny Wardlow-Herrera	Secretary	12/19/2017	05/24/2019	
<b>Membership 2018-2019</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Julee LaMure	President	01/13/2016	Current	Audit
Penny Wardlow-Herrera	Secretary	12/19/2017	Current	Audit
Doris Breier	Vice President	8/21/2018	Current	Finance
Pamela Harris	Treasurer	12/19/2017	Current	Finance
Ernest Ortega	Member	10/23/2017	Current	
Siena Sanderson	Member	11/9/16	8/21/2018	
<b>Membership 2017-2018</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Jill Cline	President	8/13/2014	12/19/2017	Audit
Julee LaMure	Vice President	01/13/2016	Current	Finance
Chris Pieper	Treasurer	10/10/2012	10/23/2017	
Ernest Ortega	Member	10/23/2017	Current	
Aileen Godat	Member	9/26/2017	11/29/2017	
Karen Paull	Member	10/23/2017	12/19/2017	
<b>Membership 2016-2017</b>	<b>Role(s)</b>	<b>Service Term Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Jill Cline	President	8/13/2014	Current	Audit/Finance
Chris Pieper	Vice President	10/10/2012	Current	
Julee LaMure	Secretary	01/13/2016	Current	Finance
Siena Sanderson	Member	11/9/2016		Audit
Johanna DeBiase-Mack	Member	11/12/2014	11/9/2016	
Ernest Ortega	Member	10/23/2017	Current	
<b>Membership 2015-2016</b>	<b>Role(s)</b>	<b>ServiceTerm Begin Date</b>	<b>Service Term End Date</b>	<b>Committee Membership</b>
Jill Cline	President	8/13/2014	Current	Audit/Finance
Julee LaMure	Vice President	01/13/2014	Current	Finance
Siena Sanderson	Member	11/09/2016		
Ernest Ortega	Member	10/23/2013	04/18/2017	
Chris Pieper	Secretary	10/10/2012	10/23/2017	

- *any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members:*  
When the Governing Council fell below 5 members the Governing Council has found replacements for those members. Also when members did not complete hours, members were asked to leave. As a result, Governing Council has adopted an action plan.
- *any time when the governing body did not maintain the required committee membership;*  
When a Governing Council member has not completed hours, they have been asked to step down. Governing Council has since adopted an action plan to address this issue.



- *the amount of time any vacancies were open:*  
Typically, vacancies were filled within a month of resignation.
- *any board members that did not complete required training hours in any of the years of the contract term:*  
Anytime members did not complete training hours they have been asked to step down. Since that time the Governing Council has adopted an action plan.

*Note:* TISA Governance and Reporting Corrective Action Plan is available in the WebEPSS and on site.

**\* All schools must provide a response for this section of the application.**

Email from the school dated 9/18/2019:

REQUEST FOR REVIEW OF DATA FOR SCHOOL-SPECIFIC GOALS AND RATINGS:  
Pg. 14 of 22, Part A1b. Specific Charter Goals, Figure 2. Progress towards Charter Specific Goals

RATINGS ARE INCORRECT.

DATA FOR ALL FOUR YEARS IS AVAILABLE AND TISA HAS REVIEWED AND ANALYZED EACH YEAR USING A CONSISTENT FORMAT.

2018-19 NWEA MAP data for Math and Reading has been uploaded in the WebEPSS. The Istation data for K-2 Reading has also been uploaded. Current status for School-Specific Goals shows "Resubmitted for Review".

Attached are data analyses for the NWEA MAP and DIBELS/Istation from prior years including 2015-16, 2016-17, and 2017-18. We request that the ratings be adjusted based on this data. We believe the ratings should be as follows:

Year	Goal 1 – Reading Grades 3-8	Goal 2 Grades K-2	Goal 3 – Math Grades 3-8
2016	Falls Far Below	Meets	Falls Far Below
2017	Does Not Meet	Exceeds	Meets
2018	Exceeds	Meets	Meets
2019	Meets	Meets	Does Not Meet

Thank you for your consideration.

"Education is not the filling of a pail, but the lighting of a fire."

~**William Butler Yeats**

Rich Greywolf  
TISA Director  
575-779-9311 cell  
575-758-7755 Ext. 200

PO Box 668  
Taos, NM 87571