



Albuquerque Public Schools  
Office of Innovation and School Choice

2024 APS Expedited Charter Renewal  
Application

Digital Arts and Technology Academy

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# APS Expedited Charter Renewal Application Overview

## Sections of the Application:

The Expedited Charter Renewal Application includes the following sections:

### [Charter Renewal Application Online Instructions](#)

#### Part 1—School’s Executive Summary

#### Part 2—Record of Performance (Self-Report)

#### Part 3—Plan for the Next Charter Term (Strategic Plan)

#### APPENDIX

- Documents to be notarized –
  - Submit a Form that notarizes the Petition of Support from Employees
  - Submit a Form that notarizes the Petition of Support from Households
- Lease documentation
- Performance Framework Reports and Amendment Requests

## Getting Started:

1. Read the online [APS Charter Renewal Application instructions](#) before you begin to prepare your written document. While these instructions are geared towards a general renewal application, it is important that you understand what is expected of all schools facing renewal.
2. Begin process for surveys/petitions of families and employees. You will need to submit a notarized form that certifies a petition of support from both 1) families as well as your 2) staff. Begin the process of collecting signatures of support for each petition.
3. Review your current charter, including any approved amendments, prior to completing the Renewal Application.
4. Review the Expedited Charter Renewal Rubric, which the renewal team will use to evaluate your application.
5. Use this Renewal Application MS Word file to enter your responses directly into the text box fields provided within each section and:
  - Cite the analysis of student achievement data conducted by your school’s Core Team
  - Cite evidence from your analysis when making claims

## About the MS Word Application:

- To support you in submitting a complete application, each section of the application consists of questions and tasks.
- Enter all responses into the corresponding text field or table provided. Response format should be [12-point blue text](#).

- For each question, you are provided with guidance on the length of your response. This is only a suggestion. You will not be disqualified if you require longer responses.
- Include all large digital/scanned items (for example: .jpg, .png, .pdf including performance frameworks) in the Appendix document.

## **Expedited Application Eligibility**

In order to be eligible for the expedited renewal application, your school must have met the following requirements and standards throughout the previous 5 year term:

- 80% of performance indicators listed in charter were met
- 70% of mission-specific goals were met
- 90% students are performing at grade level
- Students are meeting English Proficiency standards
- Students are meeting Mathematics proficiency standards
- Graduation rate set in charter contract has been met (if applicable)
- History of compliant IEP's
- Evidence of proficiency of students with IEP's or those in an ELD/ELS program per standards set in charter contract
- 0-2 findings in Financial Audit, with 0 ratings in relation to rating
- In the "green" for previous site visit

## Part 1—School's Executive Summary

### Mission-Specific Goals

**Question 1: Re-state your mission and vision and indicate if there have been any changes made during the current charter term. (1-2 paragraphs)**

**Mission Statement from current charter: The mission of Digital Arts and Technology Academy (DATA) is to provide a dynamic learning environment through the use of direct instruction, online learning, project based learning and dual credit options.**

**Vision Statement from current charter: It is the purpose of DATA to ensure students master grade level skills, and benefit from career exploration opportunities provided in the career and technical education (CTE) courses. DATA graduates will have the skills necessary to pursue post-secondary and/or career options.**

In 2019 DATA started to restructure how we thought about learning and how we could highlight the rich and diverse culture of New Mexico through authentic experiences. We planned for student-led experiences that were cross-curricular and required creative, independent, and reflective thinking. DATA's plan included adding a middle school option, 7th and 8th grade, in order to create learning experiences that were rooted in community, identity, and reflection.

A team of faculty members and administration began to design and create authentic experiences for our students and develop a pilot program where students went into the city of Albuquerque to learn more about perceptions and issues within our community. Student groups then returned to school and developed a presentation around their discoveries and presented to an audience of peers and parents. This was the start of developing immersive experiences for students. In the fall of 2019 teachers researched schools that provided an expeditionary experience as we began to plan and design. Spring of 2020 the leadership group refined practices, developed a reset form, identified key faculty expectations and practices, as well as refined our graduate profile so faculty could implement practices to reinforce these in the classroom. The next day, schools were closed and we were required to put those initiatives on hold and build a virtual school.

As we finished out 2020 and began planning for virtual instruction for 2020-21 our focus and priorities had to shift. It required a great deal of creativity and teamwork in order to create a virtual experience for our students that would provide social-emotional support while maintaining academic expectations. A team of educators created a virtual school on Discord, a gaming platform, called the Dragon Lair. Here each teacher had their own channel where they could post assignments as well as connect with students through audio and visual capabilities. Even though we were virtual, staff designed immersive experiences for students, one in January, which was virtual, and one in June which had an in-person option. They were week-long experiences with a morning and afternoon session. Students signed up for one session in each time slot. Options included, cooking and baking, a build from scratch custom computer, bandlab, stop motion animation, mythologies of Nataraja, trail clean up in the Sandias, mural painting, muppet construction, fly fishing and many others.

## Part 1 - School's Executive Summary

When we began offering in-person learning again in April 2021, it was clear that students and families were struggling financially, emotionally and personally. The start of the 2021-22 school year amplified these struggles and it was the beginning of an extremely difficult year. Students dealt with the loss of friends and family members. Occurrence of student anxiety, stress and depression were higher than we had ever seen, and social norms and expectations had to be retaught. It was not any easier for the members of our staff who dealt with similar trauma, loss, stress and anxiety.

We created opportunities for staff to meet and discuss social issues and how we could create a more equitable learning experience for all of our students. In order to create systems and practices that were equitable, we needed to examine and reflect on personal biases. This resulted in the development of crew groups composed of 6-8 staff members. We met once a week and used discussion questions and topics from *Courageous Conversations* both virtually and in person.

Unfortunately, in 2021-22 DATA also experienced the traumatic death of three students. There was a shift in perspective as far as what students and teachers felt was important. The need for social-emotional support and personal care trumped the priority for assessments and data around student learning. Everyone wanted students to be engaged, to attend school regularly and to improve academic skills. However, there seemed to be truth to the great resignation, both with staff and students. Many teachers left the profession after the 2021-22 school year and it was difficult to find educators who still had hope in the system.

We shifted our Mission and Vision to capture a more holistic view of our educational program and enhance the creative and artistic aspect of our evolved elective program.

**Mission:** Designing creative learning environments that promote curiosity, social justice, equity, joy and empathetic practices through the creative arts.

**Vision:** To develop independent creative thinkers capable of choosing their own path and purpose.

**Question 2: Provide your mission-specific goal statements from this charter term and describe the measures established to monitor performance on MSGs. How does your student experience align with your MSGs? (1-2 paragraphs)**

Below are the two mission specific goals DATA chose and rubrics for the 2020-24 charter term.

### **Mission Specific Goal 1:**

**Students in elective courses, CTE, will demonstrate mastery in at least one of their chosen programs of study.(Drama, Art, CAD, Film, Editing, 3D Printing, Graphic Arts or Student generated option)**

**Mastery will be determined by a portfolio submission evaluated using the CTE specific rubric aligned to the following four skill categories: Process, Technical, Communication and Critical/Creative thinking.**

We started the process of establishing baseline data around this mission specific goal in the fall of 2019. CTE instructors established and calibrated rubrics to be used to determine student mastery. At the time, elective courses were year long and CTE instructors began gathering formative data around student projects with the goal of completing a summative project in the Spring of 2020. The following is a sample of the rubrics created. Technical Skills

- Demonstrates pencil control
- Uses preliminary sketches to plan a work

## Part 1 - School's Executive Summary

- Uses value changes to create a sense of depth
- Uses color to convey emotion
- Demonstrates brush control with watercolor paint
- Realistically depicts simple 3D shapes
- Uses emotive lines

### Creative and Critical Thinking Skills

- Demonstrates ability to draw accurately from observation
- Utilizes multiple elements of design in a composition
- Use color theory to make a harmonious work of art
- Demonstrates understanding of light hitting an object or face
- Demonstrates understanding of basic form of the human body

### Communication Skills

- Demonstrates ability to advocate for self
- Demonstrates ability to identify and describe the use of elements of design in works of art
- Successfully engages in working critique (weekly small group shares of current student work)
- Successfully engages in self critique
- Successfully engages in one on one quarterly meeting

### Process and Professionalism Skills

- Consistently allows others to focus on their work during class
- Consistently works to the best of ability during class
- Demonstrates respect for self, class, and teacher
- Consistently arrives to class on time and comes back from breaks on time
- Completes HW Sketches

Our elective programs are the biggest draw for students and the opportunity to develop industry standard skills aligns with DATA's mission of preparing students for both college and career opportunities. Due to the shift to virtual learning, it was difficult to establish a process for gathering data around this goal. The past three years we have seen a large turnover in staff and have had difficulty establishing consistent data around this goal. We have, however, grown our CTE offerings and provided opportunities for students to showcase their work through NM Film Prize Junior, a spring art exhibition at Harwood Art Center, Project SOS (Save Our Satellites) and increased dual credit courses (IAIA photography and printmaking) and AP opportunities in art. Although we had 35-40 students enrolled in our AP art courses collectively each year, many students choose not to take the AP exam. We are happy to see the number of students who are choosing to participate in the exam increase. Below are our AP scores from Spring 2023-2024 in Drawing and 2D Art and Design.

| AP Course         | Number of students and score 2023 | Number of students and score 2024        |
|-------------------|-----------------------------------|--|
| Drawing           | 1 score of 3, 1-score of 4        | 1 score of 2, 2 score of 3               |
| 2D Art and Design | 1 score of 2, 1 score of 3        | 5 score of 3, 2 score of 4, 1 score of 5 |

**Mission Specific Goal 2:**

**Based on graduation aims, students will demonstrate progress towards each aim: Creative Investigators, Empathetic Individuals, Academic Operatives, Resilient Agents of Change and Adept Communicators.**

**Student progress towards graduates aims will be self-reported based on student surveys designed to measure each graduate aim.**

**CREATIVE INVESTIGATORS**

| Mid School Indicators   | High School Indicators   |
|---|--|
| <ul style="list-style-type: none"> <li>● Identifies and uses strategies to improve divergent thinking</li> <li>● Makes and records observations</li> <li>● Identifies and uses strategies to create authentic questions</li> <li>● Openness to more than one possibility or answer</li> <li>● Recognizes the process of testing and iterating as necessary to learning</li> <li>● Questions and poses problems</li> <li>● Gathers data with all the senses</li> <li>● Tolerates ambiguity and uncertainty</li> <li>● Open to the idea that learning can be fun, engaging, and/or personally fulfilling</li> </ul> | <ul style="list-style-type: none"> <li>● Uses divergent thinking to drive learning</li> <li>● Uses observations to test and iterate</li> <li>● Uses authentic questions to drive learning</li> <li>● Open and accepting of multiple possibilities or answers</li> <li>● Uses testing and iterating to improve</li> <li>● Questions and poses interdisciplinary problems</li> <li>● Gathers data with all the senses to inform process/course of action</li> <li>● Demonstrates flexibility in dealing with ambiguity and uncertainty</li> <li>● Joy! Shifts approaches to keep learning fun, engaging, and/or personally fulfilling</li> </ul> |

Above is a sample of one of the graduate aim indicators we were in the process of developing. We were in the process of developing goals around each of our graduate aims in order to establish survey questions with the intention of administering the survey in the spring of 2020. Unfortunately, this took a backseat to preparations for virtual learning due to the pandemic. After returning to in person learning, it was clear we needed increased support around social-emotional and mental health issues. We used Panorama to gather survey data around student SEL indicators. We also participated in state-wide Panorama surveys in the 2023-24 school year.

**PANORAMA SURVEY SCHOOL ADMINISTERED**

| SEL COMPETENCIES     | % Positive Response Spring 2021-22 | % Positive Response Fall 2022-23 |
|----------------------|------------------------------------|----------------------------------|
| Emotional Regulation | 46                                 | 37                               |
| Growth Mindset       | 46                                 | 48                               |
| Self-Efficacy        | 40                                 | 39                               |
| Self-Management      | 65                                 | 65                               |



Part 1 - School's Executive Summary

|                          |    |    |
|--------------------------|----|----|
| Social Awareness         | 55 | 53 |
| Supportive Relationships | 76 | 79 |

**PANORAMA SURVEY NMPED**

| School Climate                   | DATA | APS | State |
|----------------------------------|------|-----|-------|
| % Positive Responses Fall 2023   | 44   | 38  | 39    |
| % Positive Responses Spring 2024 | 35   | 35  | 35    |
|                                  |      |     |       |
| School Safety                    | DATA | APS | State |
| % Positive Responses Fall 2023   | 73   | 56  | 57    |
| % Positive Responses Spring 2024 | 67   | 47  | 51    |

Based on the Panorama data and increased stress and anxiety students were exhibiting, we decided to shift our focus on graduation rate and worked with the Wellness Team to build practices and support for juniors and seniors that would address the credit loss so many students were facing. This included hiring a full time social worker and additional counselor. We also implemented more frequent review of transcripts and one on one meetings with families and students to develop individualized paths towards graduation. Our data on graduation rates can be found in the following chart.

**GRADUATION RATES 2020-2022**

|                            | 2020 Grad Rate | 2021 Grad Rate | 2022 Grad Rate |
|----------------------------|----------------|----------------|----------------|
| All                        | 83.6           | 76.8           | 88             |
| Male                       | 81.7           | 72.6           | 90             |
| Female                     | 86.3           | 81.1           | 78             |
| African American/Black     |                | 74.5           |                |
| Caucasian/White            | 86.6           | 80.5           | 80             |
| Asian                      |                | 89.2           |                |
| Hispanic                   | 80.2           | 76.1           | 89             |
| Native American            |                | 71.5           |                |
| English Language Learners  | 65.5           | 74.7           |                |
| Economically Disadvantaged | 70.2           | 72.5           | 79             |

Part 1 - School's Executive Summary

|     |      |    |  |
|-----|------|----|--|
| SWD | 80.8 | 68 |  |
|-----|------|----|--|

Question 3: To what extent has your school engaged with the community and created local connections? (1-2 paragraphs)

DATA has always had strong ties with CNM and their dual credit options for students. We have consistently offered dual credit courses in film, financial literacy, and theater on our campus. During the 2022-23, and 2023-24 school years, DATA began expanding and growing our community connections. We currently offer printmaking, photography and ethnobotany through the Institute of American Indian Art (IAIA). DATA also partners with the UNM Engineering department to expose our freshmen to a full day tour of their programs and facilities.

DATA has partnered with Harwood Art Center for the last two years to offer students access to dark room facilities and a venue for a student-curated Spring Art Exhibition. Our students have also been fortunate to work with professional cartoonists through 7000 BC, obtain graphic art internships with Grizzly Graphics, and partner with the High Desert Amateur Radio Club of New Mexico to develop a potential ham radio club on campus.

To better meet the mental health needs of students, DATA partners with the UNM Behavioral Health unit, next door to us, to communicate services available to our students and families such as drop-in counseling sessions, and weekly meditate and create, and art groups. DATA's Wellness Team is partnering with Awake and Aware to pilot a group therapy session on our campus, focusing on our 7th-9th graders who are struggling with serious mental health issues. Awake and Aware will organize and conduct these student sessions and are also offering support to parents.

DATA has also organized parent support meetings around FAFSA, the dual credit and college application process, as well as parent support and information sessions for parents with LGBTQIA students. We provide access to a number of resources to parents such as New Mexico Education Assistance Foundation, Health and Wellness, QPR, and partner with the Department of Health for on-site vaccination clinics and our Peer 2 Peer Helper program.

**Task 1: Provide evidence of outcomes related to Mission Specific Goals.**

**Mission Specific Goal 1:**

**Students in elective courses, CTE, will demonstrate mastery in at least one of their chosen programs of study.(Drama, Art, CAD, Film, Editing, 3D Printing, Graphic Arts or Student generated option)**

As stated previously, we do not have consistent data around this goal due to virtual learning and post-pandemic concerns and priorities. What we can report is the number of students who earned dual credit in our elective courses.

**NUMBER OF DUAL CREDIT COURSES COMPLETED (Indicates Electives)**

|             |      |      |      |              |
|-------------|------|------|------|--------------|
| Dual Credit | 2021 | 2022 | 2023 | * 2024(Fall) |
|-------------|------|------|------|--------------|

Part 1 - School's Executive Summary

|                   |          |          |          |          |
|-------------------|----------|----------|----------|----------|
| NUMBER OF COURSES | 150 (80) | 176 (92) | 208 (95) | 150 (75) |
|-------------------|----------|----------|----------|----------|

\*This indicates the number of courses in which students are currently enrolled..

**Mission Specific Goal 2:**

**Based on graduation aims, students will demonstrate progress towards each aim: Creative Investigators, Empathetic Individuals, Academic Operatives, Resilient Agents of Change and Adept Communicators.**

**Student progress towards graduates aims will be self-reported based on student surveys designed to measure each graduate aim.**

As stated previously, we shifted this goal to graduation rates and have seen an increase in overall and subgroup performance.

**GRADUATION RATES 2020-2022**

|                            | 2020 Grad Rate | 2021 Grad Rate | 2022 Grad Rate |
|----------------------------|----------------|----------------|----------------|
| All                        | 83.6           | 76.8           | 88             |
| Male                       | 81.7           | 72.6           | 90             |
| Female                     | 86.3           | 81.1           | 78             |
| African American/Black     |                | 74.5           |                |
| Caucasian/White            | 86.6           | 80.5           | 80             |
| Asian                      |                | 89.2           |                |
| Hispanic                   | 80.2           | 76.1           | 89             |
| Native American            |                | 71.5           |                |
| English Language Learners  | 65.5           | 74.7           |                |
| Economically Disadvantaged | 70.2           | 72.5           | 79             |
| Students with Disabilities | 80.8           | 68             |                |

**Task 2: Provide a copy of your school's E-Occupancy certificate.**

**See Appendix**

## B. Governing Council

Please provide the following information for all Governing Council members:

| Name              | Professional Occupation         | Role on Governing Council | Number of Years on Governing Council |
|-------------------|---------------------------------|---------------------------|--------------------------------------|
| Tara Groneman     | Self-Employed                   | Member                    | 1 year                               |
| Omar Durant       | Retired APS                     | Secretary                 | 12 years                             |
| Deborah Martinez  | LANL                            | Vice President            | 2 years                              |
| Jennifer McDonald | Operations Officer for the City | President                 | 3 years                              |
|                   | Tap to enter                    | Tap to enter              | Tap to enter                         |

## C. Enrollment and Demographics

Please fill out the chart below with the corresponding information.

|                           |              |
|---------------------------|--------------|
| <b>TOTAL ENROLLMENT</b>   |              |
| # of Students Enrolled    | 325          |
| # of Students on Waitlist | 0            |
| <b>GENDER</b>             |              |
| # of Male Students        | 185          |
| # of Female Students      | 140          |
| <b>ETHNICITY/RACE</b>     |              |
| # White                   | 289          |
| # Black                   | 12           |
| # Hispanic                | 227          |
| # Asian                   | 10           |
| # Native American         | 14           |
| # Other                   | Tap to enter |

Part 1 - School's Executive Summary

| <b>SPECIAL POPULATIONS</b>            |     |
|---------------------------------------|-----|
| # of Students with Disabilities       | 77  |
| # of English Language Learners        | 32  |
| # Homeless Students                   | 4   |
| # Eligible for Free and Reduced Lunch | 138 |

## Part 2 — Record of Performance (Self-Report)

Purpose: Looking Back – A Self-Report on the Current Charter Term

Instructions for Part 2: Please refer to the [online instructions](#) for complete details about filling out this section of the application. Submit no more than 10 pages for Section A.

### A. Academic Performance/Educational Plan

**Question 1: Have there been any improvements at the school and if so, what were the outcomes of those improvements? (1-3 paragraphs)**

DATA did not administer state mandated testing during the 2019-20 and 2020-21 school years, due to the pandemic. In 2021-22 we shifted from NWEA to iMSSA for grades 7-8. DATA participated in the SAT for juniors during the 2021-2023 school years. For the past three years DATA, as every school, had to address learning loss, lower attendance and the increased social-emotional needs of students. DATA implemented a number of processes/procedures to assist with improving the above mentioned areas with varying success.

DATA's humanities department worked over the years to design and redesign our vertical alignment of content and skill progression. The collaboration and shared goals resulted in steady and improving scores in SAT results. The 2024 spring SAT scores show a proficiency level of 53% versus 39% in APS and 35% in the state. Math scores are still a struggle and DATA saw a decline, as did the district and state, in these scores. DATA had 8% proficiency versus 14% in APS and 11% in the state.

DATA is using the approach of our Humanities department as a model for how our STEM and CTE departments can collaborate to establish and communicate clear goals and expectations that are vertically aligned and communicated effectively to students, parents and faculty.

DATA revamped its administrative structure to increase collaboration while establishing clear contacts for student and parent communication. DATA has two Division Heads, 7-9 and 10-12. This allows for those administrators to address grade specific concerns and goals while still collaborating to address school-wide impact of curriculum, discipline, attendance, and social emotional support. This is still a new structure and the impacts have yet to be determined, but the collaboration between the division heads has established consistent implementation of school-wide expectations for staff and students.

**Question 2: Provide a summary of your school-wide curriculum and information on how it aligns to New Mexico's Common Core State Standards. (1-3 paragraphs)**

DATA follows the New Mexico Instructional Scope (NMIS) for all core classes. DATA purchases NMPED approved high quality instructional materials and resources. Humanities uses NMIS power standards to develop vertically aligned skill progressions. To support and create better alignment for math, DATA purchased and implemented the Savvas (Pearson) math curriculum in 2023 which is NM state approved. Math teachers are provided ongoing professional development to ensure the program is

### Part 3 - Plans for Next Charter Term (Strategic Plan)

implemented with fidelity. The program provides vertical alignment, differentiation, enrichment and data that will assist in clear communication regarding standards and student progress. Science courses are aligned to and follow NMIS, and Next Gen standards. We offer Ethnobotany as a dual credit science course which meets college standards, through Institute of American Indian Art (IAIA). Many of our elective courses are dual credit so meet college curricular guidelines. These courses include Film Production, Introduction to Theater, Photography, and Printmaking. DATA elective courses are unique and instructors use national visual and performing art standards to guide development. Currently DATA offers traditional art courses in drawing, painting, and AP 2D art and design. The creativity of students and staff is highlighted in course offerings such as graphic design, 3D design/printing, laser cutting, animation, stop motion production, cartooning, acting, and playwriting.

#### **Question 3: Describe the assessment process your school uses to measure performance to NM state standards throughout the year and how you use this to inform instruction. (1-3 paragraphs)**

It has been difficult to establish regular assessments and accurate data since the pandemic. DATA shifted from NWEA to iMSSA data for grades 7-8 and began using Reading Plus and Savvas for formative assessments in math and reading. For grades 7-8 DATA implements iMSSA in the fall, winter and spring as well as using Reading Plus to gain more information around vocabulary, fluency, comprehension and student motivation. Teachers discuss and use Reading Plus Benchmark data for all grade levels, allowing teachers to work with students to set personal goals. Benchmark assessments are given in the fall, winter and spring. Teachers assist students in tracking and graphing data towards their goals and share with parents during parent/teacher conferences.

Math teachers use Savvas parent connection to send parents information on how to access student progress as well as resources and support they can offer at home. Teachers use the Progress Assessment, implemented in the fall, winter and spring, to track proficiency on course standards. Savvas provides daily quizzes and unit tests for students and adds differentiated support lessons or enrichment based on performance. Teachers can then target their support in the classroom and determine what needs to be whole class or small group support.

Assessments, of any kind, have evolved over these past four years. There is a sense of distrust and disillusion around the importance of these assessments. Parents, students, teachers, and administrators are all struggling with how to impart value on these scores. DATA is working to communicate the “why” to teachers, students and parents in more effective ways. DATA is preparing our teachers and students before formative or summative testing by discussing the testing environment, explaining how data is used for individual student learning, and communicating with parents so they understand how teachers use the data to adjust and improve their planning and pedagogy based on results.

#### **Question 4: Describe how your school responded to Martinez-Yazzie and show support of at-promise students. Include data that shows what progress you have made. (1-3 paragraphs)**

**Enhanced Curriculum and Instruction:** DATA is implementing culturally and linguistically responsive curricula that respects and integrates the cultural backgrounds of students, especially Native American students. DATA includes an emphasis on local history, traditions, and languages into the classroom. DATA also provides opportunities for field trips to local areas and community organizations, such as Valle de Oro, Santa Fe, and the bosque.

**Professional Development for Teachers:** Teachers receive ongoing training on how to best support at-promise students. This training covers cultural competency, differentiated instruction, and strategies for supporting English Language Learners and students with disabilities. DATA participated with PAPA in a day-long training with Sharroky Hollie on culturally and linguistically responsive resources and pedagogy and in 2023-24, met monthly with the NM Black Education Act staff to assist in developing equitable classroom and school-wide practices.

**Increased Funding and Resources:** DATA allocated additional resources to programs that directly benefit at-promise students. This included hiring a full time social worker, part time nurse and additional full time counselor. DATA invested funds to ensure students who lacked technology at home would be provided a personal device.

**Family and Community Engagement:** DATA works closely with families to create supportive learning environments. DATA provides regular communication with parents, and partners with local organizations to provide additional support services. DATA established an Equity Council in 2019 and continues to work with parents to address inequities to ensure DATA’s practices support all students.

**Data-Driven Decision Making:** The attendance and wellness teams work collaboratively to review data and identify the needs of at-promise students and to monitor the effectiveness of programs and interventions. This helps in making informed decisions on how to best allocate resources and adjust strategies as needed. Team meetings are held regularly to identify those at risk for being chronically absent. DATA uses personalized outreach to students and families, and is working to develop more authentic parent involvement opportunities.

Data that reflects our work is a comparison of proficiency rates and graduation rates from the 2022-23 NM Vistas report. Much of the data around subgroups is masked for the school due to the low number of students in that subgroup. This makes it challenging to gather consistent information around proficiency and growth for some subgroups. The two subgroups below are most consistently represented in the school’s data.

**Proficiency Data 2022-23 NM VISTAS Report**

|              | DATA Math | APS Math | DATA Reading | APS Reading | DATA Science | APS Science | DATA Grad Rate | APS Grad Rate |
|--------------|-----------|----------|--------------|-------------|--------------|-------------|----------------|---------------|
| Econ. Disad. | 30        | 12       | 34           | 24          | 36           | 19          | 36             | 19            |
| SWD          | 10        | 6        | 18           | 11          | 20           | 11          | masked         | 62            |

Below you will see ACCESS scores from the last two years. Our population of ELL students is rising and even though our data around school wide is inconsistent due to numbers, the implementation of Reading Plus as a formative measure ensures teachers are reviewing and using data along with students to set goals in English, reading and writing.



**2023-24 ACCESS Proficiency Levels**

|                 | ENTERING | EMERGING | DEVELOPING | EXPANDING | BRIDGING | REACHING |
|-----------------|----------|----------|------------|-----------|----------|----------|
| # Students 2023 | NA       | NA       | 5          | NA        | NA       | NA       |
| # Students 2024 | 1        | 2        | 9          | 2         | NA       | NA       |

**Task 1: Include any interim assessments and progress reports that indicate proficiency in relation to English, Mathematics, Science, and Grade Level performance.**

During 2021-2023 DATA administered NWEA interim assessments in math and reading and results . We administered NWEA virtually in the fall of 2020. Students were provided a link and DATA staff proctored remotely so this may have impacted results. In the Spring of 2021 we did a combination of in person for the few students who were here and remotely for all others. Again, results may not be a true picture of student proficiency or progress. 2021-22 was our first full year back after the pandemic and it was chaotic, stressful and disorganized.

The two charts below show NWEA proficiency levels for math and reading in 2020-21 and 2021-22

| 2020-2021 |             |      |        |
|-----------|-------------|------|--------|
| Subject   | Grade Level | Fall | Spring |
| Math      | 9           | 44   | 53     |
|           | 10          | 38   | 34     |
|           | 11          | 42   | 41     |
|           | 12          | 56   | 39     |
|           |             |      |        |
| Subject   | Grade Level | Fall | Spring |
| Reading   | 9           | 55   | 37     |
|           | 10          | 52   | 38     |
|           | 11          | 49   | 29     |
|           | 12          | 45   | 55     |

| 2021-2022 |             |      |        |        |
|-----------|-------------|------|--------|--------|
| Subject   | Grade Level | Fall | Winter | Spring |
| Math      | 7           | 30   | 17     | 8      |
|           | 8           | 41   | 25     | 21     |
|           | 9           | 33   | 26     | 24     |
|           | 10          | 30   | 26     | 21     |
|           | 11          | 37   | 40     | 31     |
|           | 12          | 55   | 0      | 0      |
|           |             |      |        |        |
| Subject   | Grade Level | Fall | Winter | Spring |
| Reading   | 7           | 35   | 32     | 17     |
|           | 8           | 50   | 49     | 53     |
|           | 9           | 49   | 48     | 44     |
|           | 10          | 42   | 43     | 40     |
|           | 11          | 37   | 45     | 35     |
|           | 12          | 30   | 0      | 0      |
|           |             |      |        |        |

DATA had been using NWEA as a formative assessment since 2007 and results showed consistent growth at all grade levels in both reading and math. 2020-23 results did not match what we were seeing in the past and knew it was due to a combination of factors; new staff, lack of importance of test results, inadequate preparation, and general burn out for staff and students.

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| 2022-2023 |             |      |        |
|-----------|-------------|------|--------|
| Subject   | Grade Level | Fall | Winter |
| Math      | 7           | 27   | 22     |
|           | 8           | 23   | 18     |
|           | 9           | 39   | 23     |
|           | 10          | 30   | 31     |
|           | 11          | 26   | 30     |
|           | 12          | 27   | NA     |
| Subject   | Grade Level | Fall | Winter |
| Reading   | 7           | 22   | 29     |
|           | 8           | 18   | 37     |
|           | 9           | 23   | 44     |
|           | 10          | 31   | 45     |
|           | 11          | 30   | 36     |
|           | 12          | NA   | NA     |

The two tables below are iMSSA results from 2023-24. This was the first year we administered iMSSA as an interim assessment. Both 7th and 8th grade show inconsistent results with an overall decrease in proficiency. Possible contributing factors: new testing platform, testing environment shift from individual classrooms to larger group testing, lack of communication to students and staff regarding significance of results, teacher turnover and inconsistent instruction, lack of adequate preparation in administration. There were also a number of students who missed one or more of the testing sessions and there was not sufficient follow up to ensure we had 100% participation. With small numbers, a few students can shift results significantly.

When digging deeper and comparing BOY and MOY data for 2022-23, the percentage of students in three categories; *needs support, near target, and on target* did shift. **Reading:** 7th grade increased percentage near target and 8th grade increased percentage on target. **Language Usage:** 7th and 8th grade increased percentage on target. **Math:** 7th decreased percentage near target and increased percentage needs support. 8th grade decreased percentage needs support and increased percentage near target. This provides some positive information regarding student progress. However, our students need more structured support on grade level content.

**% 7th Grade iMSSA 2023-23**

| 7th Grade iMSSA | Reading | Math | Language Usage |
|-----------------|---------|------|----------------|
| BOY Proficiency | 50      | 12   | 30             |
| MOY Proficiency | 41      | 14   | 57             |
| EOY Proficiency | 29      | 12   |                |

**% 8th Grade iMSSA 2023-24**

| 8th Grade iMSSA | Reading | Math | Language Usage |
|-----------------|---------|------|----------------|
| BOY Proficiency | 41      | 24   | 9              |
| MOY Proficiency | 52      | 14   | 29             |
| EOY Proficiency | 36      | 15   |                |

Part 3 - Plans for Next Charter Term (Strategic Plan)

**% 7th Grade Fall 2024 iMSSA**

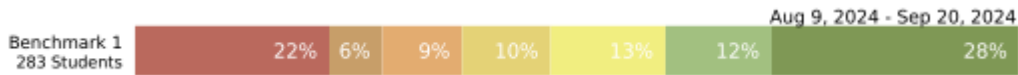
|              | Needs Support | Near Target | On Target |
|--------------|---------------|-------------|-----------|
| Reading      | 25            | 50          | 25        |
| Math         | 39            | 52          | 9         |
| Language Use | 18            | 64          | 18        |

**% 8th Grade Fall 2024 iMSSA**

|              | Needs Support | Near Target | On Target |
|--------------|---------------|-------------|-----------|
| Reading      | 53            | 14          | 33        |
| Math         | 53            | 36          | 11        |
| Language Use | 28            | 58          | 14        |

Our current formative assessment in reading is indicated in the two charts below. This data is promising and addressing student comprehension across all grades levels is a priority for teachers.

**Fall 2024 Reading Plus Benchmark One**



Teachers use individual student proficiency levels to address vocabulary, fluency, comprehension and motivation. Students set personal goals and record and track their progress. Benchmark two will be administered in Winter and based on results, teachers and students will establish new goals.

| Grade Levels At/Below Reading Proficiency | Percentage of Students |
|---|------------------------|
| At or Above Grade Level                   | 40                     |
| One Grade Level Below                     | 13                     |
| Two Grade Levels Below                    | 10                     |
| Three Grade Levels Below                  | 9                      |
| Four Grade Levels Below                   | 6                      |
| Five Grade Levels Below                   | 22                     |

**Reading Plus Grade Level Averages Benchmark 1**

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**Benchmark by Grade**

| Grade | Enrolled | Test | Assessed | Avg Comp | Avg Vocab | Avg Rate | Avg Proficiency | Proficiency Groups | Avg Reading Lessons | Avg Time Since B1 |
|-------|----------|------|----------|----------|-----------|----------|-----------------|--------------------|---------------------|-------------------|
| 7th   | 27       | B1   | 23       | 5.5      | 8.6       | 166      | 5.7             |                    | -                   | -                 |
| 8th   | 45       | B1   | 35       | 6.6      | 9.0       | 178      | 6.7             |                    | -                   | -                 |
| 9th   | 74       | B1   | 53       | 7.6      | 9.6       | 174      | 7.5             |                    | -                   | -                 |
| 10th  | 78       | B1   | 66       | 9.3      | 11.2      | 177      | 9.1             |                    | -                   | -                 |
| 11th  | 74       | B1   | 60       | 9.9      | 11.7      | 189      | 9.7             |                    | -                   | -                 |
| 12th  | 68       | B1   | 46       | 9.4      | 11.6      | 181      | 9.3             |                    | -                   | -                 |

| Grade | Avg Comp | Avg Vocab | Avg Proficiency |
|-------|----------|-----------|-----------------|
| 7th   | 5.5      | 8.6       | 5.7             |
| 8th   | 6.6      | 9         | 6.7             |
| 9th   | 7.6      | 9.6       | 7.5             |
| 10th  | 9.3      | 11.2      | 9.1             |
| 11th  | 9.9      | 11.7      | 9.7             |
| 12th  | 9.4      | 11.6      | 9.3             |

The table below presents NM ASR science proficiency for the last two years. DATA currently does not have an interim assessment for science.

**2022-23 NMASR**

| NMASR    | Proficiency 2021-22 | Proficiency 2022-23 |
|----------|---------------------|---------------------|
| Grade 8  | 60                  | 45                  |
| Grade 11 | 43                  | 46                  |

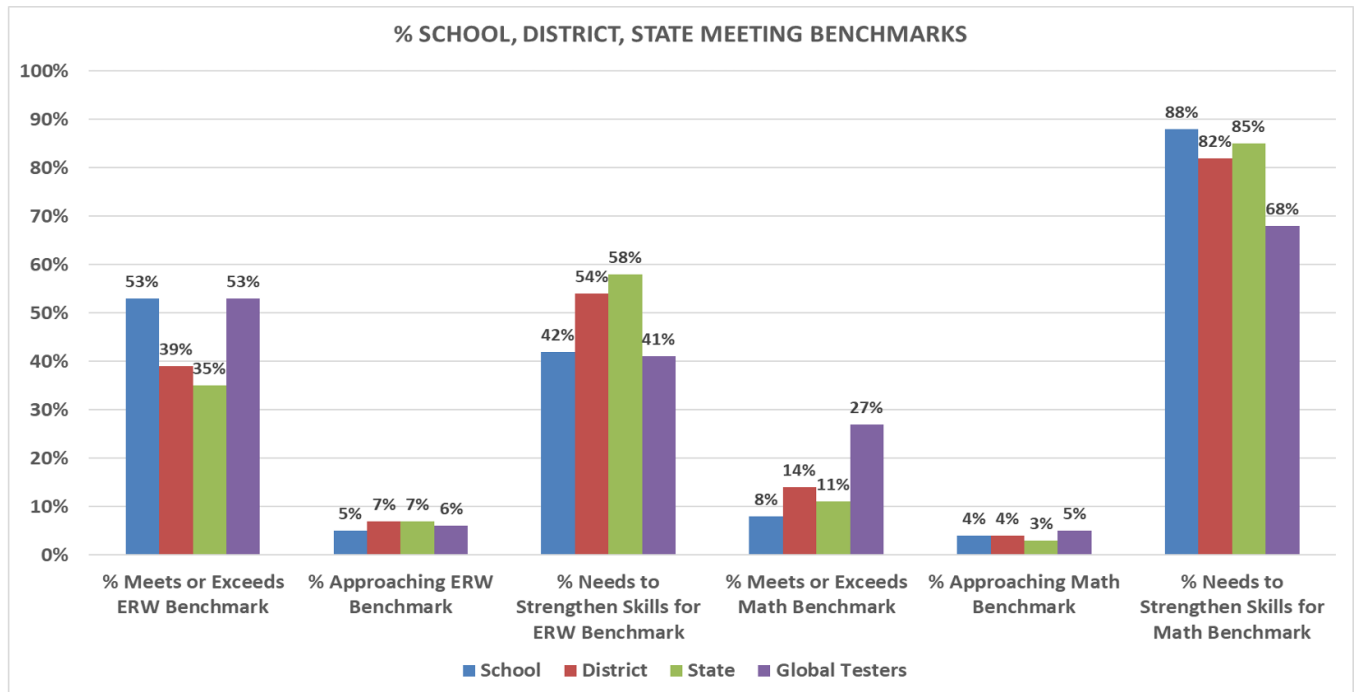
**2022-23 Vistas Science Proficiency**

| School-wide  | All students | Male | Female | White | Hispanic | Econ Disadv. | SWD |
|--------------|--------------|------|--------|-------|----------|--------------|-----|
| % Proficient | 43           | 47   | 38     | 43    | 33       | 36           | 20  |

Looking at our latest SAT results we see steady performance in English, writing and reading (ERW) and are performing above district and state averages. Math declined considerably, as it did for the district and state. We believe with further implementation of the Savvas program (2023-24 was the first year of implementation) we can begin to see growth in our math proficiency. We are also being more transparent with math and reading goals school-wide with the expectation that all teachers can and will include opportunities for students to practice using math and ELA skills in content related ways.

**COLLEGE BOARD SPRING 2024 SAT DATA**

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## B. Organizational Performance

**Question 1: Provide a brief description of the conditions, standards, and procedures set forth in your current charter that you will NOT be changing. (1-2 pages)**

**Background:** DATA emerged after ACVHS was taken over by the state due to a number of concerns and violations of public education and charter school laws that came to light in 2006. The 2006-07 school year was the first year with new administration and oversight. In the fall of 2007 the name of the school was changed to Digital Arts and Technology Academy and the school moved to direct instruction versus delivering core content via an online program.

**Current:** DATA continues to establish practices that enhance overall school performance. We follow and adhere to APS reporting requirements for fall and spring site visits and continue to use their feedback and guidance in order to serve our students, families, staff, and community more effectively.

Our organizational chart has shifted somewhat with having a Director and two Division Heads. However, the roles and responsibilities covered in our current charter are still addressed within this restructuring.

The Director is responsible for the overall operation of the school. This includes supervising and working with our Business Manager and Assistant Business manager to oversee and approve daily financial transactions, address audit and audit findings, develop yearly budgets, complete lease assistance application, capital outlay reports, review and approve BARS, RFRs and other financial documents necessary for efficient and effective financial running of the school. The Director also is responsible for Governing Council relations, ensuring the presentation and delivery of monthly updates regarding: financial performance, facility needs, programmatic direction, curricular adjustments and student academic progress. The Director ensures all NMPED reports, such as the Ed Plan, federal grant applications, enrollment projections, 40-80- day counts, etc. are completed in a timely manner. The Director is responsible for recruitment of students which includes advertising, school choice fairs, school visits and presentations, and open house. The Director also supervises and works with human

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resources, registrar/NOVA coordinator and school security to ensure the school meets all federal and state regulations/mandates in these areas.

The Director evaluates and works collaboratively with two Division Heads, 7-9 and 10-12, to develop the overall school experience for staff and students. Division Heads are responsible for faculty evaluations, curricular development and implementation, PLCs and full faculty meetings, parent involvement, student discipline (divided by grade levels 7-9 and 10-12), state testing, Annual and 90 Day Plan, school culture, special education, calendar development and daily scheduling. Administrative team meetings with the Division Heads and Director occur weekly to review school data and school initiatives. Division Heads also lead weekly department representative meetings to increase transparency and work together to develop collaborative strategies and practices that address school initiatives. Division Heads oversee and collaborate with the special education and school Wellness Team to ensure we are implementing IEPs/504s, supporting students in the academic setting and providing opportunities for additional physical and social-emotional support to students in need.

**Daily Schedule:** At the beginning of our current charter students had 7 periods a day with a 30 minute advisory. During virtual learning, we adjusted this to four periods a day for each quarter, with one of those periods being advisory for a quarter. When we returned in person, we realized having fewer classes a day allowed for fewer transitions, fewer classes for students to manage, and lower student/teacher ratios. Currently we run a 90 minute block schedule with four periods a day and Wednesday includes an advisory period. Humanities classes are taught by dual endorsed instructors and students stay with their teacher all year, earning a full English and full history credit. Math and science (STEM) teachers split the 90 minute block and students are with these teachers all year. STEM teachers collaborate to create cross-curricular opportunities within these blocks. The schedule allows for the ability to use the full 90 minutes for science labs and collaborative projects. Due to concerns around math proficiency, extra time was created in the schedule for Algebra I students. Students are in Algebra I for 90 minutes a day all year. This equates to almost twice the time a traditional schedule would provide. Freshmen are also required to take an entrepreneurship class that incorporates authentic applications of math skills and practices. Elective classes are semester long and students take a total of 4 electives a year. This also allows for flexibility in scheduling juniors and seniors who wish to take dual credit classes off campus or at Career Enrichment Center.

DATA has an elective program that is focused on industry standards, but there has been a shift in the industries for which we prepare our students. In response to student interest and requests, we have shifted our focus from more traditional CTE courses to courses that cater to art based industry standards like graphic design, technical theater, animation, film, stop motion, photography, and 3-D modeling. DATA draws students who are creative and have a passion for developing their artistic skills. We will continue to serve grades 7-12 with an emphasis on increased learning opportunities within our community and state.

DATA will continue to evolve as a learning environment and remains committed to developing innovative, engaging and creative ways for our students to build their academic and behavioral skills. To better match the shift in perspectives, priorities and needs, DATA shifted the mission and vision to highlight the commitment to creativity.

**Mission:** Designing creative learning environments that promote curiosity, social justice, equity, joy and empathetic practices through the creative arts.

**Vision:** To develop independent creative thinkers capable of choosing their own path and purpose.

**Question 2: Indicate any outcomes of school-established organizational goals and provide evidence of the outcomes. (1-3 paragraphs)**

In the fall of 2020 DATA added 8th grade. It was not the ideal time to add a new grade, but we had already advertised and had families committed to DATA. These students started at a new school, with new teachers all in a virtual setting. It also slowed our goal of creating a middle school experience that offered opportunities to get out of the classroom and learn in local and state settings. In the fall of 2021 we added 7th grade and were still adhering to regulations around travel and public spaces.

DATA has struggled to establish the middle school we all envisioned. We faced challenges finding highly qualified teachers after the 2020-21 school year, especially for our middle school. Over the last four years, there have been five different math/science teachers in our middle school program. Three of those teachers left by choice, and two were asked to leave due to unsatisfactory performance.

Student enrollment for 7-8th grade has remained steady since we added the grades; around 30, 7th graders and 40, 8th graders. In order to enhance our middle school program we adjusted the schedule to allow for more access to our elective programs and exposure to more of our elective teachers. DATA also hired new core teachers with more experience with these grades. There is now collaboration between more teachers when addressing academic and behavioral concerns with these students which has resulted in more consistent practices and expectations. Teachers have begun to embrace our original vision of taking students out into the community and recently organized a field trip to Tingley Beach where students, journaled, took pictures and made drawings focused on texture, and gathered evidence of flora and fauna as a start to understanding ecosystems.

## **C. Financial Performance**

**Question 1: Describe how the school is meeting its financial goals in relation to its liabilities, payroll taxes, employee benefits, debt service payments, etc. Provide evidence. (1-3 paragraphs)**

DATA is meeting its financial goals by being strategic in its fiscal management practices. The school budgets in a manner that focuses on operational efficiency, balanced budget and addressing liabilities including payroll taxes, employee benefits and all other obligations. The school also ensures that it utilizes all special grant funding and capital funding sources to maximize the use of operational funds in the classroom and for instructional support. The school follows procurement practices to remain in compliance with state and federal regulations to ensure that the best value is found for products and services that are provided to staff and students. The school is able to produce some of the best teacher, student and parent experiences throughout the state and maintains that standard through its hiring practices. The school ensures that all of our essential services are provided to remain within compliance and provide the services to students that are required under the law.

Employee benefits are offered through the New Mexico Public Schools Insurance Authority. Additional voluntary benefits are provided through 3rd party vendors to help enhance the benefit package over all. NMPSIA had a large increase in premium prices on both the employer and employee side for FY24-25. This provided a challenge for school administration and governance during the budgeting process. However, the NM Public Education Department provided an increase to SEG funding in late August 2024 that has allowed for the school to have more of a budgetary cushion than it initially anticipated.

Evidence of these financial achievements can be found in the school's annual financial statements. The

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independent audits reflect strong fiscal controls and a clear alignment with state regulations, reinforcing the school’s dedication to transparency and accountability in its financial operations. These efforts collectively position the school for long-term sustainability and growth in a competitive educational landscape.

**Task 1: Provide any other financial performance-based evidence.**

Below are samples of reports presented to the Governing Council on a monthly basis. Included are the account summary reports for expenditures and revenue, general ledger reconciliation, and a section of general ledger report.

| <b>Digital Arts and Technology Academy</b>  |                        |                      |                        |                      |
|---|------------------------|----------------------|------------------------|----------------------|
| <b>Account Summary Report Expenditures</b>  |                        |                      |                        |                      |
| Cycle: FY2025; Begin Date: 07/01/2024; End Date: 09/15/2024; Account Type: Expenditure; Subtotal Elements: Fund,Function; Account Expression: [All]; Subtotal By Account Type: No; Include Unposted Transactions: No; Created On: |                        |                      |                        |                      |
| Account Code  | Budget                 | Actual               | Encumbrance            | Available            |
| 11000 - SEG Operational   | \$ 4,058,220.00        | \$ 632,662.74        | \$ 3,105,915.56        | \$ 319,641.70        |
| 21000 - Food Services   | \$ 15,500.00           | \$ -                 | \$ -                   | \$ 15,500.00         |
| 21100 - Universal Free Meals  | \$ 7,500.00            | \$ -                 | \$ -                   | \$ 7,500.00          |
| 23000 - Student Activity  | \$ 34,503.00           | \$ 1,108.64          | \$ 921.40              | \$ 32,472.96         |
| 24106 - IDEA-B  | \$ 126,365.00          | \$ -                 | \$ -                   | \$ 126,365.00        |
| 24153 - English Language Acquisition  | \$ 550.00              | \$ -                 | \$ -                   | \$ 550.00            |
| 24154 - Teacher/Principal Training & Recruiting   | \$ 21,576.00           | \$ 253.90            | \$ -                   | \$ 21,322.10         |
| 24174 - Carl D Perkins  | \$ 8,975.00            | \$ -                 | \$ -                   | \$ 8,975.00          |
| 26207 - CNM Foundation  | \$ 3,497.00            | \$ -                 | \$ -                   | \$ 3,497.00          |
| 27107 - 2012 GOB Student Library  | \$ 6,979.00            | \$ -                 | \$ 3,970.70            | \$ 3,008.30          |
| 27109 - Instructional Materials GAA   | \$ -                   | \$ 6,128.13          | \$ -                   | \$ (6,128.13)        |
| 27502 - Career Technical Education  | \$ 8,855.00            | \$ -                 | \$ -                   | \$ 8,855.00          |
| 31200 - Public School Capital Outlay  | \$ -                   | \$ -                 | \$ 206,892.96          | \$ (206,892.96)      |
| 31400 - Special Capital Outlay-State  | \$ 275,000.00          | \$ -                 | \$ 225,000.00          | \$ 50,000.00         |
| 31600 - Capital Improvements HB-33  | \$ 339,282.00          | \$ 9,404.42          | \$ 290,689.76          | \$ 39,187.82         |
| 31701 - SB-9 Property Tax   | \$ 509,416.00          | \$ 46.22             | \$ 10,395.47           | \$ 498,974.31        |
| 31703 - SB-9 State Match Cash   | \$ 69,726.00           | \$ -                 | \$ 34,691.40           | \$ 35,034.60         |
| <b>Subtotal</b>   | <b>\$ 5,485,944.00</b> | <b>\$ 649,602.05</b> | <b>\$ 3,878,477.25</b> | <b>\$ 957,864.70</b> |

| <b>Digital Arts and Technology Academy</b>   |                       |                      |                     |                     |                 |
|--|-----------------------|----------------------|---------------------|---------------------|-----------------|
| <b>GL Reconciliation</b>   |                       |                      |                     |                     |                 |
| Accounting Cycle: FY2025; Bank: New Mexico Bank & Trust - Operating Account; Statement Date: 08/31/2024; Include Unposted Transactions: Yes; Created On: 9/14/2024 12:16:33 PM |                       |                      |                     |                     |                 |
|  | Bank Reconciliation + | Outstanding          | Expected GL -       | Actual GL 1         | Difference      |
| Beginning Balance  | \$917,452.03 +        | (\$1,247.03) =       | \$916,205.00 -      | \$915,910.06 =      | \$294.94        |
| Deposits/Debits  | \$339,768.46 +        | \$0.00 =             | \$339,768.46 -      | \$339,768.46 =      | \$0.00          |
| Withdrawals/Credits  | (\$279,889.89) +      | (\$10,441.44) =      | (\$290,331.33) -    | (\$290,331.33) =    | \$0.00          |
| <b>Sub Total</b>   | <b>\$977,330.60</b>   | <b>(\$11,688.47)</b> | <b>\$965,642.13</b> | <b>\$965,347.19</b> | <b>\$294.94</b> |



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| Digital Arts and Technology Academy  |                        |                      |             |                        |
|--|------------------------|----------------------|-------------|------------------------|
| Account Summary Report Revenue   |                        |                      |             |                        |
| Cycle: FY2025; Begin Date: 07/01/2024; End Date: 09/15/2024; Account Type: Revenue; Subtotal Elements: [None]; Account Expression: [All]; Subtotal By Account Type: No; Include Unposted Transactions: No; Created On: 9/14/2024 10:23:40 AM |                        |                      |             |                        |
| Description  | Budget                 | Actual               | Encumbrance | Available              |
| 11000 - SEG - Fees - Summer School   | \$ -                   | \$ 186.00            | \$ -        | \$ (186.00)            |
| 11000 - SEG - Insurance Recoveries   | \$ -                   | \$ 571.90            | \$ -        | \$ (571.90)            |
| 11000 - SEG  | \$ 3,899,846.00        | \$ 661,551.58        | \$ -        | \$ 3,238,294.42        |
| 21000 - Food Services  | \$ 15,500.00           | \$ -                 | \$ -        | \$ 15,500.00           |
| 21100 - Universal Free Lunch   | \$ 7,500.00            | \$ -                 | \$ -        | \$ 7,500.00            |
| 23000 - Student Activity - SNACK BAR   | \$ 13,000.00           | \$ 1,903.85          | \$ -        | \$ 11,096.15           |
| 23000 - Activity Acct. - Basketball  | \$ -                   | \$ 325.00            | \$ -        | \$ (325.00)            |
| 24106 - IDEA-B   | \$ 126,365.00          | \$ -                 | \$ -        | \$ 126,365.00          |
| 24153 - English Language Acquisition   | \$ 550.00              | \$ -                 | \$ -        | \$ 550.00              |
| 24154 - Teacher/Principal Training & Recruiting  | \$ 21,576.00           | \$ -                 | \$ -        | \$ 21,576.00           |
| 24154 - Refund of Prior Year's Expenditures  | \$ -                   | \$ 919.64            | \$ -        | \$ (919.64)            |
| 24174 - Carl D. Perkins  | \$ 8,975.00            | \$ -                 | \$ -        | \$ 8,975.00            |
| 25153 - Medicaid   | \$ -                   | \$ 3,281.28          | \$ -        | \$ (3,281.28)          |
| 26207 - Instructional - Categorical  | \$ 2,000.00            | \$ -                 | \$ -        | \$ 2,000.00            |
| 27107 Capital Improvements (Prior Year Balances) SB-9  | \$ 6,979.00            | \$ -                 | \$ -        | \$ 6,979.00            |
| 27502 - Career Technical Education   | \$ 8,855.00            | \$ -                 | \$ -        | \$ 8,855.00            |
| 31200 - Refund of Prior Year's Expenditures  | \$ -                   | \$ 51,723.50         | \$ -        | \$ (51,723.50)         |
| 31400 - Special Capital Outlay - State   | \$ 150,000.00          | \$ -                 | \$ -        | \$ 150,000.00          |
| 31400 - Capital Improvements (Prior Year Balances) SB-9  | \$ 125,000.00          | \$ -                 | \$ -        | \$ 125,000.00          |
| 31600 - Revenue-Ad Valorem Taxes - School District   | \$ 315,541.00          | \$ 9,415.61          | \$ -        | \$ 306,125.39          |
| 31701 - Ad Valorem Taxes - School District   | \$ 160,109.00          | \$ 4,619.92          | \$ -        | \$ 155,489.08          |
| <b>Subtotal</b>  | <b>\$ 4,861,796.00</b> | <b>\$ 734,498.28</b> | <b>\$ -</b> | <b>\$ 4,127,297.72</b> |

| Digital Arts and Technology Academy  |   |          |             |  |
|--|---|----------|-------------|--|
| Actual GL Detail FY2025  |   |          |             |  |
| Accounting Cycle: FY2025; Bank: New Mexico Bank & Trust - Operating Account; Statement Date: 08/31/2024; Include Unposted Transactions: Yes; Created On: 9/14/2024 12:16:33 PM |   |          |             |  |
| Trans. Date  | Account Code                            | Debit    | Credit      |  |
| 08/02/2024   | 11000-0000-11103-0000-000000-0000-00000 | \$571.90 | \$0.00      |  |
| 08/05/2024   | 11000-0000-11103-0000-000000-0000-00000 | \$0.00   | \$14,107.73 |  |
| 08/05/2024   | 23000-0000-11103-0000-000000-0000-00000 | \$0.00   | \$56.97     |  |
| 08/05/2024   | 31600-0000-11103-0000-000000-0000-00000 | \$0.00   | \$7,173.24  |  |
| 08/05/2024   | 24330-0000-11103-0000-000000-0000-00000 | \$0.00   | \$31.88     |  |
| 08/05/2024   | 11000-0000-11103-0000-000000-0000-00000 | \$0.00   | \$35.92     |  |
| 08/05/2024   | 11000-0000-11103-0000-000000-0000-00000 | \$0.00   | \$27.14     |  |
| 08/05/2024   | 11000-0000-11103-0000-000000-0000-00000 | \$0.00   | \$200.00    |  |
| 08/09/2024   | 11000-0000-11103-0000-000000-0000-00000 | \$0.00   | \$283.93    |  |
| 08/09/2024   | 11000-0000-11103-0000-000000-0000-00000 | \$0.00   | \$19,312.85 |  |
| 08/09/2024   | 24154-0000-11103-0000-000000-0000-00000 | \$0.00   | \$253.90    |  |

**Task 2:** Please provide the following information for all Audit Committee members:

| Name              | Professional Occupation | Role on Audit Committee     |
|-------------------|-------------------------|-----------------------------|
| Jennifer McDonald | City Operations Officer | Governing Council Member #1 |
| Omar Durant       | Retired APS             | Governing Council Member #2 |

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|                    |  |  |
|--------------------|--|--|
| Stephanie Galloway | Stay at Home Mom currently and School Teacher previously | Parent<br><i>(Cannot be a Governing Council Member, may be parent of a student at any school in the district.)</i> |
| Patrick Dee        | Financial Services, retired                              | Finance Expert<br><i>(Cannot be a Governing Council Member)</i>  |

## Part 3—Plans for the Next Charter Term (Strategic Plan)

Purpose: Looking Forward – Vision for the Next Five Years

**Instructions for Part 3:** Please refer to the [instructions online](#) for complete details about completing this part of the application (Self-Study) on outlining your vision and plan for the next five years.

*\*Note that this section will not be used for Renewal determination\**

### A. Educational Program Plans

**Question 1: Describe any anticipated changes to essential terms of the school’s educational program such as school mission and vision, courses of study offered, grade levels served, etc. (1-3 paragraphs)**

Our CTE program is working diligently to provide streamlined, leveled elective courses as students progress/move up in age and skill set. This will allow students to move purposefully through their chosen career-path electives and build skills along the way. Additionally, these leveled elective courses align to the new graduation requirements and our Mission Specific Goals.

Social Studies and English classes at DATA are now entirely integrated into a blended Humanities curriculum. This rich, interdisciplinary approach to learning deepens students' understanding of both subjects. By integrating historical context with literary analysis, students gain a more nuanced perspective on how historical events and cultural contexts shape and are reflected in literature. This approach fosters critical thinking, enhances students' ability to make connections between past and present, and develops stronger analytical and communication skills. Moreover, it encourages students to explore diverse perspectives and cultivate a more comprehensive view of the human experience. We are moving towards a blended STEM curriculum to promote an intersection of disciplines and understanding of how they work together in real-world applications. By emphasizing collaboration and interdisciplinary skills, a blended STEM curriculum also better equips students for future careers in a rapidly evolving technological landscape that requires complex problem-solving.

From an SEL perspective, we re-introduced our graduate aims to our DATA community, reworded into easier to understand values that emphasize community, creativity, empathy, accountability and communication. Our goal is to create a community of imaginative, kind and responsible learners who work together to solve problems both within DATA and in their larger communities. New this year is Safety Language, which we introduced to increase respectful discourse and inclusion of multiple perspectives. Additionally we hope this safety language creates a culture where personal attacks and drama aren't the norm. Staff here at DATA are also working to implement "Non-Negotiables." These stem from issues we've seen in classrooms and other communal areas, around cell-phone usage, profanity, disrespect and unnecessary back and forth with adults. Since implementing safety language and non-negotiables we've noticed a decrease in profanity and overall cell phone usage and an increase in more respectful discourse within our community.

This year, we increased the number of dual credit and AP opportunities to provide students the opportunity to earn college credit while at DATA. We have a number of dual credit options on campus,

such as Ethnobotany of the Southwest, Printmaking, Darkroom Photography and Film. We're excited to add AP Psychology to our offerings this year, in addition to AP Art and AP Calculus. Flexible schedules for juniors and seniors also allow students to access off campus opportunities. This may include taking courses at the College Enrichment Center and CNM, as well as shadowing and internship experiences in a variety of professional settings. Fifty-five percent of our students (grades 10-12) are enrolled in a dual credit or AP course this fall. We collected the dual credit enrollment data below over the last 3.5 years and are pleased to see these numbers steadily increase. The data does not include the number of students enrolled in an AP course here at DATA. This fall, we have 28 students enrolled in AP courses. Part of our lift will be accurately tracking completion of these courses to ensure we are meeting our mission specific goal.

2024-25

Fall 2024: 105 CNM, 45 IAIA = 150 total

2023-24

Fall 2023: 88 CNM, 54 IAIA, UNM 3 = 145

Spring 2024: 61 CNM, UNM 2 = 63

2022-23

Fall 2022: CNM 81, IAIA 55 = 136

Spring 2023: CNM 41

2021-2022

Fall 2021: 56 CNM, 48 IAIA = 104

Spring 2022: CNM 46

**Question 2: Discuss your school's academic priorities over the next five years. Include the data analysis the school used to set your strategic priorities. How did you use the data to prioritize? (1-3 pages)** Our academic priorities over the next five years are reading and math. All of our teachers, no matter what subject they teach, will build literacy and math practices into their lessons so that the responsibility of learning reading and math skills is school wide and doesn't fall to just a handful of teachers. Teachers and administration will use a variety of data tools in order to track student learning in reading and math. We will use the SAT and the MSSA assessments for summative data, the iMSSA test, Reading Plus benchmark assessments, and Savvas progress assessments for interim data. And finally, teachers will track power standards related to literacy and math to create data fueled lesson plans. For example, the 3D modeling teacher may track student learning data related to geometry math skills. The Film Theory teacher may track student learning data related to reading comprehension skills. And so on.

Our main priority is math and we want to see a 5% increase every year in growth. We purchased a curriculum, Savaas, which can provide differentiation and enrichment for students learning math. The

focus is on gathering data regularly. With this curriculum, teachers can easily build lessons and assign work related to specific learning standards. The program can then generate data on student proficiency which teachers can use for differentiation, enrichment, and accelerated learning. It is a program meant to support teachers in data driven instruction which we hope will address our low math scores.

Our English Language Learners are our main priority when it comes to literacy and reading. According to our first round of Reading Plus Benchmark scores this year, they tend to score the lowest out of everyone. We will use our WIDA data as a way to measure their learning as well as Reading Plus and the SAT. The Humanities teachers are using a book called *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students* by Larry Ferlazzo and Kaite Hull Sypniewski to implement strategies that are best practices for all student learning but specifically meant to support ELL students.

Our CTE department will help support literacy and math learning by building in those skills and power standards to their lessons. In addition, the CTE department will also focus on building students' skills in collaboration, project management, and creative thinking. Our goal is to get them to get out into the art community. Each semester, students will showcase their work in the Albuquerque community. This will give them authentic experiences in career and technical exploration. The CTE department has also scaffolded these career fields such as Film, Graphic Arts, Multimedia Art, Theater, etc. into multi leveled courses so students can choose and follow two or more of these CTE tracks before graduating from DATA. The level three courses for most of our CTE department are AP or Dual Credit courses.

**Question 3: How will your school continue to provide Special Education services and monitor the progress of students receiving special education? (1-3 paragraphs)**

To ensure continued provision of Special Education services and effective monitoring of student progress, our school will implement the following strategies:

1. **Individualized Education Plans (IEPs):** We will maintain up-to-date IEPs for all students receiving special education services, regularly reviewing and updating goals based on their needs and progress.
2. **Collaboration with Specialists:** Our team of special education teachers, therapists, and counselors will work closely together to provide comprehensive support tailored to each student's requirements.
3. **Regular Progress Monitoring:** We will conduct frequent assessments and data collection to track students' progress toward their IEP goals. This data will inform instructional adjustments and interventions.
4. **Parent Involvement:** We will engage parents and guardians through regular communication, meetings, and workshops, ensuring they are informed and involved in their child's education.
5. **Professional Development:** Ongoing training for staff will focus on best practices in Special Education, including differentiated instruction and inclusive teaching strategies.
6. **Resource Allocation:** We will ensure that necessary resources, including assistive technology and materials, are available to support students in achieving their goals.
7. **Inclusive Practices:** We will promote an inclusive school environment where all students have

opportunities to learn together, fostering social skills and peer interactions.

By implementing these strategies, our school aims to provide effective Special Education services that support each student's unique learning journey.

**Question 3: How will your school continue to provide ELD/ELS services and monitor the progress of English Learner students? (1-3 paragraphs)**

As mentioned above, the Humanities teachers are using a book called *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students* by Larry Ferlazzo and Kaite Hull Sypnieski to implement strategies that are best practices for all student learning but specifically meant to support ELL students. The school will also review, analyze, and discuss WIDA test scores with students and families so that they are aware. Teachers will use this data to create data fueled lessons and instruction.

One of our long term substitute teachers is also a resource for our intervention time with students and can work on supporting those skills for student learning. Students who attend these interventions with either an expert or their teacher will be given an ipad which will have reading apps installed to further support their reading and academic learning.

## **B. Mission-Specific Goals**

[Instructions for section B](#): Please refer to the [online instructions](#) for complete details about Mission Specific Goals and Indicators.

**Provide at least two (2) mission-specific goals and indicators in the space below. These should be written as a SMART goal. (1-2 pages per goal)**

Provide a table for each Goal Statement that we take to the board.

Example: If a school's mission focuses on language acquisition, then a school may choose a mission-specific goal and indicators that measure students' performance and progress of language acquisition. The indicators for this goal will be monitored during the year and revised annually. If you define a cohort of students (i.e. 11<sup>th</sup> grade students who have attended the school for at least two semesters), you must identify how many students are in the cohort.

### **Mission Specific Goal 1 (1-2 pages): College and Career Readiness**

With DATA's mission to design creative learning environments that promote curiosity, social justice, equity, joy and empathetic practices through the creative arts, DATA will measure student completion of at least two Dual Credit or AP courses while enrolled with us. Our Dual Credit and AP courses naturally promote the values we want to instill in our students. Our on-campus courses include: Ethnobotany of the Southwest, Film Crew Production, Personal Finance, AP Art, AP Psychology, Darkroom Photography and Printmaking. Students can also pursue off campus dual credit opportunities to learn hands-on skills that make them more competitive in today's job market. All of these courses promote creativity, self-reflection, critical thinking, exploration and fun. We will track progress toward this goal by tracking dual credit and AP enrollment rosters, and dual credit/AP course

completion data (gathered via Next Step Plans and transcripts). Our Dual Credit Coordinator, in collaboration with administration, is working toward increasing parent outreach so they are aware of dual credit opportunities both on and off campus.

**Performance Standards:**

- We will meet the standard when 100% of students graduate with at least two dual credit or AP courses.
- We are working to meet the standard when 75% of students graduate with at least two dual credit or AP courses.
- We do not meet the standard when less than 75% of students graduate with at least two dual credit or AP courses.

**Performance Monitoring:**

We calculate the number of students who have enrolled in or completed dual credit and/or AP courses each year by running reports in PowerSchool, collecting data from dual credit information sent to us by the various institutions with whom we partner, and reviewing transcripts. Our most recent transcript audit indicates that 53% of our seniors already have 1 or more dual credit or AP courses on their transcripts.

**Dual Credit Tracking**

| School Year | # of dual credit course completions              | # of dual credit course enrollments     |
|-------------|--|---|
| 2021-2022   | Fall 21: 104<br>Spring 22: 46                    | not available                           |
| 2022-2023   | Fall 22: 136<br>Spring 23: 41                    | not available                           |
| 2023-2024   | Fall 23: 145<br>Spring 24: 63                    | not available                           |
| 2024-2025   | Projected: 55% of graduates with 2 or more DC/AP | Fall 24: 150<br>Spring 25: projected 65 |
| 2025-2026   | Projected: 60% of graduates with 2 or more DC/AP |   |
| 2026-2027   | Projected: 70% of graduates with 2 or more DC/AP |   |
| 2027-2028   | Projected 80% of graduates with 2 or more DC/AP. |   |

|           |  |  |
|-----------|--|--|
| 2028-2029 | Projected 90% of graduates with 2 or more DC/AP. |  |
|-----------|--|--|

**Academic Standards:**

While the Public Education Department is eliminating their higher education graduation requirements, we will continue to encourage our students to take dual credit and AP courses to widen their skill set whilst earning college credits. These dual credit and AP courses follow the standards and curricula established by CNM, the Institute of American Indian Arts and College Board.

**Standards Based Instrument:**

All dual credit and AP courses follow the standards and curricula established by CNM, the Institute of American Indian Arts and College Board.

**Mission Specific Goal 2 (1-2 pages): College and Career Readiness**

Students in 8th, 10th, and 12th grade will create a Passage Portfolio that encompasses a reflection of their learning, artifacts from their classes, and connections to their future. Depending on the grade level, each student will present to an authentic audience composed of parents, peers, teachers, staff, and community members.

Passages are assessed by a rubric which is based on the Expeditionary Learning (EL) Education program. These are cumulative presentations where students reflect on their academic and personal growth. They are guided through the process of collecting various artifacts that show their learning and experiences. They will then reflect on how these experiences connect to our School Values and Graduate Aims.

- **Community (Academic Operative)** - We are not alone. All of us belong to a community where everyone is welcome. We collaborate with others and consistently exhibit integrity.
- **Creativity (Creative Operative)** - We are curious and imaginative and think analytically to create solutions or contribute our voice and value to the community
- **Empathy (Empathetic Individual)** - We empathize with others by valuing individuals, honoring their stories, and working for the greater good.
- **Accountability (Resilient Agent of Change)** - We are accountable for our actions, failures, and successes. We own who we are and who we are becoming.
- **Communication (Adept Communicator)** - We are active listeners and use non-verbal and verbal communication effectively to negotiate, mediate, persuade, and support each other.

These values are the crux of the passages. These are what we want our students to embody when they leave our school. Therefore, we want our students to use turning points in their academic careers when they can self assess and become self aware of their development in these areas. Leaving middle



school and entering high school is one turning point. Halfway through high school and going into Junior year when students typically start preparing for college is another turning point. And the final point of it all is Senior Year and graduating into the world.

### **Performance Standards:**

1. We will meet the standard when 75% or more of our total 8th, 10th and 12th grade students create and present a Passage Portfolio.
2. We are working to meet the standard when 65% to 75% of 8th, 10th and 12th grade students create and present a Passage Portfolio.
3. We do not meet the standard when less than 65% of 8th, 10th and 12th grade students create and present a passage portfolio.

### **Academic Standards**

Since this is a cumulative presentation of 2 years worth of school and work, all the standards are being addressed.

### **Standards-Based Instrument**

4. Part of the Passage Rubric will refer to various power standards and skills students learned and/or grew in over the course of their education. It will include reading and math standards as well as CTE and SEL standards. Students will be asked to self assess, reflect, and present their own interpretation of where they are at in terms of the standards.

## **C. Organizational Plans**

**Question 1: Describe any anticipated changes to the governance of the school such as board composition, staffing and leadership changes, committee structure, amendments to bylaws, adding/removing an ESP (Education Support Professional) etc. How will your governing body be involved in monitoring academic performance and strategic planning, for the next five years? (1-3 paragraphs).**

We started with an Executive Director, Principal and Dean of Students. We restructured our leadership two years ago to reflect a less hierarchical structure, and more equitable distribution of responsibilities. While we still maintain our Executive Director, we now have Division Heads for grades 7 to 9 and grades 10-12.

One component we'd like to add to our Board Meetings is teacher and/or student share outs of work, experiences, and data. This will increase transparency with board members and give our teachers and students a chance to share what's happening in the classrooms, so that our board isn't just hearing from administrators.

Since our academic plans revolve around data, we will present and discuss data with our board members monthly. We want our members to understand what is happening in the classroom: what assessments are used to track growth and what teachers do to support lower performing students. This transparency means allowing increased access to our schoolwide data so our stakeholders can use it to better support our students.

**Question 1: Describe any anticipated changes to your facility such as location, remodeling, additions, etc. (1-3 paragraphs)**

We don't have plans to change the location of our school. We are starting a remodeling project on one of our courtyards next month (October 2024) and hope to complete remodeling on all four of our courtyards over the next few years. The purpose of the remodeling of our courtyards is to create outdoor learning spaces and SEL spaces. Right now we have a "Calm Room" where students go if they are overwhelmed or overstimulated. The courtyard we are remodeling next month will have large tables for classes to go sit at while learning, for students to sit at for lunch, and a space that is private but still outdoors for SEL support.

There are other remodeling projects we've discussed but have no concrete plans for. They may become a reality over the next few years. One of those is our school bathrooms. The purpose of this remodeling project would be twofold. First, the bathrooms are old. The soap dispensers are not secure, the toilets and sinks experienced damage in the year after quarantine. We've worked hard since then to create a culture where students are not damaging the school environment and now that we've achieved that, we'd like to create a cleaner and more functional bathroom space for our students.

Another remodeling project we've thought about doing is on the eastside of our school. We have one large classroom, which is where our film classes are held, that has some unused space and 2 small classrooms next door. We'd like to break the walls between all 3 classrooms and then use the unused space from the Film room and add it to the smaller classes. We'd put a wall in those two classes so each gets more space creating two larger learning environments for our students.

## **D. Financial Plans**

**Question 1: Describe any anticipated changes to the operations of your school in relation to finance such as new curriculum and instructional materials, modified staffing structure, decreased/increased enrollment, etc. (1-3 paragraphs)**

Our team will continue to focus on increasing our enrollment numbers, with an emphasis on grades 7 to 9. Enrolling students earlier means we have more time to work with them to support their reading and math skills.

We are currently at 325 students with a goal of 350. We hope with increased enrollment to increase our teaching staff and keep class sizes at 20 or less. We need continued professional development support with Savvas to ensure we are implementing the program with fidelity and using it to its full potential. Our team intends to work with staff to research and develop a STEM curriculum that blends standards, content and skills to address the siloed nature of these courses.

**Task 1: Provide a projected budget for the next 5 year term including key revenue sources and expenditures.**

### **Enrollment Projection, SEG**

|  |       |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|-------|
|  | FY 25 | FY 26 | FY 27 | FY 28 | FY 29 | FY 30 |
|--|-------|-------|-------|-------|-------|-------|

|               |             |             |             |             |             |             |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Student Count | 335         | 340         | 345         | 360         | 365         | 370         |
| SEG           | \$3,969,309 | \$4,104,992 | \$4,264,531 | \$4,406,214 | \$4,524,330 | \$4,718,385 |

- SEG estimated at 3% increase on average each FY
- Special Education and K-12 funding projected to increase proportionally to student count
- At risk and TCI held flat

We do not anticipate any significant changes in expenditures for the next five years other than an increase in teaching staff when the budget allows.

## E. Community Outreach

### **Task 1: Provide Contact Information for Students (20), Families (20) and Community Members (10)**

In an effort to incorporate student voice, family voice and community voice in the Charter Renewal process, we are requesting that you populate a Google Sheet with contact information. *Note: It is not intended that the family members match up with the students on your student list. These will be unique lists.*

We will use each list to reach out to students, families, and community members, allowing them to give us feedback about your school. We hope to have a diverse group of individuals whom we can collect feedback. If you have any questions about this process, please contact the charter school team.

The Student, Family, Community Voice Google Form can be accessed here:

### **[Copy of Charter Renewal Student Family and Community Lists Required](#)**

<https://docs.google.com/spreadsheets/d/1Uo-FPnRXuE5Ke80UP9ZfB3s3xFiljclF6guiG9bVoHY/edit?usp=sharing>

Please complete each sheet with the necessary contact information. Schools are encouraged to submit these lists early in the September timeframe. If you are unable to complete early, you can submit with your Renewal Application.

The Charter School team will be asking these contacts to send us short videos reacting the following prompts:

- What “wows” you about this charter school?
- What do you wonder about this charter school?
- Share any personal stories of your experience with this charter school.