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SECRETARY DESIGNATE OF EDUCATION

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GOVERNOR

### Tierra Encantada

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

**School Name:** Tierra Encantada Charter School

**School Address:** 4601 Mission Bend, Santa Fe, NM 87507

**Head Administrator:** Daniel Peña

**Business Manager:** Steve Alarid

**Authorized Grade Levels:** 7-12

**Authorized Enrollment Cap:** 400

**Current Enrollment:** 311

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

**Mission:** The mission of the Tierra Encantada Charter School at Alvord is to empower students as citizen scholars within a dual language environment through a rigorous learning curriculum, which will prepare students for post-secondary success.

## Analysis of Renewal Application and Site Visit

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

<b>The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 23, 2019.</b> <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<b>Department's Standards of Excellence— A-F School Letter Grades</b> Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. <b>Overall NM School Grades SY16 - SY18: F, F, and D</b> <b>Graduation Rate</b>	<i>Demonstrates Substantial Progress</i>
1.b	<b>Specific Charter Goals</b> Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> <li>• SHORT CYCLE ASSESSMENT READING <b>Rating in SY19: Falls Far Below</b></li> <li>• SHORT CYCLE ASSESSMENT MATH <b>Rating in SY19: Falls Far Below</b></li> <li>• LAS LINKS SPANISH LANGUAGE PROFICIENCY <b>Rating in SY19: Falls Far Below</b></li> <li>• INNOVATIVE INDICATOR: The dual language program at the School will result in students in 10<sup>th</sup> grade and above testing into a college level Spanish class as shown by the College Level Examination Program (CLEP). <b>The PEC and the parties agree that this indicator will not be used as a basis for non-renewal.</b></li> </ul> <b>Non-rated</b>	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<b>Audit</b> Schools that have received no material weakness,	<i>Demonstrates Substantial Progress</i>

	significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. <b>During FY16-FY18, the school had six (6) audit findings, including two (2) material weaknesses or significant deficiencies.</b>	
2.b	<b>Board of Finance</b> Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	<b>Material Terms</b> All schools must provide a response for this section of the application.	<i>Failing to Demonstrate Substantial Progress</i>
3.b	<b>Organizational Performance Framework</b> Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> <li>• <b>Indicator 1a Material Terms</b></li> <li>• <b>Indicator 1b Applicable Education Requirements</b></li> <li>• <b>Indicator 1e English Language Learners</b></li> <li>• <b>Indicator 2a Financial Compliance</b></li> <li>• <b>Indicator 4b Employee Rights</b></li> <li>• <b>Indicator 5a Facilities Requirements</b></li> </ul>	<i>Failing to Demonstrate Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	<b>Governance Responsibilities</b> All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

<b>PART C:</b>	<b>Financial Statement</b> A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
<b>PART D</b>	<b>Affidavits for Petitions</b>
	1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit. <b>Number: <u>200</u> Percentage: <u>80</u> %</b> 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter

	<p>school, with certified affidavit.  <b>Number: <u>34</u> Percentage: <u>100</u> %</b></p>
<b>PART E:</b>	<p><b>Description of the Charter School Facilities and Assurances</b>  A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.</p>
	1. A narrative description of its facilities
	2. Attach <u>  </u> facility plans or <u>  X  </u> the school's Facility Master Plan
	3. Attach a copy of the building E Occupancy certificate(s) from <u>Construction Industries Division</u> number <u>12653</u>
	4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 <b>The school's letter, dated April 26, 2016, indicates an NMCI score of 2.98% , which is better than the average at that time of 18.98% (lower is better with zero being perfect).</b>
	<p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.  <u>      </u> building is owned by charter school, school district, or government entity;  OR  <u>      </u> building is subject to a lease-purchase agreement; OR  <u>  X  </u> school had provided the appropriate assurances form:  <input type="checkbox"/> Public (Cert A)    <input checked="" type="checkbox"/> Private (Cert B)    <input type="checkbox"/> Foundation (Cert C)</p>
<b>PART F:</b>	<p><b>Prior Amendment Requests</b>  Amendment request to amend section 8.01 1.a(x), page 38, facility terms of its contract, with the condition that the PSFA is able to certify that the facility meets all statutory requirements found in 22-8B-4.2 was approved on 1/13/2017.</p>
<b>Interviews</b>	A summary of the stakeholder interviews is on the following page.
<b>Other Appendices</b>	The school provided additional appendices.
<b>School's Response</b>	The school's narrative response to the CSD preliminary analysis is attached.

## Stakeholder Interviews

Stakeholder interviews were conducted on October 23, 2019 at Tierra Encantada. The participants included three (3) parents, eight (8) students, one (1) governing board member and eleven (11) teachers.

All three parents in attendance cited having issues with traditional public schools as a reason for enrolling their children at Tierra Encantada. One parent reported that she commutes an hour each day to take her child to Tierra Encantada. While parents do wish the school offered more extra-curricular activities, such as art and music, they do acknowledge that the school can't always fund or find sponsors for these activities. The school is very good at communication at all levels, according to parents, with teachers being willing to walk up to a parent directly if they see them on campus. Additionally, the school encourages parent engagement and is open to ideas and suggestions.

Several students mentioned the one on one interactions with teachers being a major draw to the school. Teachers insure that students do not fail. Additionally, administration "always has an open door" and will listen to students. One student described the relationship with teachers, administration, and peers as being "more like a family." Students also appreciate the hands on learning and dual language program offered at Tierra Encantada.

Governing board member interviews were scheduled to start at 10:30 a.m. The one governing member who attended the interview arrived to the school approximately an hour late. The board member was asked to be part of the board after his son completed his freshman year. The council evaluates the head administrator using parent, student, and teacher surveys. The information from these surveys, along with how well the school is progressing on goals and meeting state and federal requirements, determine "the value of rehire" of the head administrator. The board member recognizes that there needs to be improvement in continuing education for board members. Additionally, he admitted, "Sometimes minutes are not always ready for approval."

### **Teachers and staff were interviewed in two groups to accommodate teacher lunch schedules.**

#### Teachers and Staff Group 1

Teachers in the first group reported being attracted to Tierra Encantada's bilingual program, small school size, welcoming environment, and project based curriculum. The teachers believe that they are offering a rigorous curriculum thanks partially to encouraging students to enroll in dual credit. Students embrace the bilingual aspect of the school and will encourage and help each other with Spanish presentations. One staff member even reported students helping him with his own Spanish speaking.

#### Teachers and Staff Group 2

The staff members in this group echoed their peers by saying the school's bilingual program, small size, environment, and project based learning were reasons they came to Tierra Encantada. The school's community was mentioned as a strength of the school. Staff are able to connect to students and their families on "a deeper level." The school institutes a program called "crew". During crew, students can go have improvement conversations with teachers in whose class they are struggling. Staff insure students have the resources and accommodations



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

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**Tierra Encantada Charter School  
December 2019**

## SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

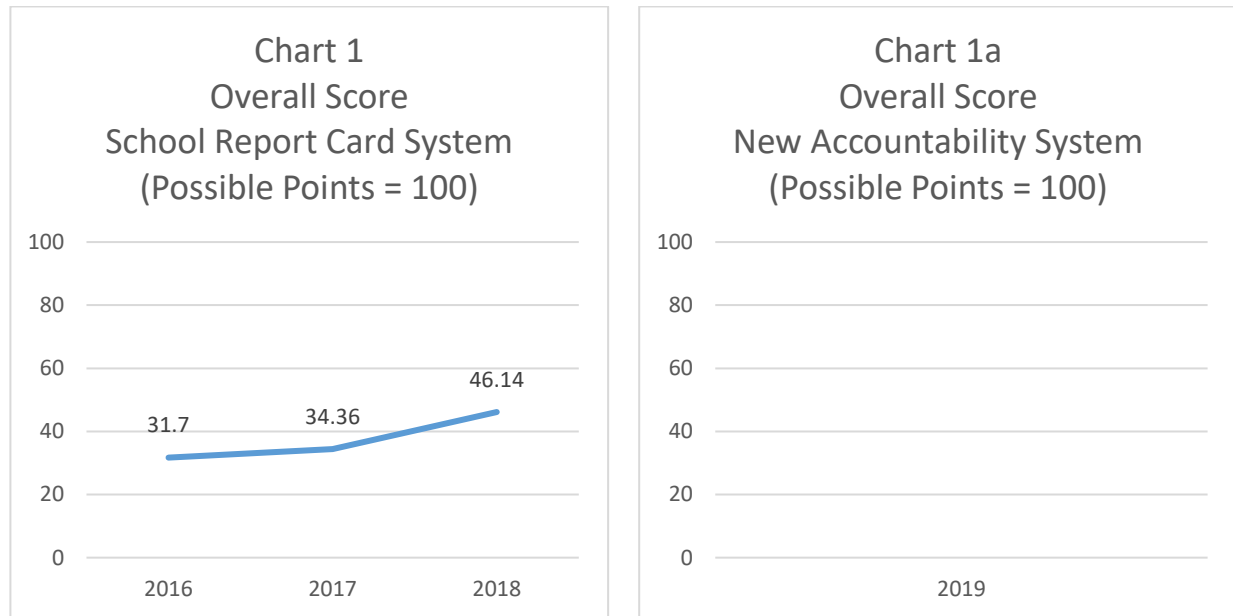
**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

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

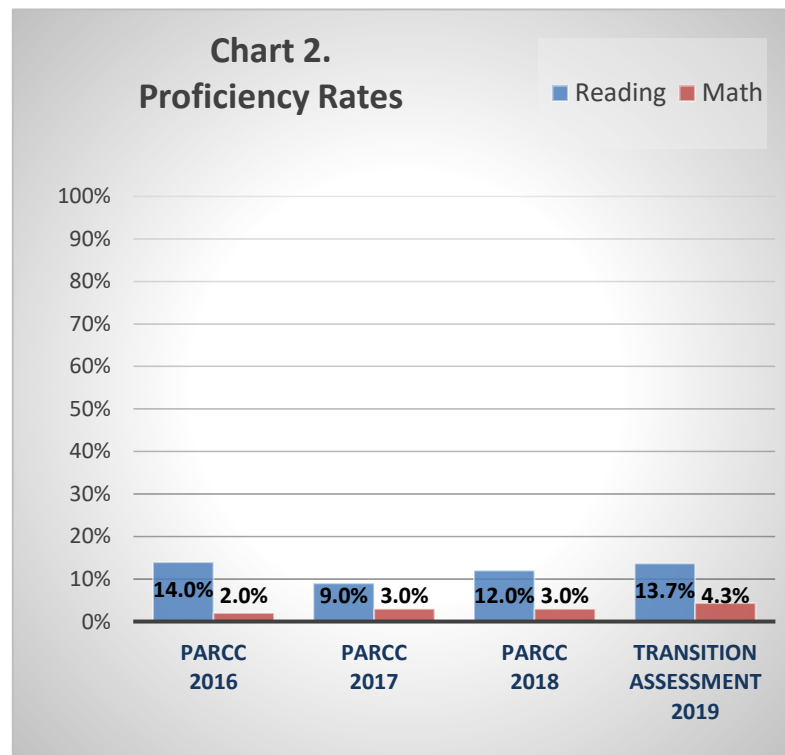
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

### 1a. Department's Standards of Excellence

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

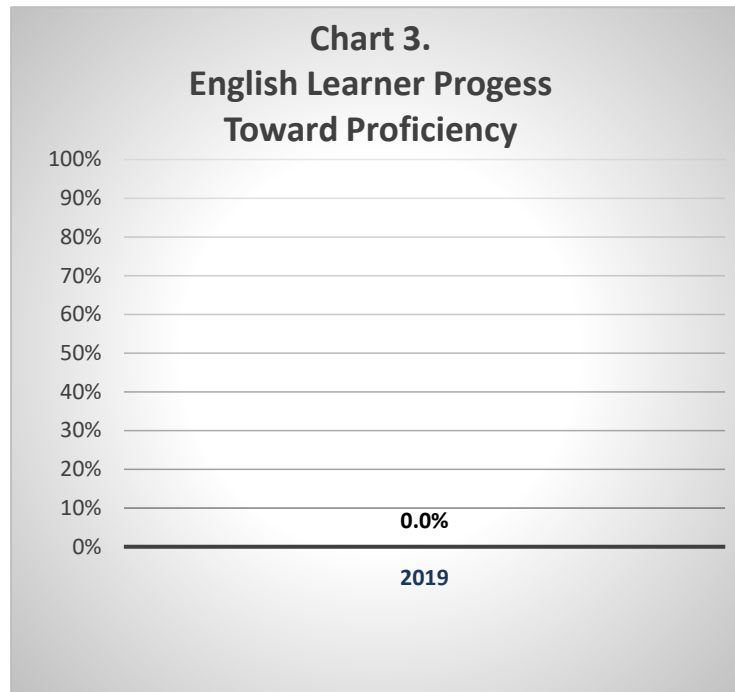


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.

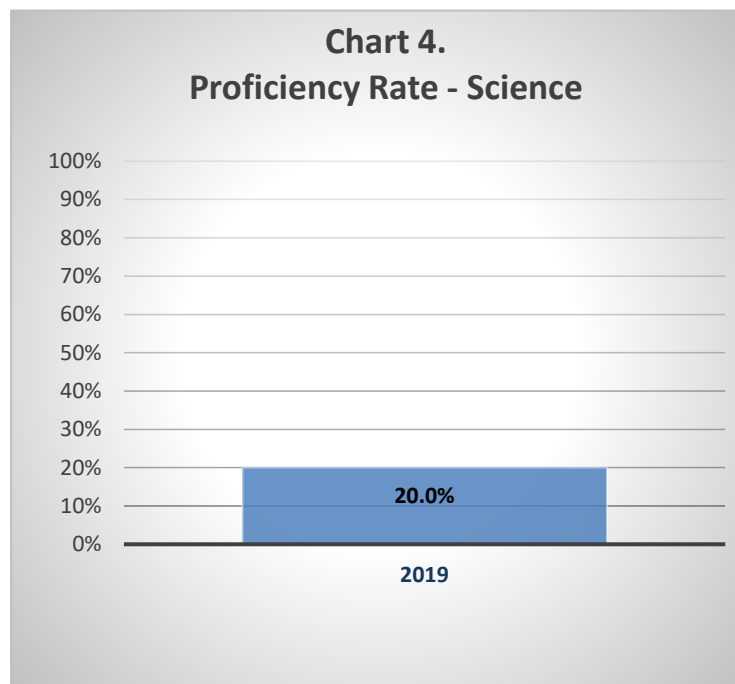




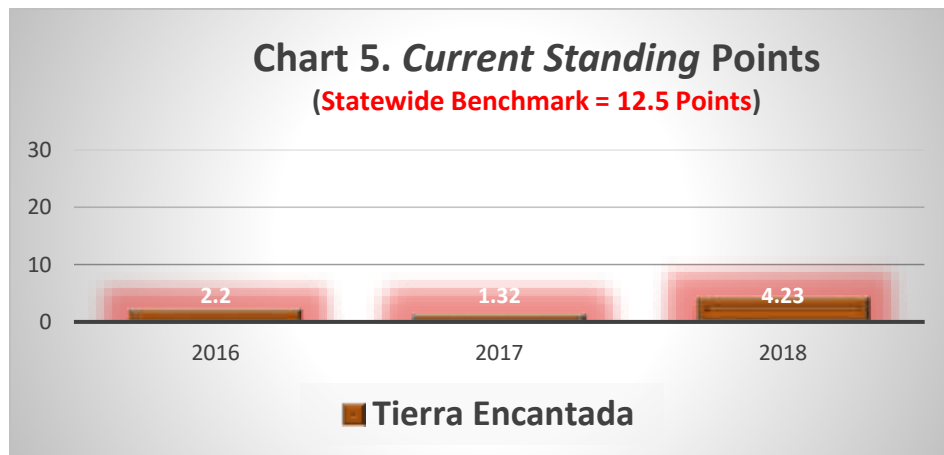
**English Learner Progress toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



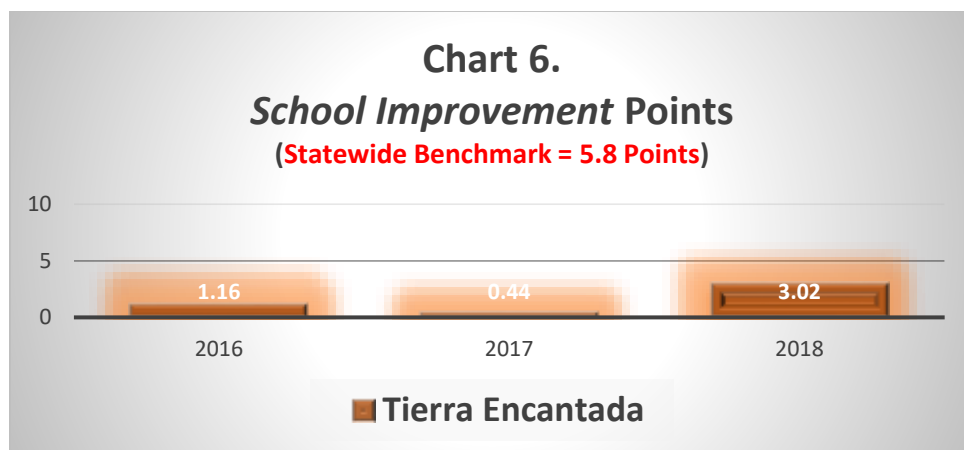
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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

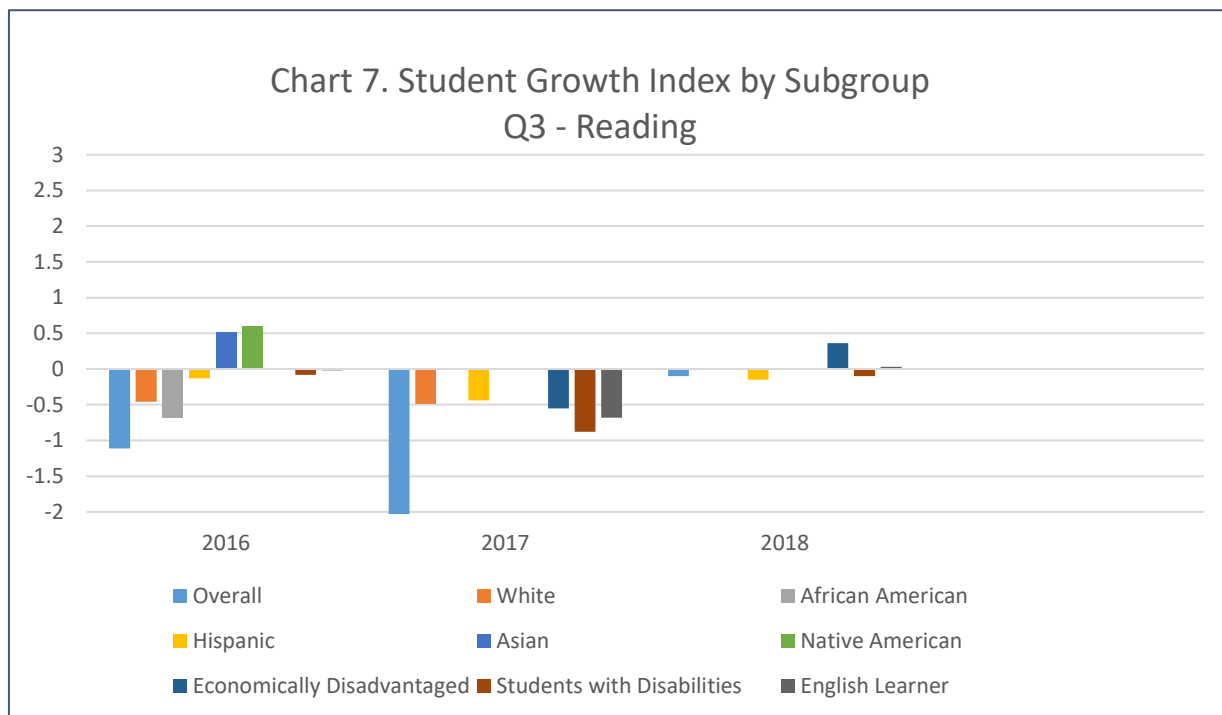


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



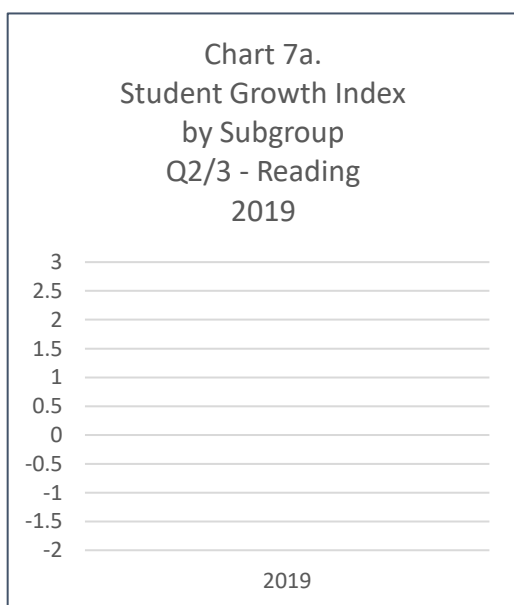
### Subgroup – Higher-Performing Students in Reading

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



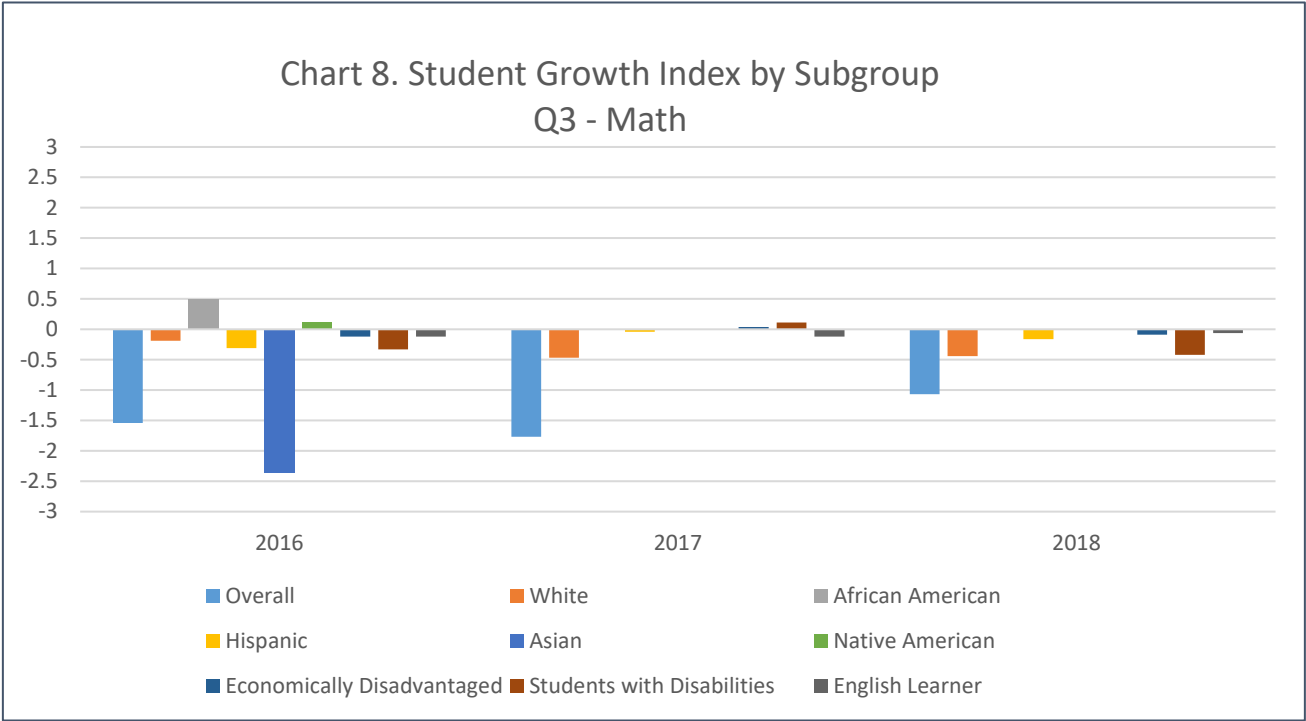
### **SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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



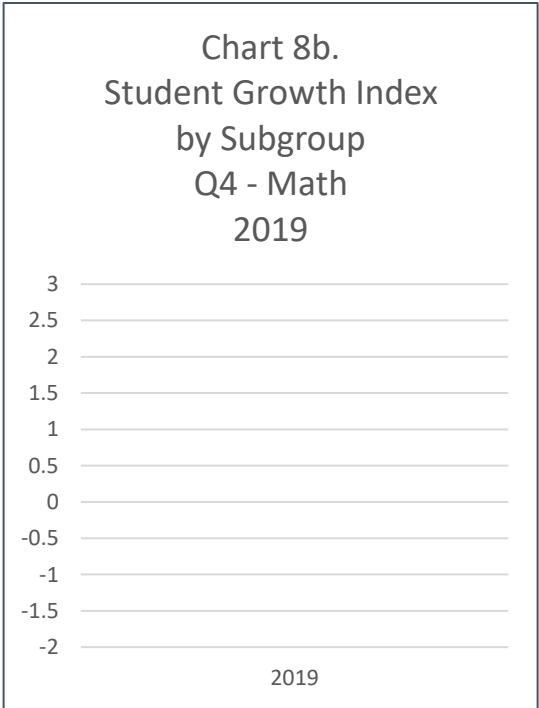
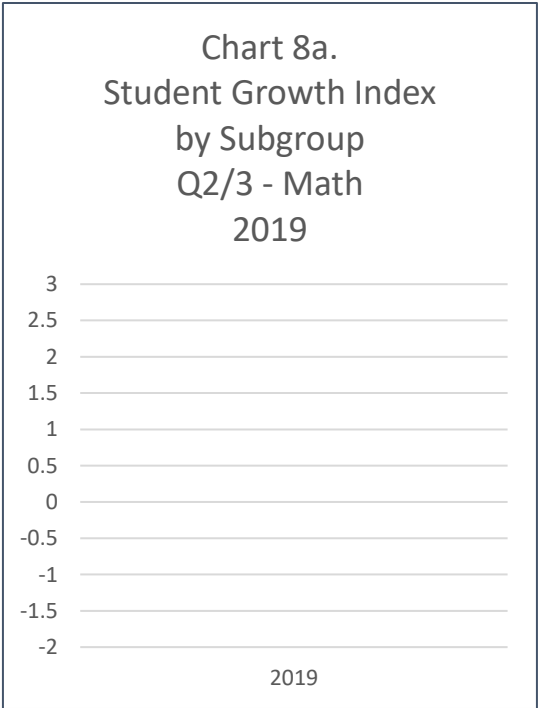
**Subgroup – Higher-Performing Students in Math**

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



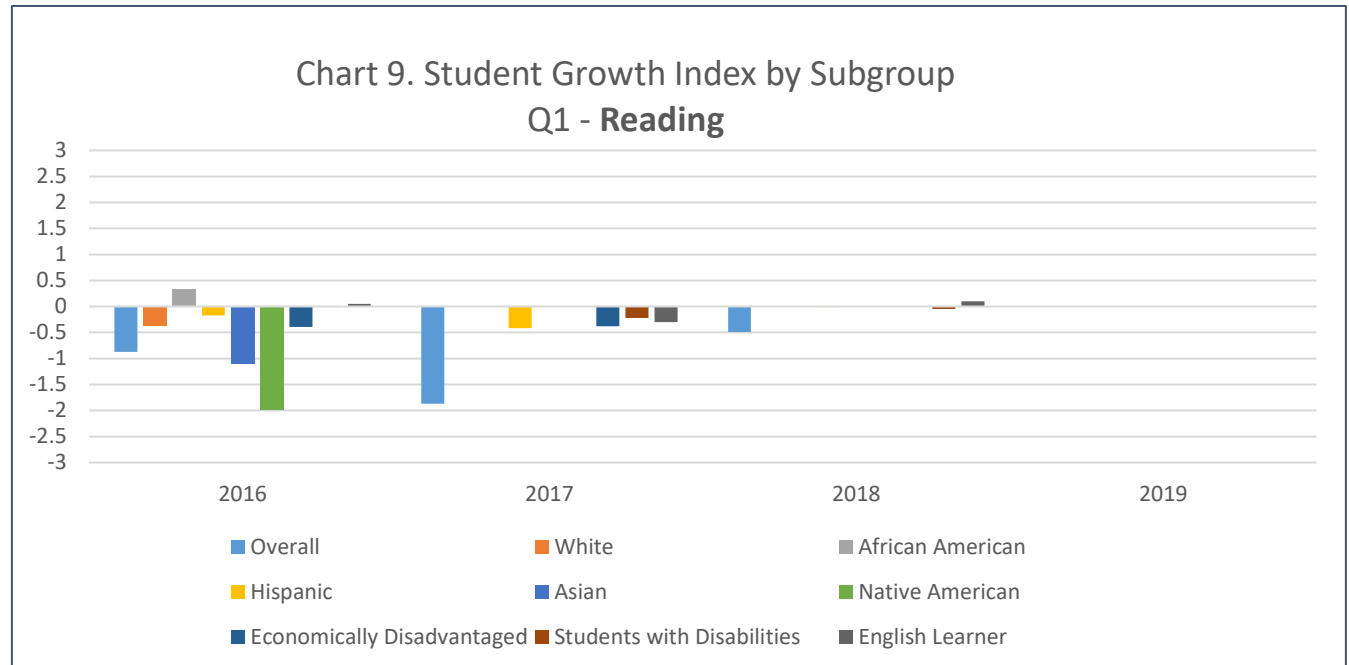
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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

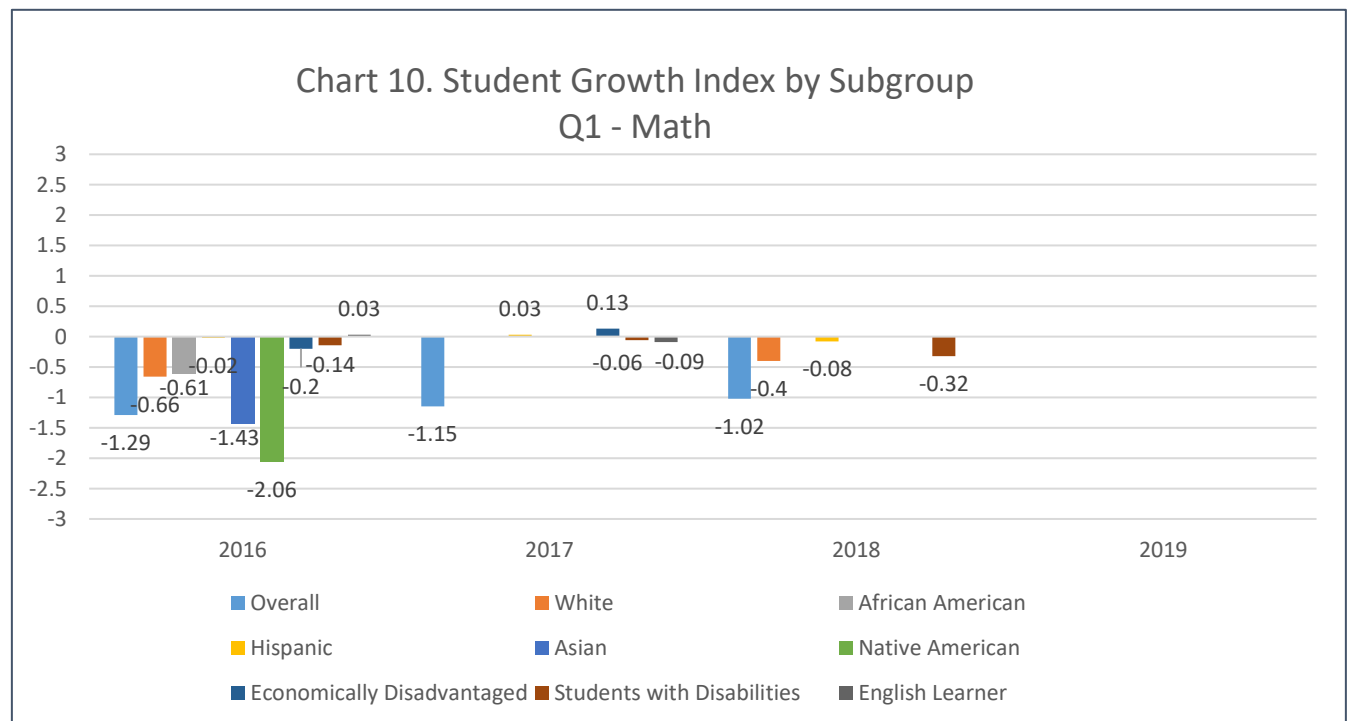


### Subgroup – Lowest-Performing Students in Reading

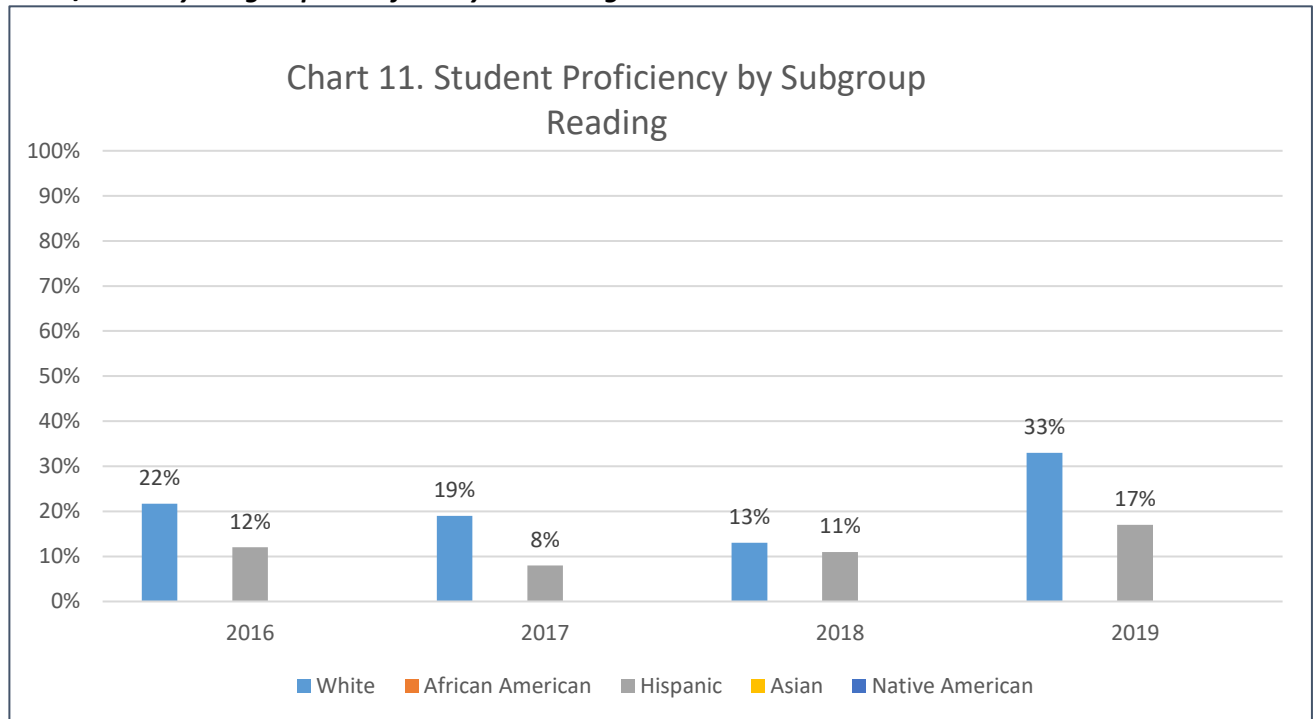
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



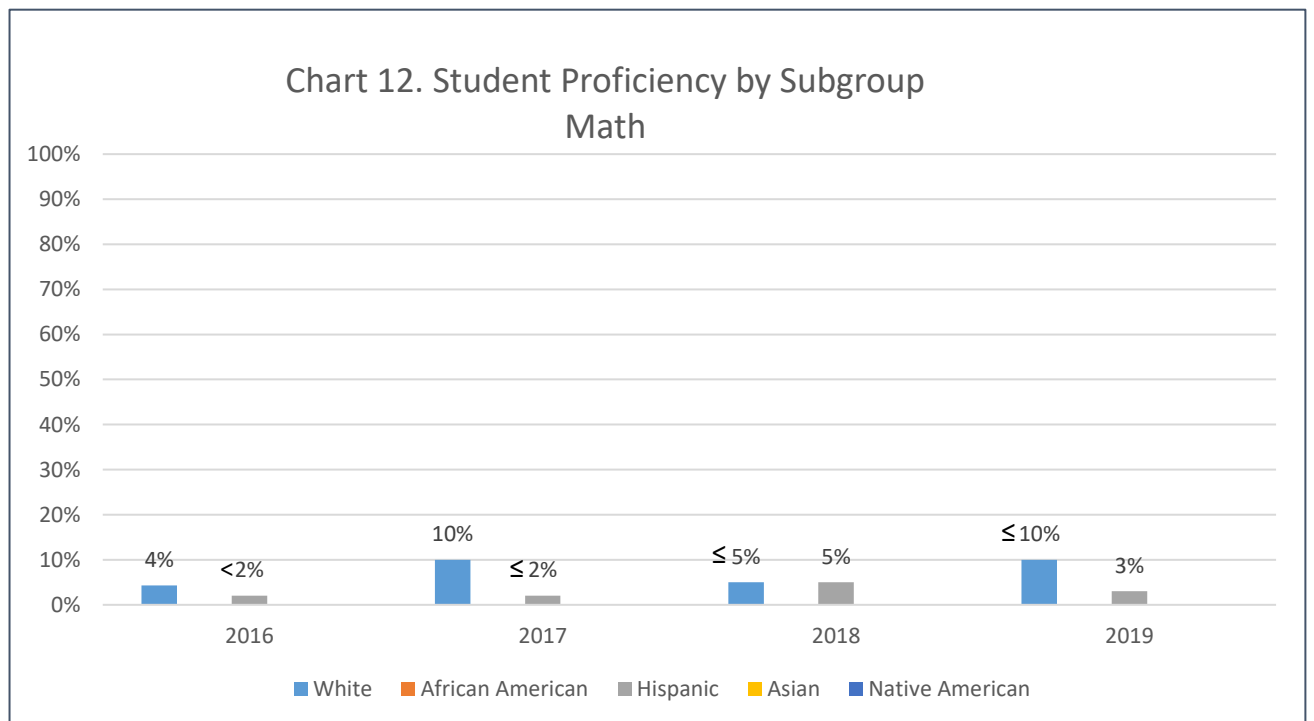
### Subgroup – Lowest-Performing Students in Math



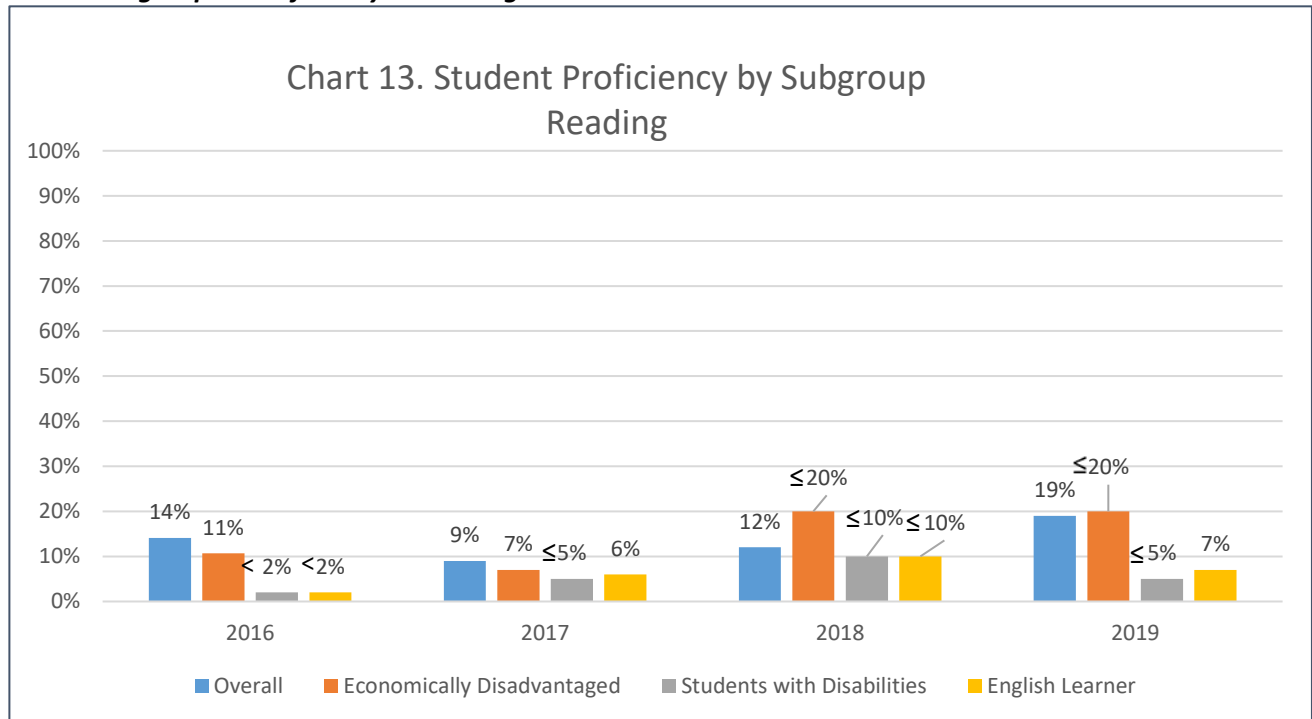
**Race/Ethnicity Subgroups - Proficiency in Reading**



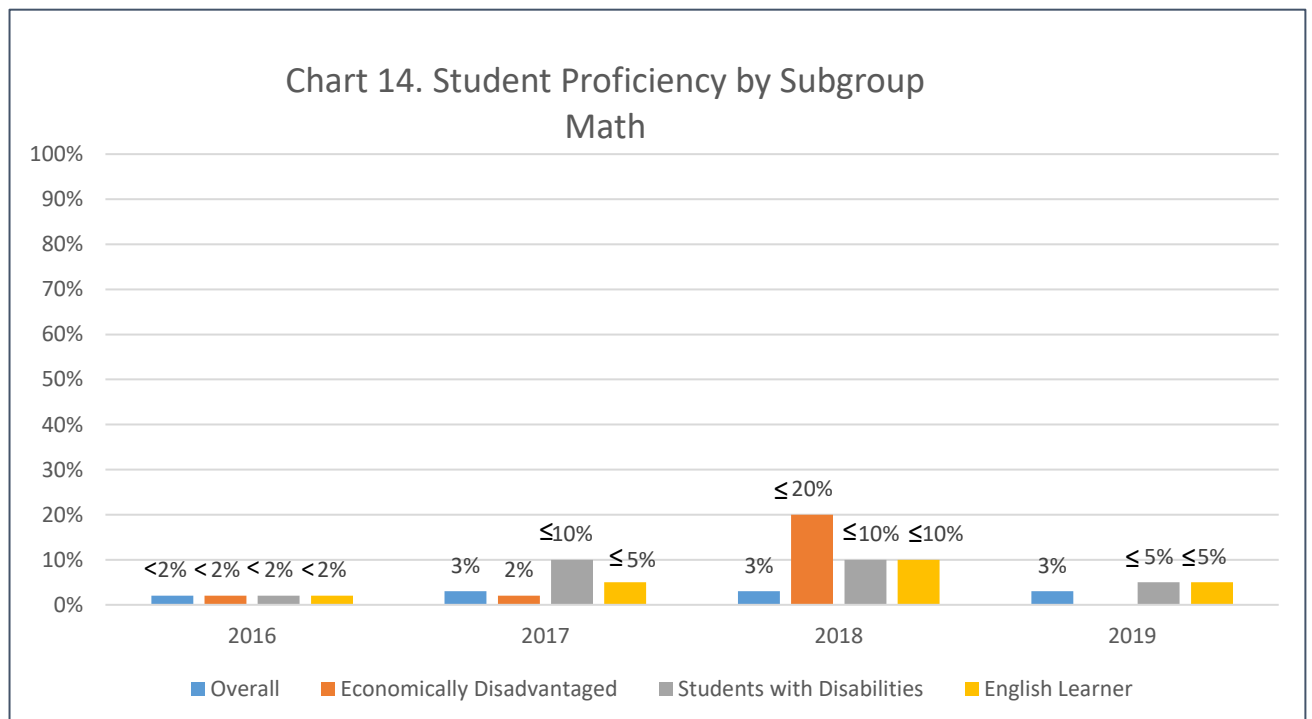
**Race/Ethnicity Subgroups - Proficiency in Math**



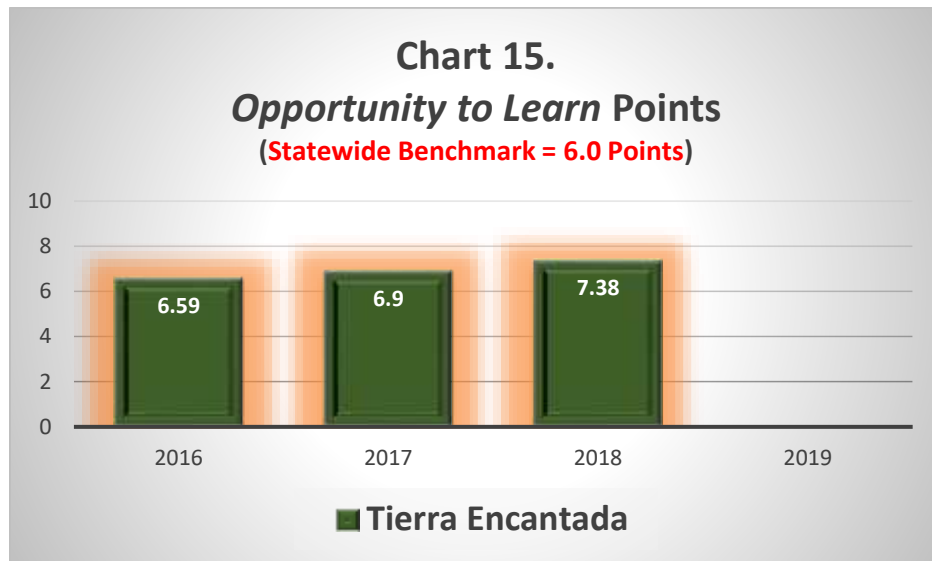
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**

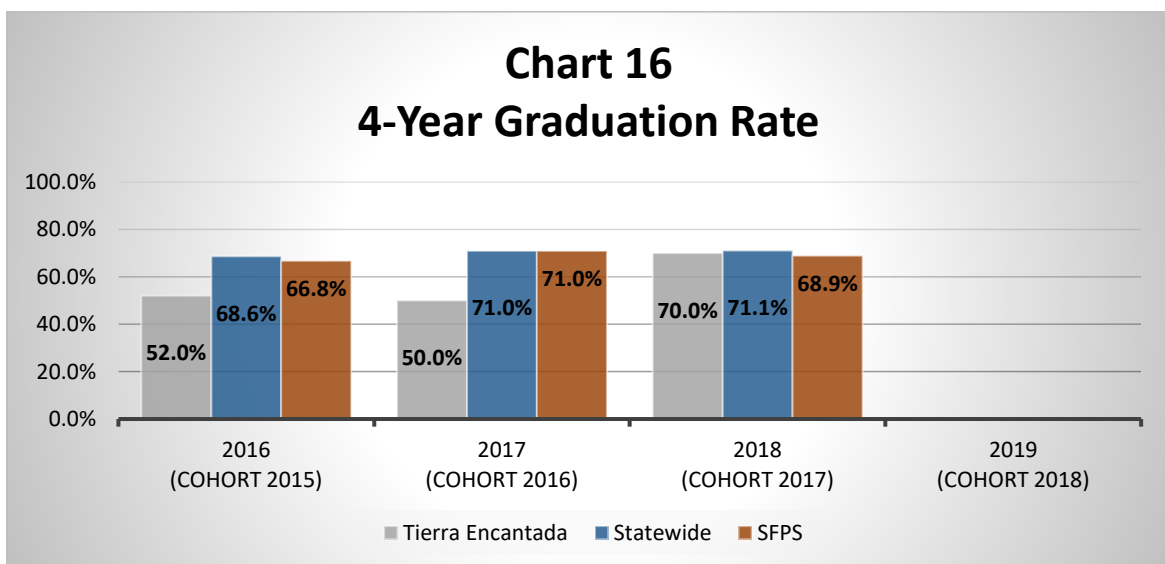


**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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



**High School Graduation Rates for the 4-year cohort**

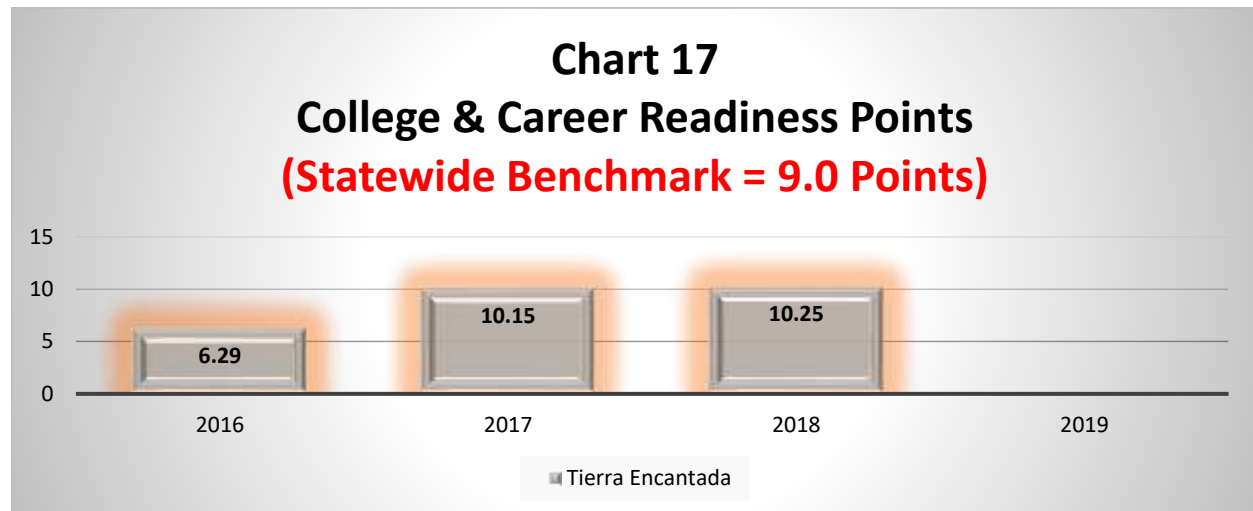
Please note that the data reported each year is for the prior year’s cohort of students.





**College & Career Readiness (CCR):** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>1</sup>. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



<sup>1</sup> See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:  
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

### 1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

#### Charter Specific Goals

1. SHORT CYCLE ASSESSMENT READING Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students in grades 8 -11. The school meets the target of this indicator if 75 - 84% of identified students made at least one full year's growth in reading short-cycle assessment proficiency scores when comparing previous year's spring results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.
2. SHORT CYCLE ASSESSMENT MATH SHORT Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students in grades 8 -11. The school meets the target of this indicator if 70 - 79% of FAY students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing previous year's spring results to later results OR The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.
3. The number of students who score at "proficient" or "above proficient," (Levels 4 and 5) on the LAS Links SPANISH language proficiency assessment ("overall" indicator) will increase each year when comparing previous year's results to later results. The school meets the target of this indicator if the school meets the "meets" target in the chart (2018-2019 Meets = 48%)
4. INNOVATION INDICATOR: The dual language program at the School will result in students in 10<sup>th</sup> grade and above testing into a college level Spanish class as shown by the College Level Examination Program (CLEP). The school meets the target if 25% of the students test into or are taking Spanish 201 or above. **The PEC and the parties agree that this indicator will not be used as a basis for non-renewal.**

Figure 2. Progress towards Charter Specific Goals.<sup>2</sup>

	Goal 1	Goal 2	Goal 3	Goal 4
<b>2016</b>	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
<b>2017</b>	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
<b>2018</b>	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
<b>2019</b>	Falls Far Below	Falls Far Below	Falls Far Below	Not rated

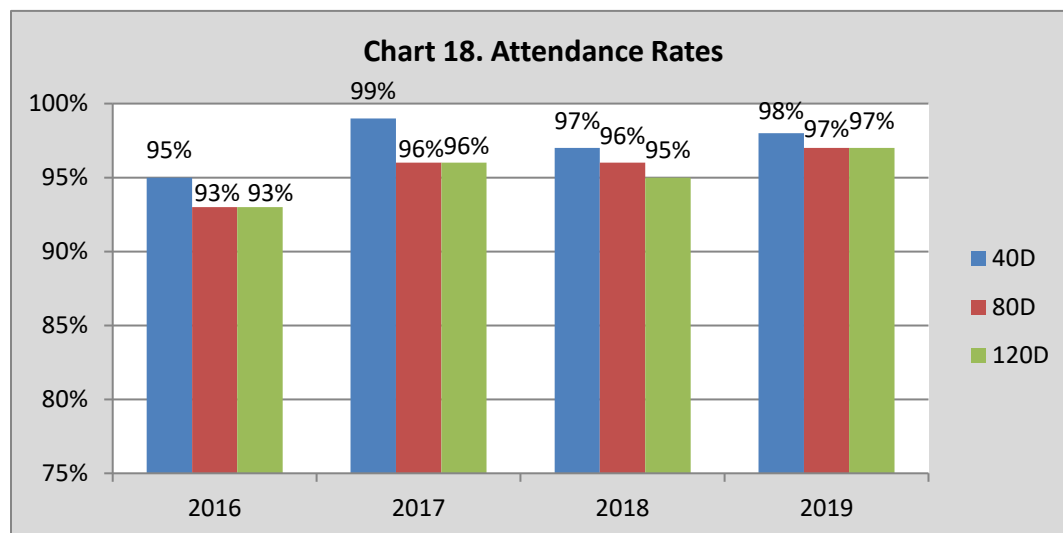
<sup>2</sup> Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

### 1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

#### **Attendance Rate (The statewide target is 95% or better.)**

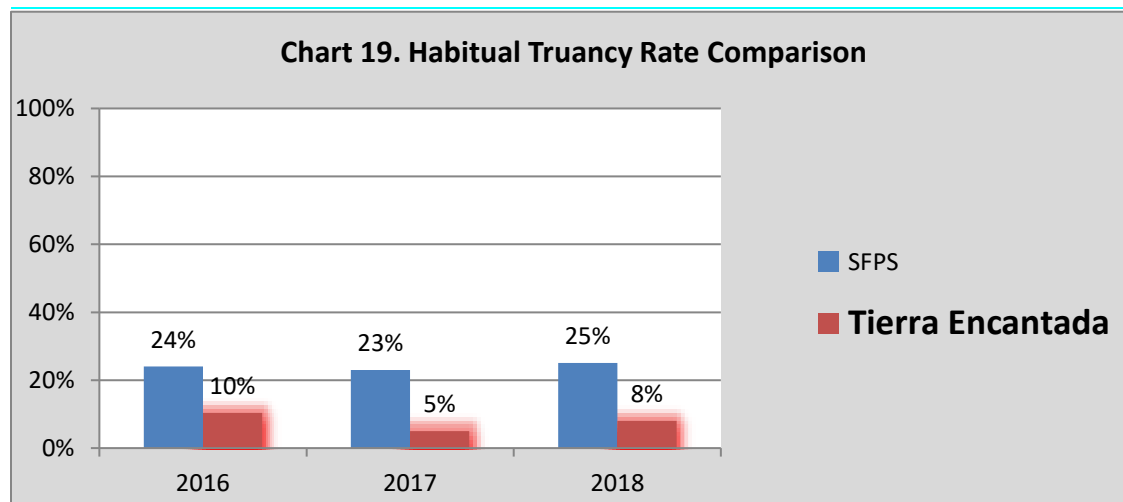
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

Chart 19 reflects the school's habitual truancy rate compared to the local district.

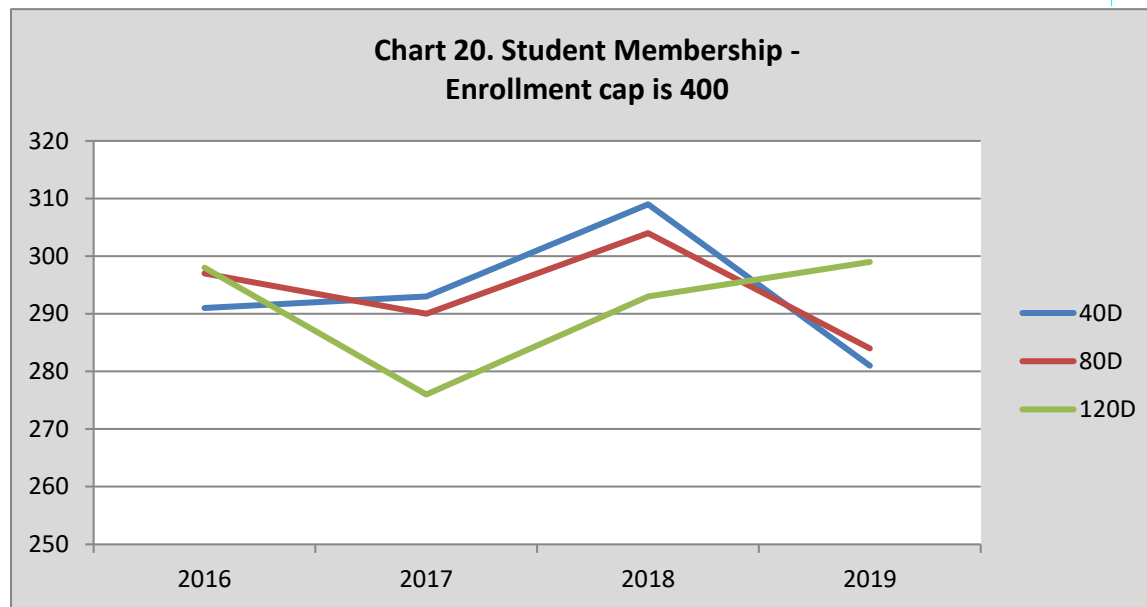
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



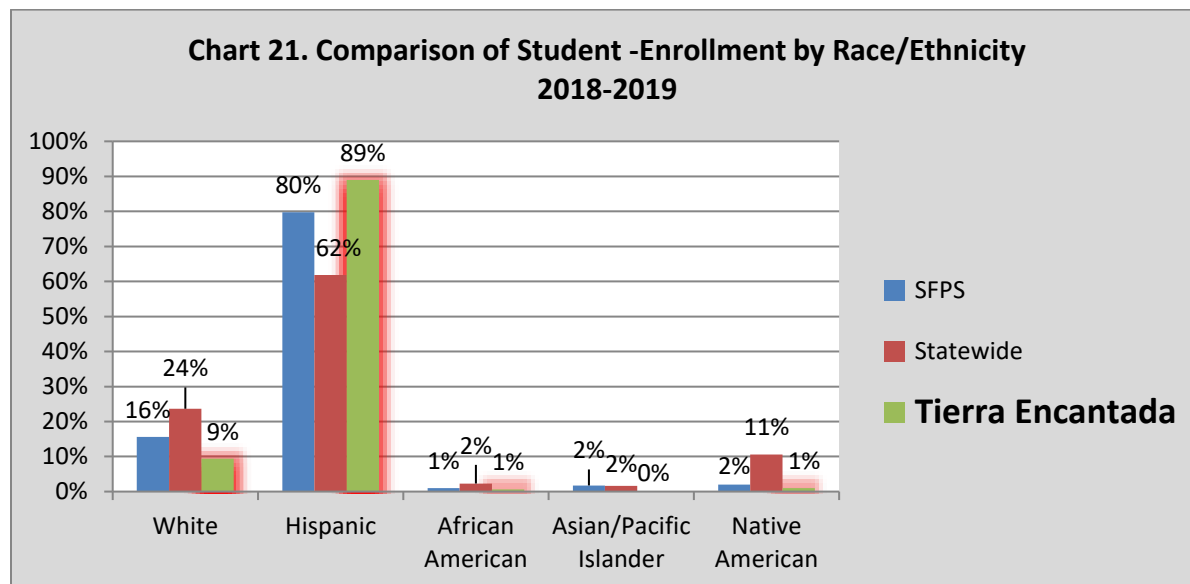
### Student Membership (Enrollment)

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

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

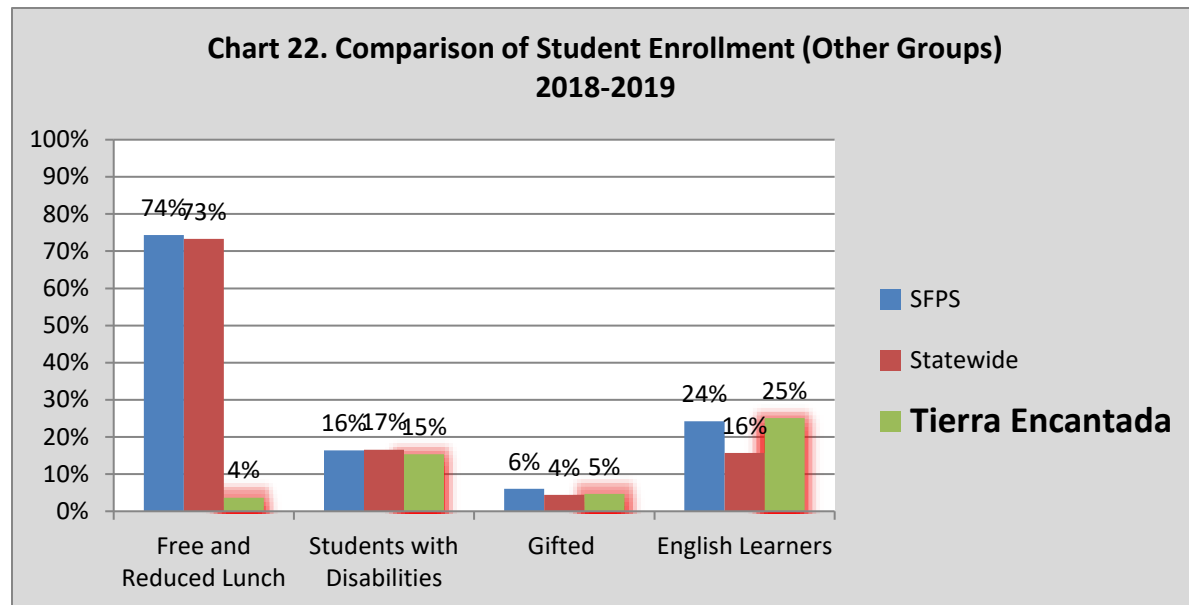


### Enrollment by Race/Ethnicity



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

### Enrollment by Other Subgroups

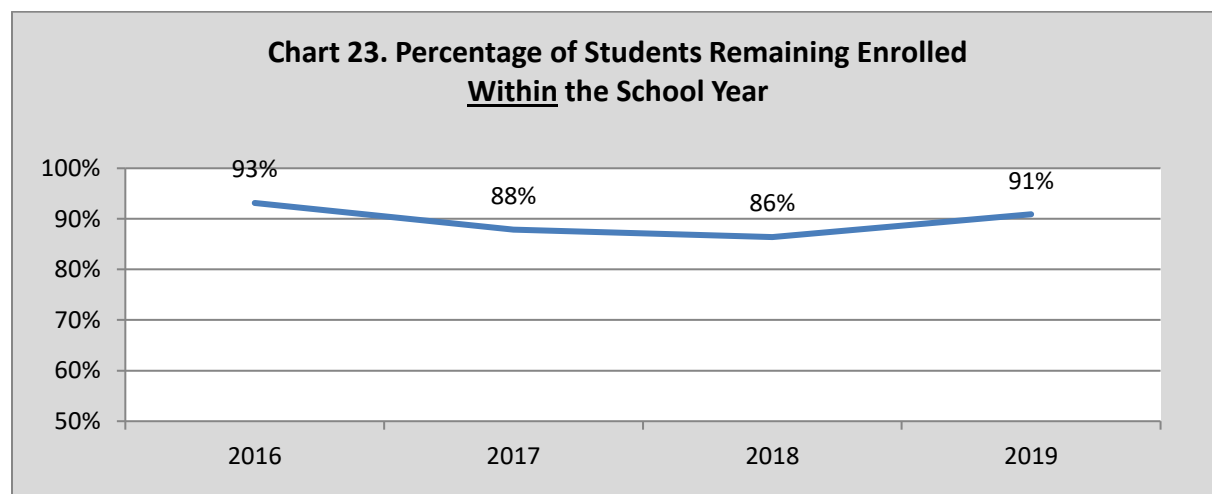


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

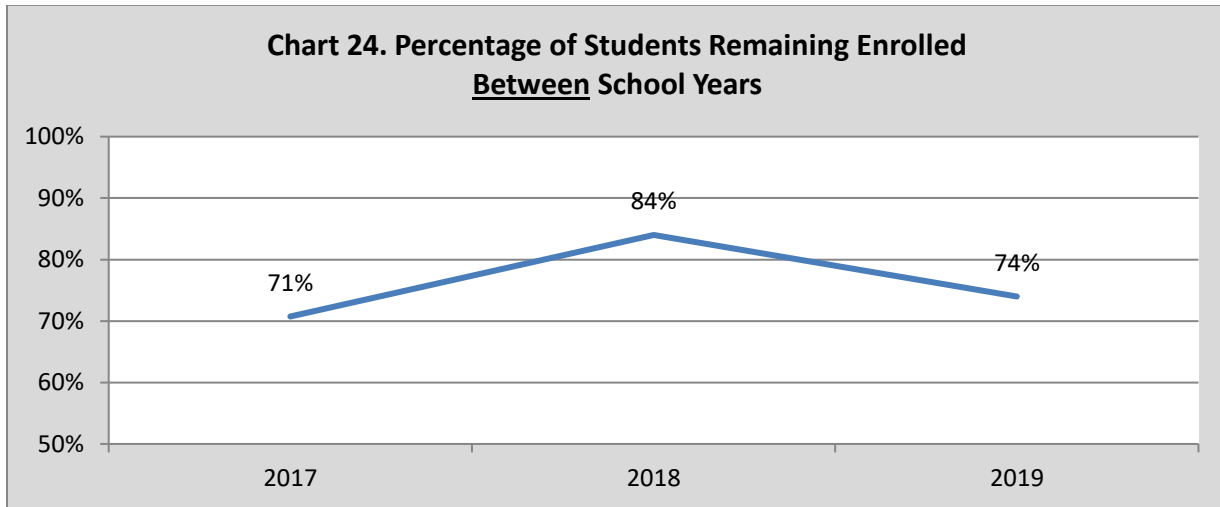
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



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

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

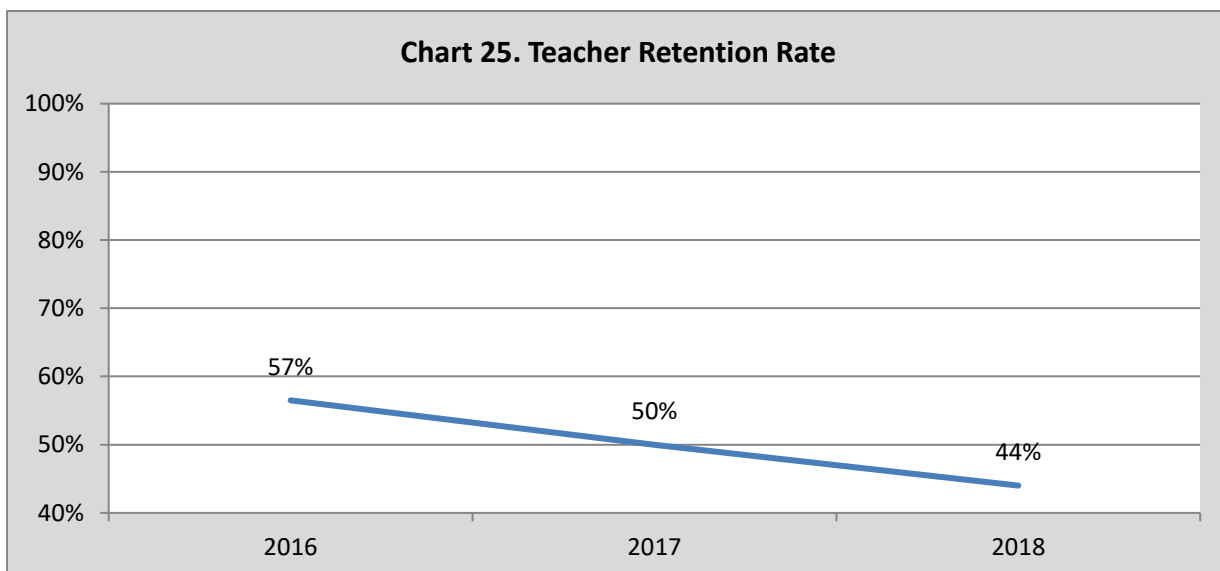


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### **1d. Teacher Retention Rate**

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

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



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

Figure 3. Fiscal compliance over term of contract.

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

### *Summary of Most Recent Fiscal Report*

In FY18, the school received the following audit findings:

#### **2018-001 Timely Submission of ERB Contributions (Other Noncompliance)**

**Condition/Context:** During our review of the School's monthly ERB contributions, we noted 1 month which was not filed in a timely manner and the School was assessed a late payment fee.

**Management's Response:** Management agrees with this finding. Management will establish a process for payment of ERB contributions with a built in lead time to consider banking transfer deadlines or any other technical reasons a payment may be delayed. We will set a date that works for management to assure that these payments will be timely.

#### **2018-002 Pledged Collateral (Other Noncompliance)**

**Condition/Context:** During our review of pledged collateral, we noted the School did not have sufficient collateral, resulting in deficient collateral of \$191,584.

**Management's Response:** Management agrees with this finding. The bank was unaware of the statutory requirement and has since been made aware. The bank has agreed to send us a pledged collateral statement each month. We have established a process in the business office of reviewing pledged collateral statements from the bank on a monthly basis. We will then inform the bank of any adjustments to the pledged collateral that may need to be made. The bank will then send us an adjusted statement reflecting the changes.

### **2b. Board of Finance**

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

## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### **3a. Educational Program of the School**

#### *Educational Program of the School*

Tierra Encantada Charter School has implemented a comprehensive Dual Language Immersion Program that has been approved NMPED as part of our academic program, aligned to the Common Core State Standards and the NM State Standards. Content is delivered using project based learning according to the Expeditionary Learning (EL) Model with regular formative and periodic summative assessments. TECS aligns to Common Core using a mastery-based assessment tool.

#### *Student – Focused Term(s).*

The basic mission of Tierra Encantada Charter School is to graduate bilingually proficient college prepared students. The goal is to ensure that every student is functionally and academically literate and prepared for post high school life. As a Dual Language College Preparatory School, Tierra Encantada Charter School is working with the NMPED and other bilingual schools in New Mexico to develop the criteria for a Bilingual Seal on the graduation diploma. The school will accept this definition when decided.

The school defines “Biliterate” as a student graduating with functional and academic skills in two languages (at a minimum of 12<sup>th</sup> grade level in English and either an 8<sup>th</sup> grade level in Spanish if it is not their native language or 12<sup>th</sup> grade level in Spanish if it is their native language). If the Bilingual Seal sets a lower standard, the school will hold their students to the bi-literate standard.

The school will work towards all of our graduating 4-year students qualifying for Bilingual seal and a Biliterate seal on their diploma starting in school year 2016-17.

Students who attend Tierra Encantada Charter School will apply to a minimum of 3 institutions of higher education or vocational training. The application process will begin during the 11<sup>th</sup> grade for many of the students to ensure they have the best opportunities to apply for and secure scholarships, grant awards, and financial aid. The results will be publicized with the culminating celebration of acceptance announcements during the graduation ceremony.

The school is interested in tracking the success of its students after graduation. Therefore, the school will track whether or not a student goes to college by collecting data on the student’s next steps as shown by college acceptance letters. The school will provide this information to the school community annually.

TECS has designated part of the work load of the counselor towards college coaching in an effort to work with students and parents to assist with college preparedness and the associated processes: completing application, entrance assessments, financial aid, etc. The counselor will advise students as well as parents who wish to pursue postsecondary education. Since many of the students served at Tierra Encantada Charter School will be first generation college attendees, these students and their parents may need the assistance to successfully navigate the admissions process.



*Teacher – Focused Term(s).*

Professional development is essential to providing our students with a world-class education. Our teachers have attended and will continue to attend both in and out of state Professional development. These trainings may include, but are not limited to; NABE (National Association of Bilingual Educators-both state and national, Expeditionary Learning (out of network school) institutes, Outward Bound Project Based-workshops, and International Society for Technology in Education (ISTE).

*Parent – Focused Term(s).*

Tierra Encantada Charter has a parent committee called Tierra Encantada Parent Partners (TEPP). This committee was founded in the school year 11-12. The purpose of this group is to meet once a month along with a teacher representative to discuss school events and other miscellaneous issues concerning the school and to report them back to the School Director.

### 3b. Organizational Performance Framework

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

### 3c. Governing Body Performance

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

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

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
<b>Celedina Coss</b>	Treasurer	3/1/2017	Active	8	0	8
<b>Joseph Salazar</b>	President	3/1/2017	Active	8	8	0
<b>Melarie Gonzales</b>		7/1/2016	Active	8	8	0
<b>Nicholas Maestas</b>		3/1/2017	Active	8	8	0
<b>Tanya Miller</b>	Secretary	4/1/2014	Active	8	7	1

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions



## **Part B—Progress Report**

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



## **Part B—Progress Report**

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

The following rubric will be used to evaluate the narratives in Part B:

<b>Meets the Standards</b>	<ul style="list-style-type: none"> <li>In <b>each</b> year of the contract term, the school has a demonstrated record of meeting <b>all</b> standards, which is supported by evidence.</li> </ul>	
<b>Demonstrates Substantial Progress</b>	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></li> <li>An evaluation of <i>all</i> data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard.</li> </ul>	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></li> <li>The narrative describes <b>specific adult</b> (teacher, leader, board) <b>actions taken to improve performance and outcomes by addressing the root cause</b> of the inadequate performance; AND</li> <li>The <b>site visit</b> team can verify the <b>implementation of reported improvement actions</b> by evaluating <b>specific evidence</b> at the school site that is <b>observable, verifiable, and readily available</b>; AND</li> <li>The narrative identifies <b>measurable successes</b> during the most recent year <b>resulting from the improvement actions taken</b>; AND</li> <li>An evaluation of the data and <b>evidence supports the observable and reported successes</b>.</li> </ul>
<b>Failing to Demonstrate Progress</b>	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years of the contract term.</li> <li>An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. AND ONE OR MORE OF THE FOLLOWING:</li> <li>The narrative is focused on <b>describing circumstances connected to the poor performance and/or excuses for the poor performance</b> (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or <b>either does not describe specific adult improvement actions taken</b> or describes <b>minimal adult improvement actions taken</b>; or</li> <li>The site visit team is not able to verify implementation of the reported adult improvement actions because there is no <b>observable, verifiable</b> evidence presented during the site visit; or</li> <li>The narrative <b>fails to identify any measurable successes</b> during the most recent year, or evaluation of the <b>data and evidence directly contradicts reported successes</b>.</li> </ul>	

## 1. Innovative and Distinctive Education Program

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

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

***School response:***

Tierra Encantada Charter School (TECS) offers a free alternative educational choice to students of all ability levels and backgrounds in grades 7th-12th, that do not wish to attend the larger middle and high school settings offered by the local surrounding school districts in the Santa Fe area.

Tierra Encantada Charter School has implemented a comprehensive Dual Language Immersion Program as part of its core academic program, that is aligned to the NM Common Core State Standards and is delivered utilizing project based learning according to the Expeditionary Learning (EL) Model.

The overall objective of Tierra Encantada Charter School is to graduate bilingually proficient college prepared students. The goal is to ensure that every student is functionally and academically literate and prepared for post high school life. As a Dual Language College Preparatory School, students have the opportunity to earn and graduate with a Bilingual Seal on their diploma. Beginning 2018-19 School Year, TECS awarded 18 Bilingual Seals and is on track to award more this year (20+).

TECS practices a student-centered approach through a blended dual language learning environment that applies high expectations, hands-on self discovery and group learning experiences, teaching of 21st century skills, critical thinking, performance-based assessments; and opportunities for educators to reflect on their practice and develop their craft as well as through professional development and shared leadership among teachers, staff, administrators, and parents.

Schools that incorporate these key features of student-centered practice such as TECS are more likely to develop students that have transferable academic skills; feel a sense of purpose and connection to school; as well as graduate, attend, and persist in college at rates that often exceed their local area district and state averages.

TECS has made improvements with the Dual Credit Program which falls under our College Prep goal: TECS is now up to 100 students enrolled in dual credit, improved from the mid 20's registered and participating.

The school director participated in the **Principals Pursuing Excellence program**, a two-year program aimed at leveraging the expertise of New Mexico's educational leaders to support and empower New Mexico's school leaders as they work to dramatically improve student achievement in their schools.

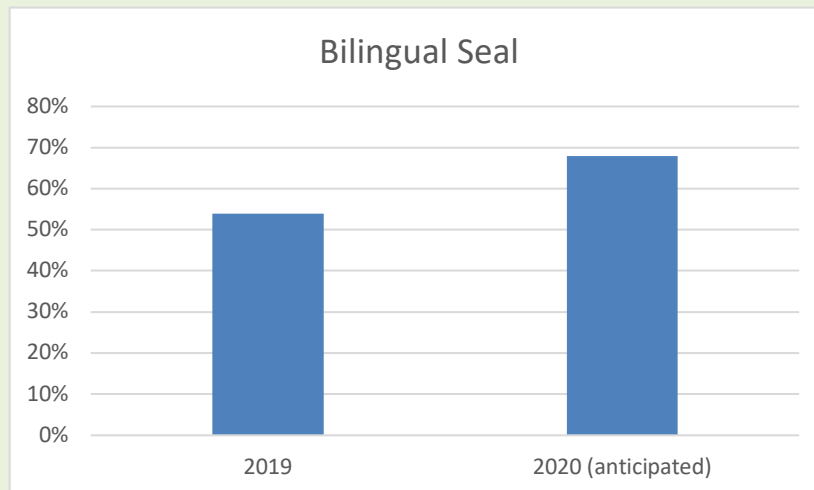
TECS has also partnered with Ensemble Learning to provide PD for our teachers endorsed in Bilingual Education and TESOL. "Even though Tierra Encantada's English learner population has shown a 0.1 higher than expected performance in Reading on the latest standardized state tests, they are committed to further improving the way they serve English learners, a growing portion of our national student population. The entire teaching staff took part in a four-hour training provided



by Ensemble Learning this August prior to the beginning of school. Ensemble Learning provided the staff information on how to create an environment conducive to language learner improvement as well as providing instructional techniques aimed at improving the use of complex texts and creating academic language goals. Overall, the staff found this professional development to be a worthwhile time investment with 93% saying they gained knowledge and skills that would help them in the classroom. The teachers will now start the new school year with a deeper knowledge and increased instructional strategies in order to continue in their commitment to serve all students in language acquisition.” – Ensemble Learning

### **Bilingual Seal**

Tierra Encantada is now graduating students with the New Mexico Bilingual Seal. The first cohort to receive the seal was the class of 2019. TECS had 31 students graduate with 19 students earning the Bilingual Seal. This accounted for 54% of the graduating class earning the Seal. For the current school year, 2019-2020, Tierra Encantada has 31 seniors expecting to graduate and of those, 21 students are candidates for the Bilingual Seal, a total of 68% of the senior class. Tierra Encantada has a process for earning the Bilingual Seal which includes successfully completing the Spanish CLEP test with SFCC (and earning up 14 college credits), written essay, and completion of an end of year Passage (portfolio assessment) before a Bilingual Seal committee made up of community members and educators.



## **2. Academic Performance**

The Charter School Act provides as follows:

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

## a. Department's Standards of Excellence

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

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

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

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

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

**School response:**

Tierra Encantada has worked to improve their letter grade over the last 4 years. The school has received the following grades: 2015-16-F, 2016-17-F, 2017-2018-D.\* Tierra Encantada attributes the rise in score to the implementation of more data driven instruction and included intervention blocks within its master schedule. In 2017, Tierra Encantada implemented a rigorous Professional Development schedule for teachers to focus on Data Driven Instruction, Interventions, and Differentiation. All these were included within a sequence of Professional Development already as part of the PD focus which included, Project Based Learning and Dual Language Instruction.

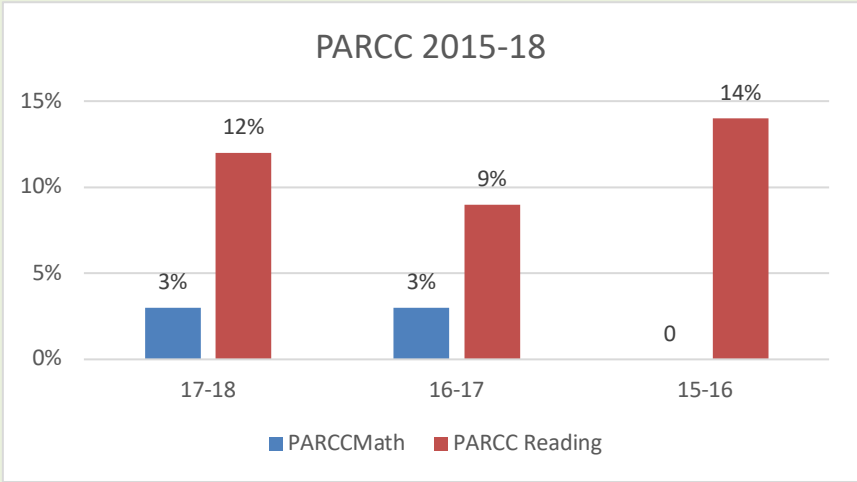
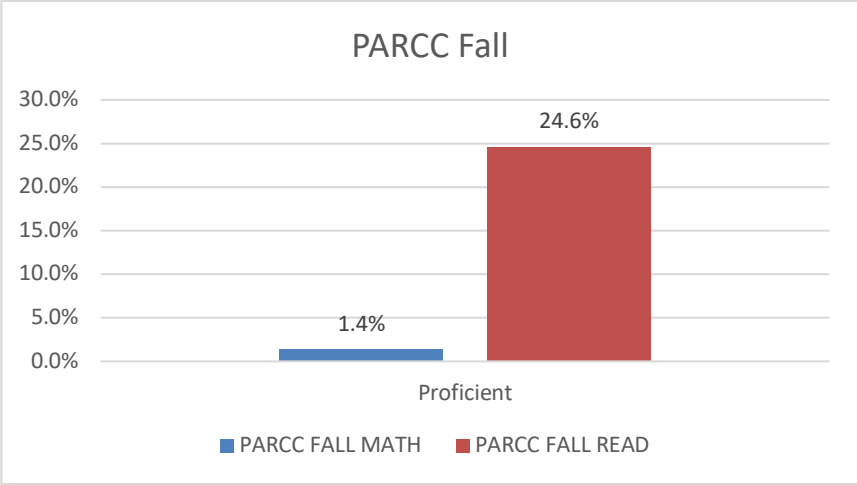
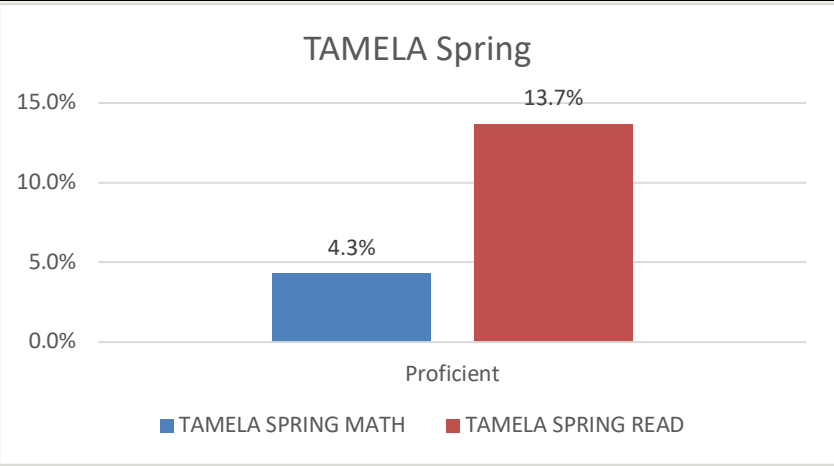
Due to Block Scheduling at TECS the 2018-2019 PARCC was administered in December to those students who were taking Math and ELA at the time. Growth was significant in ELA though a struggle in Math. Those students who were enrolled in ELA and Math in the Spring took TAMELA, the new state assessment for 2018-2019. Growth in ELA was still significant compared to previous years data. Math increased but continues to be a struggle.

**2018-2019 PARCC and TAMELA**

Code	Testname	Subtest	NTo tal	NProficient	Proficient
565001	PARCC FALL	MATH	139	2	1.4%
565001	PARCC FALL	READ	126	31	24.6%
565001	TAMELA SPRING	MATH	186	8	4.3%
565001	TAMELA SPRING	READ	168	23	13.7%

**Previous Years**

	17-18	16-17	15-16
Reading	12%	9%	14%
Math	3%	3%	<2%



*\*Compared to local schools in the area: Ortiz Middle School has received F(15-16), F (16-17), F(17-18), Santa Fe High School F (15-16) C(16-17) D (17-18) Capital High School D (15-16) C (16-17) C (17-18)*

**In Addition to PARCC/TAMELA, TECS utilizes the following assessments to track student proficiency.**

**MAPS Data-**TECS uses MAPS as a formative assessment to track progress and growth. The data is used to identify students who need intervention through our RTI period built in to our master schedule

**Reading (MAPS)** The Data trend is showing an upward trajectory in Reading and some movement in Math. Three year cohort data is showing that in Reading there have been movement out of the “Lo” and “Lo-Avg” category in MAPS Reading Proficiency. There is also significant movement in the AVG/Hi-AVG/Hi categories. In some areas as much as 18-22% respectively. This is an indication that intervention blocks within the master schedule show a positive impact in reading proficiency.

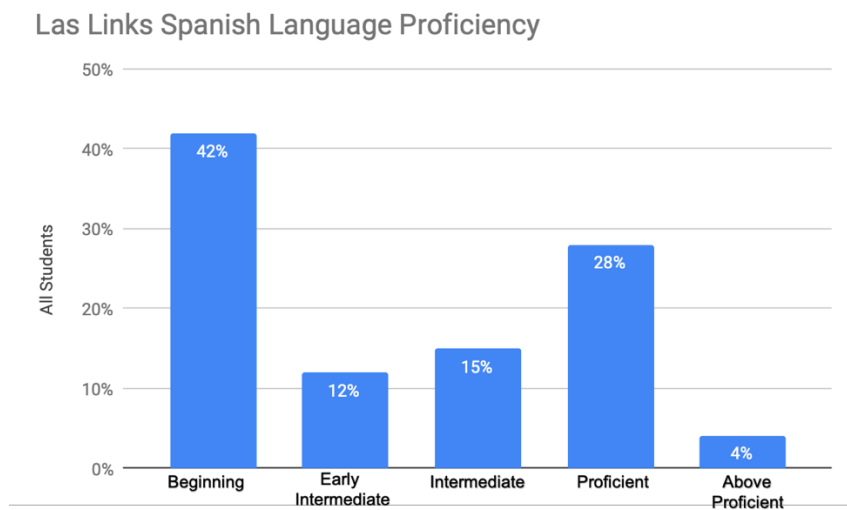
**Math (MAPS)** The Data trend is also showing an upward trajectory in Math. Three year cohort data is showing that in Math there have been movement out of the “Lo” category in MAPS Math Proficiency. There is also some movement in the AVG/Hi categories. This is an indication that more targeted interventions in math needs to occur within intervention blocks to have more impact in Math proficiency.

## TECS Cohort 3-year Reading/Math Growth

	Reading	17/19	17/19	17/19	17/19	17/19
	Grade	Lo	Lo Avg	Avg	Hi Avg	Hi
7		10%	14%	-18%	5%	-11%
8	7	-4%	-39%	18%	22%	4%
9	8 (7)	-21%	13%	3%	2%	5%
10	9 (8)	-15%	3%	9%	6%	-3%
11	10 (9)	-4%	4%	0%	11%	-9%
12	11 (10)					
	12 (11)					

	Math	17/19	17/19	17/19	17/19	17/19
	Grade	Lo	Lo Avg	Avg	Hi Avg	Hi
7		29%	-11%	-5%	-5%	-8%
8	7	-10%	0%	13%	-4%	1%
9	8 (7)	0%	2%	4%	-7%	2%
10	9 (8)	-4%	13%	-9%	0%	0%
11	10 (9)	-1%	7%	-3%	-3%	0%
12	11 (10)					

**Las Links**-Yearly Las Links assessments indicate a 32% proficiency (47% approaching proficiency or more) in Spanish language proficiency. TECS added more SLA teachers to its programming to help improve Spanish language proficiency. This is an improvement from the previous year. There is still a high number of students who fall in the beginning and early intermediate categories. Moving forward TECS will begin developing a plan to implement RTI for SLA within the intervention block. Las Links data also show Academic Spanish as needing more support. Data indicates the need for more Spanish content teaching and support in Spanish language within all other content in order to improve Dual Language proficiency. TECS added more Spanish Content teachers for the 2019-2020 school year.

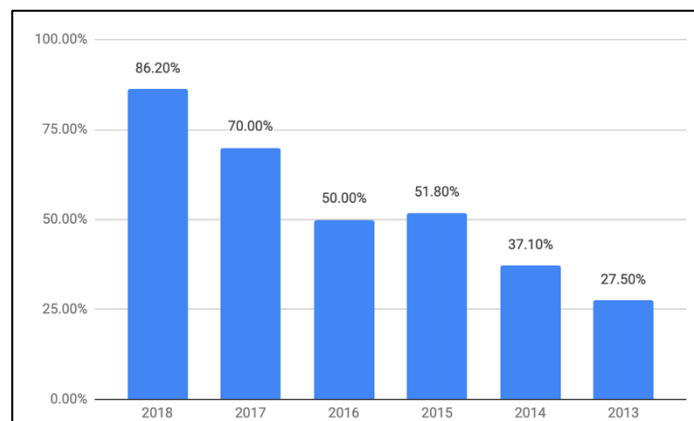


## **Graduation Rate-**

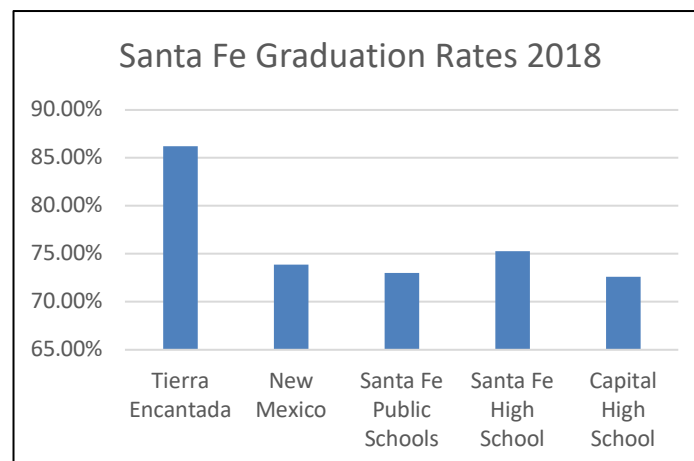
Through data tracking and research, TECS was able to improve 4-year cohort graduation rate. Three-year data indicates movement from 50% (15-16), 70% (16-17), 86% (17-18). The graduation rate has improved a total of 36% in three years of tracking data. An analysis of data contributing to the lower graduation rates in prior years revealed reporting errors in STARS that were caused by an internal failure to properly track students. A review of STARS reports indicated that many students were categorized as “missing” (status unknown) due to a lack of follow-up to determine where students enrolled after withdrawing from TECS. Administration re-established monitoring and tracking procedure of students who leave the School to ensure they are indeed valid transfers and to help them get connected to their next school of choice. Every school, parent or individual student is contacted to ensure the accuracy of STARS reporting. In addition, Tierra Encantada developed intervention programs to support increased graduation rates and overall final school grades each year. These programs include:

- School Wide implementation of Naviance, a College & Career Readiness Curriculum for students in grades 6-12 that helps them develop critical non-cognitive skills and college knowledge and instills confidence so that they'll persevere to reach their long-term college and career goals.
- Dual Credit classes provide students with the opportunity to earn college credits at the Santa Fe Community College. Students are held accountable for demonstrated self-direction and motivation while successfully attending SFCC as Dual Credit blocks are built in their schedule at TECS to be monitored.

TECS Graduation Rates By Year



Santa Fe Graduation Rates 2018





## b. School Specific Charter Goals

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

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

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

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

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

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

***School response:***

**MISSION SPECIFIC INDICATOR** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students in grades 8 -11. FAY students are defined as students who take the first and the last test. (However, the school is responsible for ensuring that enrolled students take the test.)

**Growth.** In order to show growth FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAPS, grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the spring test. Students may show the growth on either of the winter or spring assessments. (Note: “One year’s growth” will be defined as the growth identified on the NWEA RIT Score).

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student tests “proficient” or “advanced”.

- 48.0% of the school’s FAY students within grade 8-11 met the criteria for this mission goal.
- Tierra Encantada implemented block schedules to accommodate more intervention during regular instruction
- Intervention blocks have been added to the schedule and students are assigned to interventions through the use of data. Interventions cover the entire spectrum from needs to advanced needs.
- TECS implemented FastForward for reading interventions. Students have shown a minimum of .5 year’s growth per 31 days usage.

**MISSION SPECIFIC INDICATOR SHORT CYCLE ASSESSMENT MATH.** SHORT Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students in grades 8 -11. FAY students are defined as students who take the first and the last test. (However, the school is responsible for ensuring that enrolled students take the test.)

**Growth.** In order to show growth, FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAPS, grade level assessment. The growth will be determined using NWEA MAPS results for each student as set by the spring test. Students may show the growth on either of the winter or spring assessments. (Note: “One year’s growth” will be defined as the growth identified on the NWEA RIT Score).

**Proficiency.** In order to show proficiency (the second phrase in each of the standards set forth below), a student tests “proficient” or “advanced” as shown on the attached reports (examples can be displayed at the negotiations).

- 44.3% of the school’s FAY students within grade 8-11 met the criteria for this mission goal.
- Tierra Encantada implemented block schedules to accommodate more intervention during regular instruction
- Intervention blocks have been added to the schedule and students are assigned to interventions through the use of data. Interventions cover the entire spectrum from needs to advanced needs.

- TECS implemented MidSchool Math curriculum for math interventions. This model for intervention is project based method to provide a global hands on approach to math.

**MISSION SPECIFIC INDICATOR** The number of students who score at “proficient” or “above proficient,” (Levels 4 and 5) on the LAS Links SPANISH language proficiency assessment (“overall” indicator) will increase each year when comparing previous year’s results to later results.

NOTE: The school intends on maintaining the goal for each of the 5 years of the charter. The compounding result will equate to a 25% increase in proficient bilingual/bi-literate students over the five-year renewal period. Currently, 23% of the identified student population is proficient.

- Students in grades 7-11 that earned a Level 4 or 5 on the SPRING assessment, which yielded the following results: of the 254 total students, 80 student earned a Level 4 or 5 on the Las Links assessment, resulting in 31.5% of students were proficient in Spanish.
- All Students will now be taking SLA and more content in Spanish
- TECS added more Spanish content area teachers (Math, Social Studies).
- More ELD Classes were added to intervention block.
- TECS is currently working at adding a Spanish Language Arts Intervention for 2020-2021.

### **3. Financial Compliance**

The Charter School Act provides as follows:

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

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

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

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

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
2016	3	<p><b>2016-001 - Purchase Orders (Significant Deficiency and Compliance)</b></p> <p><i>CONDITION:</i> During our testing of sixty cash disbursements we noted there were eleven instances (totaling \$10,549.14) in which the Purchase Order was prepared subsequent to the vendor's invoice date.</p> <p><i>CRITERIA:</i> Section NMAC 6.20.2.17 (A), requires that each school shall establish and implement written policies and procedures for purchasing which shall be in compliance with the Procurement Code, Section 13-1-21 et seq., NMSA 1978. An internal control structure over purchasing shall be established and maintained to assure compliance with school policy, and state and federal regulations. Also, the New Mexico Manual of Procedures for Public School Accounting and Budgeting, Supplement 13 – Purchasing, states that “the preparation and execution of a duly authorized purchase order must precede the placement of any order for goods, services or construction.”</p> <p><i>EFFECT:</i> Not being in compliance with state purchasing requirements places the School</p>	<p><b>MANAGEMENT RESPONSE: 2016-001</b> Management will follow the written policies and procedures associated with the internal controls of the Business Office and The State Procurement code regarding the process of purchasing goods and services per Section 13-1-21 of the State Procurement Code. Management understands that the authorization to purchase via Purchase order must precede the placement of the order for goods, services and construction.</p>

		<p>at risk for fraud or misuse of public funds.</p> <p><i>CAUSE:</i> School personnel did not follow established procurement policies of the School.</p> <p><i>RECOMMENDATION:</i> All School personnel should be reminded that initiation of a purchase order is not sufficient for ordering; that an approved Purchase Order is required per School and State guidelines.</p> <p><b>2016-002 - Athletic Equity Act (Compliance)</b></p> <p><i>CONDITION:</i> It was determined that the School was subject to the School Athletics Equity Act. During our review of the requirements under this Act, we noted that the School did not comply with the annual assurance requirement.</p> <p><i>CRITERIA:</i> In accordance with Public Education Department (PED) requirements and 22-31-5 NMSA 1978, the school is required, no later than August 31<sup>st</sup> each year to submit an assurance of compliance with Title 9 to its governing body and provide a copy to the department.</p> <p><i>EFFECT:</i> The school is not in compliance with State Statutes.</p> <p><i>CAUSE:</i> The school did not comply with PED requirements and State Statutes.</p> <p><i>RECOMMENDATION:</i> The School must be familiar with Public Education Department (PED) requirements and 22-31-5 NMSA 1978 and follow the requirements for the School Athletics Equity Act.</p>	<p><b>MANAGEMENT RESPONSE: 2016-002</b></p> <p>Management understands the timelines and requirements of compliance with PED requirements and 22-31-5 NMSA 1978 to submit assurance of compliance with Title 9 to its Governance body and provide a copy to PED no later than August 31 of each year.</p>
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		<p><b>2016-003 - Journal Entry (Significant Deficiency)</b></p> <p><i>CONDITION:</i> During our testing of journal entries it was noted that for 10 out of 10 journal entries tested, the journal entry lacked proper approval by a responsible employee other than the preparer. It was also noted that 5 out of 10 journal entries tested did not contain adequate supporting documentation for the journal entry.</p> <p><i>CRITERIA:</i> Appropriate and accurate journal entries are essential in correcting errors, facilitating the month-end closing process, and preparing accurate financial statements. Journal entries should be reviewed by someone other than the preparer and that has the accounting knowledge to determine that the entry is appropriate and correct. The entry should be accompanied by supporting documentation to facilitate the review process. The review should be performed prior to the entry being recorded in the accounting records to reduce the need for additional correcting journal entries.</p> <p><i>EFFECT:</i> Journal entries that are not reviewed or approved by someone with the appropriate level of accounting knowledge may result in entries made in error and could lead to a misstatement of the financial statements. Additionally, a significant amount of time is required to research and correct erroneous journal entry posting.</p>	<p><b>MANAGEMENT RESPONSE: 2016-003</b></p> <p>Management will develop a policy to require a second person review and sign off on Journal entries monthly. The policy will require that the journal entry have adequate supporting documentation and an explanation as to the reason for the journal entry. The policy will also require that all journal entries be taken to the finance Committee meeting monthly for further review by a member of the committee with appropriate accounting knowledge. Management understands that erroneous journal entries can lead to a misstatement of financial statements. This practice will be implemented upon Board approval of the attached Journal Entry Policy</p>
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		<p><i>CAUSE:</i> The school has not had adequate resources to develop well-established policies and procedures over the journal entry process.</p> <p><i>RECOMMENDATION:</i> We recommend that the school adopt a policy whereby all journal entries will be approved by a designated member of management with the appropriate level of accounting knowledge. All entries should be initialed by the preparer and the individual approving them in order to attribute responsibility to the appropriate individuals. All journal entries should be accompanied by a full explanation and by reference to adequate supporting documentation.</p>	
2017	1	<p><b>2017-001 – Travel and Per Diem (Compliance)</b></p> <p><i>CONDITION:</i> During our testing of travel and per diem disbursements we noted the following:</p> <ul style="list-style-type: none"> <li>• One instance where the school reimbursed an employee for meals twice resulting in an overpayment of \$25.75.</li> <li>• One instance where the school reimbursed a board member for mileage using the incorrect rate resulting in an overpayment of \$2.02.</li> </ul> <p><i>CRITERIA:</i> NMAC 2.42.2.11 (B)(1) states public officers and employees of state agencies</p>	<p><b>MANAGEMENT RESPONSE: 2017-001</b></p> <p>Management agrees with the finding. Management has revised our Travel Procedures Policy #01.15.15.0013 to reflect a maximum rate of \$0.45 or 80% of the IRS standard rate set January 1<sup>st</sup> of the previous year whichever is less, rather than a set rate of \$0.45. This Policy change was approved at our October Governance Meeting. Management will also implement a second review process to include the Director for reimbursement rates related to meals reimbursement. This language will be written into the Business Office Procedures for Travel reimbursement.</p>



		<p>shall be reimbursed for mileage accrued in the use of a private automobile or aircraft in the official discharge of official duties as follows: “unless the secretary has reduced the rates set for mileage for any class of public officials and for employees of state agencies pursuant to Section 10-8-5 (D) NMSA, 80% of the internal revenue service standard mileage rate set January 1 of the previous year for each mile traveled in a privately owned vehicle. Per NMAC 2.42.2.9 a public officer or an employee may be reimbursed actual expenses for lodging and meals.</p> <p><i>EFFECT:</i> The school is not in compliance with New Mexico State Statutes in regards to mileage and meal reimbursement.</p> <p><i>CAUSE:</i> School personnel did not utilize the correct mileage reimbursement rate. School personnel did not follow school’s policies for meal reimbursement.</p> <p><i>RECOMMENDATION:</i> The school should reimburse mileage at 80% of the internal revenue service standard mileage rate set January 1 of the previous year for each mile traveled in a privately owned vehicle. The school should implement a review process to ensure reimbursements are properly calculate and comply with New Mexico statutes.</p>	
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2018	2	<p><b>2018-001 Timely Submission of ERB Contributions (Compliance and Other Matters)</b></p> <p><b>Condition/Context:</b> During our review of the School's monthly ERB contributions, we noted 1 month which was not filed in a timely manner and the School was assessed a late payment fee.</p> <p><b>Criteria:</b> ERB require the monthly contributions to be submitted within 15 days of the end of the month.</p> <p><b>Cause:</b> Management oversight.</p> <p><b>Effect:</b> Non-compliance with ERB's contribution requirements.</p> <p><b>Auditor's Recommendation:</b> We recommend management establish processes and procedures to ensure timely submission of required reporting and contributions.</p> <p><b>2018-002 Pledged Collateral (Compliance and Other Matters)</b></p> <p><b>Condition/Context:</b> During our review of pledged collateral, we noted the school did not have sufficient collateral resulting in deficient collateral of \$191,584.</p> <p><b>Criteria:</b> Per Section 6-10-17, NMSA 1978 if the pledged collateral for deposits in banks, savings and loan association, or credit unions, in an aggregate amount is not equal to one half of the amount of public money in each account, a finding shall appear in the audit report.</p> <p><b>Cause:</b> Lack of established procedures to ensure the bank has adequate pledged collateral as required on the School's behalf.</p> <p><b>Effect:</b> Non-compliance with state statute.</p>	<p><b>Management's Response: 2018-001</b></p> <p>Management agrees with this finding. Management will establish a process for payment of ERB contributions with a built in lead time to consider banking transfer deadlines or any other technical reasons a payment may be delayed. We will set a date that works for management to assure that these payments will be timely.</p> <p><b>Implementation:</b> December 31, 2018</p> <p><b>Management's Response: 2018-002</b></p> <p>Management agrees with this finding. The bank was unaware of the statutory requirement and has since been made aware. The bank has agreed to send us a pledged collateral statement each month. We have established a process in the business office of reviewing pledged collateral statements from the bank on a monthly basis. We will then inform the bank of any adjustments to the pledged collateral that may need to be made. The bank will then send us an adjusted statement reflecting the changes.</p> <p><b>Implementation:</b> December 31, 2018</p>
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		<b>Auditor's Recommendation:</b> We recommend that management review pledged collateral requirement frequently and ensure the School's financial institution is aware of the statutory requirement.	
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## b. Board of Finance

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

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

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

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

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

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

***School response:***

[Click here to enter text.](#)

#### 4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

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

##### a. Charter Material Terms

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

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

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

##### *School response:*

##### **Proficiency Data (I-A.01)**

Reading, Math, and Spanish Proficiency data (short cycle assessment MAPS) was identified as Falls Far Below Standard for not reaching target goals. TECS has moved to more data driven instruction and has involved CES to provide additional training in the use of data to drive instruction. TECS has implemented a DAILY intervention block for all students to have access to. Data is used to place students and all students receive targeted interventions. An example of this are those students receiving ELA interventions. Teachers currently use FastForward as an intervention for reading. Data has already shown that students using it regularly have shown growth from .5 years to 1.5 years. TECS has reached its target goal set within FastForward and has had an upward trajectory with usage, attendance and proficiency. More professional development in the areas of Data Driven instruction were added beginning 2017-18 with a focus on school wide data, 2018-2019 with a more targeted focus and added language proficiency data, 2019-2020 individual targeted focus and intervention strategies.

## b. Organizational Performance Framework

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

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

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

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

**If the school has received any OCR complaints or formal special education complaints,** the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law,** the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

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

***School response:***

**Next Step Plans (III-A.00)**

TECS will hold a parent night to discuss graduation process and identify students on track. Students not on track will continue to meet with counselor to track progress towards graduation. Beginning in September students will begin identifying colleges they wish to research and apply to. Once identified, during the FAFSA night, students will designate those schools to receive financial aid information.

Steps to move forward:

- September/October: • Counselor will work with students through Naviance and begin identifying colleges to apply to.
- November • FAFSA night: Students begin applying for Financial Aid and list colleges within FAFSA to send reports to; students begin to work on narratives to apply for scholarships
- December • Students begin applying to colleges.
- January • Students begin submitting acceptance letters to the counselor • Students continue to identify colleges to apply to.
- February • Acceptance letters continue to be turned in to counselor • Applications for scholarships continue.
- March-May • Acceptance letters continue to be turned in to counselor.

**NM DASH (III-A.01: 1b)**

The NM Dash team for TECS will continue to meet and update the 90-day plan monthly if needed changes will be made. The team will meet monthly the first Friday of the month to monitor the 90 day plan. Moving forward it will become the responsibility of the school director to update the online NM Dash 90-day plan.

NM Dash Team Meetings

- September – update/create plan for 2019-2020 Director uploads with supporting documentation
- October - 30 Day plan check in for revisions and updates Director uploads revisions and checks progress Copies forwarded to team to share with staff.
- November- 60 Day plan check/review for revisions and changes Director uploads with updated Data Copies forwarded to team to share with staff.
- December - 90 Day plan review/finalize Director uploads mid-year data with analysis Copies to team and staff.
- January - update/create plan for 2019-2020 Director uploads with supporting documentation
- February - 30 Day plan check in for revisions and updates Director uploads revisions and checks progress Copies forwarded to team to share with staff.
- March - 60 Day plan check/review for revisions and changes Director uploads with updated Data Copies forwarded to team to share with staff .
- April - Team meets reviews data.
- May - 90 Day plan review/finalize Director uploads mid-year data with analysis Copies to team and staff.

**McKinney Vento/SAT-RTI (III-A.02)**

TECS has implemented a process to identify students who fall under McKinney Vento through registration process. Once identified the Homeless Liason begins working with the family and student to identify resources needed.

The SAT Coordinator was offered professional development opportunities to implement an effective process for SAT. During the 2019-20 school year, TECS has hired a Student Achievement Coordinator to facilitate the process by working with families, teachers and students.

**ELL Rights (III-A.04)**

TECS student files contained incorrect and/or incomplete information regarding ELL documentation. TECS corrected the ELP Error report to better identify students and provide services and identified 70+ students that were not previously identified by the school. ACCESS was administered for those students and the process of identifying and servicing continues with the student achievement coordinator. The yearly notification letters were sent to students who were identified and received services and a copy placed in their files.

**Recurrent Enrollment (III-A.06)**

The school's recurrent enrollment for the 2018-2019 School Year was 74.81%. The goal is 85%. In order to promote enrollment and recruitment, TECS initiated a campaign that involved mailers, new school informational promotional documents. TECS also rebranded with a new logo to make it easier for the community to identify. TECS also put heavy promotion into the dual credit program with a goal of graduating students a certificate or degree from local colleges, primarily SFCC. The goal is to have a cohort students graduate with these credentials beginning in 2021. TECS is also identifying pathways that will follow the project-based model with SFCC. TECS has added to its programming more cross content structure to better support project based learning. Added are classes similar to and include: Art RockZ - Investigating and learning the forces and materials that form our planet and landscapes through the use of the elements, principles, and methods of art and the creative process.

**Business Management/Oversite: (IV-A.00: 2a)**

- 1) Management agrees with the finding. Management will establish a process for payment of ERB contributions with built in lead time to consider banking transfer deadlines or any other technical reasons a payment may be delayed. We will set a date that works for management to assure that these payments will be timely.
  - a. Established is the lead time for submission. Tierra Encantada Charter school submits ERB statements on the 10<sup>th</sup> of each month.
- 2) Management agrees with this finding. The Bank was unaware of the statutory requirement and since has been made aware. The Bank has agreed to send us a pledged collateral statement each month. We have established a process in the business office of reviewing pledged collateral statements form the bank on a monthly basis. We will then inform the bank of any adjustments to pledged collateral that may need to be made. The bank will make the adjustments and send us an adjusted statement reflecting the required statutory changes.
  - a. Business office receives monthly pledge collateral statements which are then checked against required balance for sufficient collateral coverage.



**Governance Board Training (V-A.00: 3a)**

Upon meeting with the Governance Board President. The following will be in place for monitoring training hours for board members:

- Tierra Encantada Governance Board president and Director will monitor training opportunities and hours earned monthly.
  - The Director will work with Charter Schools of New Mexico to schedule and contract Board Training for the January quarterly meeting.
- Should a board members not participate in the quarterly training, the following will apply:
  - The director will report to the board during Director's report at monthly meetings of any opportunities for training. If no upcoming training is available the Director will state so during the director's report.
  - The Director will inquire during director's report if any members have attended and earned training hours.
  - The President of the board will document on attached tracking any hours earned and check off the appropriate month up to April deadline as set by the president.
  - The director will report any hours earned monthly during board meeting director's report.
  - The director will register any interested board members for training if board members are available for any upcoming training.
  - The Board President and Director will sign completed tracking form at the June regular board meeting and uploaded to EPSS no later than June 30.
- Any board members not registering for any trainings will consist of follow up from the board president prior to the end of the fiscal year.

**Child Abuse Reporting Training/Salary information/Mentorship (VI-A.01)**

TECS had two employees who did not obtain the required child abuse training. This was corrected and moving forward this will be required at the beginning of the year during the first PD sessions with teachers. Salary information was also corrected in STARS with an explanation in VII-A.02). TECS worked at developing a mentorship program for new or level 1 teachers (and teachers needin additional support). A mentor program was established, teachers identified, mentors assigned and stipends paid.

**Background Checks (VI-A.02)**

TECS had a teacher with an outdated invalid background check. This was corrected. TECS audited all staff files and all information within files have been updated where needed.

**Emergency Drills (VII-A.00)**

TECS was missing drills for the months of April or May of 2018. TECS corrected this by establishing a calendar of drills.

**School Environment (VII-A.02)**

Accurate salary reported in STARS. TECS Administration corrected PowerSchool and STARS to show that the salary information for two identified teachers. When this was brought to our attention we adjusted our internal process to ensure that the salary reflected ties to the contracted amount. At the start of the school year, new employees are added with placeholder information for PowerSchool scheduling purposes. The staff need to be added early so that schedules may be made. Upon the finalization of the signed and executed contract, admin staff will go back into PowerSchool no later

than mid-September to ensure that the contract amount and other pertinent information is correct and complete. There will be immediate follow up by the School Director in writing to confirm all salaries reflect contract amounts in STARS.

### c. Governance Responsibilities\*

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

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

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

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

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

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

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

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

***School response:***

The following identifies membership of the Tierra Encantada Charter School Governance Board:  
2019-2020

- Joseph Salazar – President
- Melarie Gonzales – Vice President
- Celedina Coss – Treasurer (Resigned July 30, 2019)
- Tanya Miller – Secretary
- Nicholas Maestas – Member (Treasurer September 21, 2019)

2018-2019

- Abenicio Baldonado – President (Resigned October 2018)
- Joseph Salazar – Vice President
- Celedina Coss – Treasurer (Resigned July)
- Tanya Miller – Secretary
- Nicholas Maestas – Member
- Melarie Gonzales – Member

2017-2018

- Abenicio Baldonado – President
- Joseph Salazar – Vice President
- Nicholas Maestas – Treasurer
- Tanya Miller – Secretary
- Celedina Coss – Member
- Melarie Gonzales – Member

2016-2017

- Francisco Trujillo – President (Resigned October 2016)
- Abenicio Baldonado – Vice President
- Nicholas Maestas – Treasurer
- Tanya Miller – Secretary
- Melarie Gonzales – Member
- Tom Briggs – Member (Resigned July 21, 2016)
- Ambrose Castellano – Member (Resigned April, 2017)

Currently, the membership on the Tierra Encantada Charter School Governance Board is under the requirements of its by-laws or the statutory minimum of 5 members. Currently, the board is in the process of interviewing and appointing a new board member.

All members of the Governance completed all training-hour requirements every year until the 2018-2019 term year of the contract term.

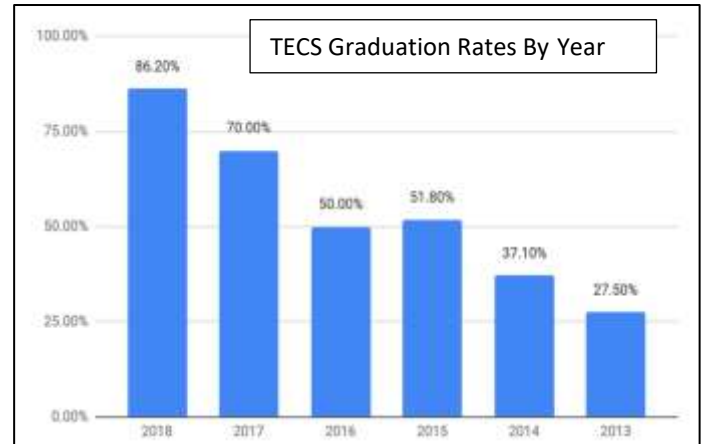
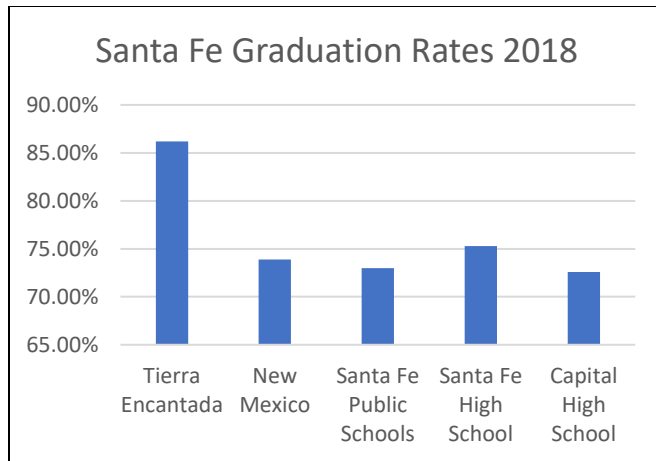
**\* All schools must provide a response for this section of the application.**

**School Response  
to the Preliminary Analysis by CSD**

1.a

- Proficiency on an upward trajectory
  - PARCC
    - 2015-2018 Reading average, 11.67% proficient/2% Math
    - **2018 Winter Reading, 24% proficient/1.4% Math**
  - TAMELA
    - **2019 Spring Reading 13% proficient /4.3% Math**
- On the subgroup reading-even though negative growth the change from 2016 to 2018 has lessened **significantly**
- Math continues to be an area that the school is working on-Through the use of data driven instruction, new intervention blocks were implemented and continue to show improvement in part through the efforts and consistent intervention using MidSchool Math and currently implementing ALEKS (**A**ssessment and **L**earning in **K**nowledge **S**paces) within the math intervention blocks - further use of data driven instruction.
- Subgroup proficiency showing steady growth from 2016-2018- upward trajectory in both reading and math
- TECS has made improvements with the Dual Credit Program which falls under our College Prep goal: TECS is now up to 100 class enrollments in dual credit, significant improvement from previous years – single digit numbers prior years.
- Director participated in the Principals Pursuing Excellence and leveraged leadership through rigorous professional development plan which included Data Driven Instruction, differentiated instruction, project based learning presented by staff members with expertise in those areas (School Counselor, Special Education Coordinator, Project Based Coordinator, Director)
- Second Language Learners-Staff participated in school wide professional development and best practices and the use of data, according to Ensemble, ***“Although we only observed them for a year, we saw significant growth over that short time period. It is my opinion that we can expect their scores to continue to improve as the staff further commits to the success of all of their students.”***
- Ensemble conducted walkthroughs at Tierra Encantada and **“there were two things that were abundantly clear: 1. the staff was eager to learn and improve and excited to serve their students; and 2. Tierra Encantada has become a key part of the local community. Parents were engaged, teachers knew and cared about their students, and students were happy to be there.**
- **Las Links**-Yearly Las Links assessments indicate a 32% proficiency (47% approaching proficiency or more) in Spanish language proficiency. TECS added more SLA teachers to its programming to help improve Spanish language proficiency. This is an improvement from the previous year.
- TECS increased the number of Bilingual Seal Recipients beginning 2019 by 14% with 54% percent in 2018 and 68% receiving the seal in 2020.
- **Graduation Rate**-Through data tracking and research, TECS was able to improve 4-year cohort graduation rate. Three-year data indicates movement from 50% (15-16), 70% (16-

17), 86% (17-18). The graduation rate has improved a total of 36% in three years of tracking data. In 2018 TECS graduation rate was above Santa Fe and State graduation rates.



### 1.b

As stated in our renewal application Tierra Encantada has made gains on Short Cycle assessments (MAPS).

- TECS followed three year cohort
- Reading – Movement out of the LO and LO-AVG categories and into the AVG/Hi-AVG/Hi categories
- Math – Data shows there has been movement out of the the LO categories and some movement in AVG/Hi categories.
- Data from these assessments used to build daily RTI/Intervention blocks within master schedule
- Movement indicates intervention blocks implemented show positive impact in both Reading and Math

### 2.a

In the past 3 completed Financial Audits, it should be noted that we have not received material weaknesses findings. The six audit findings consisted of 2 significant deficiencies that have resulted in creating additional steps in processes and procedures, to assure that we are compliant with the state laws governing those processes, procedures, and policies. It should be noted that these findings were corrected (not repeated) with the changes made. The other 4 findings are related to compliance and management, and staff has revised policies to correct the deficiencies.

### Significant Deficiency Findings

#### **2016-001 - Purchase Orders (Significant Deficiency and Compliance)**

*CONDITION/CONTEXT:* School personnel did not follow established procurement policies of the School. 11 Purchase Orders were prepared subsequent to the vendor's invoice date.



*RECOMMENDATION:* All School personnel should be reminded that initiation of a purchase order is not sufficient for ordering; that an approved Purchase Order is required per School and State guidelines.

Management will follow the written policies and procedures associated with the internal controls of the Business Office and The State Procurement code regarding the process of purchasing goods and services per Section 13-1-21 of the State Procurement Code. Management understands that the authorization to purchase via Purchase order must precede the placement of the order for goods, services and construction.

**2016-003 - Journal Entry (Significant Deficiency)**

*CONDITION/CONTEXT:* The school has not had adequate resources to develop well-established policies and procedures over the journal entry process.

Journal entry lacked proper approval by a responsible employee other than the preparer. Journal entries tested did not contain adequate supporting documentation for the journal entry.

*RECOMMENDATION:* We recommend that the school adopt a policy whereby all journal entries will be approved by a designated member of management with the appropriate level of accounting knowledge. All entries should be initialed by the preparer and the individual approving them in order to attribute responsibility to the appropriate individuals. All journal entries should be accompanied by a full explanation and by reference to adequate supporting documentation.

Management will develop a policy to require a second person review and sign off on Journal entries monthly. The policy will require that the journal entry have adequate supporting documentation and an explanation as to the reason for the journal entry. The policy will also require that all journal entries be taken to the finance Committee meeting monthly for further review by a member of the committee with appropriate accounting knowledge. Management understands that erroneous journal entries can lead to a misstatement of financial statements. This practice will be implemented upon Board approval of the attached Journal Entry Policy

**Compliance Findings**

**2016-002 - Athletic Equity Act (Compliance)**

*CONDITION/CONTEXT:* It was determined that the School was subject to the School Athletics Equity Act. During our review of the requirements under this Act, we noted that the School did not comply with the annual assurance requirement. *CAUSE:* The school did not comply with PED requirements and State Statutes.

*MANAGEMENT RESPONSE:* \_Management understands the timelines and requirements of compliance with PED requirements and 22-31-5 NMSA 1978 to submit assurance of compliance with Title 9 to its Governance body and provide a copy to PED no later than August 31 of each year.

**2017-001 – Travel and Per Diem (Compliance)**

*CONDITION/CONTEXT:* During our testing of travel and per diem disbursements we noted the following:

- One instance where the school reimbursed an employee for meals twice resulting in an overpayment of \$25.75.

One instance where the school reimbursed a board member for mileage using the incorrect rate resulting in an overpayment of \$2.02. School personnel did not utilize the correct mileage reimbursement rate. School personnel did not follow school's policies for meal reimbursement. *MANAGEMENT RESPONSE:* Management agrees with the finding. Management has revised our Travel Procedures Policy #01.15.15.0013 to reflect a maximum rate of \$0.45 or 80% of the IRS standard rate set January 1<sup>st</sup> of the previous year whichever is less, rather than a set rate of \$0.45. This Policy change was approved at our October Governance Meeting. Management will also implement a second review process to include the Director for reimbursement rates related to meals reimbursement. This language will be written into the Business Office Procedures for Travel reimbursement.

3.a

- **Mission**
  - TECS provides instruction in Spanish in Math, Social Studies, including through Journalism, Geometry, Creative Writing, Community Service, Etc
  - More content is added yearly
  - Staff participate in Ensemble Learning as part of a Six Charter Cohort working to increase outcomes of English learners.
- **Educational Program**
  - Tierra Encantada delivers content through project based learning models, and through Expeditionary Learning (EL) models and principles
  - Student participate in field studies outside the classroom and school.
  - Staff attend EL professional development conferences and training
  - Admin participated in EL Professional Development "Leading for Deeper Instruction."
- **Student Focused Terms**
  - Currently 68% (class of 2020) will receive Bilingual Seal (54% in 2019)
  - Students apply to 3 colleges – data tracked by counselor and included in NextStep Plans.
  - Teacher Focused Terms
  - Teachers receive Professional Development
  - La Cosecha – Participant and Presenters
  - TECS Staff and Students presented at La Cosecha 2018-19/2019-20 with positive feedback from participants
  - Expeditionary Learning Conferences and Professional Development
  - ISTE Technology Conferences
  - UN Model – Students participated in UN Model in Albuquerque 2019 and will present again in February 2020.
  - Students taking CLEP as Bilingual Seal requirement 100% passing rate in 2019-2020
- **Parent Focused Terms**
  - Tierra Encantada Parent Partnership
  - TECS has reestablished a parent leadership.
  - TEPP meets monthly with teachers and administrators.

- TEPP is provided time during Governance Board Meetings to present.
- **Governance Structure**
  - Governance board
  - Current board consists of 5 members
  - 4 community members
  - 1 parent member

3.b

1.a

- School adding more Spanish Content/ELD classes
- Teachers attend regular Professional Development in areas specified in contract
- Parent Committee established and meets monthly (TEPP)
- Documented record of students applying to 3 colleges

1.b

- School utilizes NM Dash as school improvement plan

1.e

- Parent notification letters (ELD) with scores sent to parents with copy in student file.
- ELP error report updated with student scores and appropriate ELD placement

2.a

- All employment verifications complete and on file
- Audit findings addressed
  - -ERB contributions submitted on time
  - - Pledge collateral in compliance

4.b

- All staff complete child abuse training beginning of year as part of back to school PD. Certificates filed in employee files.
- Administrative Process in place to verify salary accuracy reported in PowerSchool/STARS

5.a

- Emergency drill calendar established