



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

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

MICHELLE LUJAN GRISHAM
GOVERNOR

Tierra Adentro of New Mexico

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

School Address: 1905 Mountain Rd NW, Albuquerque, NM 87104

Head Administrators: Veronica Torres and

Business Manager: Amber Peña

Authorized Grade Levels: 6-12

Authorized Enrollment Cap: 550

Current Enrollment: 273

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

Mission: The mission of Tierra Adentro of New Mexico: The School of Academics, Arts, and Artesania is to create an inclusive and thriving learning environment comprised of a demographically and culturally diverse student population with a focus on academics, art, artesanía (artisanship), and the study of the cultures that comprise our rich New Mexican heritage to ensure awareness, preservation, and progression of our cultural legacy.

Analysis of Renewal Application and Site Visit

PART A:	Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School is attached 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.

The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on November 4, 2019. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence—A-F School Letter Grades 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. Overall NM School Grades SY16 - SY18: B, C, and B Current Standing: F in SY17 and D in SY18 School Improvement: F in SY17 Lowest performing students: F in SY17 & D in SY18	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals 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"> Short Cycle Assessment in Math Rating in SY19: Exceeds Short Cycle Assessment in Reading Rating in SY19: Meets 	<i>Meets the Standard</i>
FINANCIAL COMPLIANCE		
2.a	Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. During FY16-FY18, the school had twelve (12) audit findings, including four (4) repeat and three (3) material weaknesses or significant deficiencies.	<i>Demonstrates Substantial Progress</i>

November 2019

Page 3 of 5

2.b	Board of Finance 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>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	Organizational Performance Framework 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"> • Indicator 1d Students with Special Needs • Indicator 1g Recurrent Enrollment • Indicator 2a Financial Compliance • Indicator 2b GAAP • Indicator 5a Facilities Requirements 	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Meets the Standard</i>

PART C:	Financial Statement 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.
PART D	Affidavits for Petitions <ol style="list-style-type: none"> 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>34</u> Percentage: <u>100</u> % 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>180</u> Percentage: <u>77</u> %
PART E:	Description of the Charter School Facilities and Assurances A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. <ol style="list-style-type: none"> 1. A narrative description of its facilities 2. Attach <u> </u> facility plans or <u> X </u> the school’s Facility Master Plan

November 2019

Page 4 of 5

	3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Albuquerque</u> number <u>201742651</u> <u>Maximum capacity is 400.</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 The school's letter, dated September 25, 2019, indicates an NMCI score of 11.94%, which is lower than the current average of 23.07% (lower is better with zero being perfect).
	5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. _____ building is owned by charter school, school district, or government entity; OR _____ building is subject to a lease-purchase agreement; OR <u>X</u> school had provided the appropriate assurances form: <input type="checkbox"/> Public (Cert A) <input checked="" type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)
PART F:	Prior Amendment Requests <ul style="list-style-type: none"> • Amendment request to move location to address the stated concerns related to the construction near the school and lack of parking with the condition that the school submits all required documentation related to the move before such move occurs as approved on 12/14/2017. • Amendment request to increase enrollment cap conditioned on the school's ability to obtain a facility to its approved occupancy of 550 was approved on 2/10/2017. • Amendment request to amend the student focused terms of its contract to include the following additional information: An additional secondary program is also offered on site for students to complete their credit recovery or advanced learning through online programming or through an accredited university. These students may or may not participate in TANM's full arts programming was approved on 1/13/2017.
Interviews	A summary of the stakeholder interviews is on the following page.
Other Appendices	The school provided additional appendices.
School's Response	The school did not provide a narrative response to the CSD preliminary analysis.

Stakeholder Interviews

Stakeholder interviews were conducted on November 4, 2019 at Tierra Adentro of New Mexico. The participants included two (2) parents, three (3) students, three (3) Governing Council members, and four (4) staff members.

When asked what the school's mission was, some of the parents' responses were, "to have children be the best in any achievements", as well as to have a good work ethic, to be humble, and teach kindness. The parents liked that the kids took care of each other, that there is a family feel among the kids. One parent discussed how her student was more involved in the "arts" side of the school while another parent spoke about how her student was more hands on and he enjoyed building the sets and stages. Both parents agreed that the invitation for parents/family to be involved in the school is always there. One parent felt that a weaknesses of the school was the size of the building and felt it was quickly being outgrown by the school. Another parent seconded the need for a larger building, as well as a formal cafeteria. Overall, parents felt that the kids make do with what they have and the students are allowed to display their talents at this school, which would not be possible at a traditional public school setting.

The three students that were interviewed were all students of dance; two of which had been dancing for several years prior to attending the school and wanted an outlet to continue with dance. The students spoke of how the mission of the school is to "include" everyone, to have a diverse community whose academic focus is surrounded by dance, music and arts. Changes requested by the students would include a bigger facility and no online classes, although this was temporary since the school was lacking a math teacher last year. Students state they feel challenged in their academics and that they have support from their teachers, as well as from their fellow students. Overall students felt that there was minimal drama at the school, no fights and for the most part everyone gets along.

Board members interviewed had very diverse backgrounds and areas of expertise, from the Chair at the Department of Theater and Dance at UNM, to a former Judge, all valuable to the school. Board members stated that they saw their role as a governing council members to ensure that the school was serving its mission, to make sure finances are in order, to provide comprehensive oversight of the head administrator, as well as to make sure students and their best interests are being served. The board has confidence in their head administrator however also know that they can have the difficult conversations with her as well.

Teachers were enthusiastic about their work, the students, and the administration. Teachers enjoy teaching to the smaller class sizes, which allows them to collaborate with each other for any student who may need that extra push. The teachers were also in agreement with the parents and students. When asked "What is one thing you would like to change about the school?", the response was the building. Although, they did acknowledge that they had made a huge step from where they once were, they felt as they were already outgrowing their current building. The teachers are continually having conversations around test data, constantly communicating, collaborating, and making necessary adjustments. Overall, everyone on staff is "all about the kids" and they feel they work closely together to make sure each individual student is getting his/her needs met.



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

RYAN STEWART
SECRETARY DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

Tierra Adentro of New Mexico 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.

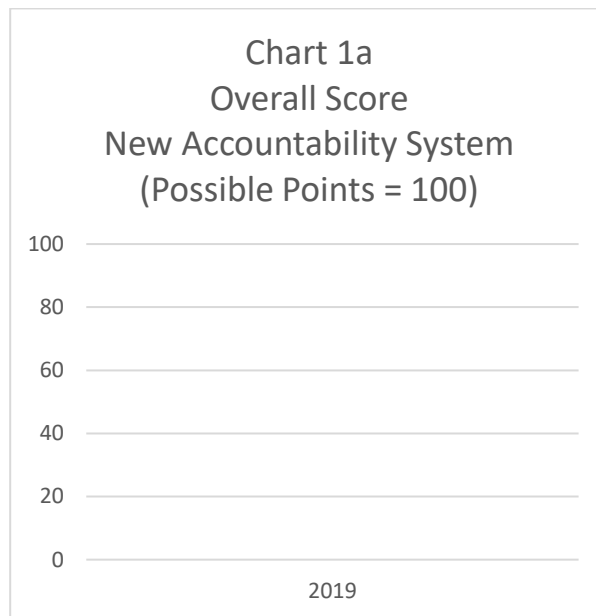
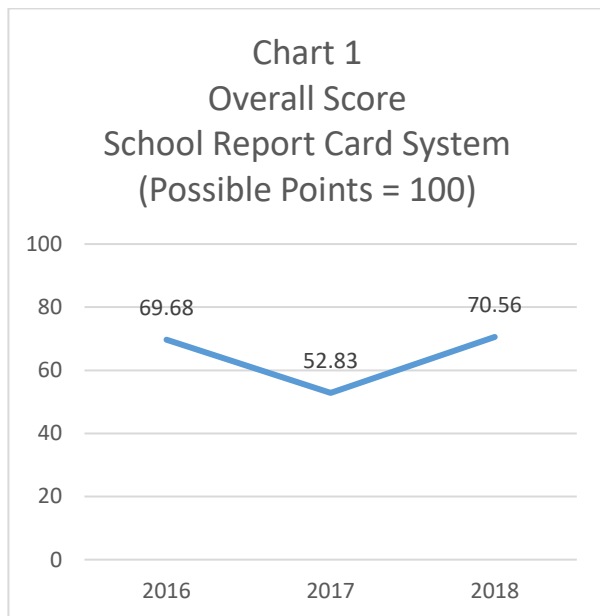
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

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.

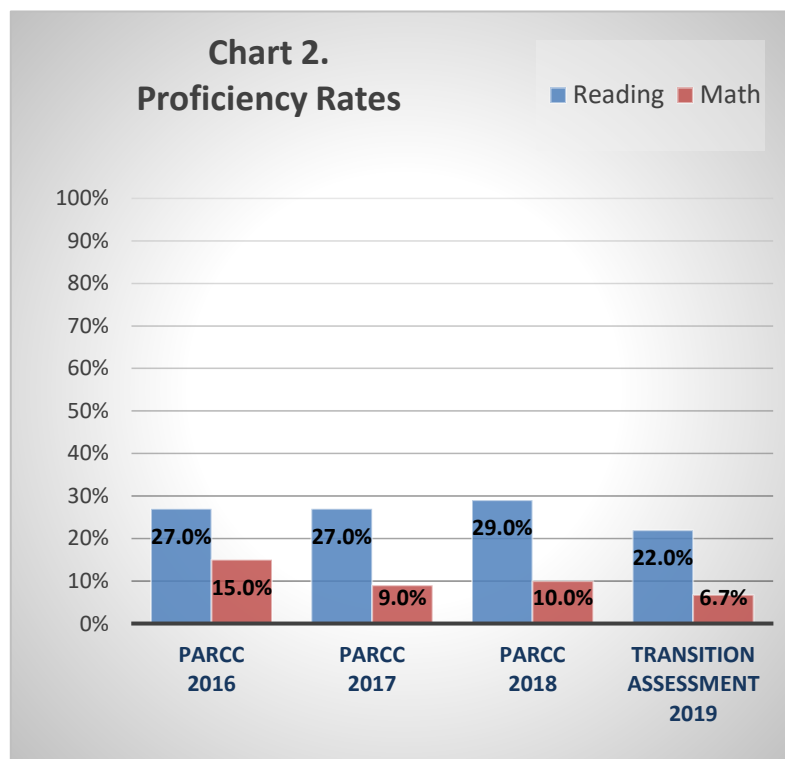
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

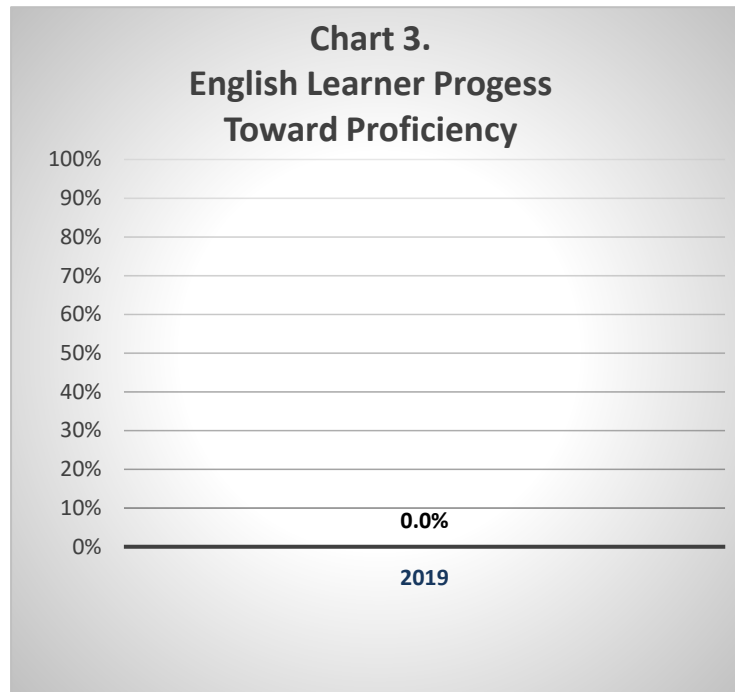
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



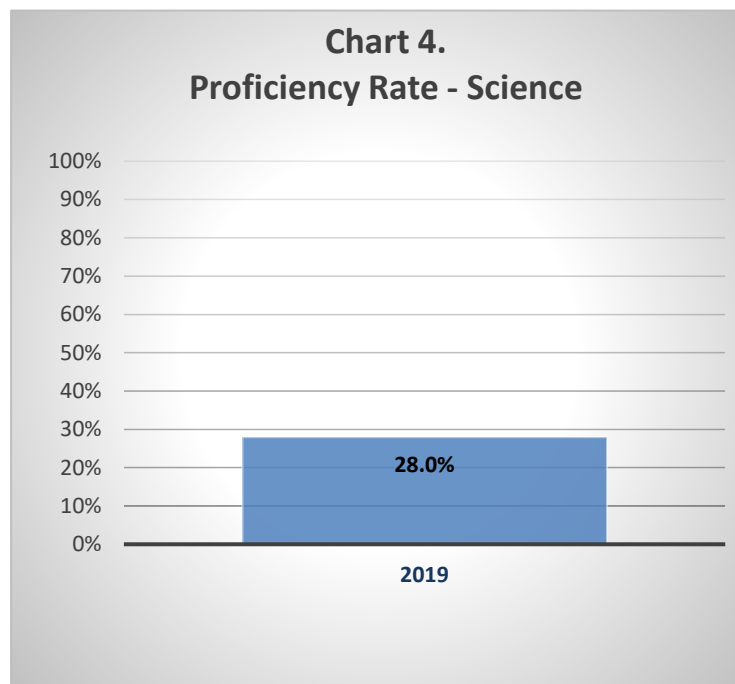
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



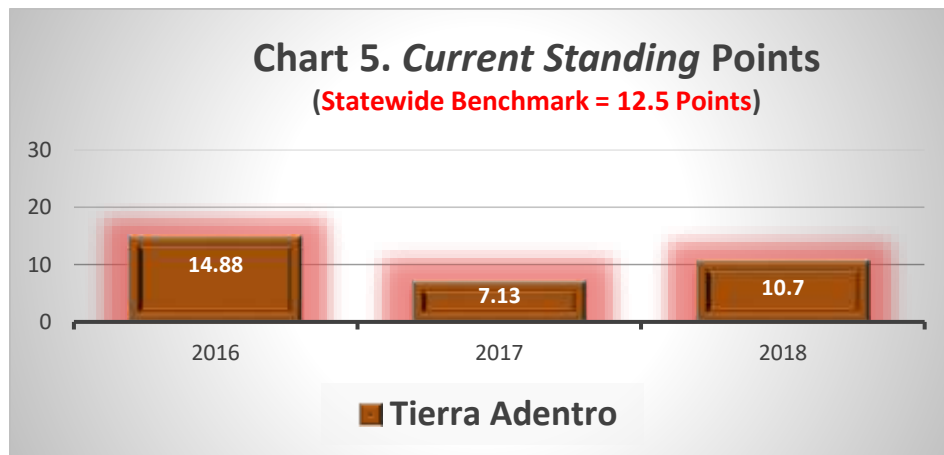
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



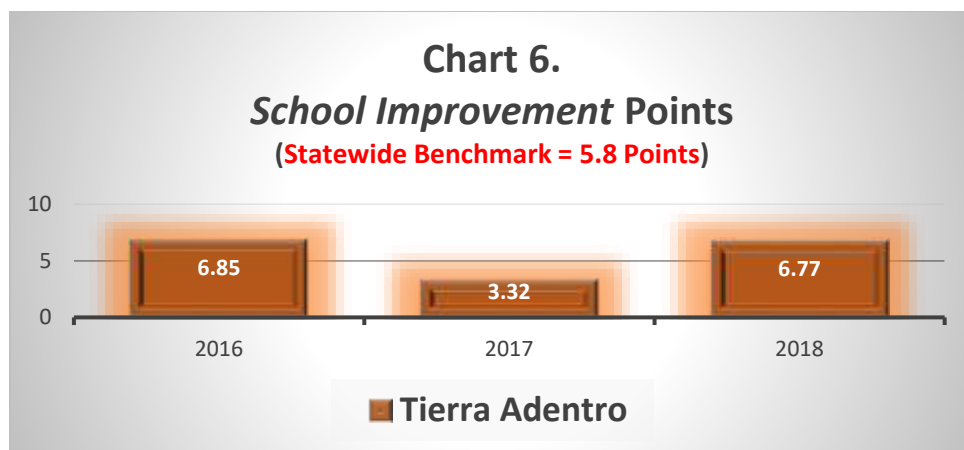
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

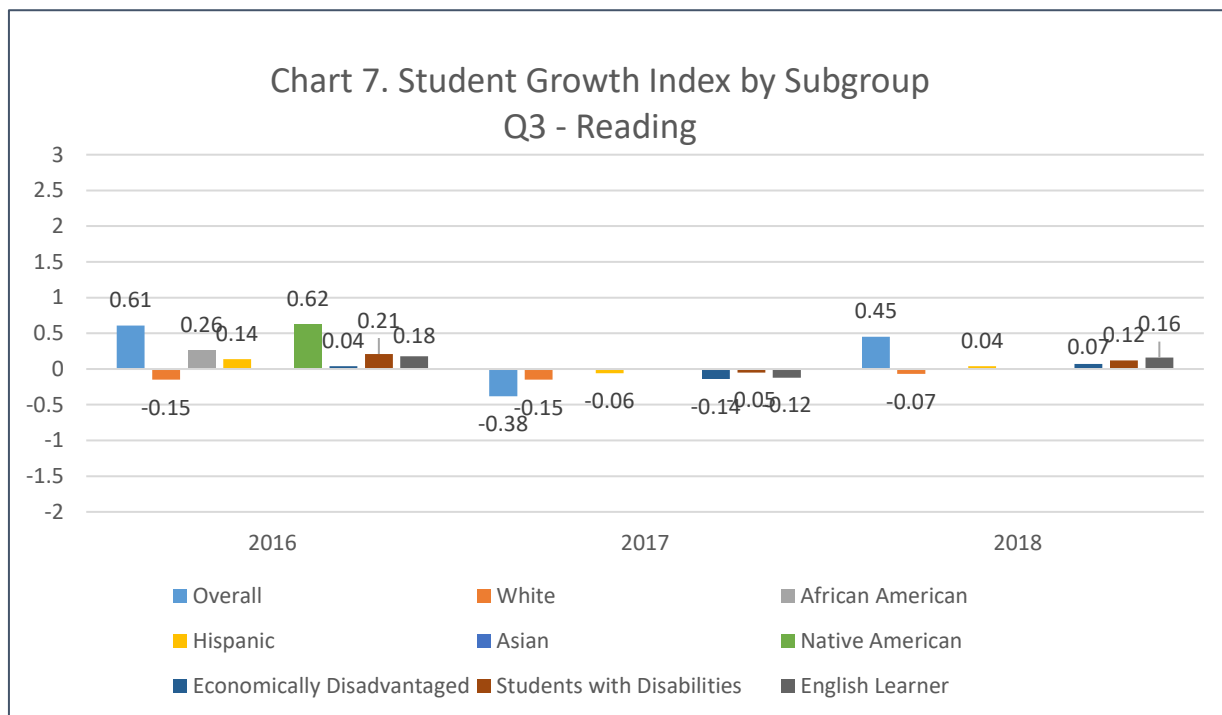


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



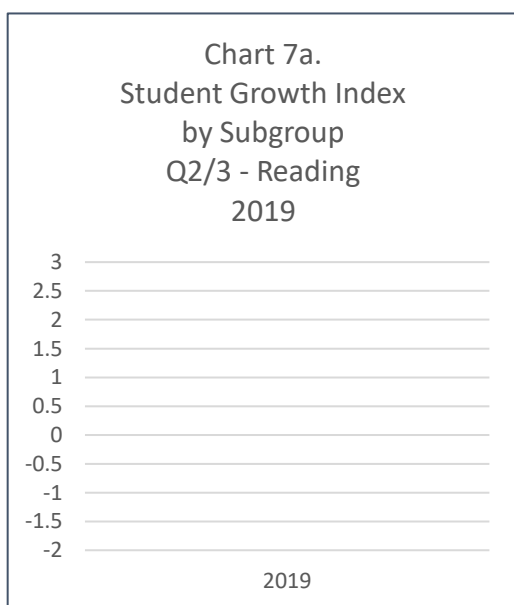
Subgroup – Higher-Performing Students in Reading

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.**



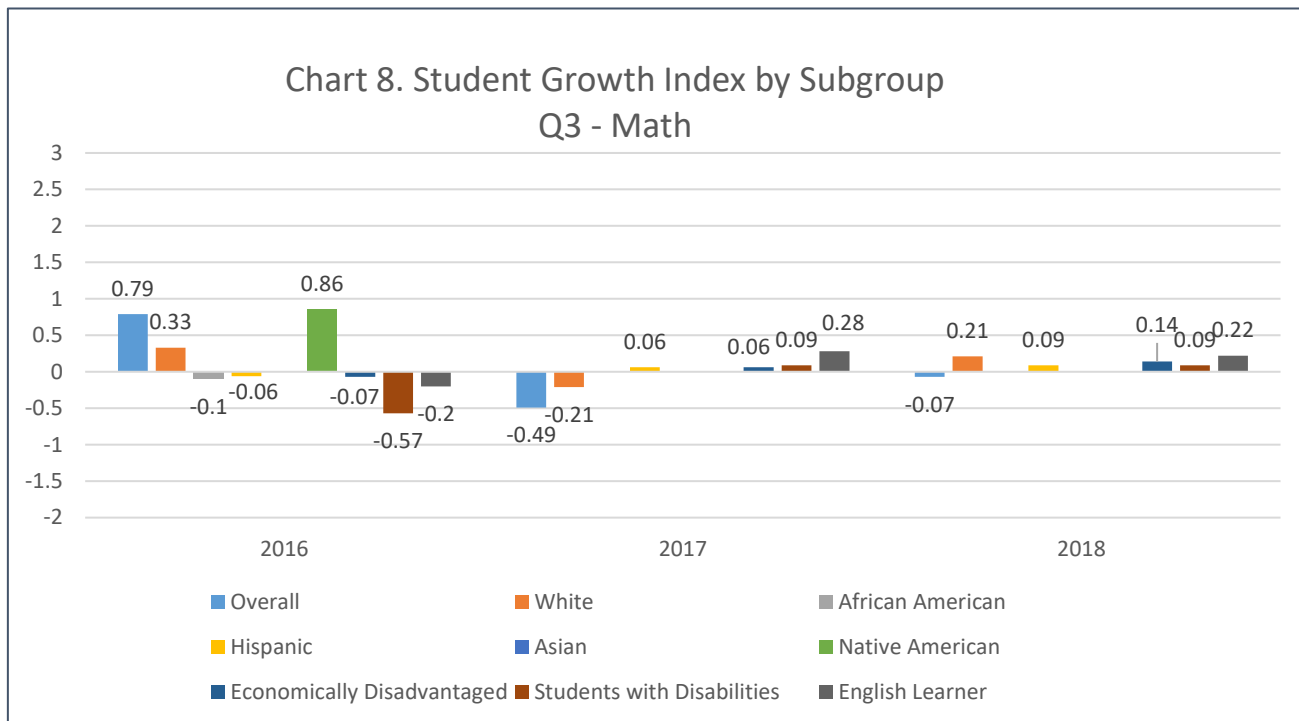
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



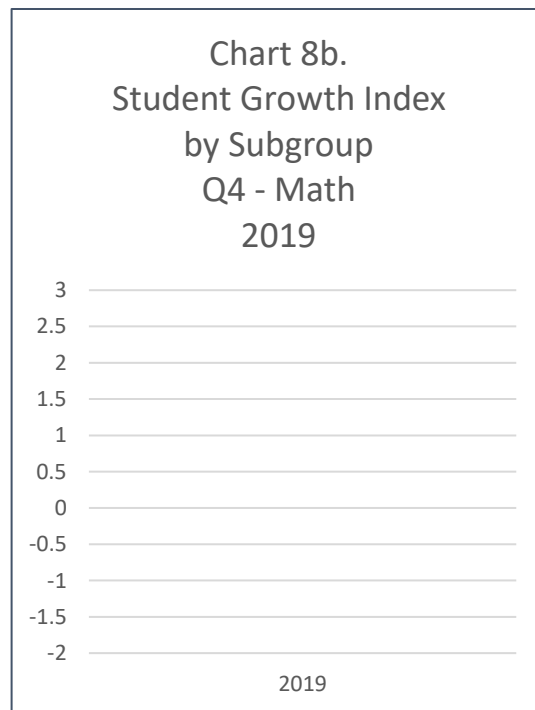
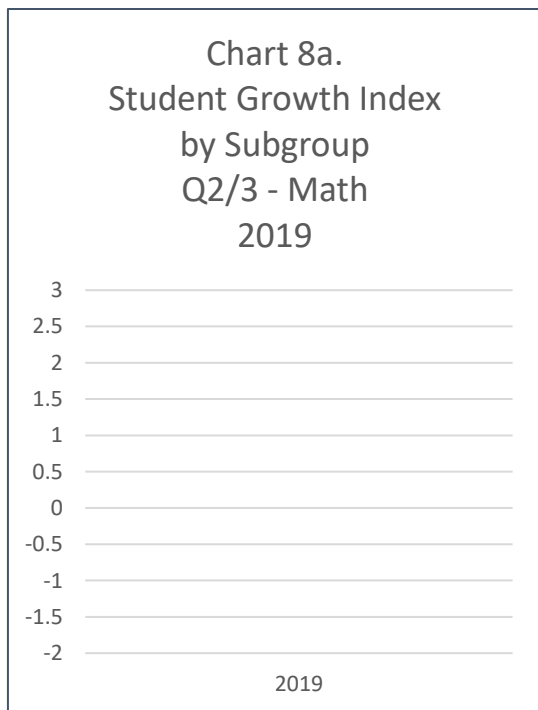
Subgroup – Higher-Performing Students in Math

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



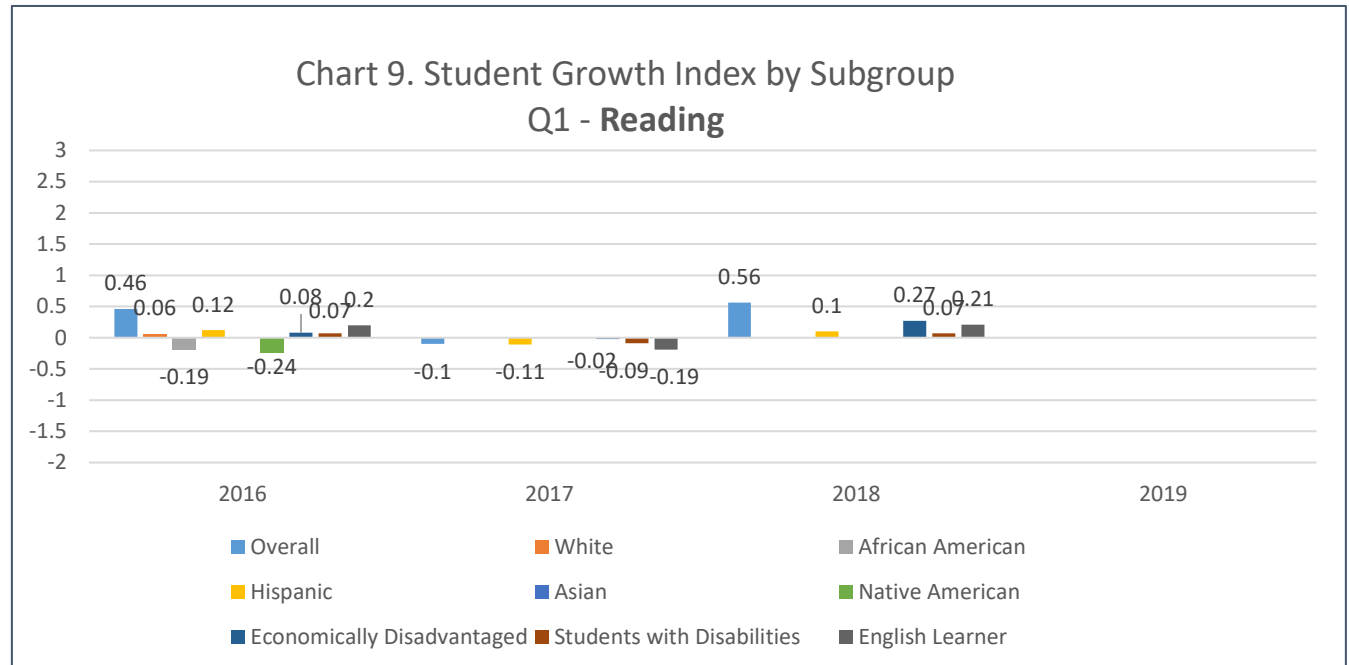
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

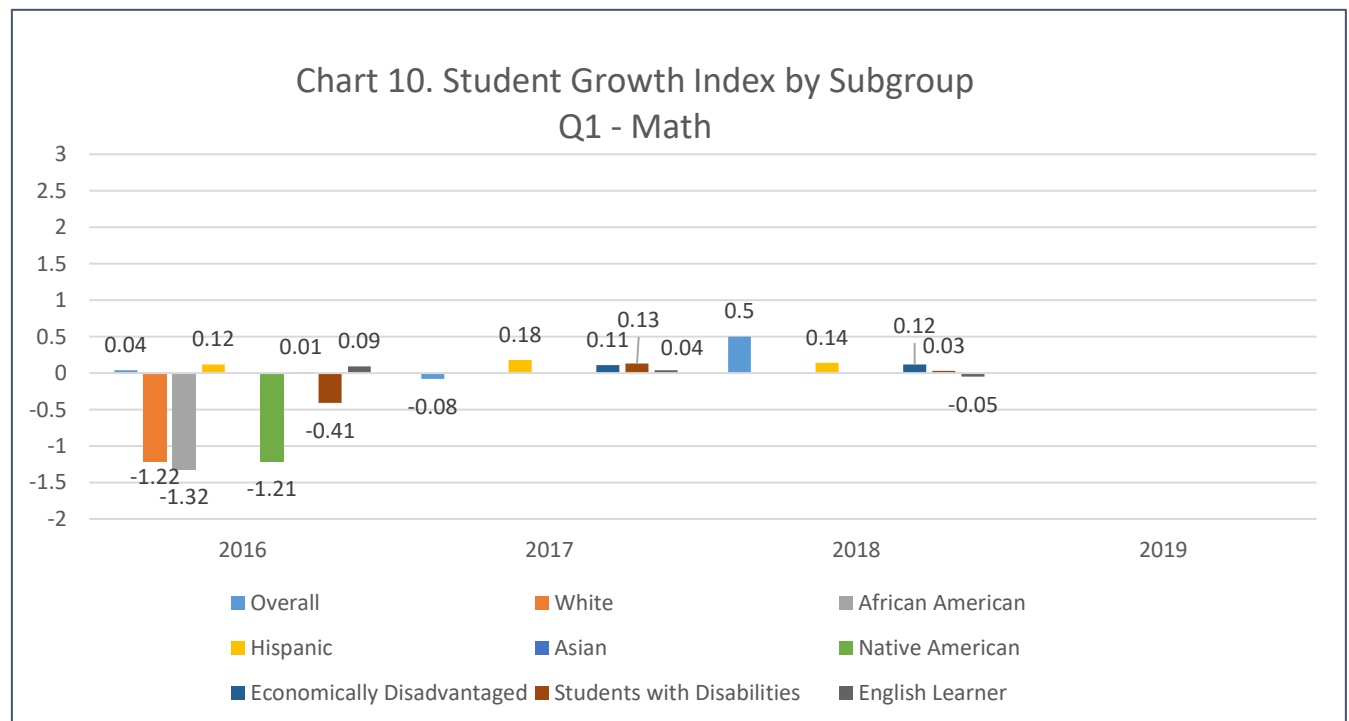


Subgroup – Lowest-Performing Students in Reading

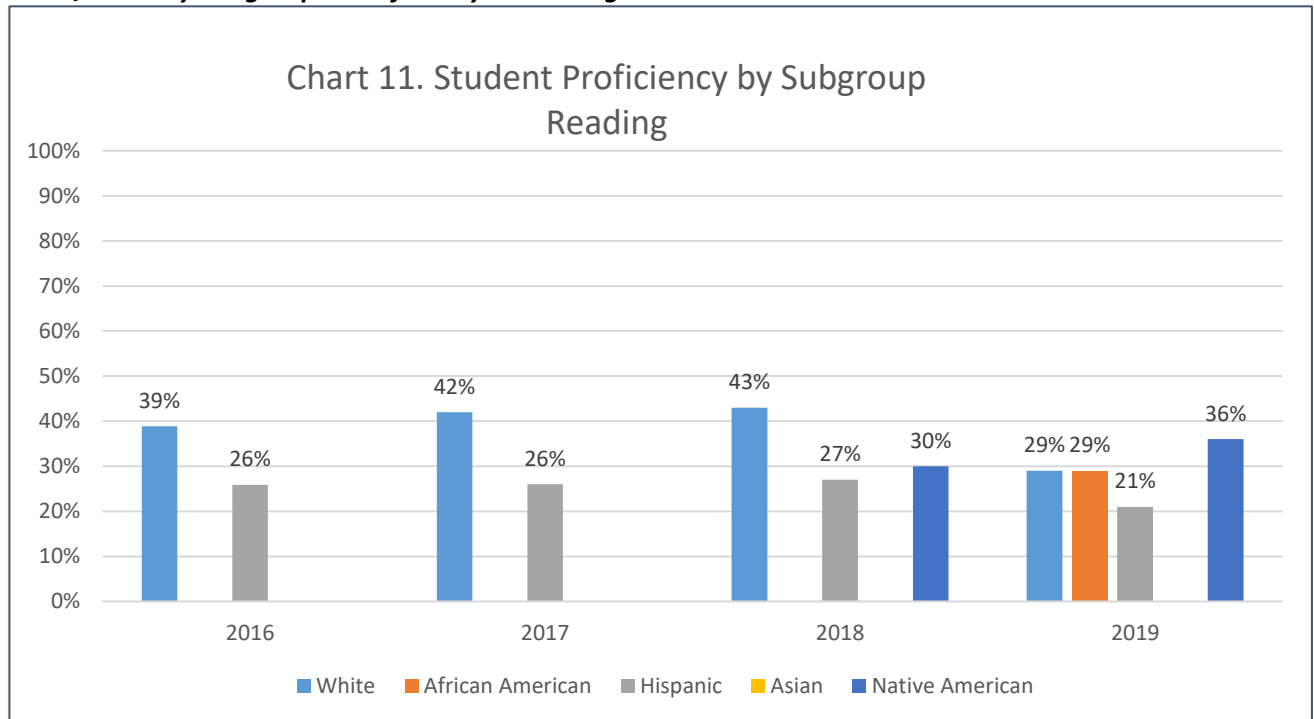
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



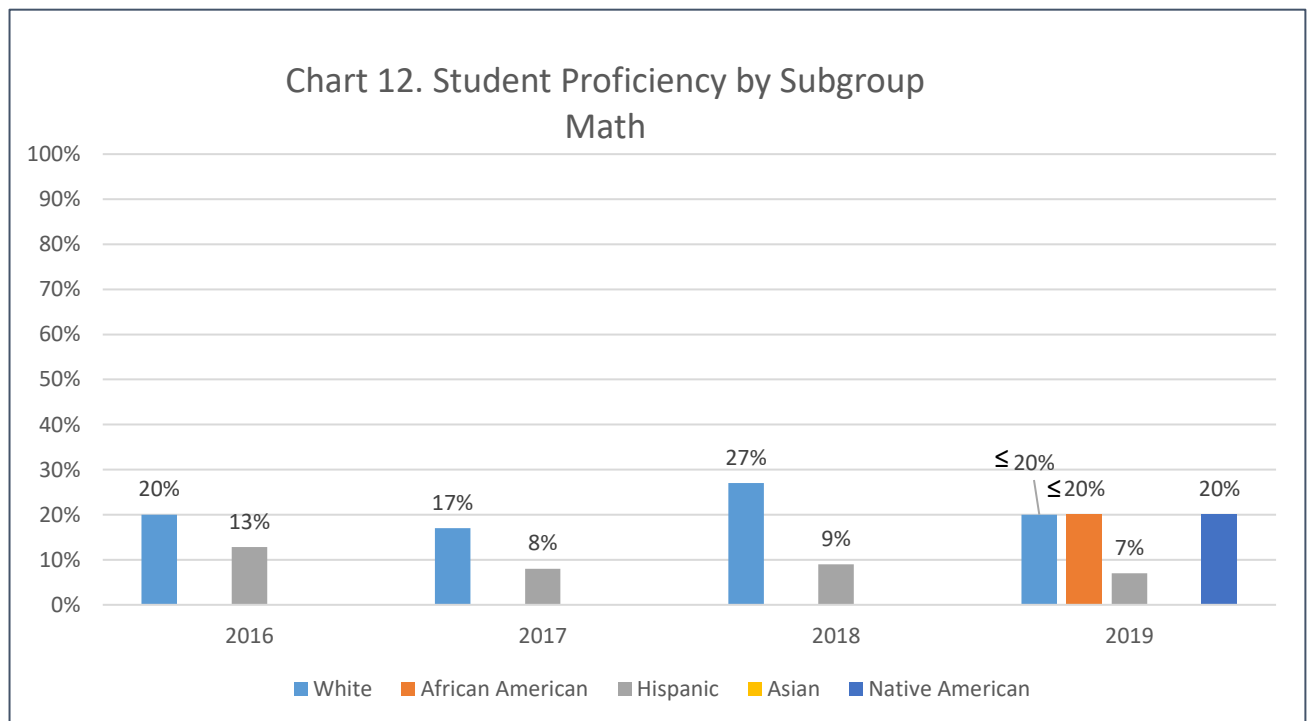
Subgroup – Lowest-Performing Students in Math



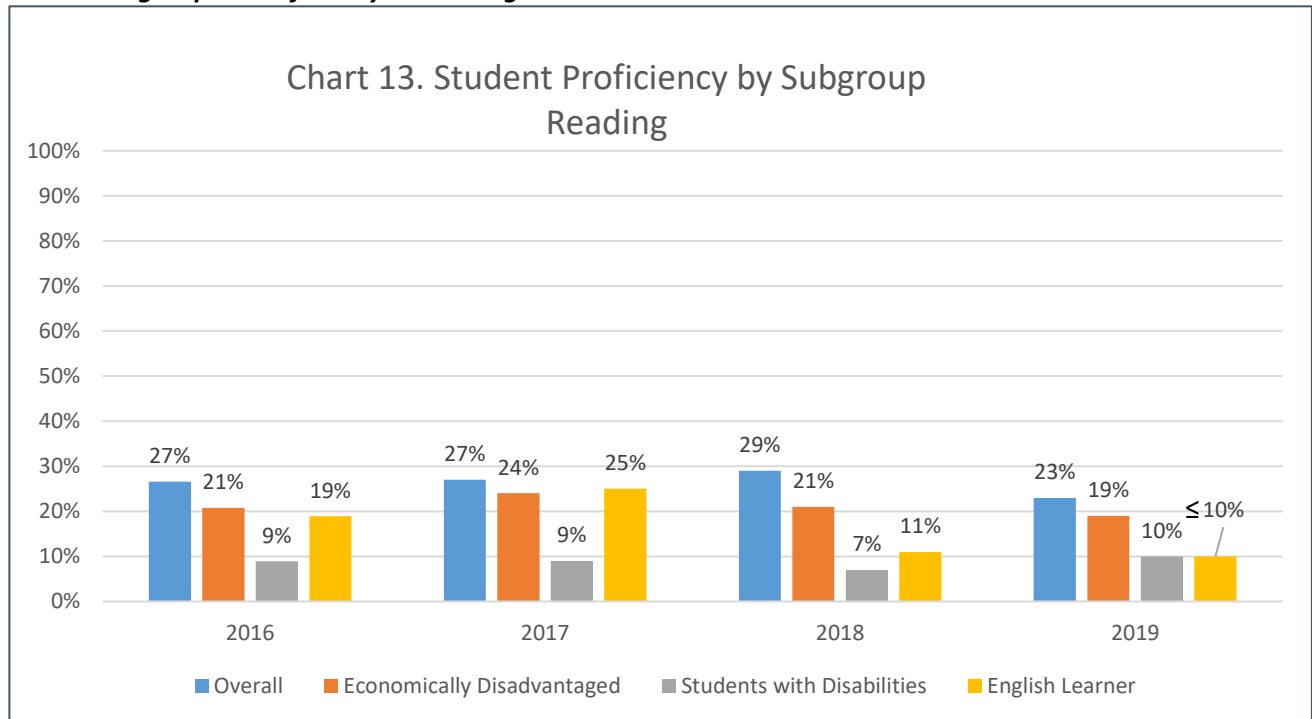
Race/Ethnicity Subgroups - Proficiency in Reading



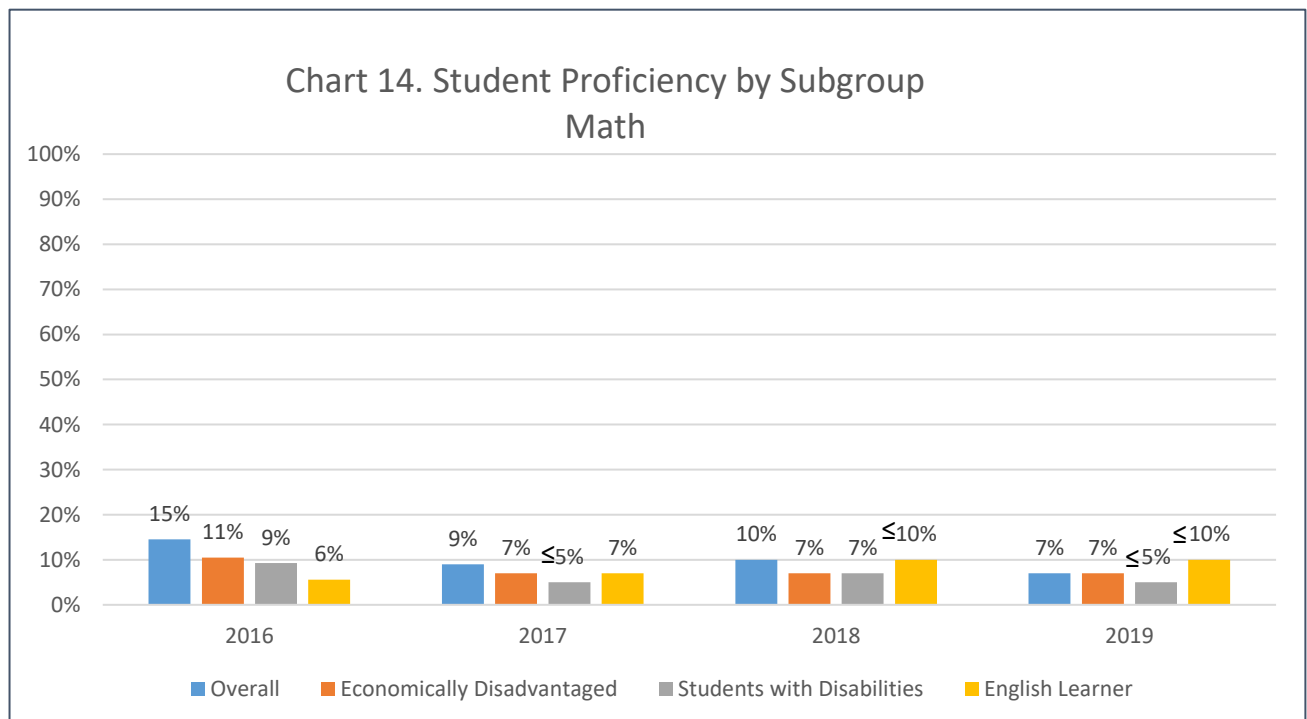
Race/Ethnicity Subgroups - Proficiency in Math



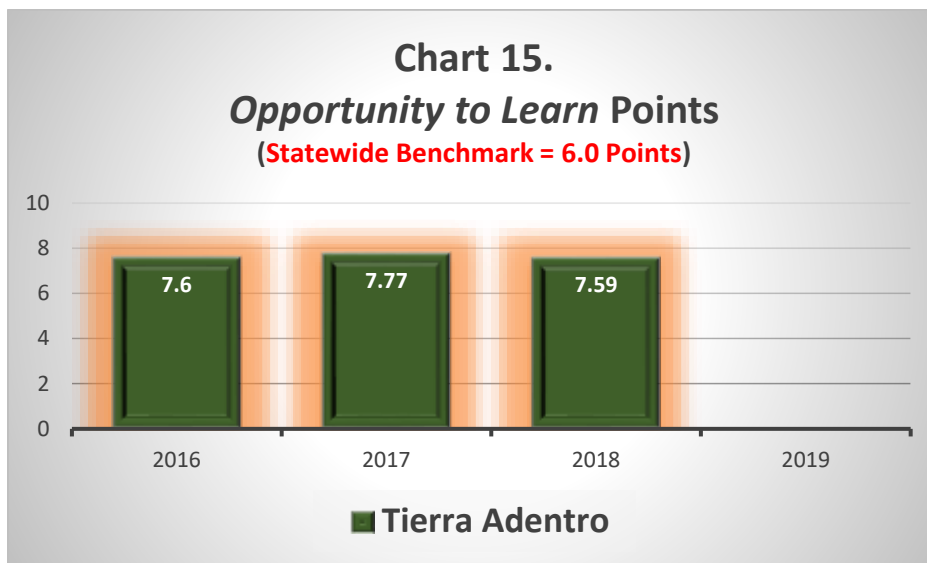
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

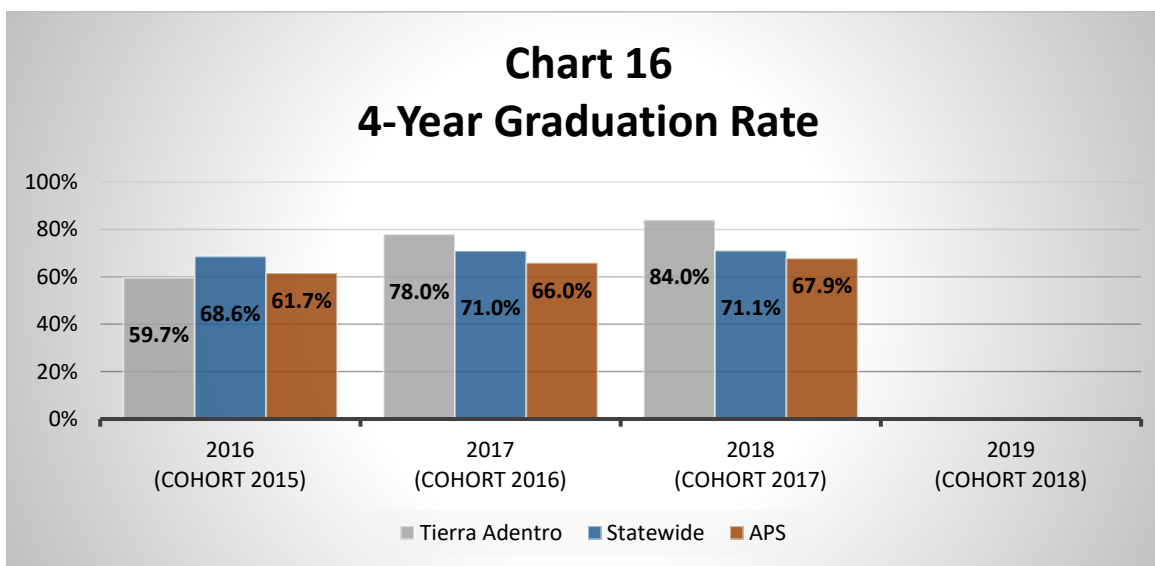


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). 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.



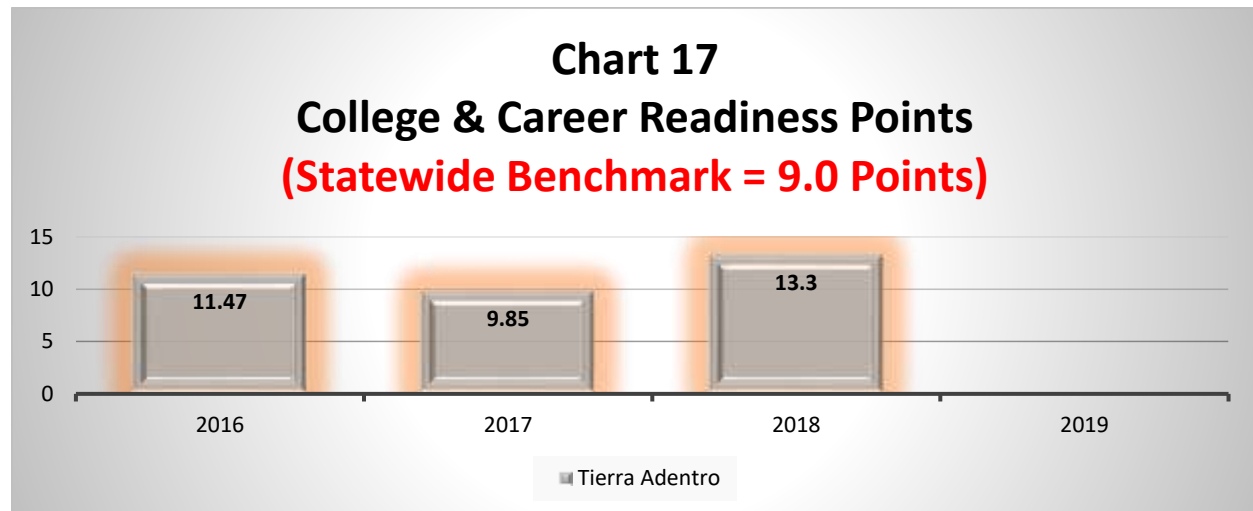
High School Graduation Rates for the 4-year cohort

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 benchmark¹. 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.



¹ 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 MATH** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students, 7th through 11th grades. The school meets the target of this indicator if 51% - 60% of identified students made at least one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results OR The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.
2. **SHORT CYCLE ASSESSMENT READING** Short Cycle Assessment data (Discovery) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students, 7th through 11th grade. The school meets the target of this indicator if 60% - 69% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR The student tests at "achievement level III or IV" on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2
2016	Exceeds – unverified	Exceeds - unverified
2017	Falls Far Below	Falls Far Below
2018	Exceeds	Exceeds
2019	Exceeds	Exceeds

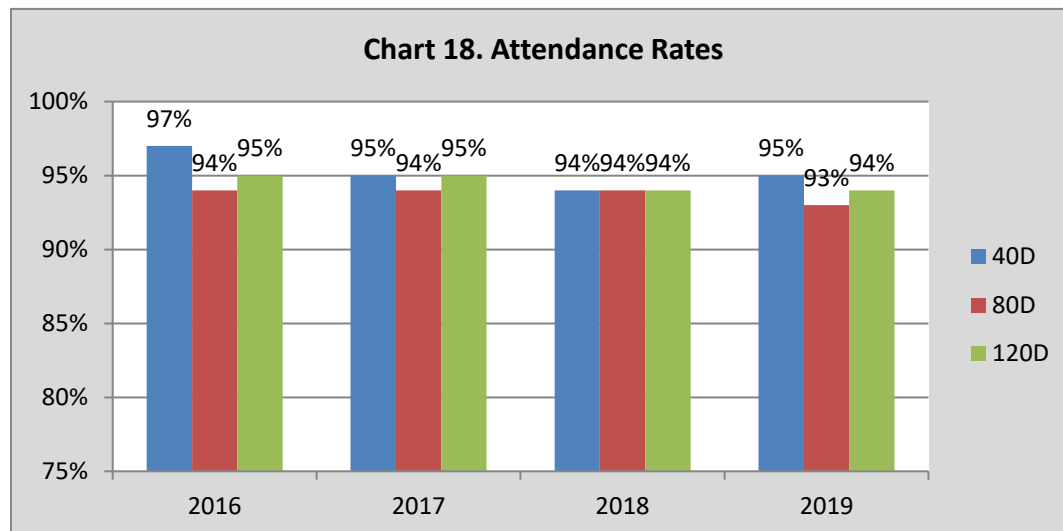
² Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

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.)

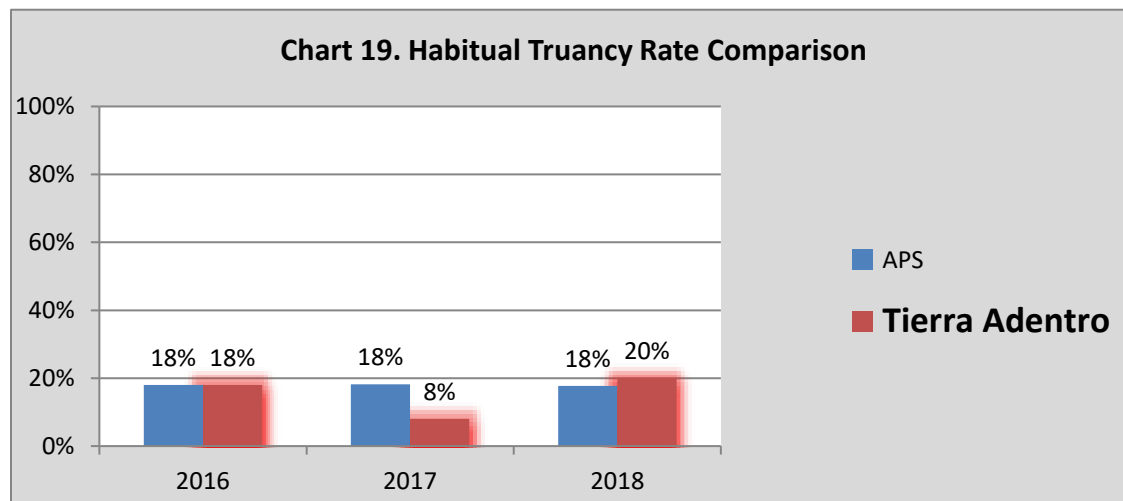
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

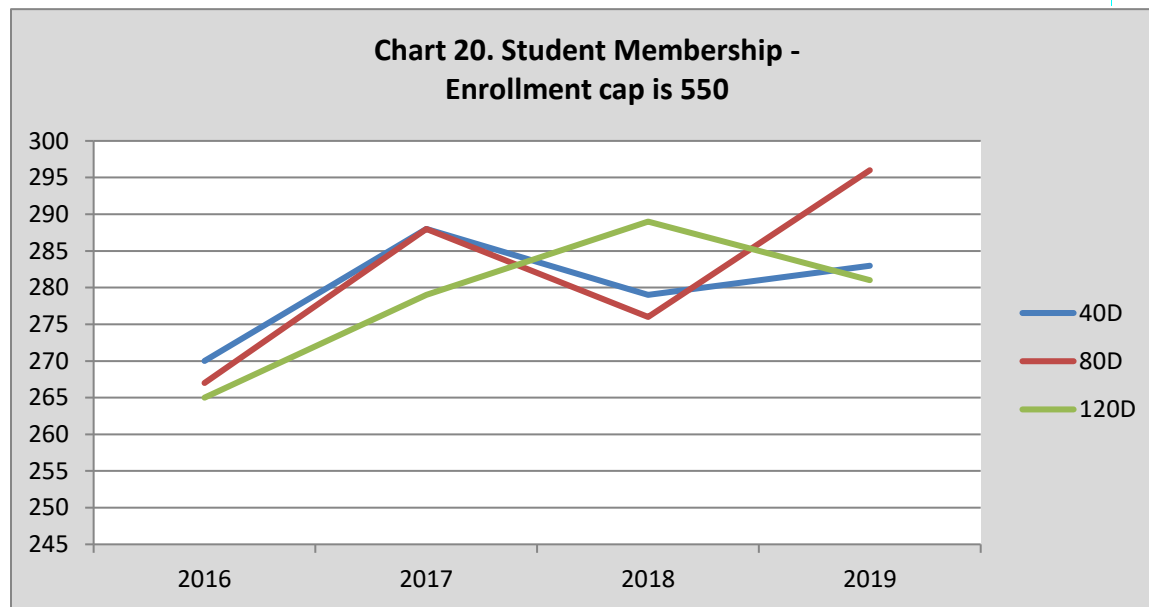
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



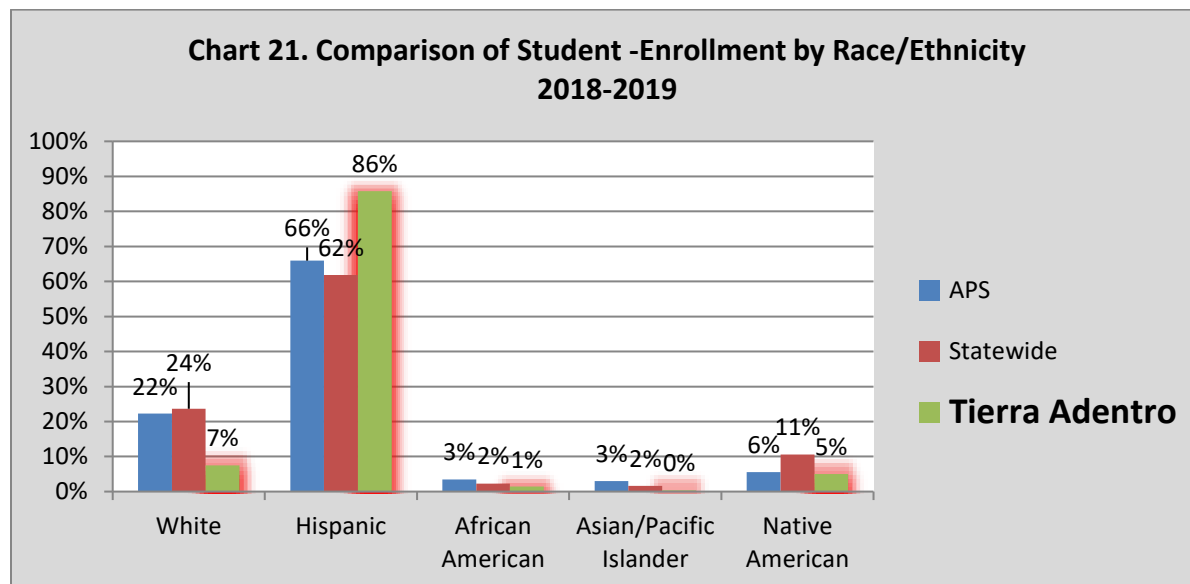
Student Membership (Enrollment)

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

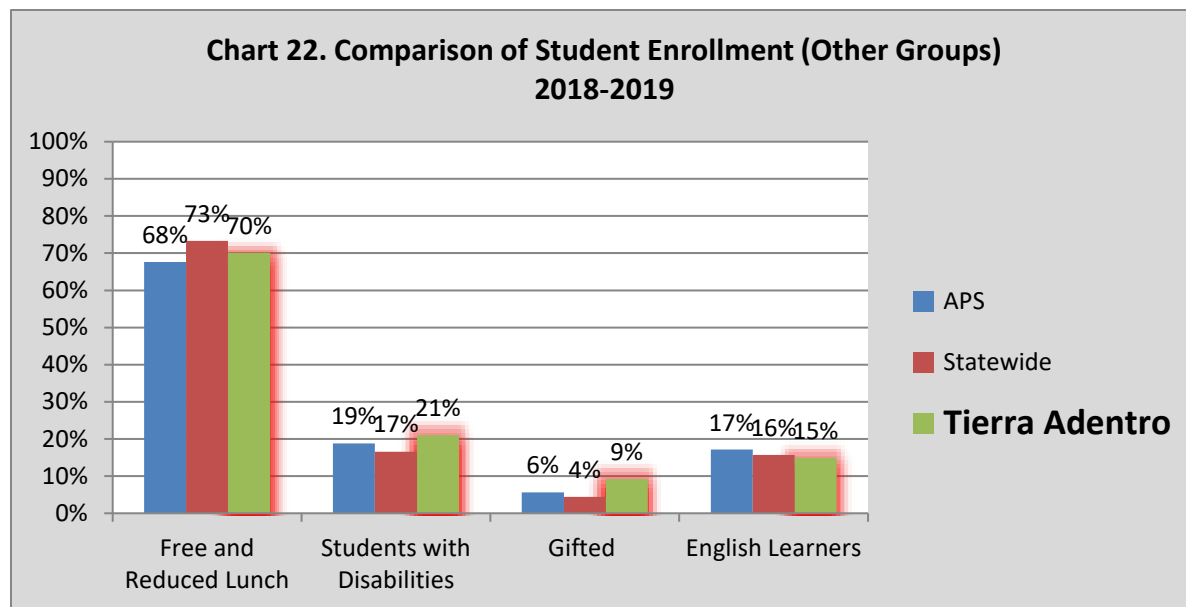


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

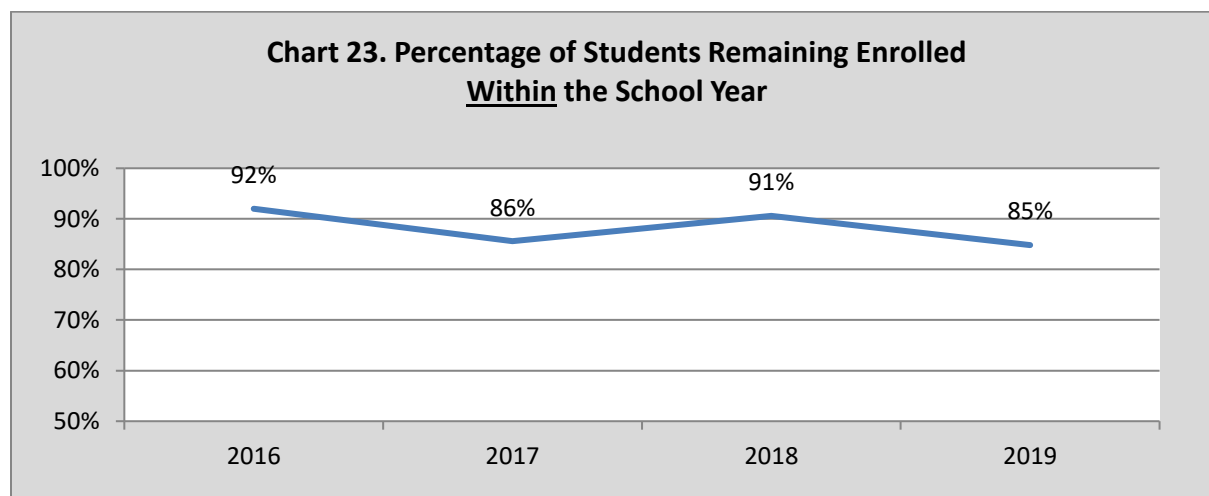


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

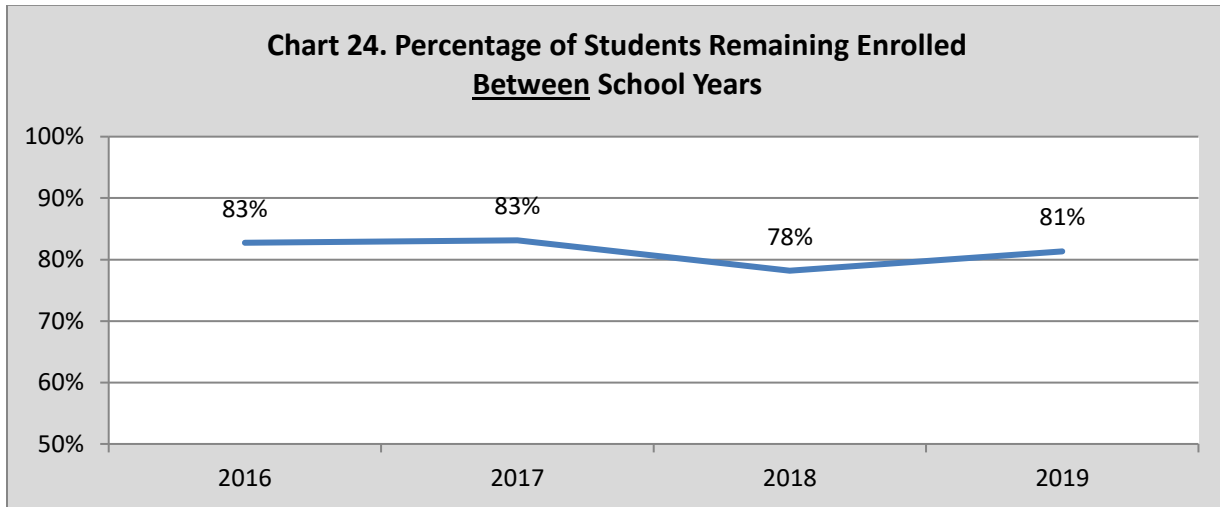
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

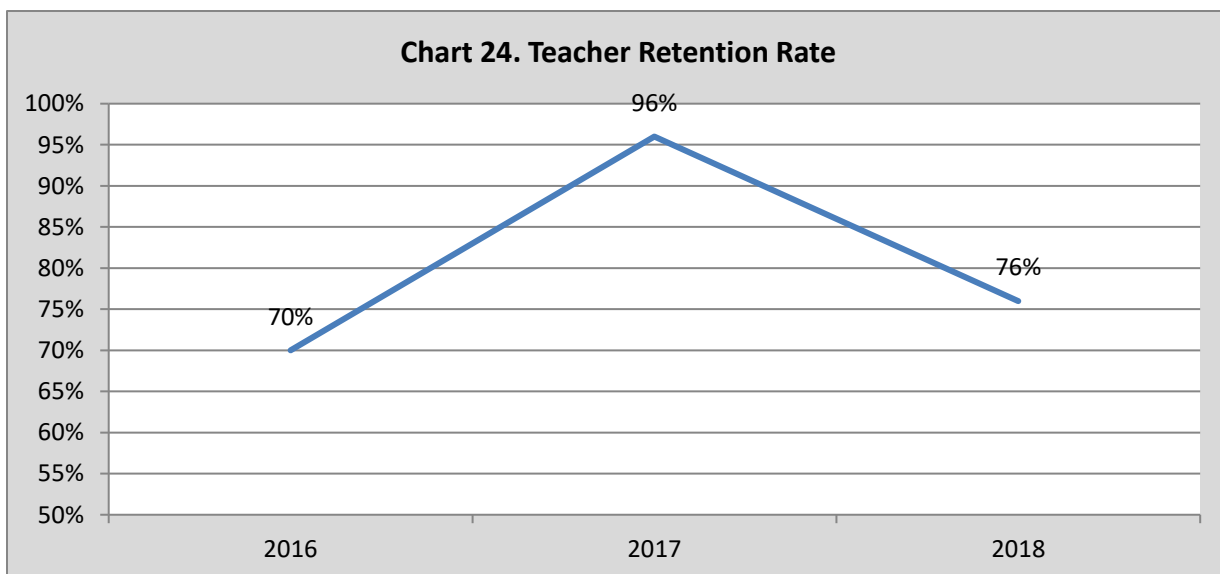


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 24 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	1
FY17	7	3	1
FY16	3	1	1

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Accounts Payable (Material Weakness)

Condition/Context: During our review of accounts payable we identified a liability in the amount of approximately \$360,000 that was not properly reported in the School's financial statements as of June 30, 2017, which required a restatement to the beginning fund balance of the School's financial statements.

Management's Response: The School will review the processes used for year-end financial closing and reporting processes to ensure all account receivables and liabilities (accounts payable) are properly recorded. We would like to note that the prior year auditors were made aware of the transaction highlighted in this finding.

2018-002 Purchasing (Other Noncompliance)

Condition/Context: During our audit, we identified the following issues related to purchasing:

- 3 out of 38 disbursements in which the purchases exceeded the purchase order by \$4,958 at the time of purchase. The purchase orders were amended subsequent to the actual purchase.

Management's Response: The School has controls in place to ensure that a Purchase Order is in place before a purchase is made. The School will go over the process in one of their staff meetings to ensure that all staff understands the correct purchasing process.

2018-003 Internal Controls Over Cash Receipts (Previously #2017-001) (Other Noncompliance)

Condition/Context: During our review of cash receipts, we noted the following issues:

- 4 out of 12 deposit packets that totaled \$1,641 included receipts that were not within 24 hours of receipt.

- During our review of 12 deposits, we noted 1 activity fund deposit that lacked a signature by the activity sponsor. In addition, the deposit documentation had duplicated the receipts and three receipts totaling \$120 were voided after we brought this to the attention of the School.
- During our review of 12 deposits, we noted 1 activity fund deposit in the amount of \$738, for which the School was unable to provide any supporting documentation related to the receipt.
- During our review of 12 deposits, we noted 1 activity fund deposit that included \$315 in cash; however, the documentation lacked support as to nature of receipt and which students had paid.
- During our review of 12 deposits, we noted 1 activity fund deposit in the amount of \$1,443, which had a variance of \$290 compared to the supporting documentation and receipts.
- During testing of revenue we identified \$3,369 in receipts relating to lunch collections that were receipted into the School's Paypal account; however, the asset and the related revenue was never recorded on the School's accounting system.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding due to a transition in the business manager, and will work toward corrective action during FY2019.

Management's Response: The School will review its internal controls to establish a better process for cash receipting. The School will also go over the process in one of their staff meetings to ensure that all staff understands the process.

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

A key provision of the School's educational approach is the utilization of the National Institute of Flamenco's (NIF) Trilateral Approach, which focuses on theory, technique, and application.

In order to make this implementation successful, teacher's curriculum is tracked through the Tri-lateral method. Tracking refers to the scripting of exact instruction, the categorization of skills taught and how they are assessed.

Tierra Adentro of New Mexico Charter School also incorporates the arts (Dance, Music, and Visual Art) into the students' everyday curriculum as well as in after school activities.

Student – Focused Term(s).

In addition to the Core subjects established by the Common Core State Standards and the State of New Mexico, TANM requires that all students participate in Spanish Language, Arts, Music, and Dance.

All seniors will take a financial literacy class, a dual credit math class or as identified in their IEP.

Teacher – Focused Term(s).

Commitments related to teacher/staff training include:

- The Trilateral Approach for all teachers,
 - Math and science departments development including vertical and horizontal alignment regarding math short cycle data, training in and use of effective methods in math for the TANM student population,
 - All other departments development including vertical and horizontal alignment regarding reading short cycle data, training in and use of effective methods in reading for the TANM student population (fix language)
- Additional training will be included as annual data is analyzed and areas of concern in terms of instructional methodology, materials, and technology are identified.

The school will have an Academic Advisory Council, which consists of teachers from each Department, the Parent Advisory Council, the Executive Director and the Principal

Parent – Focused Term(s).

The School will have a parent orientation at the beginning of each school year both for parents new to the school and returning parents. This orientation will be developed collaboratively by the Academic Advisory Council.

3b. Organizational Performance Framework

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

3c. Governing Body Performance

The school has six (6) 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
Carol Crawford		10/14/2014	Active	8	11	0
Donna Jewell	Secretary	3/1/2013	Active	8	8	0
Elizabeth Marshall		10/1/2016	Active	8	8	0
Sandy Martinez	President	10/1/2013	Active	8	13	0
Ted Baca	Vice Pres.	11/1/2014	Active	8	8	0
Daniel Silva		11/1/2014	Activ	8	8	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.



Part B—Progress Report

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

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:

Mission. The mission of the School is to create an inclusive and thriving learning environment comprised of a demographically and culturally diverse student population with a focus on academics, art, artesanía (artisanship), and the study of the cultures that comprise the rich New Mexican heritage to ensure awareness, preservation, and progression of the cultural legacy.

The Curriculum, Student Programming and Teaching Methods. The School begins their 6th grade programming where 6th grade students are placed on a team in order to transition and begin their journey into their secondary education. This allows for the 6th grade team of teachers to support the 6th grade families in their transition into middle school. The School has found this type of teaming to be successful as they are “teaching” the students how to be in middle school and also to prepare for what’s ahead in 7th and 8th grade.

As students enter 7th and 8th grade, the school begins to promote their independence into the students’ secondary career. With the utilization of the school’s 250 plus Chrome Books, students are introduced into using higher levels of technology in order to prepare them for the School’s high school team of teachers who utilize such programs as Google Docs, Edgenuity, and Google Classroom.

Upon entering the 10th grade, students are required to choose a focus in the arts. In the 10th-12th grade focus areas, students receive intense training in the artform of their choice. Focus students also get the opportunity to work with local guest artists as well as artists from Spain. The focus areas they may choose from are as follows:

- Visual Arts
- Music
- Dance
- Artesanía

In addition, beginning in the 10th grade, students are able to begin their higher learning alternative program in the arts and academics. The first being the School’s Dual Credit program. To enter into this program at the University level, students must take various entrance exams. In order to qualify for the Dual Credit Program at the University of New Mexico (UNM), students must score a 20 or above on their ACT, take the Accuplacer placement test, or rank in the top 20% of their class. For students who wish to enter into Central New Mexico (CNM), they must take CNM’s placement test (the Accuplacer). Dual Credit is designed for students to earn college and high school credit simultaneously and is free and available to all students. Currently, over 44% of the School’s 10th-12th graders are enrolled in the Dual Credit program.

Moreover, the School has an alternative online program titled, Edgenuity, where students can make up high school credits and/or may excel and earn their high school diploma at an earlier rate, or work at their own pace in order to receive their high school diploma. This program was established and approved by the Public Education Commission in 2017.

Note: All 6th-9th grade students are required to take Visual Art, Music and Dance. All teachers develop their curriculum based on the New Mexico Common Core State Standards.

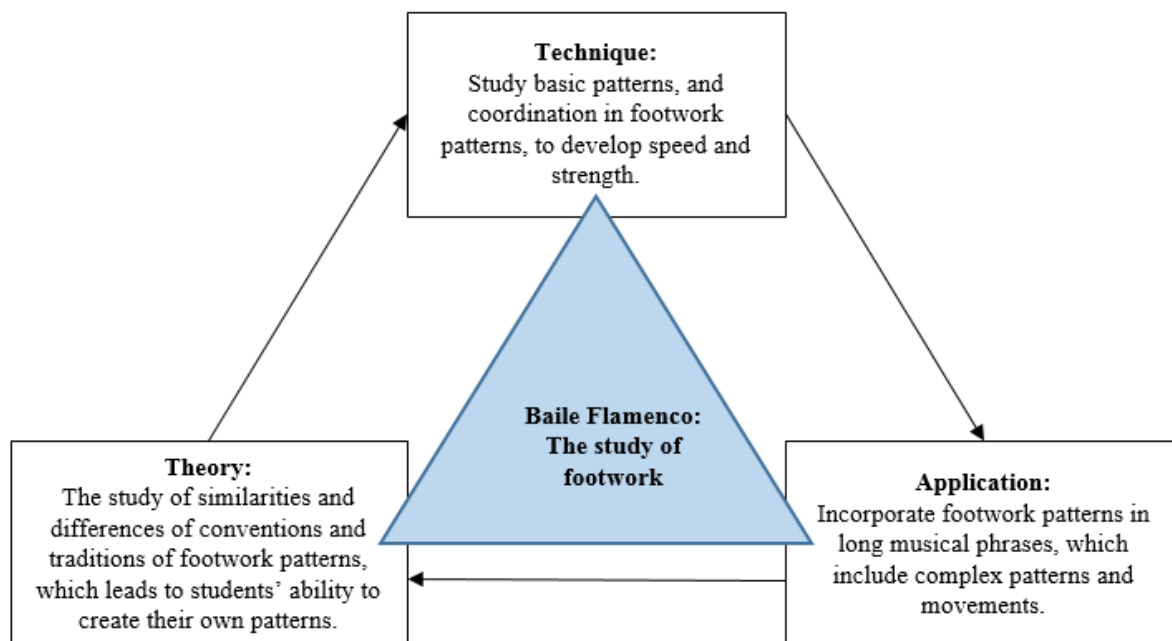
School Achievements: The school has over 40 community performances a year. The following are highlights of the school's highest achievements on a production/programming level:

- Percussion - This is a program new to TANM that acts as a feeder program to the Music Ensemble. In this program, students' study with professional musicians in order to focus on various percussion instruments such as cajón, congas, and the snare drum. These students also work collaboratively with the Industrial Arts program in studying how instruments are made.
- TANM Artesanía program - This is a program new to TANM where students utilize skills taught in math, science and art to incorporate them into building instruments, basic furniture and woodwork.
- TANM Music Ensemble - The TANM Music Ensemble consists of 14 students who rehearse daily after school and is directed by renowned Salsa musician, Cesar Bauvallet. This musical group performs throughout the local community and impresses audiences with their ability to perform salsa music, Flamenco, as well as popular pop music that audiences fully enjoy. This musical group has been a guest artist in the "Salsa Under the Stars" concert, as well as performed in Atlanta, GA in the "Music in the Park" Festival and will perform at Carnegie Hall, April of 2020.
- TANM Dance Ensemble - The TANM Dance Ensemble is comprised of 32 students who rehearse daily after school and perform at various venues throughout the community. Since its inception in 2012, this student dance company has been invited to perform nationally at Carnegie Hall in New York City in a show titled, "MisaTango," and "The Music in the Park Festival" in Atlanta, GA where they did a first of its kind collaboration piece with West Lake High School's Drum Line. They have also been invited to perform in the Phoenix annual Flamenco Festival. In working with the National Institute of Flamenco, this company also has opportunities to study with international renowned Flamenco dancers throughout the year. This is a one of a kind student dance company and continues to grow in its popularity every year and will return to perform in Carnegie Hall, April 2020.
- Camino Rael Trunk Show – The school's visual arts department produces an annual trunk show where our students showcase their artwork next to local professional artists. This event has over 300 community members in attendance and continues to grow in popularity throughout the Albuquerque area.
- The Tierra Adentro Spring Art Show/"Flamenco a thon" – The school's visual arts and dance department collaborate annually to produce this exciting event where our students not only showcase their artwork, but their dance and music abilities as well. This show acts as one of the

school's biggest fundraising events as the students reach out to the community to support various programs at the school.

- Caminos – Tierra Adentro's biggest dance production of the year, titled, "Caminos," showcases all students in all areas of the arts. The music and dance departments take the audience through a journey of the history of flamenco and the school's mission of the Camino Rael. Sets are designed and built by TANM's Visual Art and Artesanía students. This production is held at Rodey Theatre on UNM's campus and has an attendance of over 1000 patrons from the greater community.
- *Partnerships:* A key provision of the School's educational approach is the utilization of the National Institute of Flamenco's (NIF) Trilateral Approach, which focuses on theory, technique, and application. The Trilateral Approach was formally developed and copy-written by Curricular Director and Master Flamenco Instructor Joaquin Encinias at the National Institute of Flamenco in order to teach flamenco dance, a rhythmically and structurally complex dance form. By integrating this methodology into academics and other forms of art, Tierra Adentro will facilitate a learning environment of the highest quality in an engaging, fun and creative way. This methodology was designed to facilitate comprehensive knowledge and confidence in students. Consistency and structure foster achievement and self-direction in students by developing students' recognition of class structure. The Trilateral Approach offers the following to all students:
 - Establishes and communicates clear expectations
 - Creates forward motion in students' learning
 - Facilitates an environment where students' knowledge is fortified by repetition of information

See an example of the Trilateral Approach as it applies to dance:



Measures of Achievement: Using NWEA MAPS Short Cycle assessment results, teachers are able to create their own curriculum. Teachers have access to an interactive summary data report through the NWEA website that shows what areas and skills students are strongest in, as well as areas of growth. From the interactive report, teachers can design their curriculum to focus on the students' initial growth areas while maintaining the students' strengths. Teachers also access Common Core Strands to get a clear description of the strand along with a link to resource guides.

Professional Development for Teachers: The following Professional Development opportunities will be offered to teachers at Tierra Adentro of NM:

- GLAD: Guided Language Acquisition Instruction
- School In-Services
- Department Needs
- Weekly Staff Collaborations
- Math Conferences
- Festival Flamenco Internacional for Music and Dance Faculty
- Technical Webinars

Encouraging Parental or Community Involvement: Beginning this year, TANM will hold bi monthly family engagement workshops and quarterly evening family engagement meetings that are based on family input led by the school's social worker and the family engagement faculty member.

Click here to enter text.

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:

2016-17:

Current Standing – F

School Improvement – F

Improvement of lowest performing students – F

2017-18:

Current Standing – D

Improvement of lowest performing students – D

From Spring 2017 to Spring 2018 we moved from an F to a D in Current Standing. The process for moving students to proficiency means they are advancing more than one year of growth in one school year. We review and analyze our short cycle assessment NWEA MAPS to determine growth and if you review our data in Part A, many of the grade levels, have more than 100% growth. Some grade levels have over 200%.

From Spring 2017 to Spring 2018, the school went from an F to a C in the School Improvement Indicator, therefore no response is needed.

From Spring 2017 to Spring 2018, the school went from an F to a D in the Improvement of lowest performing students' indicator. Our continued improvement plan is to review and analyze our short cycle assessment NWEA MAPS to determine growth and to determine how to implement curriculum and instruction for not only our lowest performing students, but for all students. From Spring of 2017 to Spring of 2018, our lowest performing students have had more than one year of growth in reading and math.

Note: Refer to Appendix A for school data

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:

In 2016-2017, Discovery Education results: *See Appendix A Discovery Education Spring 2016/17 Admin Summary Page.*

Math: We met or exceeded our growth goal in all grade levels.

Reading: We met or exceeded our growth goal in all grade levels.

The school was rated “falls far below” due to the data compiled was not organized by the vendor; however, the school used the template created by Charter PED in the 2010 renewal kit. This had been used and accepted by Charter PED in year’s past.

In 2017-2018 and in 2018-19, per WebEPPS, our school met or exceeded our goals in reading and math.

Click here to enter text.

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
FY2016	3	CS 2015-001- compliance CS 2016-001- compliance CS 2016-002- Significant Deficiency	CS 2015-001: To review all deductions to ensure that they are all being calculated properly. CS 2016-001: BARs will be submitted in a timely manner so that expenditures do not exceed budgetary authority. CS 2016-002: The school will review their internal controls to ensure compliance with GAAP and other regulatory matters. The school will also make sure to have better communication between the business office so that no employee will get paid after they have resigned.
FY2017	6	2015-001 Significant Deficiency(repeated) 2016-001 compliance (repeated) 2017-001 Timely Deposits 2017-002 compliance 2017-003 compliance 2017-004 compliance	2015-001: Review all payroll deductions to ensure they are set up correct. 2016-001 Will ensure BARs are in place before the due date. 2017-001: Assign a backup employee to make deposits when needed 2017-002: School will review new hire checklist to ensure that all required documents are obtained prior to hiring 2017-003: School and GC will work together to ensure that the audit committee meet the state compliance requirements 2017-004 Will conduct a year-end review on budget.
FY2018	3	2018-001: Material Weakness 2018-002: compliance 2018-003: compliance	2018-001: Review processes to ensure AR and AP are properly recorded. Also noted that the previous auditors were made aware of the transaction. 2018-002: The school will review the purchasing process with staff to ensure that all staff understand the correct purchasing process 2018-003 The school will review the depositing process with staff to ensure that all staff understand the correct process

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:

The school has maintained all Board of Finance authority during the entire term of the contract.

4. Contractual, Organizational, and Governance Responsibilities

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

a. Charter Material Terms

<p>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.</p>
<p>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.</p> <p>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 <u>NOT</u> complete this Section.</p>
<p>School response:</p> <p>The school has met all charter material terms during the course of this contract.</p>

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:

Issue Identified:

III-A.03 Education Plan/Students with Special Needs

- Prior to the site visit, the PED team reviewed the STARS report for overdue IEPs and overdue Evaluations. The report results indicated five (5) students had overdue IEPs. Two (2) of those students also had overdue evaluations. Upon review of student IEPs during the site visit, it was observed two (2) students with overdue IEPs and Evaluations had withdrawn from the school. Of the other three (3) overdue IEPs, one (1) appeared to have been late due to the parent being difficult to schedule a meeting with, as noted in the file. The remaining two (2) overdue IEP had been remedied. The PED team also reviewed two (2) random student IEP files that appeared to be individualized to each student's needs. For example, a gifted student had accommodations including "individuated assignments as appropriate and access to a wide variety of complex materials."

Though the school corrected all overdue student IEPs for the current academic year, it should be noted, overdue IEPs/Evaluations was also a concerned identified for the school during the 2017-18 annual site visit. The PED team will ask the school to provide a detailed action plan or narrative, outlining responsible parties, timelines, updated processes, etc. the school will institute to ensure all student IEPs and Evaluations are conducted timely and align with Federal and State guidelines to ensure non-compliance is not repeated in future years.

Action/Response:

- The two overdue IEPs were due to students withdrawing from the school on the day their IEP meeting was scheduled. The school will continue to communicate with parents through email, phone calls and in person if possible to schedule evaluations and/or IEPs. We will continue to monitor this as students continue to enroll throughout the year. The special education staff will continue to maintain service logs.

Outcome:

- To date, the school has maintained scheduling all IEPs within their due date.

III-A.04 Education Plan/English Language Learners

- The team reviewed student cumulative files and observed a form entitled, "ELL ELIGIBILITY DOCUMENTATION: HOME LANGUAGE USAGE FORM AND TEST SCORE REPORT" that included information on: (a) student name, (b) "PHLOTE" status, (c) student ID, (d) Assessment (such as 'ACCESS for ELLS'), (e) "ASSESSMENT DATE," (f) "ASSESSMENT SCORE" (such as 'PROFICIENT'), (g) "PROFICIENCY CODE," (h) "SOURCE" (SUCH AS 'STARS'), (i) "ELIGIBILITY STATUS" (such as 'EXITED'), and (j) "VERIFIED BY" (such as 'Tracy Silva, DTC'). At the bottom of the form was a section entitled "Documents Requested" in which there was 3 spaces entitled "1st attempt: Date _____ Method: FAX EMAIL PHONE CALL."

Annual Notification Letter: Of the student cumulative files reviewed, the PED team did not observe the annual letter to parents of eligible ELL students, as required by federal statute and state regulation. When asked about the annual parental notification letter(s), the school's ELL Coordinator indicated she was not aware of this requirement. The PED team provided the ELL Coordinator with resources specific to identifying, serving, and exiting ELL students along with guidance one where she could obtain the annual parental notification letter template from the Language and Culture Bureau.

ELD Development: The EL coordinator reported that every humanities teacher (English and history) is TESOL endorsed. Furthermore, several Math and Science teachers are also TESOL endorsed with a total number of fourteen endorsed teachers. The school also has 5 teachers who are trained in Guided Language Acquisition Design (GLAD) to provide ELD supports in the classroom.

ELP Error Report: Prior to the site visit, the PED team ran the school's ELP Error Report within STARS. The report produced a list with 42 students. The majority of the errors within the ELP Report appeared to be student proficiency coding errors or errors within STARS itself not being able to locate test results. However, several of the errors that resulted on the ELP Error Report appeared to be students who do qualify for EL services and were not properly identified as an ELL student by the school. The PED team will ask the school to provide evidence for how it has investigated the ELL status of the students on the ELP Error report and

either correct the coding issue within STARS or properly identify EL students to begin offering ELD services and administering ACCESS assessment during the next available testing window.

Action/Response:

- All errors were corrected in STARS before EOY 18-19. ELP Error Report still shows 8 students with errors since the PED STARS system does not recognize nor validate NMELPA test. We have printed a file for each student to show they are proficient and placed in cum folders.
- Parent notification letters are sent out annually to all students in the school's ELL program.

Outcomes:

- All errors have been corrected in STARS. All reports/files have been filed in each student's cum folder.
- Notification letters have been sent out for the current school year to all students in the school's ELL program.

III-A.05 Education Plan/Attendance Laws

- According to the school's co-director teachers are responsible for taking student attendance daily during each class period. Student attendance records are maintained with the school's SIS, TylerSIS. The PED team reviewed the school's 3, 5, 7, and 10-day Absentee Notification letter template(s). The school's 5-day attendance letter template requests the parent contact school Administration within 2 days of receipt. However, does not request a meeting/conversation to discuss early interventions methods to improve the student's attendance. The PED team asks the school to include the request for a meeting/discussion to identify early interventions for the student, per regulation. Upon review of the school's attendance letter template(s), the language from the school's 3-day attendance letter may be good to add to the 5-day letter to ensure alignment with regulation. The school's 10-day attendance letter mentions potential referral to the Children's Court Attorney and Juvenile Probation Office, if unexcused absences continue. The 10-day attendance letter requires the parent to contact the school administrator within 48 hours of receipt of the letter.

Action/Response:

- The school will amend the 5-day attendance letter to show that we will discuss with the parent early in intervention to improve the student's attendance.
- During teacher collaborations, each student's advisory teacher will conduct an attendance check on a monthly basis.

Outcomes:

The school has revised the 5-day attendance letter (in English and Spanish) and Advisory teachers are communicating with parents via 5-day attendance letter, phone call, and email for early intervention.

III-A.06 Education Plan/Recurrent Enrollment

- The PED Team rated this indicator as Working to Meet Standard because, according to STARS, the school's recurrent enrollment for the present school year (2018-2019) was 81.35%. The goal set by the PEC in the Organizational Performance Framework for the school is 85% to meet the standard. The referenced report can be found in STARS at District and Location Reports --> Options for Parents --> Charter School Enrollment Report. As an additional FYI, it is noted that the percentage of students who withdrew during the previous school year was 9.39%.

Action/Response

- The school will implement a student recruitment marketing plan to increase recurrent enrollment to a minimum of 85%.
- The school will host an 8th grade recruitment night and family engagement nights.

Outcome:

- Currently the school has a 78% recurrent enrollment rate. The school will begin family engagement nights as well host an 8th grade night for high school recruitment.

IV-A.00 Business Management/Oversight: Financial Compliance

- The PED team rated this indicator as, "Falls Far Below Standard", because though the school provided the financial corrective action plan and evidence of implementation of its action plan, the school received a "Repeat Audit Finding" on its FY18 Audit Report. Therefore, the indicator will remain rated as Falls Far Below Standard due to the repeat audit finding.
- The PED team reviewed the FY18 Financial Audit which indicated the school had the following audit finding(s):
2018-001 Accounts Payable (Material Weakness)
2018-002 Purchasing (Other Noncompliance)
2018-003 Internal Controls over Cash Receipts (Previously #2017-001 Other Noncompliance)
These audit findings must be included in the school's audit CAP.

Action/Response:

- Finding number: 2018-001: Internal Control over financial reporting: The school's business manager, Audit Committee and the school's Administration reviewed the process to ensure that Accounts Receivable and Accounts Payable are properly recorded.
- Finding number: 2018-002: Purchasing: The school's Administration will review the purchasing process with all staff members to ensure that all staff understand the correct purchasing process.
- Finding number: 2018-003: Internal control over cash receipts: The school's Administration will review the depositing process with all staff.

Outcomes:

- On October 31, 2018 Administration met with all staff and reviewed the deposit and purchasing internal controls. Internal controls for purchasing and deposits are being monitored by Business staff.

IV-A.01 Business Management/Oversight: Accounting Principles

- The PED team rated this indicator as, "Working to Meet Standard", because the school received a material weakness audit finding on the FY18; however, the school provided a financial corrective action plan timely and provided evidence of implementation of the CAP in indicator IV-A.00.
- The PED reviewed the FY18 Financial Audits which indicated that the school had the following finding(s): **2018-001 Accounts Payable** (Material Weakness)

Action/Response:

- Finding number: 2018-001: Internal Control over financial reporting: The school reviewed the process to ensure that Accounts Receivable and Accounts Payable are properly recorded.

Outcomes:

- All accounts receivable and accounts payable are properly being recorded by the school's Business Manager.

VII-A.00: 5b School Environment Facility and Emergency Drills

- At the time of the site visit, the PED team reviewed the school's emergency drill log for the previous academic year 2017-18. It appeared, the school had conducted all required emergency drills (type of drill and frequency), as required by regulation. The PED team also reviewed the school's 2018-19 emergency drill log for drills conducted

thus far in the academic year. To the date of the site visit, the school had conducted one (1) evacuation drill, four (4) shelter-in-place or lockdown drills, and five (5) fire drills. The school conducted three (3) of the four (4) required fire drills during the first four weeks of the school year; conducted a lockdown drill during the second week of school rather than a fire drill, as outlined by regulation. Normally, the requested follow-up from the school to ensure compliance in future years would include a detailed action plan or tentative schedule for the upcoming academic year to ensure all emergency drills are conducted (type of drill and frequency). However, with recent legislation approved in early 2019, new regulation in regards to public schools and emergency drill compliance was changed, though new rule to support the change to regulation has not been finalized. The CSD will ask the school to provide an assurance it is familiar with the new requirements for conducting emergency drills and will avoid non-compliance moving forward.

Action/Response:

- The school assures that we will be in compliance with the new ruling for emergency drills.

Outcomes:

- The school has complied with the new ruling for emergency drills.
- TANM's tentative emergency drill list:
 - August 9th: Fire Drill
 - August 16th: Shelter in place/active shooter
 - August 23rd: Evacuation Drill
 - August 30th: Fire Drill
 - September 25th: Fire Drill
 - November 13th: Active shooter/shelter in place
 - February 11th: Active shooter/shelter in place
 - April 7th: Fire Drill

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:

- During the term of the contract all board membership, roles/service terms and committees were tracked and accounted for in the WebEpps system. The school received a meets or exceeds standard during the term of the contract in the WebEpps system.
- The school's Governing Board has maintained a minimum of 5 members during the term of the contract. Evidence is shown in the WebEpps system as the school received a meets or exceeds standards in the Governance section; Complying with Governance requirements.
- The Governing Council has maintained the required committee membership as stated in their bylaws. This is noted in the WebEpps system as the school received a meets or exceeds standards in the Governance section; Complying with Governance.
- During the contract term, the Governance Board did not have any vacancies that would have placed them under the 5-person membership requirement.
- During the term of the contract, all board members completed their required training hours. This is noted in the WebEpps system as the school received a meets or exceeds standards in the Governance section; Complying with Governance.

Note: From 2015 to 2019, the TANM Governance Council was in full compliance with Governance Responsibilities. There were no non-compliant findings.

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