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I. Public Education Department Renewal Report and Recommendation



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2016 Charter School Renewal Report

La Tierra Montessori School

CSD RECOMMENDATION

CSD recommends renewal of this charter based on the school's letter grade performance, specifically that the school currently maintains a three year average letter grade of C, and the substantial progress the school has made toward meeting the Department's standards of excellence. In addition, the school has demonstrated compliance with facility requirements and generally accepted standards of fiscal management.

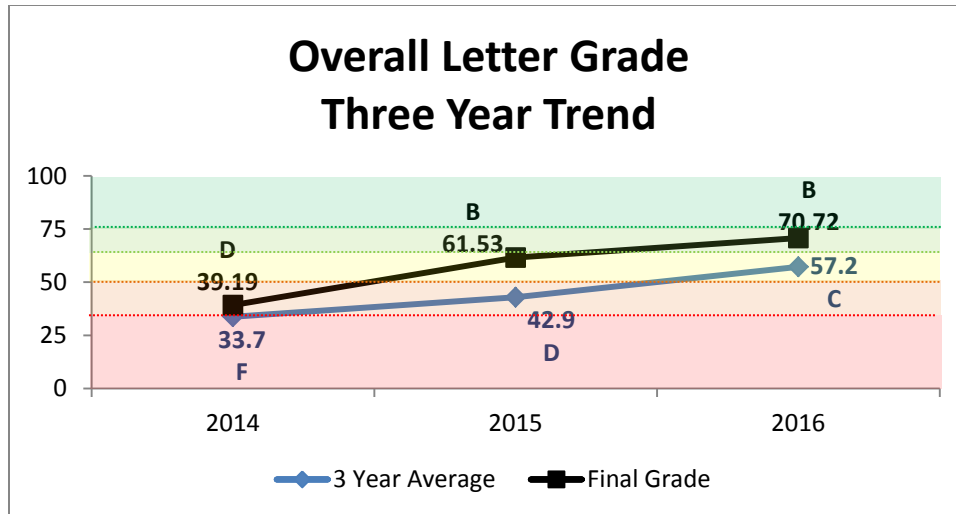
However, because the school has received a D letter grade in the last 3 years and an F three year average letter grade in the last three years, because the school has not met or made substantial progress toward all of the school specific goals in the charter contract, and because of other concerns regarding contractual and legal compliance, CSD recommends the following conditions of renewal:

- A shortened term renewal (3 years) to ensure continued improvement/performance in the letter grade and improved performance in school and mission specific goals.
- Corrective action requirements including requirements that the school regularly report on the corrective actions identified in the school response to the renewal report and correct the compliance concerns no later than the FY2018 annual site visit.
- The school's performance framework include specific academic goals related to:
 - Growth of Lowest Performing Students (Q1)

SCHOOL SUMMARY

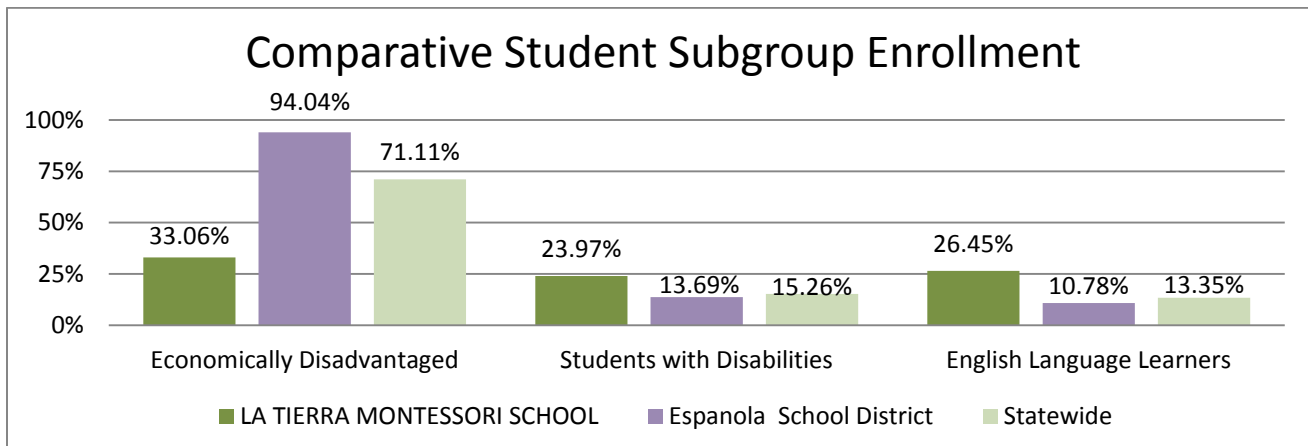
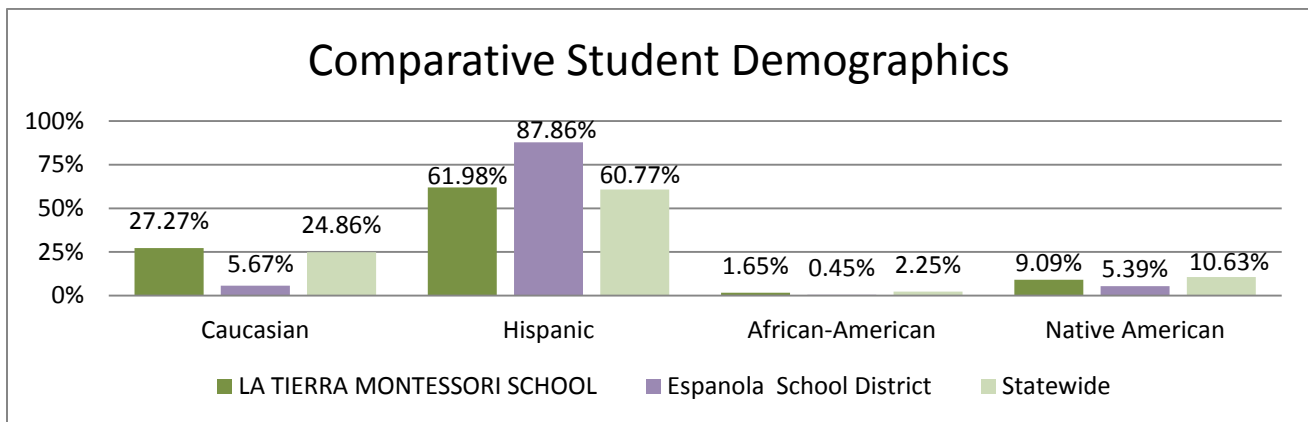
La Tierra Montessori School began operating under its current charter on July 1, 2014. The charter was renewed for a period of 3 years. The school submitted its renewal application in a timely manner. The school's renewal application includes no amendment requests.

The following information provides a snapshot of the school's academic performance over the last three years.

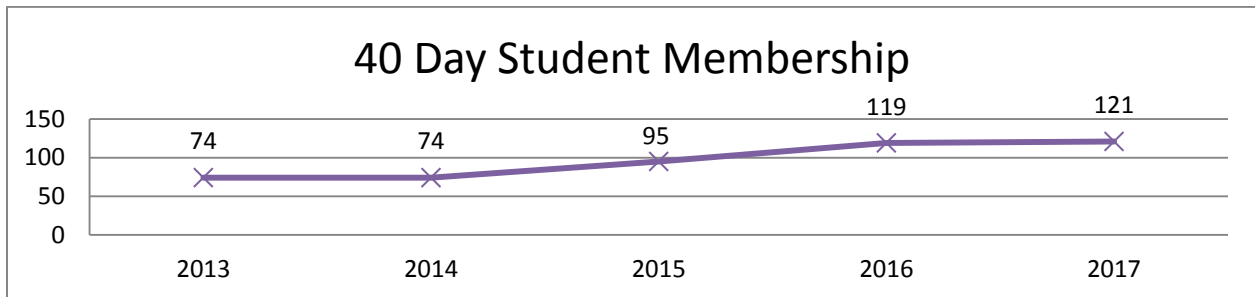


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

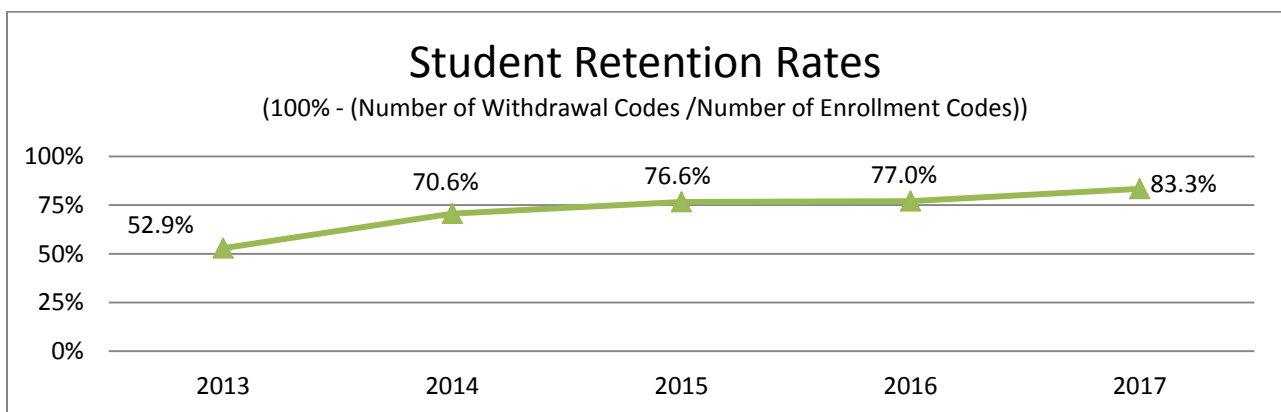
Comparative demographics show the school has higher Caucasian and Native American populations than the surrounding district and a lower Hispanic Population. The school also has a lower population of Economically Disadvantaged students, but higher populations of English Language Learners and students with disabilities as compared to the local district.



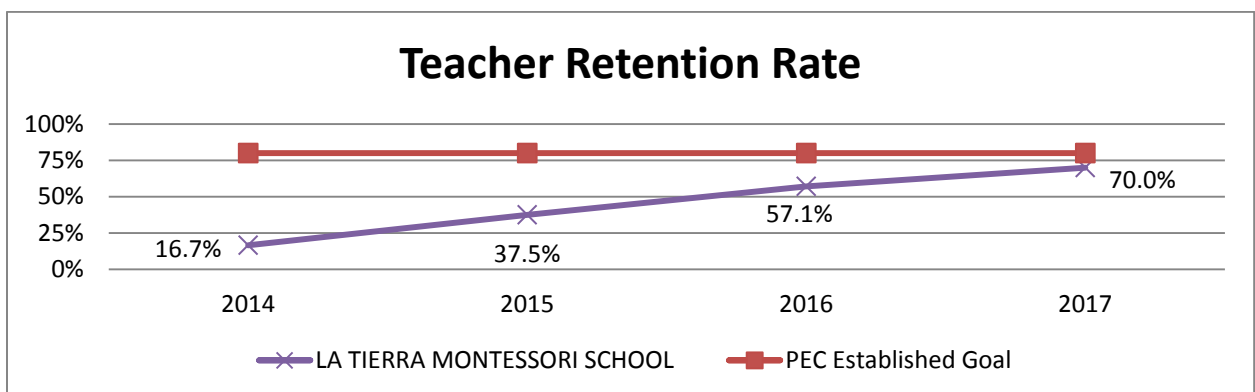
The table below demonstrates the 40 day membership for each of the years in operation. The school's enrollment has increased each year.



The table below demonstrates the student retention rates for each of the years in operation. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing the number of withdrawal codes (number of students who were withdrawn from the school at school point during the year) by the total number of enrollment codes (number of students who were enrolled into the school at some point during the year). CSD believes this accurately captures retention within the year as well as retention between the years because schools have the practice of enrolling students they expect to return on the first day of school and then withdrawing them if those students do not return. The school's retention rate appears to have steadily increased. The current year retention but cannot be compared to prior years as it does not account for attrition or additional retained enrollments through the year.



The table below demonstrates teacher retention for 2014 through 2017. Annually, the school's teacher retention rate has been lower than the PEC's stated goal of 80% retention (lower than 20% turnover). However, the school's teacher retention rate has been increasing over the term of the contract and currently stands at 70%.



The renewal application demonstrates support for the continuation of the school from the *current* local school community. The application includes signed petitions by 100% of the school's current employees and 78% of the families whose students are currently enrolled in the charter school. The petitions are included in the application materials.

During interviews with the students, staff, and families, the CSD learned that while there are concerns each group has, they overwhelmingly support the continuation of the school.

During interviews with the students, staff, and families, the CSD learned they overwhelmingly support the continuation of the school. During student interviews, students expressed that they like the Montessori work because you get to pick something like hundred board, team board, or chains, and they like to work by themselves. The students did express concern that they do not complete much art. Students also mentioned that they want a playground and lunch served because some kids go hungry.

During family interviews, parents expressed that they like the small classes and felt the school helps to raise productive, respectful adults by instilling values. Parents felt that the teachers put a lot into their work. Some parents felt like the Montessori program was strong in the lower grades but would like it to be strengthened in the higher grades. Mixed classrooms are handled amazingly by teachers. Overall, the parents felt like the school is living its mission because the school's mission is to not only focus on academics but also community involvement to provide a well-rounded education which will hopefully result in a well-rounded child. Parents spoke about the school's involvement in several community events.

During teacher interviews, teachers articulated that their principal communicates with them on a regular basis. They felt their ideas are supported if they are viable. The teachers felt the school is achieving its mission because they provide the community with art and academics.

RENEWAL STANDARD

Pursuant to NMAC 22-8B-12, a charter may be not renewed if the charter school did any of the following:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) 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;
- (3) failed to meet generally accepted standards of fiscal management; or
- (4) violated any provision of law from which the charter school was not specifically exempted.

In addition, in 2015 the New Mexico statutes annotated was revised to reflect the following:

On or after July 1, 2015, a new charter school shall not open and an existing charter shall not be renewed unless the charter school:

- (1) is housed in a building that is:
 1. owned by the charter school, the school district, the state, an institution of the state, another political subdivision of the state, the federal government or one of its agencies or a tribal government; or
 - (a) subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act [Chapter 22, Article 26A NMSA 1978]; or
- (2) if it is not housed in a building described in Paragraph (1) of this subsection, demonstrates that:
 - (a) the facility in which the charter school is housed meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is

contractually obligated to maintain those standards at no additional cost to the charter school or the state; and

- (b) either: 1) public buildings are not available or adequate for the educational program of the charter school; or 2) the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.

ANALYSIS

In order to support the decision making of the Public Education Commission, this renewal report reflects the information known to the Public Education Department in relation to:

- the school's efficacy in fulfilling the conditions, standards, and procedures set forth in the charter contract;
- the schools status in relation to achieving, or making progress toward achieving, the Public Education Department's standards of excellence as reflected in the school letter grade;
- the school's status in relation to achieving, or making progress toward achieving, the student performance standards identified in the charter contract;
- the school's efficacy in meeting generally accepted standards of fiscal management;
- the school's compliance with all provisions of law from which the charter school was not specifically exempted; and
- the school's status in relation to meeting the facilities requirements laid out in 22-8B-4.2.

Summary		
	Meeting Expectations	Not Meeting Expectations
Charter Contract Material Terms	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Public Education Department's Standards of Excellence	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Performance Standards in the Charter Contract	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Generally Accepted Standards of Fiscal Management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Compliance with all Provisions of Law	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Facilities Requirements Laid Out in 22-8B-4.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>

LA TIERRA MONTESSORI SCHOOL HAS NOT FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT

The school is chartered under a performance contract, which lays out specific material terms. CSD's observations demonstrate the school may not be implementing all material terms of the educational program set forth in the school's contract with fidelity. Specifically, the observed educational program does not demonstrate clear Montessori methods in the upper grades, implementation of the full instructional hours, implementation of the arts program, or the Spanish language program. The school's contract includes the following material terms:

Mission:

La Tierra Montessori School of the Arts and Sciences will provide K-8 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and the sciences.

Length of school day	Students – 7 hours (2014-15); 6.5 exclusive of lunch
Length of school year	Student 170 days; 1106.5 instructional hours
Enrollment cap	180
Authorized school grades	K-8
Partner	Moving Arts Espanola
Management company	None

(iii) Educational Program of the School

Montessori methods and materials will be utilized as the principal approach to instruction. The school will use Montessori instruction in multi-age classrooms with teachers who are trained in Montessori curriculum and practices.

A Heritage Language program is being developed to serve the English Language Learners at La Tierra. Eligible students will receive daily instruction to address their language proficiency needs—one hour of English Language Development with a TESOL-endorsed teacher and one hour of Spanish Language instruction with a bilingual endorsed teacher. If budget allows, this program will expand to provide Spanish instruction to all K-3 students.

Integrated Arts is an essential component of the La Tierra Montessori charter. The school is partnered with Moving Arts Espanola. Students receive visual arts and performing arts instruction weekly that is aligned with grade level appropriate common core state standards. This program adds an experiential component to student learning.

Integrated Sciences also adds experiential learning activities for students. An agricultural curriculum complements classroom instruction and offers opportunities for hands-on learning in the school's greenhouse, at the Los Luceros Ranch in Alcalde and on-site gardening plots. This part of the school's instructional plan lends itself to study of health, environment, sustainability and community involvement.

The Integrated Arts and Sciences components of our charter include experiential approach to arts and science instruction to promote student engagement. The Arts Program is developed through collaboration of classroom teachers and the director of Moving Arts Espanola. The Sciences Program includes components of agriculture, environmental studies and sustainability.

(iv) Student – Focused Term(s).

All students will receive Montessori Instruction that is aligned with the Common Core State Standards.

All students will participate in the Integrated Sciences Program which includes agricultural, environmental, and sustainability components that utilize on-site gardening, recycling, and community education through Los Luceros Ranch Cultural Center and other local resources.

All students will participate in an Integrated Arts Program with the school's partnership with Moving Arts Espanola. In the program, students receive arts instruction (visual, music, dance, movement) that is aligned with academic curriculum. and celebrated in two school/community Festivals of Learning during the year

Heritage Language K-3 - Daily two hour program including ESL and Spanish instruction for ELL students; Daily one hour enrichment Spanish instruction for FEP students in K-3.

(v) Teacher – Focused Term(s).

All staff (classroom teachers, educational assistants, and the head learner) will be expected to implement a Montessori curriculum that is aligned with CCSS. The teachers will be trained by certified Montessori Trainers in Reading/Language Arts and Mathematics.

Staff will receive 6.5 hours of professional development per month focused on topics identified by the staff and head learner.

Each teacher will be given 45-60 minutes of planning time daily.

In addition to NMTeach Evaluation Protocol, teacher observations and coaching will utilize a Montessori Classroom Observation Rubric to measure Student Engagement.

(vi) Parent – Focused Term(s).

The school will schedule “Community Nights” which are Quarterly Forums used to inform parents of the Montessori Philosophy and instructional practices being used at the school and how they can be reinforced at home.

Two formal Parent-Teacher conferences are scheduled per year. Additional conferences are held as needed.

The school will host two “Festivals of Learning” per year for students to showcase learning through performance for their families and involved community members.

All written school communication will be provided in English and Spanish.

The school has a Parent Teacher Association that meets monthly.

The school has a PAC - Parent Advisory Committee to advise the Head Administrator, PTA and Governing Board on school issues.

Parents have many opportunities to participate at school and school-related events

(viii) Total Student Enrollment.

As set forth above, the School is authorized to enroll the following:

74 is 2013-2014; 100 projected in 2014-2015

The school does not provide food service.

The school does provide students with to-and-from transportation.

Classroom visits of approximately 15 minutes were conducted by CSD staff members. The PED staff member noted that during their observations they did not see much art in the classrooms or art activities. PED observers noted that in the lower elementary classrooms they saw evidence of the Montessori style of teaching. They observed students in these classrooms working at their own pace and teachers offering support. Team members observed students who were individually engaged in their various activities on the floor. The teachers in these classes were constantly moving around and assisting where needed.

The PED staff members noted seeing more traditional teaching in the upper grades.

CSD staff members noted teachers using technology in the classroom and also observed CCSS aligned curriculum resources such as Eureka Math and the Treasures Reading textbooks.

PED staff members noted CCSS standards and objectives were posted in most classrooms.

The school has not developed a Heritage Language program to serve the English Language Learners at La Tierra. It is unclear whether the school is meeting the contractual terms regarding providing daily instruction to address language proficiency needs—one hour of English Language Development with a TESOL-endorsed teacher and one hour of Spanish Language instruction with a bilingual endorsed teacher.

A review of the instructional schedule and calendar indicates the school has 1092 hours of instruction scheduled for all students. This does not, however, appear to align with the hours identified in the material terms of the contract.

For the reasons stated above, it appears that the school has not fulfilled the conditions, standards, and procedures set forth in the charter contract.

School Response:

Montessori methods in the upper grades: LTMAS Montessori is stronger in the lower and middle grades than in grades 6, 7 and 8. However, we are on a trajectory to improve the continuum of Montessori methods, as our students progress to the next grade level. At this time, we have the Montessori multi-age approach with the 6th/7th combination classroom. We also provide opportunities for our 8th grade students to integrate into the 2nd/3rd combination classroom and the 5th grade classroom as student helpers for Math and Language Arts assignments and projects. There are four Montessori-trained full-time Educational Assistants who provide Montessori role modeling and support to our instructional staff. In order to demonstrate clear Montessori methods we will use our McCune grant, which is specific toward Montessori professional development, as the Head Learner will attend an Administrative training in Colorado on February 18 and 19, 2017. The balance of the grant monies for Montessori will be used for staff training in Spring of 2017, in Montessori student observation and evaluation techniques (Montessori rubric), as well as Montessori Math and Language Arts approaches.

Instructional hours: LTMAS, exceeds the Public Education Department's requirement of 990 hours for K-6, and the 1080 hours for grades 7-8 by providing 1092 hours for all grades.

The school acknowledges the contract/charter stipulates the amount to be 1106.5 hours, thus falling 14.5 hours short. From this time going forth, the school will diligently create a calendar for 2017-18 to include all the necessary hours. Or, if the PEC directs the school to do so, will request approval from PED and, if granted, add two instructional days at the end of this school year.

Language Program: The school hired a new Head Learner, in August and has been continually advertising for an instructor with a bilingual endorsement. Knowing the importance of this component of the contract/charter, the school has tirelessly searched and has now hired a K-8, bilingually endorsed instructor. She is currently serving all our qualified students with the appropriate curriculum, both Spanish Language Instruction and Heritage Language programs.

The school has not yet provided evidence of the hire of this new k-8, bilingually endorsed instructor.

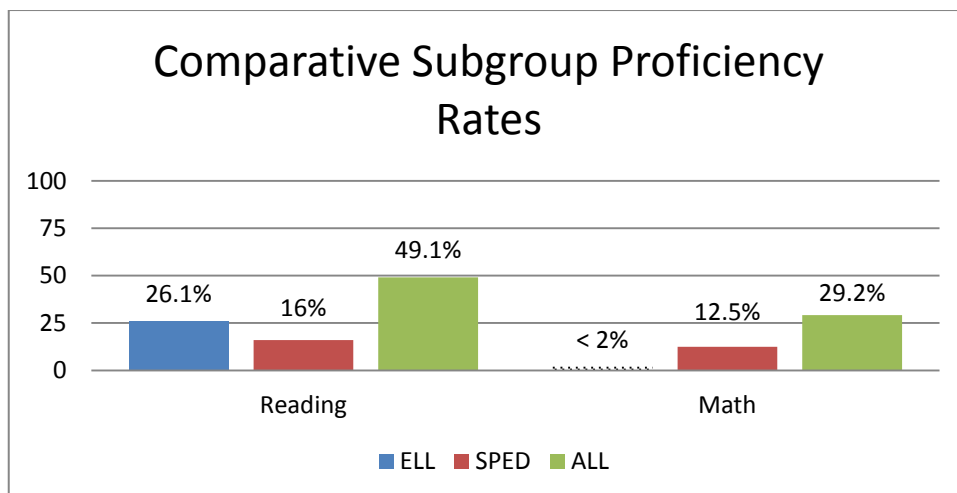
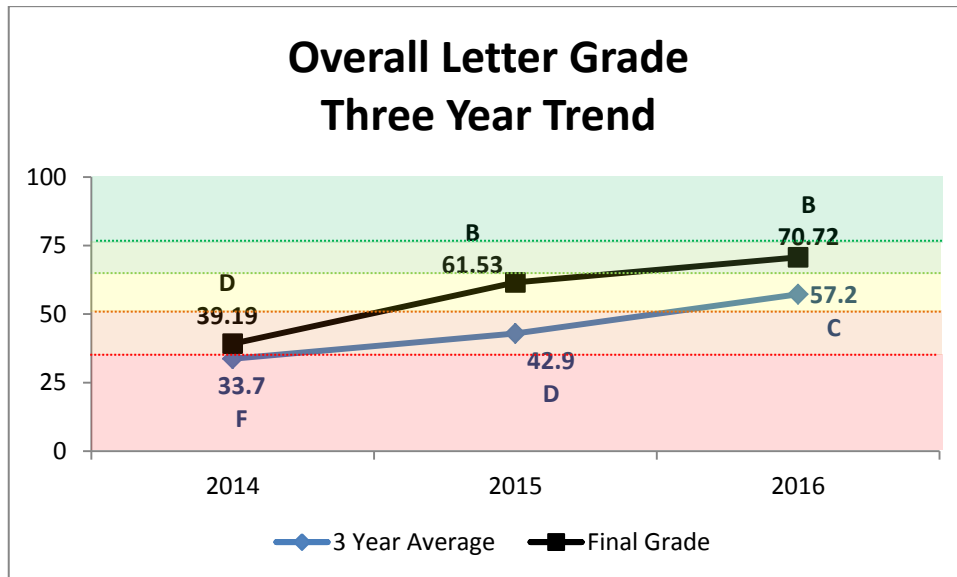
Integrated Arts program: All students, grades K-8, participate in the Integrated Arts program through a contract with the Moving Arts Espanola. The contract spans September through May. Each class participates weekly for two hours in the Arts (visual, music, dance, movement). This is divided by one hour in Music/Movement and one hour in Art. Our classroom Adult Learners, (teachers), also incorporate Art and Music into their curriculum to better integrate the Moving Arts skills and lessons. We will showcase the hard work of our Learners in an early Spring Festival of Learning with a circus theme. In addition, we have a Community Sing every Thursday from 8:30-8:45 AM, for a total of, but not limited to, 2.5 hours per week.

LA TIERRA MONTESSORI SCHOOL HAS NOT MET, BUT HAS MADE SUBSTANTIAL PROGRESS TOWARD THE PUBLIC EDUCATION DEPARTMENT'S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

The state's letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law provides that certain rights for are imbued to the families who have students enrolled in a public school rated F for any two of the last four years. Additionally, the law requires that a

public school rated D or F must 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.

The tables below reflect the school's academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of C. The current year letter grade is higher at a B, approximately 4 points short of earning an A.



The school has made substantial progress toward meeting the Public Education Department's standards of excellence as reflected in the school letter grade, having earned a B in both of the last two years, which is up from a D in 2014. While the school has not met the Department's standards because it has not had a C or better in each of the last three years, the school has demonstrated substantial progress and deserves commendation for the hard work it has done and success it has achieved.

In the renewal application the school indicated it has made progress over the past four years and broke down the elements of the school report card. The school noted that in its first year of operation, it "struggled to implement an ambitious charter burdened by commitments to many supplementary programs and strategies. The school also experienced significant changes in leadership and staffing during the second year of operation. These

circumstances contributed to low student performance as an underlying cause.” As a result, the governing council took significant action, specifically:

- The school’s Governing Council proactively requested permission to move forward with an “early performance contract”. During the Public Education Commission meeting of February 28, 2014, La Tierra’s request was approved.
- During performance contract negotiations, the focus of the charter was strategically narrowed. Time that had been required to implement the numerous supplementary aspects of the charter, then became available to focus more specifically on reading and math instruction.
- Clear and specific academic performance indicators were negotiated with the Public Education Commission.
- On June 13, 2014, The Public Education Commission approved an amendment request to revise the school’s mission statement to more clearly reflect the essence and intent of the charter school.
- La Tierra began implementation of the “early” performance contract on July 1, 2014.
- In 2014, the school applied for and received a K-3 Reads-to-Lead grant which funded a part-time Reading Interventionist. In 2016, the Reading Interventionist was also funded as a Reading Coach to include professional development in addition to working directly with students.
- The school applied for and received a K–3 Plus Summer Program Grant to provide extended school year opportunities for students in reading and math.
- A part-time education assistant was hired to support math instruction.
- Plans were developed to purchase additional research-based curriculum and implement a comprehensive short-cycle assessment system.

The information provided indicates the school has made substantial progress toward the Public Education Department’s standards of excellence as reflected in the school letter grade.

In current standing, the school has earned a C for the past two years. This is up from two Fs in 2013 and 2014. The School Report Card “Supplemental Information” contrasts La Tierra with other schools in the state that are most like it in student characteristics. In a comparison of 46 schools with similar student characteristics, La Tierra ranked #1 in “Current Standing” as a composite score for work with ELL students, students with disabilities, ethnicity, economically disadvantaged students, and mobility. The school has exceeded reading proficiency rates in the local school district and in the state over the past 3 years. The school also exceeded these proficiency rates in math in 2016.

In the school growth area, the school has earned a C and B respectively for the past two years. This is up from an F and a D in 2013 and 2014 respectively. In a comparison of 46 schools with similar student characteristics, La Tierra ranked number two as a composite score in “School Growth” for work with ELL students, students with disabilities, ethnicity, economically disadvantaged students, and mobility. The school’s Value Added Scores in Reading indicate better than expected growth in 2015 and 2016. The school’s Value Added Score in Math indicates better than expected growth in 2016.

In the Growth of Highest Performing Students area, the school has earned As for the past two years. This is up from two Fs in 2013 and 2014. In the 2016 Supplemental Information, included in the School Report Card, La Tierra received a composite rank of 3 out of 46 schools in the “Student Growth, Highest 75%” indicator when compared to schools in the state that are most like it in student characteristics. In math, Q3 students made substantial gains over the three-year period, moving from significantly below expected growth (-2.30) to above expected growth (0.90). Reading moved from below expected growth (-1.00) in 2014 to above expected growth (.94) in 2015.

In the Growth of Lowest Performing Students, the school has not seen the same success as in other areas of the report card. The school has earned an F for the past two years. A review of growth performance in reading and

math indicates that the Q1 group's Value Added Score (VAS) for Reading is near zero at -.03 and may be interpreted as near expected growth. In Math, Q1 students performed below growth expectations with a -0.48 VAS. However, in 2016, the school's score was greater than the score in both 2013 and 2015. Additionally, La Tierra received a composite rank of 8 out of 46 schools in the "Student Growth, Lowest 25%" indicator when compared to schools in the state that are most like it in student characteristics. The school provided a detailed narrative about changes that have been implemented to improve student achievement for this group of students:

Students identified as Q1 are receiving appropriate academic interventions through data analysis, including progress monitoring. Root causes of low performance are being addressed. Students who are affected by traumatic experiences in their childhood are assisted through trauma-informed education.

As described above the school's overall performance does not meet the Public Education Department's Standards of Excellence as reflected in the school letter grade, but the school has demonstrated substantial progress. The school has provided information about Q1 performance that demonstrates improved performance and proactive action to improve performance for this group of students. The Commission may consider establishing a goal for the charter term to improve Q1 performance.

LA TIERRA MONTESSORI SCHOOL HAS NOT ACHIEVED, OR MADE PROGRESS TOWARD ACHIEVING, ALL OF THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT

During the Public Education Commission meeting of February 28, 2014, the Governing Council of La Tierra Montessori School of the Arts and Sciences requested permission to enter into performance contract negotiations earlier than required. The request was approved and the "early contract" became effective July 1, 2014, the beginning of the school's third year of its five-year charter term.

Mission-specific academic performance indicators were negotiated for the 2014-15 school year. They included indicators for K-3 Reading, K-3 Math, 4-8 Reading and 4-8 Math. In 2015-16, the 4-8 Reading and Math indicators were renegotiated and the measures changed from "average growth" to growth based on scale score growth targets and proficiency based on achievement levels. The mission-specific performance indicators for grades K-3 remained the same for both years.

The school provided the following data:

2015-16 READING PERFORMANCE INDICATOR 1a – GRADES 4-8		
Assessment	Student Achievement	Rating Achieved
Discovery Education Reading Assessment Grades 4-8	63% of students in the cohort exceeded their growth target or tested proficient in reading.	Does Not Meet Standard (Range of 50-64%)
2015-16 MATH PERFORMANCE INDICATOR 1b – GRADES 4-8		
Assessment	Student Achievement	Rating Achieved

Discovery Education Math Assessment Grades 4-8	68% of students in the cohort exceeded their growth target or tested proficient in reading.	Meets Standards (Range of 55-69%)
2015-16 READING PERFORMANCE INDICATOR 1c – GRADES K-3		
Assessment	Student Achievement	Rating Achieved
DIBELS Reading Next Grades K-3	65% in the cohort scored at the Benchmark Level in Reading.	Meets Standard (Range of 65-74%)
2015-16 MATH PERFORMANCE INDICATOR 1d – GRADES K-3		
Assessment	Student Achievement	Rating Achieved
DIBELS Math Grades K-3	36% in the cohort scored at the Benchmark Level in Math.	Falls Far Below (Range of 44% or Fewer)
2014-15 READING PERFORMANCE INDICATOR 1a – GRADES 4-8		
Assessment	Student Achievement	Rating Achieved
Discovery Education Reading Assessment Grades 4-8	17.5% of students in the cohort exceeded their growth target and 67.5% made average growth.	Exceeds Standards (Range of 15%/65%)
2014-15 MATH PERFORMANCE INDICATOR 1b – GRADES 4-8		
Assessment	Student Achievement	Rating Achieved
Discovery Education Math Assessment Grades 4-8	17% of students in the cohort exceeded their growth target and 68% made average growth.	Exceeds Standards (Range of 10%/60%)
2014-15 READING PERFORMANCE INDICATOR 1c – GRADES K-3		
Assessment	Student Achievement	Rating Achieved

DIBELS Reading Next Grades K-3	72% in the cohort scored at the Benchmark Level in Reading.	Meets Standard (Range of 65-74%)
2014-15 MATH PERFORMANCE INDICATOR 1d – GRADES K-3		
Assessment	Student Achievement	Rating Achieved
DIBELS Math Grades K-3	35% in the cohort scored at the Benchmark Level in Math.	Falls Far Below (Range of 44% or Fewer)

The data provided by the school demonstrates that it has met its goals 1b and 1c in both years under the performance contract. In both years, however, the school Fell Far Below the K-3 Math goal and in 2016 the school Did Not Meet the 4-8 reading goal.

In relation to the 4-8 Reading goal, the school notes “La Tierra came within two percentage points of “Meets Standards”. The school notes the following interventions will be implemented:

Specific interventions will be based on a thorough analysis of data. Beginning in the 2016-17 school year, La Tierra is focusing on formalizing the process for student referral to the Instructional Support Team. If a student qualifies, the school’s Response-to-Intervention plan will be implemented with differentiated instruction and data-based targeted interventions to ensure learning. Students may progress from Tier 1 to Tier 3, at which point special education services may be implemented.

In relation to the K-3 Math goals, the school notes that the data from the assessment “vital information that led to several changes in the math curriculum and supporting programs.” The school notes the following action has been taken:

Staff has selected the Common Core-based iStation computer-adaptive Indicators of Progress as the new math assessment for the 2016-17 school year.

Much additional attention over the past two years has been focused on establishing a comprehensive K-8 math curriculum and providing supportive intervention programs. In 2015-16, Reflex Math, a computer-based program that addresses fluency in basic math facts was piloted by the school. It is now in regular use as an intervention program.

In 2016-17, the Eureka math program was implemented to address math proficiency of all students. Eureka Math is rigorous and fully aligned to Common Core State Standards.

For the reasons described above, the school has not achieved, or made progress toward achieving, all of the student performance standards identified in the charter contract.

School Response:

- *There has been a change of assessment from 2015-2016 SY to 2016-2017 SY from DIBELS to iStation.*
 - *The 2016-2017 data is reflective of 2-1/2 months of school (November data). This represents a 13% growth in Reading from the beginning of the year.*
 - *A range for standards for the new assessment system, iStation, has not yet been created.*
- Moving Forward/Steps to Improvement*

- *A Reading Interventionist (.75)/Coach (.25) provides support to students needing additional support in Reading, while also providing support to teachers to improve instruction.*
- *A Reads to Lead Regional Reading Specialist provides support to K-3 teacher to implement research-based effective instructional practices in Literacy.*

LA TIERRA MONTESSORI SCHOOL HAS MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

The school has indicated it is following generally accepted accounting principles; the record during the contractual term includes evidence that supports this assurance.

The information presented in the school's application Audit Report Summary is consistent with the audit released by the Office of the State Auditor. For the contract term of the charter, the last three audits released by the Office of the State Auditor indicate the school has not had any significant findings.

In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school did timely submit a corrective action plan.

The fiscal year 2016 audit has not been completed therefore, that status of whether findings are repeated, resolved or new is unknown. However, the school should have this information and should be able to share it with the Commission.

For FY17 Operating Budget Development, the school is one of many that projected that it would close FY16 with a 0 cash balance. For FY16 actual reporting it reports that its cash reports indicate a General Ledger Operational Fund cash balance of approximately \$160.6 thousand. It is unclear why the school does not budget its cash balances accurately as its current practice of budgeting an unrealistic cash balance to close the previous year understates proposed budgeted revenues and expenditures for the current year and makes budget to actual comparisons less meaningful. The Bureau will be taking a closer look at budget to actual comparisons for cash balances during the FY 18 budget development process.

The School Budget and Finance Analysis Bureau have not had any significant issues with the school's required financial reporting.

LA TIERRA MONTESSORI SCHOOL HAS NOT COMPLIED WITH ALL PROVISIONS OF LAW FROM WHICH THE CHARTER SCHOOL WAS NOT SPECIFICALLY EXEMPTED

In the school's renewal application, the school is asked to make assurances about whether the school is meeting the educational, civil rights, and special population, employee, school environment, appropriate handling of information, and governance requirements of all provisions of law from which the charter school was not specifically exempted. In the application, the school assured compliance with all provisions of law from which the charter school was not specifically exempted.

In order to determine compliance with all provisions of law from which the charter school is not specifically exempted, CSD conducts annual monitoring visits and desktop monitoring. CSD also relies on reporting from other bureaus in the Public Education Department. Below are findings that demonstrate whether or not the school has complied with all provisions of law from which the charter school was not specifically exempted. A full copy of the site visit report is provided in the attached materials.

CSD finds that the school has not complied with the following provisions of law:

- Licensure and background check requirements
- Special education service requirements

- ELL service requirements

Licensure and Background Check Requirements

CSD staff reviewed all of the staff files. At the time of the visit, the school did not have background checks and licenses available for their ancillary staff, which is contracted through an external organization. However, since the visit, the school has supplied these documents to CSD for all but one ancillary staff member. CSD noted that in one file, the staff member had an unacceptable background check. The ancillary employee had a background check from the Jemez School District.

CSD observed evidence indicating that the school had missing or improper background checks for a couple of its employees. This evidence indicates that the school has not met the requirements of documented evidence of valid background checks from the Cogent system, the FBI, PED or from the AS400 system.

All applicable staff files were reviewed for valid NM licenses. CSD noted that the speech language pathologist did not have a current NM license. CSD noted that the teacher who has been assigned to the gifted program does not have a gifted endorsement. This evidence indicates that the school has not met the requirements of Title 6 Primary and Secondary Education Chapter 61, School Personnel - Specific Licensure Requirements for Instructors.

The school is concerned that it is being penalized for the school not having the proper license for one contracted employee, stating that should fall on the business who employs her. However, CSD is concerned that the school itself has not implemented processes to ensure that all staff are properly licensed and background checked before they have unsupervised access to students.

Special Education Requirements

CSD accessed the 2016-17 40 day STARs Special Education membership report indicating the number of students with disabilities. This report indicates that the school has 29 students with disabilities. During the site visit, the PED team member reviewed 9 IEP files. The STARs 40 day 2016-17 Overdue Evaluation Report indicates the school has one overdue IEP for one student. The PED team member reviewing the files noted one student did not have a student ID number and the student's eligibility appears not to have been completed by a Multi-Disciplinary Team (MDT).

English Language Learner Requirements

CSD reviewed about 20% of student files. CSD staff noted that about 40% of the student files had at least 2 Home Language Surveys placed in each student's file. CSD did not see evidence of the W-APT tests for 2 students who indicated the presence of another language other than English in their files.

CSD observed evidence indicating the school is not protecting the rights of English Learners because this evidence indicates that the school has not met the requirements of 6.29.5.10 - C. The department-approved New Mexico language usage survey and the English language proficiency screening assessment results shall be kept in each student's cumulative files.

LA TIERRA MONTESSORI SCHOOL HAS MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2

The PSCOC and PSFA have confirmed that the school meets the facility requirements.

II. Renewal Applicant Response to Public Education Department

Preliminary Renewal Report

Renewal Response

ITEM:

(iii) Montessori methods in the upper grades: LTMAS Montessori is stronger in the lower and middle grades than in grades 6, 7 and 8. However, we are on a trajectory to improve the continuum of Montessori methods, as our students progress to the next grade level. At this time, we have the Montessori multi-age approach with the 6th/7th combination classroom. We also provide opportunities for our 8th grade students to integrate into the 2nd/3rd combination classroom and the 5th grade classroom as student helpers for Math and Language Arts assignments and projects. There are four Montessori-trained full-time Educational Assistants who provide Montessori role modeling and support to our instructional staff. In order to demonstrate clear Montessori methods we will use our McCune grant, which is specific toward Montessori professional development, as the Head Learner will attend an Administrative training in Colorado on February 18 and 19, 2017. The balance of the grant monies for Montessori will be used for staff training in Spring of 2017, in Montessori student observation and evaluation techniques (Montessori rubric), as well as Montessori Math and Language Arts approaches.

Instructional hours: At LTMAS, we *exceed* the Public Education Department's requirement of 990 hours for K-6, and the 1080 hours for grades 7-8 by providing 1092 hours for *all* grades. However, the contract/charter stipulates the amount to be 1106.5 hours, thus falling 14.5 hours short. From this time going forth, I will diligently create a calendar for 2017-18 to include all the necessary hours. Or, if the PEC directs me to do so, I can request approval from PED and, if granted, add two instructional days at the end of this school year.

Language Program: I was hired, as the new Head Learner, in August and have been continually advertising for an instructor with a bilingual endorsement. Knowing the importance of this component of our contract/charter, I tirelessly searched and have now hired a K-8, bilingually endorsed instructor. She is currently serving all our qualified students with the appropriate curriculum, both Spanish Language Instruction and Heritage Language programs.

Integrated Arts program: All students, grades K-8, participate in the Integrated Arts program through a contract with the Moving Arts Espanola. The contract spans September through May. Each class participates weekly for two hours in the Arts (visual, music, dance, movement). This is divided by one hour in Music/Movement and one hour in Art. Our classroom Adult Learners, (teachers), also incorporate Art and Music into their curriculum to better integrate the Moving Arts skills and lessons. We will showcase the hard work of our Learners in an early Spring Festival of Learning with a circus theme. In addition, we have a Community Sing every Thursday from 8:30-8:45 AM, for a total of, but not limited to, 2.5 hours per week.

2016-2017 Reading Performance Indicator – Grade K-3		
Assessment	Student Achievement	Rating Achieved
iStation ISIP Grades K-3	58% scored Tier 1/Benchmark	
2016-2017 Math Performance Indicator – Grade K-3		
Assessment	Student Achievement	Rating Achieved
iStation Math Grades K-3	68% scored Tier 1/Benchmark	

- There has been a change of assessment from 2015-2016 SY to 2016-2017 SY from DIBELS to iStation.
- The 2016-2017 data is reflective of 2-1/2 months of school (November data). This represents a *13% growth in Reading from the beginning of the year.*
- A range for standards for the new assessment system, iStation, has not yet been created.

Moving Forward/Steps to Improvement

- A Reading Interventionist (.75)/Coach (.25) provides support to students needing additional support in Reading, while also providing support to teachers to improve instruction.
- A Reads to Lead Regional Reading Specialist provides support to K-3 teacher to implement research-based effective instructional practices in Literacy.

III. Renewal Applicant 2016 Charter School District Report Card

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade B

	Total Number	Percent
Schools Rated in District	1	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
Schools in Reward Status	0	0.0

Source: PED Accountability Bureau

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Achievement

Proficiencies in Reading, Mathematics, and Science

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	117	100.0	335,694	100.0
Female	54	46.2	164,149	48.9
Male	63	53.8	171,545	51.1
Caucasian	30	25.6	82,116	24.5
African American	1	0.9	7,302	2.2
Hispanic	74	63.2	205,853	61.3
Asian	0	0.0	4,345	1.3
American Indian	12	10.3	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	77	65.8	240,438	71.6
SWD	25	21.4	49,729	14.8
ELL	23	19.7	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	13	11.1	14,844	4.4

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

School	Overall Grade	School	Overall Grade
La Tierra Montessori School	B		

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Prior	26	74	26	74		
3	LEA Prior	42	58	8	92		
4	State Current	25	75	23	77	43	57
4	LEA Current	46	55	27	73	64	36
5	State Current	25	75	26	75		
5	LEA Current	50	50	33	67		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	33	67	33	67	40	60
7	LEA Prior	42	58	25	75	45	55

Blanks or missing rows indicate too few students to report (N<10)

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	28	72	20	80	43	57
All Students	LEA Current	37	63	29	71	48	52
Female	LEA Current	54	46	32	68	53	47
Female	State Current	34	66	20	80	41	59
Male	LEA Current	24	76	27	73	44	56
Male	State Current	22	78	20	80	44	56
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	63	37	47	53	73	27
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	23	77	21	79	33	67
Asian	State Current	55	45	48	52	65	35
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	34	66	32	68	43	57
Students w Disabilities	LEA Current	13	88	13	88		
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89
English Language Learners	LEA Current	<2	>98	<2	>98		

Achievement - Proficiency Summaries by School

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
La Tierra Montessori School	37	63	29	71	48	52
Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data. Source: PED Accountability Bureau						

Budgeted Expenditures

Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools.

	Amount \$	Percent %
Capital Outlay	\$87,582	6.9
Central Services	\$96,049	7.6
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$6,491	0.5
General Administration	\$21,239	1.7
Instruction	\$651,862	51.3
Instructional Support Services	\$4,926	0.4
Operations & Maintenance	\$61,911	4.9
Other Support Services	\$0	0.0
School Administration	\$143,465	11.3
Student Support Services	\$127,746	10.1
Student Transportation	\$69,068	5.4

Source: PED School Budget and Financial Analysis Bureau

School Board Training

School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.

Board Member	Number of Points
Benjamin Sandoval	5
Julie Ann Hill-Clapp	5
Marcia Brenden	5
Marcie Davis	5
Ronald Martinez	5

Source: NM School Board Association

Teacher Credentials

		Statewide %	LEA %	
Teachers with Emergency or Provisional Credentials		.3	.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA	
	Low Poverty Schools	NA	NA	
NA= Not applicable; LEA did not have schools that qualified as high or low poverty.				
Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
La Tierra Montessori School	10	20.0	80.0	0.0

* Does not include Below Bachelors

Blank=no data available or not applicable

Source: LEA 120th-day submission to PED

Parent Survey on the Quality of Education

- Q1 My child is safe at school.
 Q2 My child's school building is in good repair and has sufficient space to support quality education.
 Q3 My child's school holds high expectations for academic achievement.
 Q4 School personnel encourage me to participate in my child's education.
 Q5 The school offers adequate access to up-to-date computers and technologies.
 Q6 School staff maintain consistent discipline, which is conducive to learning.
 Q7 My child has an adequate choice of school-sponsored extracurricular activities.
 Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
 Q10 My child takes responsibility for his or her learning.

	Survey Count	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
LEA Current	25	100	100	96	88	84	84	96	92	88	84
La Tierra Montessori School	25	100	100	96	88	84	84	96	92	88	84

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation 2015

	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero

IV. Charter School Renewal Application

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2016-17 State Charter Renewal Application Kit***

Updated May 2015



**Effective Options
for New Mexico's
Families
Charter Schools**





STATE OF NEW MEXICO
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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 2016**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2016**.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on

1 | Page

Renewal Application 2016-17, Approved by the PEC 032814, updated May 2015.

October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- 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;
- 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 minimum educational standards or student performance standards identified in the charter application;

- 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 charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact Scott Binkley, Scott.Binkley@state.nm.us, or Becky Kappus, Becky.Kappus@state.nm.us, with any questions regarding the state charter renewal application kit.

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Instructions: 2016 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2016 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Scott Binkley, Scott.Binkley@state.nm.us , or Becky Kappus, Becky.Kappus@state.nm.us .
Deadlines and Manner of Submission	<p>2016 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact Becky Kappus @ Becky.Kappus@state.nm.us or Scott Binkley Scott.Binkley@state.nm.us. Files must be submitted via your account on the WEB EPPS no later than 5:00 p.m. (mountain time) Monday, October 3, 2016.</p> <p>Note: Submission prior to October 3rd, 2016 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (June – September 2016)	The CSD will provide technical assistance workshops for the charter renewal application process between June and September 2016. The first training will take place June 10, 2016 and will be an all-day training at CES. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 3–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis (November 21)	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

CSD Director's Recommendation (November 30)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Thursday, November 30, 2016 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 8-9)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 8-9, 2016 .
Contract Negotiations (December, 2016–March, 2017)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: *(This process takes place after a success renewal process.)* The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms**:

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) Demonstrate the school’s ability to implement the school’s mission;
- (2) Be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) Include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

SAMPLE. *The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.***Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

☐ The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

☐ The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness
- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self-study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.

2016 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- ☐ Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- ☐ Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School's Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - School Snapshot Report

La Tierra Montessori School of the Arts and Sciences

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

General Information

Mailing Address: PO Box 1399, Espanola, NM 87532

Physical Address: 659 Road Runner Road, Ohkay Owingeh Espanola, NM 87566

Phone: (505)-852-020 Ext: Fax: (505) 852-0326 Website: <http://www.montessorilatierra.org>

Opened: 2012 State Appvd: Sep-11 Renewal: 2017

School District: Espanola County: Rio Arriba

Administration:

Staff	Year Began	Phone	Email
Christie Berg, Head Administrator		(505) 747-6966	505-660-6211 christie.berg@montessorilatierra.org
Deanna Gomez, Business Mgr		(575) 747-8360	(505) 927-7988 deanna@deannagomez.biz
Pamela Rodriguez, STARS/Office Mgr		(505) 852-0200	ltmas@montessorilatierra.org

Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Marcia Brenden VP/Secretary		10/12/11	10/12/13	
Marcie Davis Board				
Julie Ann Hill-Clapp President		5/16/12	5/16/14	
Ron Martinez President		10/12/11	10/12/13	
Ben Sandoval Board				

Other:	Email	Notes
Melissa Sanchez, Budget Analyst	melissa.sanchez@state.nm.us	

Mission: La Tierra Montessori School of the Arts and Sciences will provide K-8 students and their families in the Española region the opportunity to improve educational outcomes utilizing an integrated approach that includes Montessori, the arts and the sciences.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP Total (40 day)	Teacher	Teacher/Student Ratio:
	K-8		180	10	

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade		F	D	B	B
2. 3 Year Avg Grade		F	F	D	C
3. Current Standing		F	F	C	C
4. School Growth		F	D	C	B
5. Highest Performing Students		F	F	A	A
6. Lowest Performing Students		F	C	F	F
7. Opportunity to Learn		B	B	B	A
8. Graduation					
9. Career and College					
10. Reading Proficiency		32.1	51.2	32	49
11. Math Proficiency		10.7	27.9	12	29.2

NM PED Charter School Division - School Snapshot Report

La Tierra Montessori School of the Arts and Sciences

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

12. SAMS			N	N	N	N
13. SAMS Graduation %						
14. Bonus Points			1	0	2.63	5
Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15	
1. Total Enrollment			74	74	95	
	2010-11	2011-12	2012-13	2013-14	2014-15	
2. % Male			50.0%	56.8%	54.7%	
3. % Female			50.0%	43.2%	45.3%	
4. % Caucasian			16.2%	25.7%	26.3%	
5. % Hispanic			77.0%	68.9%	64.2%	
6. % African American			0.0%	1.4%	1.1%	
7. % Asian			0.0%	0.0%	0.0%	
8. % Native American			6.8%	4.1%	8.4%	
9. % Economically Disadvantaged			62.2%	0.0%	63.2%	
10. % Title 1 TS			100.0%	0.0%	100.0%	
11. % Title 1 T			0.0%	0.0%	0.0%	
12. %Title 1 S			0.0%	0.0%	100.0%	
13. % K-3 Plus			0.0%	0.0%	0.0%	
14. % Disabled			12.2%	16.2%	21.1%	
15. % ELL			0.0%	18.9%	20.0%	

Priority School Status

	2012-13	2013-14	2014-15	2015-16
1. Priority Status (blank equals 'None')		Jew D-F Schoo		
2. Final Grade		F (SY12-13)		
3. Met Year 1 Conditions				
4. Met Year 2 Conditions				
5. Title 1		Y		
6. School Improvement Grant				
7. SAM				
8. Status Category				



Part B—Self-Report/Looking Back

(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

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 minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

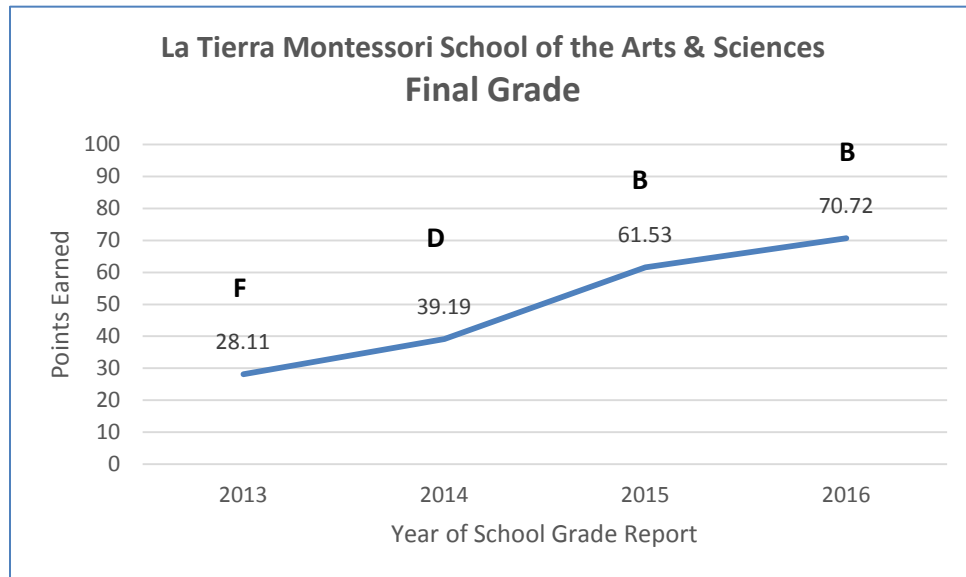
Provide a statement of progress and additional information regarding your School's Grading Report for the past three years, 2013-14, 2014-15, 2015-16).

La Tierra Montessori School of the Arts and Sciences (La Tierra) is located in the Española Valley and draws a diverse population of students from Española and the surrounding northern New Mexico communities of La Mesilla, Los Alamos, Velarde, Chimayo, Dixon, Embudo, Alcalde, Ohkay Owingeh, San Juan Pueblo, and Santa Clara Pueblo.

La Tierra provides a unique educational program utilizing the Montessori philosophy and teaching practices. Arts and sciences are integrated into the program and are aligned with academic standards. The program includes a study of visual, moving, and performing arts as well as an environmental and agricultural component supported by local artists, historians, farmers, and the New Mexico Acequia Association.

Although the application requests three years of information regarding the School Grade Report, La Tierra has provided information for four years for each Indicator grade and points earned to provide a full picture of the school's performance.

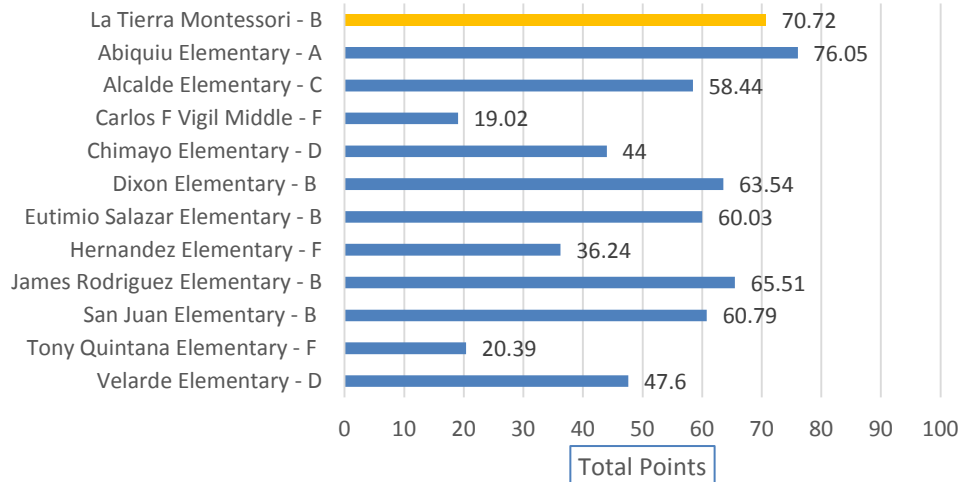
With a 2016 Final Grade of B and 70.72 points, La Tierra **exceeded** the New Mexico Public Education Department's minimum educational standard.



Strengths

Over the four-year period La Tierra increased its letter grade from an F to a B and significantly increased the number of points earned from 28.11 to 70.72. In 2016, La Tierra scored higher in Final Grade Points than ten of the surrounding eleven K-6 elementary and 7-8 middle schools within the Española Public Schools system. Following is a chart of 2016 Final School Grade Points earned by La Tierra and Española Public Schools serving the same grade levels:

2016 Final School Grades La Tierra Montessori and Española Public Schools



Note: LTMAS serves grades K-8, therefore, only the District elementary schools (K-6) and the middle school (7-8) were included for comparison.

The Final School Report Card Grade is determined by the total number of points in six indicators (categories). In 2015 and 2016, the Public Education Department's minimum educational standards were met or exceeded in all but one indicator, Student Growth of Lowest Performing Students (Q1). Consistent strength is shown in the Opportunity to Learn indicator for which La Tierra maintained a grade of B in the first three years, and earned an A in the fourth year. Student Growth of Highest Performing Students (Q3) earned an A in both 2015 and 2016. See chart below for all indicators.

	2013		2014		2015		2016	
	Grade	Points	Grade	Points	Grade	Points	Grade	Points
Final Grade	F	28.11	D	39.19	B	61.53	B	70.72
Current Standing	F	8.63	F	9.89	C	21.53	C	23.57
School Growth	F	0.33	D	4.73	C	5.41	B	8.10
Student Growth of Highest Performing Students (Q3)	F	0.76	F	1.67	A	15.52	A	13.79
Student Growth of Lowest Performing Students (Q1)	F	8.86	C	14.26	F	8.01	F	11.18
Opportunity to Learn	B	8.53	B	8.64	B	8.43	A	9.08

Bonus Points	-	1.00	-	0.00	-	2.63	-	5.00
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Areas in Need of Improvement

A review of the indicator grades earned during the first two years of operation (2013 and 2014) demonstrated a significant need for overall improvement in student academic performance. All indicators with the exception of “Opportunity to Learn” in both years and “Student Growth of Lowest Performing Students (Q1)” in the second year, scored below the minimum standard.

Changes Made to Address Needs

In the first year of operation, La Tierra struggled to implement an ambitious charter burdened by commitments to many supplementary programs and strategies. The school also experienced significant changes in leadership and staffing during the second year of operation. These circumstances contributed to low student performance as an underlying cause.

The first-year school grade of “F”, unrealistic charter commitments, and leadership/staffing changes led to a Governing Council decision to take significant action to ensure success in the years to come. Actions and strategies taken were as follows:

- The school’s Governing Council proactively requested permission to move forward with an “early performance contract”. During the Public Education Commission meeting of February 28, 2014, La Tierra’s request was approved.
- During performance contract negotiations, the focus of the charter was strategically narrowed. Time that had been required to implement the numerous supplementary aspects of the charter, then became available to focus more specifically on reading and math instruction.
- Clear and specific academic performance indicators were negotiated with the Public Education Commission.
- On June 13, 2014, The Public Education Commission approved an amendment request to revise the school’s mission statement to more clearly reflect the essence and intent of the charter school.
- La Tierra began implementation of the “early” performance contract on July 1, 2014.
- In 2014, the school applied for and received a K-3 Reads-to-Lead grant which funded a part-time Reading Interventionist. In 2016, the Reading Interventionist was also funded as a Reading Coach to include professional development in addition to working directly with students.
- The school applied for and received a K–3 Plus Summer Program Grant to provide extended school year opportunities for students in reading and math.
- A part-time education assistant was hired to support math instruction.
- Plans were developed to purchase additional research-based curriculum and implement a comprehensive short-cycle assessment system.

Building on the actions stated above, changes in the third year included:

- Utilization of additional research-based curriculum and computer-based intervention software to supplement the Montessori methods:
 - Lexia - a phonics computer-based program;
 - Guided Reading - explicit reading instruction using real text at the instructional level of the students;
 - Comprehension Toolkit - explicit comprehension strategies;
 - Think Through Math - a web-based learning system that includes live teacher support, and adaptive instruction; and,
 - Reflex Math – software program to address fluency in basic math facts.
- Implementation of a short-cycle (interim) assessment system administered three times per year
 - In 2013, DIBELS Next Reading and DIBELS Math Assessments were administered in grades K-3; and, Discovery Education Reading and Math Assessments were administered in grades 4-8.
 - In the fall of 2016, the K-3 Istation Indicators of Progress (ISIP) replaced the K-3 Reading and Math DIBELS Next assessments.

Maintenance of fidelity to each research-based program's essential components and design features was monitored through regular feedback and consultation with the Head Learner, Reading Interventionist, and teachers. Fidelity was also monitored through resulting outcomes in student performance linked to program assessments, progress monitoring, and short-cycle assessments.

With the implementation of the short-cycle assessment system and additional research-based programs, data became readily available for analysis of student progress during the third and fourth years of operation. Teachers, the Reading Interventionist and the Head Learner reviewed data regularly, focusing on skill deficits and changes in each student's trajectory in both reading and math. The process for data analysis was informal, but thorough. Curriculum and instruction were reviewed and decisions were made about needed changes in programs, assessments and professional development. For example, based on the data, it became evident that implementation of the school-developed math program and use of the K-3 DIBELS math assessment were not resulting in sufficient student success. Further examination revealed that the DIBELS math assessment was not fully aligned with the Common Core Standards. In addition, strength in fluency of math facts was not sufficiently supported by the math program, an underlying root cause of low student performance.

During the fourth year, the school arranged to pilot Reflex Math, a computer-based fluency development system for basic facts in addition, subtraction, multiplication and division. Think Through Math provided personalized skill development for all students. Beginning in August of 2016, the Eureka Math curriculum was implemented in grades K-8.

Data also revealed that vocabulary development was a primary need in English Language Arts. In response, vocabulary development became a school-wide focus and was reflected in teachers' Professional Development Plans (PDPs).

Successes Resulting from Changes

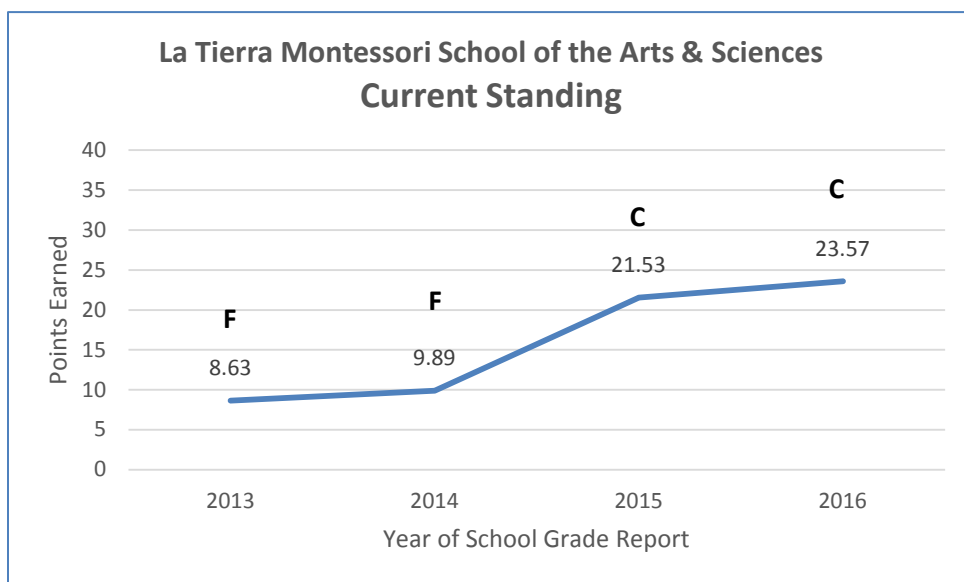
Through the actions taken as described above, La Tierra increased its School Grade from an “F” in 2013 to a “B” in 2015 and 2016. Additional successes will be discussed in the sections that follow.

Current Standing

Provide a statement of progress regarding your “Current Standing” over the past three years and offer any additional information regarding this measure.

School Report Card	2013	Points	2014	Points	2015	Points	2016	Points
Current Standing	F	8.63	F	9.89	C	21.53	C	23.57

The “Current Standing” grade indicator represents single-year performance over a three-year period and is determined by how well students met proficiency targets for their grade level.



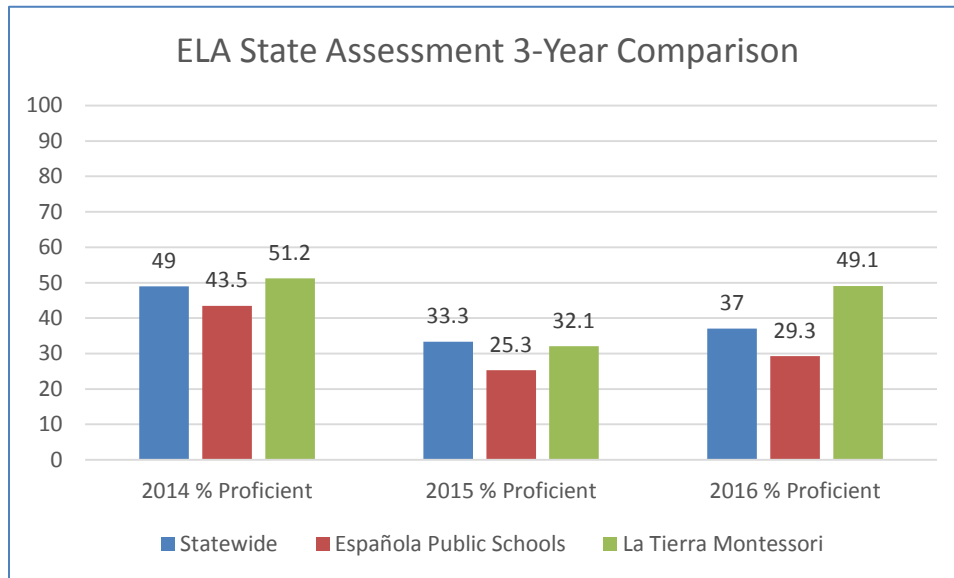
Strengths

La Tierra increased the number of points earned from 8.63 in its first year to 23.57 in its fourth year out of a possible total of 40 points. In 2015 and 2016, La Tierra met the Public Education Department’s minimum educational standard with a grade of C in “Current Standing”.

The School Report Card “Supplemental Information” contrasts La Tierra with other schools in the state that are most like it in student characteristics. In a comparison of 46 schools with similar student characteristics, La Tierra ranked #1 in “Current Standing” as a composite score for work with ELL students, students with disabilities, ethnicity, economically disadvantaged students, and mobility.

New Mexico State Assessment Proficiency Data follows:

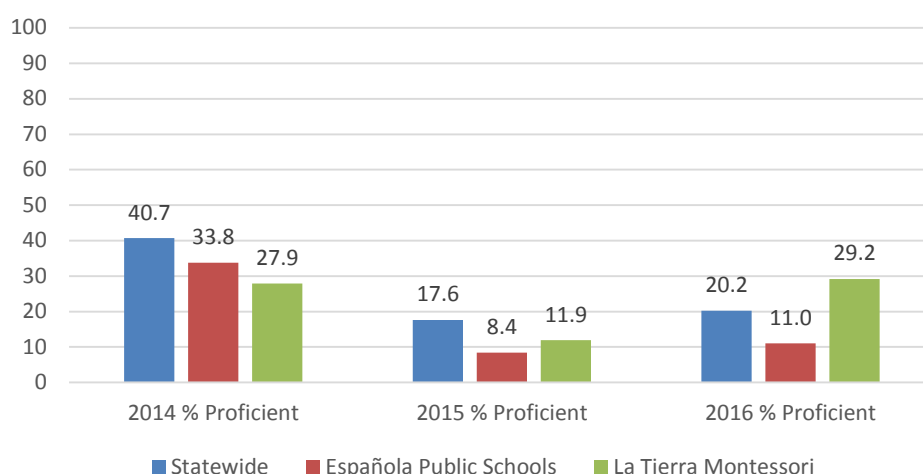
The charts below show proficiency levels in English Language Arts (ELA) and Math for each of the previous three years (2014,2015,2016). Proficiency levels for Statewide, Española Public Schools and La Tierra are included for comparison. Data was accessed from the School Report Card and the following NMPED website address: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>



The percent of La Tierra students achieving grade level proficiency in ELA reached a high of 51.2 in 2014, exceeding both the statewide and Española Public Schools performance. In 2015, the PARCC assessment replaced the NM Standards Based Assessment (SBA) and all three entities represented in the chart, suffered a drop in proficiency as was expected. However, La Tierra outperformed Española Public Schools and nearly matched the statewide ELA proficiency level in 2015. In 2016, La Tierra exceeded the statewide performance by 12.1 percentage points and Española Public Schools' performance by 19.8 percentage points.

La Tierra's Math performance, over the three-year period indicates an overall pattern similar to that of ELA. (See chart below)

Math State Assessment 3-Year Comparison



Math proficiency reached 27.9% in 2014. In 2015, all three entities suffered a drop in proficiency as expected. However, with 11.9% proficiency, La Tierra outperformed the Española Public Schools in Math. In 2016, La Tierra's performance in Math exceeded both the statewide and the District's performance. Noteworthy was the increase of 17.3 percentage points from 2015 (11.9%) to 2016 (29.2%).

Areas in Need of Improvement

La Tierra's Math proficiency has been consistently lower than that of ELA proficiency. Areas in math requiring improvement are fluency with math facts (not sufficiently supported by the school-developed math program) and the K-3 DIBELS Math assessment (not well aligned with Common Core Standards). In ELA, vocabulary and writing are and have been priorities for improvement.

Although the school's informal data analysis process was effective in raising academic proficiency, a more systematized process would be of benefit as the school's enrollment increases.

Changes Made to Address Needs

The school responded to ELA and Math needs by using multiple strategies to address these priorities. Data analysis indicated that a weakness in fluency with basic math facts was holding students back in all grade levels. After researching computer software programs, Reflex Math was purchased for grades 2-8. Given the range of skills identified in mixed age-group classes, Think Through Math was purchased and implemented to address individual student needs. If a student's skill level was three years below grade level, for example, the student was assigned a Booster Pack that offered lessons and practice in specific skill areas in which the student was deficient. Think Through Math also offered live tutoring support.

Beginning in the 2016-17 school year, Eureka Math, a comprehensive K-12 program, will be implemented

school-wide in grades K-8. Eureka Math is Common Core aligned and offers lesson plans, manipulatives and computer-guided lessons. Also beginning in 2016, La Tierra has selected the K-3 Istation Math assessment to replace DIBELS Math. Math in particular is an area that will continue to be more deeply analyzed to address deficiencies as the school moves forward.

As previously mentioned, vocabulary development was a primary need in English Language Arts. In response, vocabulary development became a school-wide focus and was reflected in teachers' Professional Development Plans (PDPs). In the area of writing, Better Answers- Written Performance that Looks Good and Sounds Smart, by Ardith Davis Cole guided instruction by providing simple-to-follow lesson plans for grades 3-8. The lessons focused on expository writing and assisted students in producing essays that conveyed their knowledge in an academic format. In addition, the Reading Interventionist/Coach, funded by the Reads-to-Lead Program, provided targeted professional development for teachers and direct support for struggling students.

Going forward in the 2016-17 school year, changes to the data analysis process are underway. Data will be prepared by the Head Learner and analyzed in the staff meeting following its receipt. Staff will receive an agenda that includes areas of focus to be discussed and will have an opportunity to submit questions prior to the meeting. The data will be presented during the meeting; students who are below standards, approaching standards, and meeting standards will be addressed. As a priority, discussion will include how best to assist students who are below standards. Staff will also address how to increase proficiency of students approaching standards and how to extend the achievement of students who are meeting standards. Based on the data, professional development will be planned to address areas of need.

Successes Resulting from Changes

Successes include:

- Math fact fluency increased after implementation of the Reflex Math program on a regular basis.
- The "Current Standing" grade has increased from an F to a C over the four-year period.
- Points earned have increased steadily each year.
- In 2016, La Tierra outperformed both the state and Española Public Schools in both reading and math proficiency.
- In 2016, La Tierra ranked number one out of 46 schools with similar student characteristics in its composite score for "Current Standing".

School Growth

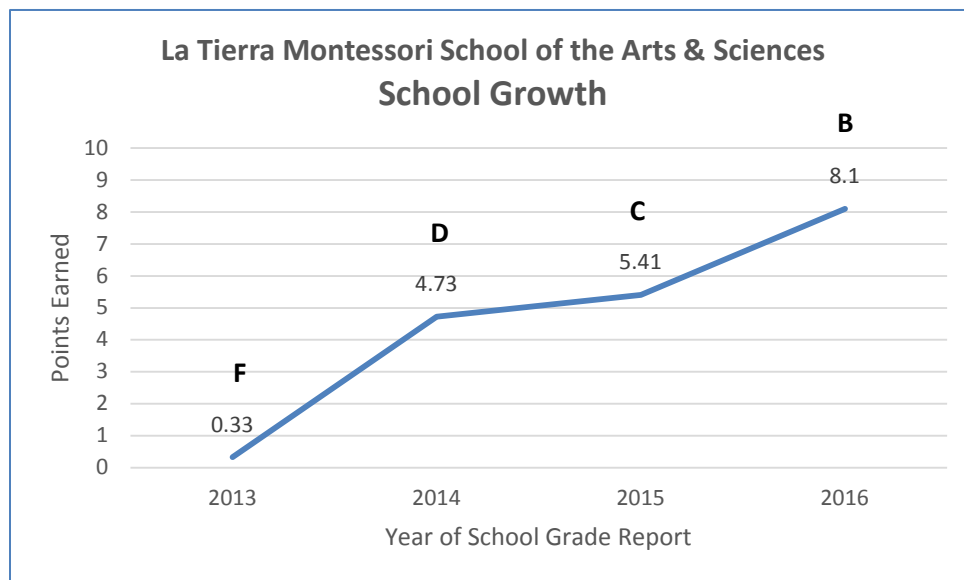
Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

School Report Card	2013	Points	2014	Points	2015	Points	2016	Points
School Growth	F	.33	D	4.73	C	5.41	B	8.10

The School Growth Indicator represents the change in performance of successive cohorts of students over time. This growth is based on different students each year. It asks the question: “Is the school getting better at serving the students it has over time?”

Strengths

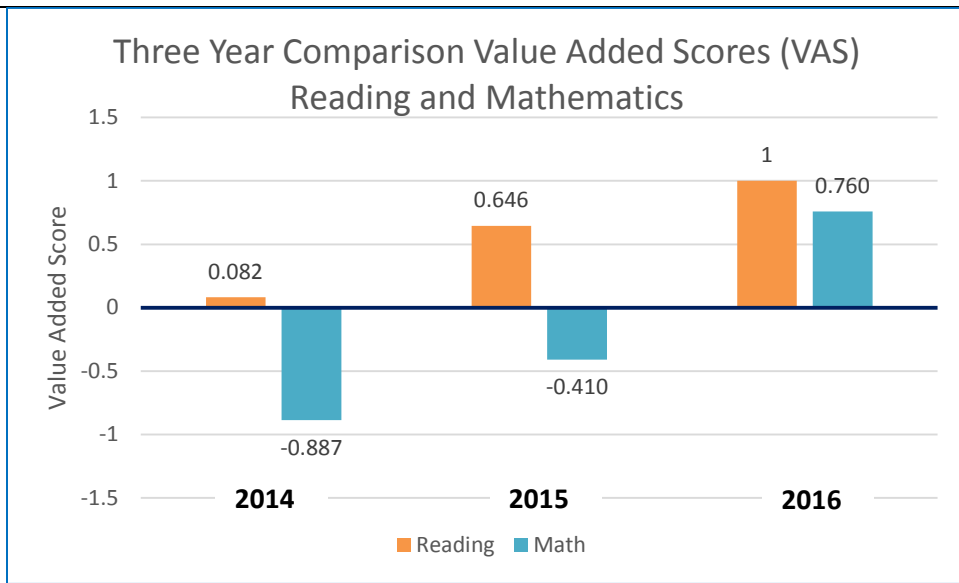
La Tierra demonstrated substantial progress by increasing its performance from .33 to 8.1 points out of a possible 10 points, thereby earning a grade of B in 2016. La Tierra exceeded the 2015 Public Education Department’s minimum educational standard. Refer to the School Growth Chart below:



In a comparison of 46 schools with similar student characteristics, La Tierra ranked number two as a composite score in “School Growth” for work with ELL students, students with disabilities, ethnicity, economically disadvantaged students, and mobility. This ranking was included as “Supplemental Information” in the 2016 School Report Card.

School growth is expressed as a score that can be both positive and negative. A positive score (above zero) indicates that the school performed better than was expected relative to schools with the same size, mobility, and prior student performance.

When reviewing La Tierra’s school growth in reading and math, the following scores based on Value Added Modeling (VAM) indicate a steady upward trend in expected growth in both reading and math during the three-year period shown in the chart below.



This demonstrates that La Tierra is getting better at serving its students over time. The Value Added Scores in Reading indicate better than expected growth in 2015 and 2016. The Value Added Score in Math indicates better than expected growth in 2016.

Areas in Need of Improvement

While both reading and math value added scores have been steadily increasing over time, Math demonstrated below expected growth in two of the three years. As discussed under “Current Standing”, Math has been a priority for all students.

Changes Made to Address Needs

Changes to address both reading and math areas of need have been discussed in the previous “Current Standing” section. All changes made have supported the increases in Value-Added Scores shown in the chart above. In addition, Istation Indicators of Progress for K-3 reading and math replaced the DIBELS Next assessments in August of 2016. These new assessments will inform teachers more often with quicker results, providing data needed to inform interventions. La Tierra is proud of its accomplishments over the four years of operation and will continue to focus on increasing student performance in both academic areas during the next charter term, if approved.

Successes Resulting from Changes

- La Tierra is getting better at serving the students it has over time.
- Value Added Scores have demonstrated a significant upward trend in “School Growth in both reading and math.

La Tierra earned a grade of B in 2016, **exceeding** the Public Education Department’s minimum standard for

“School Growth”.

Q3 (Highest Performing 75%) Growth

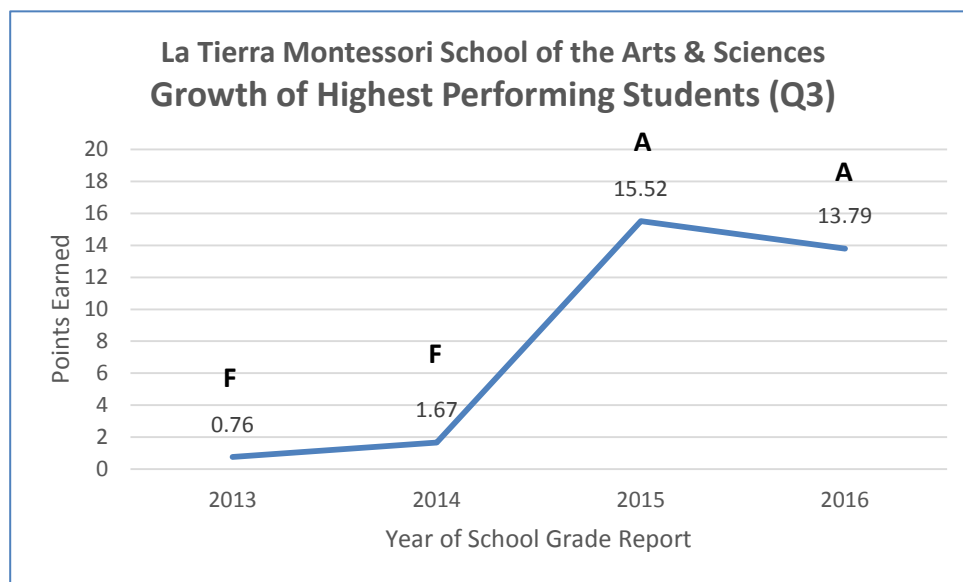
Provide a statement of progress regarding your “Q3 Growth” over the past three years and offer any additional information regarding this measure.

School Report Card	2013	Points	2014	Points	2015	Points	2016	Points
Q3 Growth	F	0.76	F	1.67	A	15.52	A	13.79

The Student Growth of Highest Performing Students Indicator (Q3) asks the question: “Are the highest performing students (top 75%) in math and reading improving more or less than expected?”

Strengths

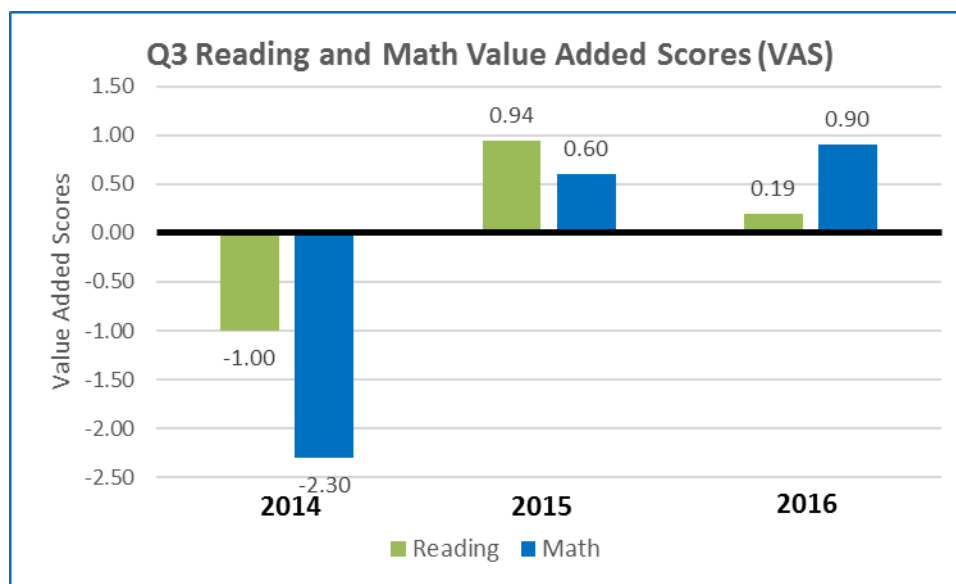
La Tierra demonstrated substantial progress in helping individual students improve by increasing its Q3 student performance grade from an F to an A over the four-year period. La Tierra exceeded the Public Education Department’s minimum educational standard in 2015 and 2016. Refer to the Q3 Growth Chart below:



In the 2016 Supplemental Information, included in the School Report Card, La Tierra received a composite rank of 3 out of 46 schools in the “Student Growth, Highest 75%” indicator when compared to schools in the state that are most like it in student characteristics.

The School Report Card also provides individual scores for Reading and Math based on Value Added Modeling

(VAM). See chart below:



Zero in the chart above represents expected growth. In math, Q3 students made substantial gains over the three-year period, moving from significantly below expected growth (-2.30) to above expected growth (0.90). Reading moved from below expected growth (-1.00) in 2014 to above expected growth (.94) in 2015.

Areas in Need of Improvement

Areas in need of improvement schoolwide that were discussed in the previous sections, were also needed in relation to Q3 student growth.

With Q3 student performance at above expected growth in both reading and math in 2015 and 2016, the need for improvement continues. Following the initial success of performing above expected growth, continued improvements are needed to move to higher levels of success through computer-assisted personalized skill development along with small group instruction, differentiated instruction, ongoing progress monitoring and tutoring support when necessary. A focus on how to increase proficiency of students approaching standards and how to extend the achievement of students who are meeting standards is needed.

As a Montessori school, La Tierra has excellent math manipulatives. The Montessori and Eureka materials provide a wonderful experience to build number sense in the students and to move into deeper, practical applications. Additional professional development in the Montessori philosophy and methodology is needed to support new teachers and enrich experienced teachers.

Changes Made to Address Needs

Changes in curriculum, computer-based software programs and assessments to address both math and reading areas of need schoolwide have been discussed in the previous sections. Those changes have benefited Q3 student growth over the last four years; highest performing students have been able to move through modules that provide at-grade-level and above-grade-level math to meet individual needs. The Reads-to-Lead grant funded a Reading Interventionist/Coach and professional development in all areas of reading growth. The grant also provided a consultant who works with teachers to increase literacy through a core reading program, a writing program, and classroom management techniques to implement La Tierra's academic program. Continued training in Montessori philosophy and strategies has been planned for the 2016-17 school year. La Tierra will continue to implement research-based programs such as the rigorous Eureka Math to extend Q3 student learning.

Beginning in 2016-17, the data analysis process will become more systematized and will clearly address how to increase proficiency of students approaching standards and how to extend the achievement of students.

Successes Resulting from Changes

La Tierra focused heavily on improving the math curriculum and invested in computer-based programs that provided individualized paths to skill development. Significant gains have been made by this group in math as a result.

The highest performing students in math and reading are improving at a higher rate than expected.

Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your "Q1 Growth" over the past three years and offer any additional information regarding this measure.

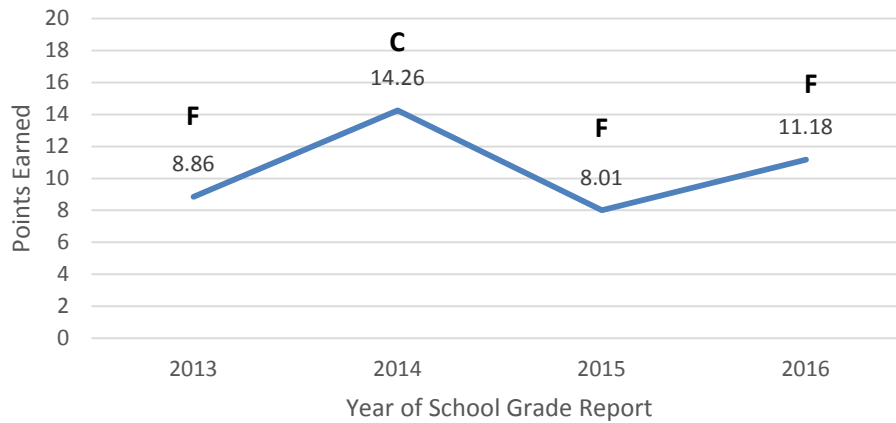
School Report Card	2013	Points	2014	Points	2015	Points	2016	Points
Q1 Growth	F	8.86	C	14.26	F	8.01	F	11.18

The Growth of Lowest Performing Students (Q1) Indicator asks the question: "How well did the school help individual students improve?" Q1 student growth is the only indicator that did not meet the Public Education Department's minimum standards in 2015 and 2016.

Strengths

Although La Tierra earned an F in the last two years, the points awarded increased from 8.01 in 2015 to 11.18 in 2016, showing some progress in the Q1 Student Growth Indicator.

La Tierra Montessori School of the Arts & Sciences Growth of Lowest Performing Students (Q1)



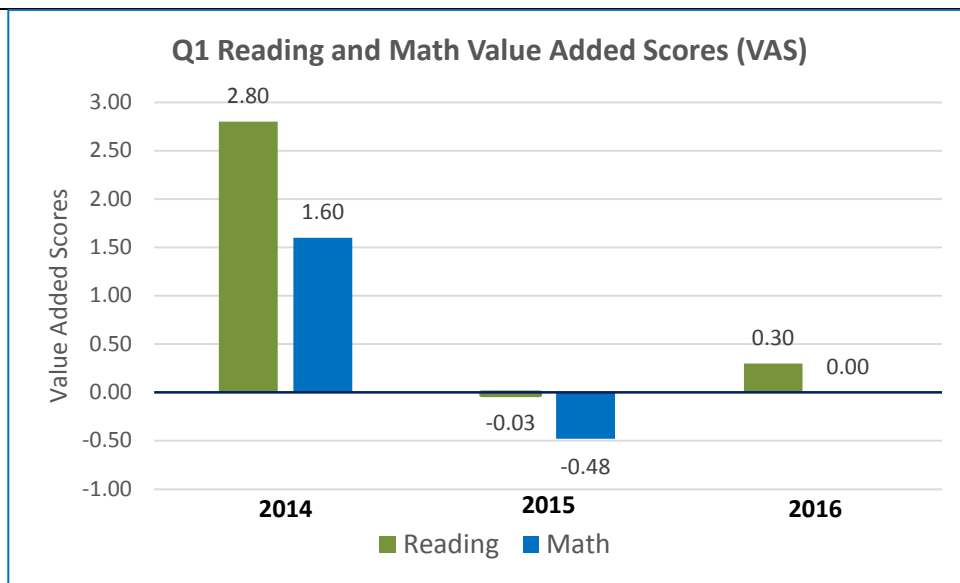
The School Report Card also provides an analysis of Q1 Subgroups (Female, Male, White, African American Hispanic, Asian, American Indian, Economically Disadvantaged, Students with Disabilities, and English Language Learners). Noteworthy is the fact that in 2016, 8 of 9 subgroups reported demonstrated better than expected growth in reading.

In the 2016 Supplemental Information, included in the School Report Card, La Tierra received a composite rank of 8 out of 46 schools in the “Student Growth, Lowest 25%” indicator when compared to schools in the state that are most like it in student characteristics.

Areas in Need of Improvement

The School Report Card provides scores for Reading and Math that are based on Value Added Modeling (VAM). A score of at or near zero represents expected growth.

A review of growth performance in reading and math indicates that the Q1 group’s Value Added Score (VAS) for Reading is near zero at $-.03$ and may be interpreted as near expected growth. In Math, Q1 students performed below growth expectations with a -0.48 VAS. See chart below:



Although growth of Q1 students in both reading and math requires additional focus, math continues to be most in need of improvement.

The school's Instructional Support Team (formerly SAT) process needs to be further systematized so that the procedures for referring a student and carrying out RtI plans are clear to all staff. *(Note: Because the name "SAT" had become stigmatized in the parent community, "SAT" was changed to "Instructional Support Team").*

For an additional perspective, it is noted that the percentage of Students with Disabilities increased in the first two years and currently averages approximately 20%:

Students with Disabilities			
2012-13	2013-14	2014-15	2015-16
12.2%	16.2%	21.1%	20.0%

Many of the children attending La Tierra and who are included in the Q1 group, have had adverse experiences in their childhood. When at school, some children have "shut down" and become unavailable to learning because of trauma experienced in their lives. Methods to re-stabilize a student were needed.

Changes Made to Address Needs

La Tierra has contracted with a Special Education consultant to provide guidance in formalizing the Instructional Support Team process to identify students for Tier 1 interventions, students who need more intensive Tier 2 interventions, and students who need referrals for special education and related services.

To specifically address students who are performing far below their peers, the Head Learner, Reading Interventionist/Coach, the Special Education teacher and staff carefully review the data to identify the root causes of areas needing improvement. For many of these students, basic skills in math and language arts were

not previously mastered.

DIBELS Next reading and math data were used to pinpoint the root causes of areas needing improvement in grades K-3. Discovery Education data was used in grades 4-8. Based on specific identification of the root causes, instruction is designed to meet each student's level. Skills are taught "out of grade level standards" as necessary until mastered. Students who are below benchmark are given progress monitoring assessments and data are analyzed with close attention to changes in each student's trajectory over time. Groups may be changed to accommodate the needs of children as they progress. If some children are not making the desired progress, curriculum may be changed, time allotted for interventions may be changed, and any other factors indicated by the data would be addressed.

Lexia Reading is a technology-based program used to increase reading proficiency. It is designed to be appropriate for all students in grades K-4 and for at-risk students in grades 4-12. Lexia components and data-based recommendations are implemented with fidelity. Progress-monitoring aspects of DIBELS/Istation, Lexia and Think Through Math provide weekly (real-time) data for focused adjustments in instruction as needed. Skill builders are specific to each student. Progress monitoring tracks student growth in skill development, targets root-cause interventions through differentiated instruction, small group instruction, strategic placement in computer-based programs, and tutoring support.

La Tierra has implemented trauma-informed education with students who are struggling in school because of trauma experienced in their childhood. Continued professional development in trauma-informed education is planned and school-wide implementation will become stronger as the year progresses.

Successes Resulting from Changes

La Tierra received a composite rank of 8 out of 46 schools in the "Student Growth, Lowest 25%" indicator when compared to schools in the state that are most like it in student characteristics.

Students identified as Q1 are receiving appropriate academic interventions through data analysis, including progress monitoring. Root causes of low performance are being addressed. Students who are affected by traumatic experiences in their childhood are assisted through trauma-informed education.

Opportunity to Learn

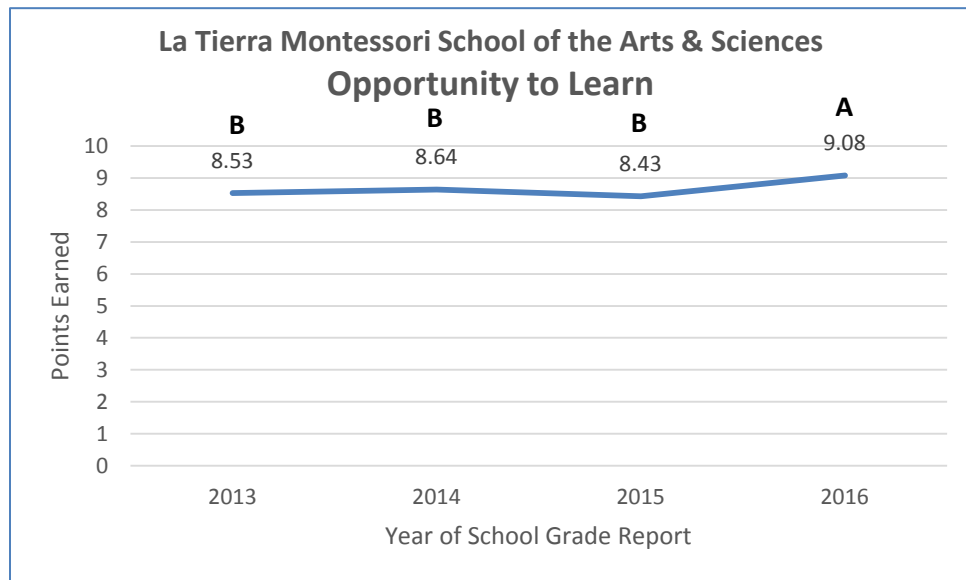
Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

School Report Card	2013	Points	2014	Points	2015	Points	2016	Points
Opportunity to Learn	B	8.53	B	8.64	B	8.43	A	9.08

The Opportunity to Learn (OTL) indicator reflects a school's learning environment through a survey of classroom practices (QTL Survey) and student attendance. As noted in the School Report Card description:

“The successful school invites students to be part of a thriving learning culture that uses proven teaching methods.”

La Tierra received a letter grade of B for three years, and an A in the fourth year (2016). As a result, the school exceeded the Public Education Department’s minimum standard for this indicator. (See chart below.)



Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

NOT APPLICABLE

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

NOT APPLICABLE

Bonus Points

Provide a statement of progress regarding “Bonus Points” over the past three years.

School Report Card	2013	Points	2014	Points	2015	Points	2016	Points
Bonus Points	-	1.00	-	0.00	-	2.63	-	5.00

Points are awarded for this section; however, no letter grades are assigned. Bonus points recognize a school's extraordinary dedication to keeping students invested in school and the school's efforts in empowering parents to engage actively in their child's education. In 2016, La Tierra earned 5.00 out of a possible 5.00 bonus points for student and parent engagement and truancy improvement.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter
—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

LA TIERRA MONTESSORI SCHOOL OF THE ARTS AND SCIENCES

MISSION-SPECIFIC PERFORMANCE INDICATORS

During the Public Education Commission meeting of February 28, 2014, the Governing Council of La Tierra Montessori School of the Arts and Sciences requested permission to enter into performance contract negotiations earlier than required. The request was approved and the “early contract” became effective July 1, 2014, the beginning of the school’s third year of its five-year charter term.

Mission-specific academic performance indicators were negotiated for the 2014-15 school year. They included indicators for K-3 Reading, K-3 Math, 4-8 Reading and 4-8 Math. In 2015-16, the 4-8 Reading and Math indicators were renegotiated and the measures changed from “average growth” to growth based on scale score growth targets and proficiency based on achievement levels. The mission-specific performance indicators for grades K-3 remained the same for both years.

The most recent performance indicator results are presented first.

2015-16 MISSION-SPECIFIC INDICATORS

Because Discovery Education scale scores change each year, an updated growth score table was used to calculate individual student growth targets¹ based on each student’s 2015 fall scale score. The updated table was prepared using the *DEA publication Common Core Scale Scores and Standard Errors – 2015-16 Form A* in consultation with Discovery Education.² The updated table will be submitted with the data for reference.³

2015-16 Mission Specific Indicator/Goal 1a: Grades 4-8 READING

¹ The terms *Growth Score* and *Growth Targets* are used interchangeably.

² The updated table was prepared in consultation with Amy Johnson (Discovery Education Assessment, Phone: 1-800-323-9084, option 12, Email: assessments@discovery.com).

³ An email conversation with Julia Barnes indicated that a school could use either the “updated scale score chart based on 2015-16 data” or the “scale score chart based on 2014-15 data”. La Tierra chose to use the updated chart.

All 4th-8th grade students who are enrolled in La Tierra School of the Arts and Sciences in the fall will take the Discovery Education Assessment (DEA) in reading in the fall, winter, and spring.

Cohort: All 4th-8th grade students who are enrolled in La Tierra in the fall.

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.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using Discovery grade level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either the winter or spring assessments.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

☐ Exceeds Standards: **15% or more** of students in the cohort will exceed their average growth target **AND 65% or more** of students in the cohort will meet their average growth target or test proficient in reading as determined by Discovery.

☐ Meets Standards: **65-79%** of students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

☐ Does not Meet Standard: **50-64%** of the students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

☐ Falls Far Below Standard: **49% or fewer** of the students in the cohort will reach their average growth target or test proficient in reading as determined by Discovery.

Data—Average Scores

2015-16 READING PERFORMANCE INDICATOR 1a – GRADES 4-8		
Assessment	Student Achievement	Rating Achieved
Discovery Education Reading Assessment Grades 4-8	63% of students in the cohort exceeded their growth target or tested proficient in reading.	Does Not Meet Standard (Range of 50-64%)

Analysis:

La Tierra came within two percentage points of “Meets Standards”.

A total of 49 Full Academic Year (FAY) students in grades 4–8 were included in the cohort to be measured. The 49 students were enrolled in La Tierra in the fall and took the Discovery Education Reading Assessment in the fall, winter and spring.

Two subgroups were identified: Subgroup 1 consisted of Achievement Level 1 and 2 students to measure growth-target data; subgroup 2, consisted of Achievement Level 3 and 4 students to measure proficiency data.

Subgroup 1 – Growth

The growth score table does not include projected scores for students who test at a Level 3 or 4 in the fall; only Level 1 and Level 2 students are included for the growth standard. Thirty-three of the forty-nine (33 of the 49) students in the cohort tested at a Level 1 or Level 2 in the fall; therefore, each of the thirty-three students was assigned a projected growth score to meet on the winter or spring assessment. Fourteen of the thirty-three students (42%) in this subgroup not only met, but exceeded their individual growth target. In addition, twelve of the fourteen students also achieved Level 3 proficiency in the winter and/or spring.

Subgroup 1 Growth Results: 14 of the 33 Level 1 & 2 students (42% of subgroup 1) not only met, but exceeded their growth target. 12 of the 14 also achieved Level 3 proficiency in the winter and/or spring.

Subgroup 2 - Proficiency

Because the growth score table is not to be used for students who scored at Achievement Level 3 or 4, a second group of students in the cohort was identified based on their fall performance. Of a total of forty-nine (49) cohort students, sixteen (16) scored at Achievement Level 3 or 4 in the fall. Level 3 and 4 of the Discovery Assessment is considered “proficient”.

Sixteen out of sixteen (100%) students in this subgroup tested proficient in reading (Level 3 or 4) as determined by Discovery on the winter and/or spring assessment. One additional student who did not meet his/her growth target was added to this subgroup as a result of achieving Level 3 proficiency on both the winter and spring assessment, bringing the total to 17 students.

Subgroup 2 Proficiency Results: Sixteen of the sixteen students (100% of subgroup 2) maintained their “proficient” status in reading. In addition, one student, a member of subgroup 1, did not meet the growth target, but achieved a Level 3 proficiency status and was added to subgroup 2 based on winter and spring results; therefore, the total number of students achieving proficient status is 17.

Results:

Thirty-one of the forty-nine students in the cohort (63%) exceeded their growth target or tested proficient in reading as determined by Discovery.

Although only two percentage points away from the 65% target required to “Meet Standards”, 63% places the school in the “Does Not Meet Standard” range of 50-64%.

Successes:

With the change in the measures negotiated for 2015-16 to define “Growth” based on scale score growth targets and “Proficiency” based on Achievement Levels 3 or 4, the bar was raised to meet or exceed the targets. However, with 63% of students in the cohort exceeding their growth target or testing proficient in reading, La Tierra missed the “Meets Standards” rating by only two percentage points.

Areas Needing Improvement:

Needed are improved interventions to focus on all students in the growth and proficiency cohorts.

Response to Areas Needing Improvement

Specific interventions will be based on a thorough analysis of data. Beginning in the 2016-17 school year, La Tierra is focusing on formalizing the process for student referral to the Instructional Support Team. If a student qualifies, the school’s Response-to-Intervention plan will be implemented with differentiated instruction and data-based targeted interventions to ensure learning. Students may progress from Tier 1 to Tier 3, at which point special education services may be implemented.

Successes Realized:

Sixty-three percent (63%) of students in the cohort exceeded their growth target or tested proficient in reading as determined by Discovery.

2015-16 Mission-Specific Indicator/Goal #1b: Grades 4-8 MATH

All 4th-8th grade students who are enrolled in La Tierra School of the Arts and Sciences in the fall will take the Discovery Education Assessment (DEA) in math in the fall, winter, and spring.

Cohort: All 4th-8th grade students who are enrolled at La Tierra in the fall.

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.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using Discovery grade

level assessment. The growth will be determined using Discovery projected growth targets for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments.

Proficiency. In order to show proficiency (the second phrase in each of the standards set forth below), a student scores at Achievement Level III, Adequate or Achievement Level IV, Thorough.

☐ Exceeds Standards: 10% or more of students in the cohort will exceed their average growth target AND 60% or more of students in the cohort will meet their average growth target or test proficient in mathematics as determined by Discovery.

☐ Meets Standards: 55-69% of students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.

☐ Does not Meet Standard: 40-54% of the students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.

☐ Falls Far Below Standard: 39% or fewer of the students in the cohort will reach their average growth target or test proficient in mathematics as determined by Discovery.

Data—Average Scores

2015-16 MATH PERFORMANCE INDICATOR 1b – GRADES 4-8		
Assessment	Student Achievement	Rating Achieved
Discovery Education Math Assessment Grades 4-8	68% of students in the cohort exceeded their growth target or tested proficient in reading.	Meets Standards (Range of 55-69%)

Analysis:

A total of 50 Full Academic Year (FAY) students in grades 4–8 were included in the cohort to be measured for mathematics achievement. The 50 students were enrolled in La Tierra School of the Arts and Sciences in the fall and took the Discovery Education Mathematics Assessment in the fall, winter and spring.

The Discovery Education Mathematics Assessment was used to measure academic growth and proficiency in mathematics based on fall 2015 assessment results. The process described above under Mission-Specific Indicator 1a (Reading) was also used for Mission-Specific Indicator 1b (Mathematics). Two subgroups were formed based on fall 2015 assessment results.

Subgroup 1 – Growth

A projected growth target was identified for each student who tested at a Level 1 or Level 2 in the fall. Forty-one of the fifty (41 of the 50) students in the cohort tested at a Level 1 or Level 2 in the fall; therefore, each of the 41 students was assigned a projected growth score (target score). Twenty-three of the forty-one students (56%) in this subgroup not only met, but exceeded their growth target in mathematics. In addition, twelve of the twenty-three students also achieved Level 3 or Level 4 proficiency in the winter and/or spring.

Subgroup 2 - Proficiency

Students who scored at Achievement Level 3 or 4 in the fall comprised a second subgroup focused on proficiency. Nine students were identified for subgroup 2.

Nine out of the nine (100%) students in this subgroup tested proficient in mathematics (Level 3 or 4) as determined by Discovery on the winter and/or spring assessment. Two additional students who did not meet their growth target were added to this subgroup as a result of achieving Level 3 proficiency on the winter and/or spring assessment, bringing the total to 11 students.

Subgroup 2 Proficiency Results: Nine of the nine students (100% of subgroup 2) maintained their proficiency status in mathematics. In addition, two students, each a member of subgroup 1, did not meet their growth targets, but achieved a Level 3 proficiency status and were added to subgroup 2 based on winter and/or spring results; therefore, the total number of students achieving proficient status is 11.

Results:

Thirty-four of the fifty students in the cohort (68%) exceeded their growth target or tested proficient in mathematics as determined by Discovery. Sixty-eight percent places the school in the “Meets Standards” range of 55-69%

2015-16 Mission Specific Indicator/Goal 1c: Grades K-3 READING

All K-3rd grade students enrolled in the fall at La Tierra School for the Arts and Sciences will take the DIBELS Next Reading Assessment in the fall, winter, and spring.

Cohort: All K-3rd grade students who are enrolled at La Tierra in the fall.

☐ Exceeds the Standard: 75% or more of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

☐ Meets the Standard: 65-74% of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

☐ Does Not Meet Standard: 50-64% of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

☐ Falls Far Below the Standard: 49% or fewer of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

Data—Average Scores

2015-16 READING PERFORMANCE INDICATOR 1c – GRADES K-3		
Assessment	Student Achievement	Rating Achieved
DIBELS Reading Next Grades K-3	65% in the cohort scored at the Benchmark Level in Reading.	Meets Standard (Range of 65-74%)

Analysis:

A total of fifty-five (55) Full Academic Year students in grades K-3 were included in the cohort to be measured for reading achievement. The 55 students were enrolled in La Tierra School of the Arts and Sciences in the fall and took the DIBELS Next Reading Assessment in the fall, winter and spring.

Thirty-six of the fifty-five students (65%) in the cohort scored at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring of 2016.

Results:

Thirty-six of the fifty-five students (65%) in the cohort scored at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring of 2016. Sixty-five percent places the school in the “Meets Standards” range of 65-74%.

2015-16 Mission Specific Indicator/Goal 1d: Grades K-3 MATH

All K-3rd grade students enrolled in the fall at La Tierra School for the Arts and Sciences will take the DIBELS Next Mathematics Assessment in the fall, winter, and spring.

Cohort: All K-3rd grade students who are enrolled at La Tierra in the fall

☐ Exceeds the Standard: 70% or more of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ Meets the Standard: 55-69% of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ Does Not Meet Standard: 45-54% of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ Falls Far Below the Standard: 44% or fewer of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

Data—Average Scores

2015-16 MATH PERFORMANCE INDICATOR 1d – GRADES K-3		
Assessment	Student Achievement	Rating Achieved
DIBELS Math Grades K-3	36% in the cohort scored at the Benchmark Level in Math.	Falls Far Below (Range of 44% or Fewer)

Analysis:

A total of fifty-three (53) Full Academic Year students in grades K-3 were included in the cohort to be measured for mathematics achievement. The 53 students were enrolled in La Tierra School of the Arts and Sciences in the fall and took the DIBELS Next Mathematics Assessment in the fall, winter and spring.

Nineteen of the fifty-three students (36%) in the cohort scored at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring of 2016. Thirty-six percent places the school in the “Falls Far Below Standard” range of 44% or fewer.

Successes:

Analysis of the data provided vital information that led to several changes in the math curriculum and supporting programs.

Areas Needing Improvement:

As discussed in the School Report Card section of the application, a review of data identified some concern about the DIBELS Math assessment and its lack of clear alignment with Common Core State Standards. This misalignment caused tension between that which is assessed by the short-cycle assessment and preparation of K-3 students to be successful on the Common Core based PARCC assessment. A new math assessment was needed.

Also, as identified in the 2014-15 K-3 assessment results, a common area of need was increased fluency with basic math facts.

Response:

Staff has selected the Common Core-based Istation computer-adaptive Indicators of Progress as the new math assessment for the 2016-17 school year.

Much additional attention over the past two years has been focused on establishing a comprehensive K-8 math curriculum and providing supportive intervention programs. In 2015-16, Reflex Math, a computer-based program that addresses fluency in basic math facts was piloted by the school. It is now in regular use as an intervention program.

In 2016-17, the Eureka math program was implemented to address math proficiency of all students. Eureka Math is rigorous and fully aligned to Common Core State Standards.

Successes Realized:

DIBELS math assessment data led to significant changes in curriculum as noted above. Implementation of the Eureka math program, the Istation assessment, and Reflex Math, is expected to increase student proficiency in 2016-17.

2014-15 MISSION-SPECIFIC INDICATORS

The grades 4-8 measure to demonstrate student performance in 2014-15 was based on average growth determined by Comparative Growth Reports generated by Discovery Education.

In the 2014-15 report submitted to the Charter Schools Division, data for grades 3-8 were included. Following is a corrected report that addresses achievement for grades 4-8 as specified in the mission-specific indicator. The change did not affect the final rating for goals 1a and 1b, "Exceeds Standards".

2014-15 Mission Specific Indicator/Goal 1a: Grades 4-8 READING

All 4th-8th grade students who are enrolled in La Tierra Montessori School of the Arts and Sciences in the fall will take the Discovery Education Assessment (DEA) in reading in the fall, winter, and spring.

Cohort: All 4th-8th grade students who are enrolled in La Tierra in the fall.

☐ Exceeds Standards: 15% or more of students in the cohort will exceed their average growth target and 65% or more of students in the cohort will meet their average growth target in reading as determined by the DEA.

☐ Meets Standards: 65-79% of students in the cohort will reach their average growth target in reading as determined by the DEA.

☐ Does not Meet Standard: 50-64% of the students in the cohort will reach their average growth target in reading as determined by the DEA.

☐ Falls Far Below Standard: 49% or fewer of the students in the cohort will reach their average growth target in reading as determined by the DEA.

Data—Average Scores

2014-15 READING PERFORMANCE INDICATOR 1a – GRADES 4-8		
Assessment	Student Achievement	Rating Achieved
Discovery Education Reading Assessment Grades 4-8	17.5% of students in the cohort exceeded their growth target and 67.5% made average growth.	Exceeds Standards (Range of 15%/65%)

The end of year data shows that 17.5% of students in fourth through eighth grade exceeded their growth target and 67.5% made average growth. These scores exceed the standard in reading.

2014-15 Mission-Specific Indicator/Goal #1b: Grades 4-8 MATH

All 4th-8th grade students who are enrolled in La Tierra Montessori School of the Arts and Sciences in the fall will take the Discovery Education Assessment (DEA) in math in the fall, winter, and spring.

Cohort: All 4th-8th grade students who are enrolled at La Tierra in the fall.

☐ Exceeds Standards: 10% or more of students in the cohort will exceed their average growth target and 60% or more of students in the cohort will meet their average growth target in mathematics as determined by the DEA.

☐ Meets Standards: 55-69% of students in the cohort will reach their average growth target in mathematics as determined by the DEA.

☐ Does not Meet Standard: 40-54% of the students in the cohort will reach their average growth target in mathematics as determined by the DEA.

☐ Falls Far Below Standard: 39% or fewer of the students in the cohort will reach their average growth target in mathematics as determined by the DEA.

Data—Average Scores

2014-15 MATH PERFORMANCE INDICATOR 1b – GRADES 4-8		
Assessment	Student Achievement	Rating Achieved
Discovery Education Math Assessment Grades 4-8	17% of students in the cohort exceeded their growth target and 68% made average growth.	Exceeds Standards (Range of 10%/60%)

This data shows 17% of the students exceeded their growth target and 68% made average growth. The students in grades four through eight exceeded the standard.

2014-15 Mission Specific Indicator/Goal 1c: Grades K-3 READING

All K-3rd grade students enrolled in the fall at La Tierra Montessori School for the Arts and Sciences will take the DIBELS Next Reading Assessment in the fall, winter, and spring.

Cohort: All K-3rd grade students who are enrolled at La Tierra in the fall.

☐ Exceeds the Standard: 75% or more of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

☐ Meets the Standard: 65-74% of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

☐ Does Not Meet Standard: 50-64% of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

☐ Falls Far Below the Standard: 49% or fewer of students in the cohort will score at the Benchmark Level on the DIBELS Next Reading Assessment administered in the spring.

Data—Average Scores

2014-15 READING PERFORMANCE INDICATOR 1c – GRADES K-3		
Assessment	Student Achievement	Rating Achieved
DIBELS Reading Next Grades K-3	72% in the cohort scored at the Benchmark Level in Reading.	Meets Standard (Range of 65-74%)

The end of year data shows that 72% of Kindergarten through third graders scored at benchmark on DIBELS Reading. This score meets the standard and is three percentage points away from exceeding the standard in reading.

2014-15 Mission Specific Indicator/Goal 1d: Grades K-3 MATH

All K-3rd grade students enrolled in the fall at La Tierra Montessori School for the Arts and Sciences will take the DIBELS Next Mathematics Assessment in the fall, winter, and spring.

Cohort: All K-3rd grade students who are enrolled at La Tierra in the fall

☐ Exceeds the Standard: 70% or more of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ Meets the Standard: 55-69% of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ Does Not Meet Standard: 45-54% of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

☐ Falls Far Below the Standard: 44% or fewer of students in the cohort will score at the Benchmark Level on the DIBELS Next Mathematics Assessment administered in the spring.

Data—Average Scores

2014-15 MATH PERFORMANCE INDICATOR 1d – GRADES K-3		
Assessment	Student Achievement	Rating Achieved
DIBELS Math Grades K-3	35% in the cohort scored at the Benchmark Level in Math.	Falls Far Below (Range of 44% or Fewer)

Thirty-five percent (35%) of K-3 students were at the benchmark level at the end of the year. Thirty-five percent placed the school in the “Falls Far Below the Standard” rating.

Successes:

2014-15 was the first year of administration of DIBELS math short-cycle assessment. Analysis of the data provided vital information that led to several changes in the math curriculum and supporting programs.

Areas Needing Improvement:

Based on data analysis, the following needs were identified:

- Need for a comprehensive K-8 math curriculum and supporting intervention programs;
- Need to address fluency with basic math facts, an underlying root cause of low performance.

Response:

- La Tierra utilized additional research-based curriculum and computer-based intervention software to supplement the Montessori methods.
- Think Through Math, an interactive online program, was purchased and implemented. The grades 3-8 program provided both direct math instruction and remediation as each student is enrolled in his/her unique pathway to build the skills needed to achieve grade level proficiency.
- In the fourth year, the school arranged to pilot Reflex Math, a computer-based fluency development system for basic facts in addition, subtraction, multiplication and division. Reflex Math is currently a component of the comprehensive approach to math instruction.

Successes Realized:

DIBELS Math short-cycle assessment in 2014-15, provided data for analysis and implementation of interventions for struggling students.

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

NOT APPLICABLE

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

An optional supplemental indicator was proposed in 2014-15 that focused on professional development. During renegotiations for 2015-16, La Tierra requested an amendment to the performance framework to eliminate the indicator. The Public Education Commission approved that request, along with renegotiated goals for grades 4-8 reading and math, on January 15, 2016.

B. Financial 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 generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

☒ **Yes** ☐ **No** Is the school meeting financial reporting and compliance requirements?

☒ **Yes** ☐ **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

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1. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

2. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	0	No Findings	
1 (12-13)	2	PED AUDIT COMMITTEE – Non Compliance Procurement Code - Non Compliance	The school has been unable to find a community member; but will reach out to Business Managers of other Charter Schools. The school will continue to provide train in proper procurement processes and what constitutes a violation of the code.
2 (13-14)	1	Cash Disbursements Transaction Cycle Control Deficiencies (Significant Deficiency)	LTM had a transition in the Office Manager Position during FY14. The exception happened during the time of transition. Training in proper procurement procedures was provided for all staff.
3 (14-15)	0	No Findings	

Identify any changes made to fiscal management practices as a result of audit findings.

C. Organizational 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...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 at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School's Response		Additional details.
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

- ☒ Yes ☐ No The school complies with instructional days/hours requirements.
- ☐ Yes ☐ No The school complies with graduation requirements.
- ☒ Yes ☐ No The school complies with Promotion/Retention requirements.
- ☒ Yes ☐ No Next-step plans are completed for applicable grades.
- ☒ Yes ☐ No The school has an approved EPSS Plan.
- ☒ Yes ☐ No The school demonstrates compliance with requirements relating to assessments.
- ☒ Yes ☐ No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- ☒ Yes ☐ No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

Graduation Requirements are not applicable to a K-8 school; therefore, neither box is checked for #2 above.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- ☒ Yes ☐ No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - ☒ Yes ☐ No Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.

- 2. ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
- 3. ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

<i>For any "no" answers please provide an explanation.</i>

Employees—Assurances

- ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements
- ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

<i>For any "no" answers please provide an explanation.</i>

School Environment—Assurances

- ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

<i>For any "no" answers please provide an explanation.</i>

Appropriate Handling of Information—Assurances

- ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

1. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
 2. ☒ **Yes** ☐ **No** All required School Policies
 3. ☒ **Yes** ☐ **No** The Open Meetings Act
 4. ☒ **Yes** ☐ **No** Inspection of Public Records Act
 5. ☒ **Yes** ☐ **No** Conflict of Interest Policy
 6. ☒ **Yes** ☐ **No** Anti-Nepotism Policy
 7. ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
 8. ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
 9. ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
 10. ☒ **Yes** ☐ **No** Governing Body Evaluates Itself
- ☒ **Yes** ☐ **No** Is the school holding management accountable?
- 1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
 - 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the La Tierra Montessori School of the Arts and Sciences Charter School and hereby certify that: the attached petition in support of the La Tierra Montessori School of the Arts and Sciences Charter School renewing its charter was circulated to all employees of the La Tierra Montessori School of the Arts and Sciences Charter School. There are 16 persons employed by the La Tierra Montessori School of the Arts and Sciences Charter School. The petition contains the signatures of 16 employees which represents 100 percent of the employees employed by the La Tierra Montessori School of the Arts and Sciences Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF RIO ARRIBA)

I, Christie A. Berg, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief. _____

Subscribed and sworn to before me this _____ day of _____ 2016.

Notary Public

My Commission Expires:

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the La Tierra Montessori School of the Arts and Sciences Charter School and certify that: the attached petition in support of the La Tierra Montessori School of the Arts and Sciences Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 89 households which represents 78 percent of the households whose children were enrolled in the La Tierra Montessori School of the Arts and Sciences Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF RIO ARRIBA)

I, Christie A. Berg, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this ____ day of ____ 2016.

Notary Public

My Commission Expires:

F. Facility

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.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

La Tierra Montessori School of the Arts and Sciences requests a renewal term of five years.

II. Checklist		
		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe:	<input type="checkbox"/>



Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Improvement of educational outcomes is the centerpiece of La Tierra's mission statement. Academic proficiency of all students is, and will continue to be, a priority over the next five years. In the last two years, the school met or exceeded the Public Education Department's minimum standards in all areas with the exception of "Student Growth of Lowest Performing Students (Q1)". The Q1 indicator on the School Report Card earned an F in 2013, 2015, and 2016; therefore, Q1 student growth will be an academic priority over the next five years.

In addition, overall math proficiency in the past four years has been consistently lower than reading performance. Based on the 2016 state assessment results, 49.1% of students were proficient in reading; 29.2% of students were proficient in math. Consequently, math proficiency will also be an academic priority going forward.

2. What main strategies will be implemented to address these priorities?

Strategies to address priorities will include the following:

- 1) With support of the Head Learner, and Reading Interventionist/Coach, Q1 data will be specifically analyzed to determine root causes of each student's low academic performance. Interventions will then be identified to address each student's needs.
- 2) A Public Education Department Literacy Consultant will work with staff to strengthen the core reading program to further align with Common Core State Standards. Classroom coaching for teachers will also be provided.
- 3) The school's Instructional Support Team process and RtI implementation plan will be further systematized so that the procedures for referring a student and carrying out the RtI plan are clear to all staff.
- 4) La Tierra's students with disabilities population has grown from 12.2% to an average of 20% over the four years. The Special Education Coordinator will continue to ensure that goals are addressed and supported with services identified in each student's IEP.
- 5) To address math proficiency of all students, including Q1, La Tierra began implementation of the Eureka Math Program in the 2016-17 school year. Eureka Math is a rigorous K-12 comprehensive curriculum is being implemented in grades K-8.
- 6) As a school guided by the Montessori philosophy in conjunction with the rigorous Eureka math program, manipulatives are used to build "number sense" in all students and to move into deeper, practical applications. Montessori professional development will continue to be provided.
- 7) Classroom management will be strengthened and systematized to ensure effective use of instructional time, intervention programs, differentiated instruction, and small group instruction.

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

Based on data analysis, the school's academic curriculum and instruction were reviewed and decisions were made about needed changes in programs, assessments and professional development. It became evident that implementation of the school-developed math program and use of the K-3 DIBELS math assessment were not resulting in sufficient student success. DIBELS math was not fully aligned to the Common Core State Standards. Data analysis also identified a need for fluency with math facts; this lack of fluency was an underlying root cause of low student performance in math.

Modifications included the following:

- 1) Think Through Math, an interactive online program, was purchased and implemented by the school. The grades 3-8 program provides both direct math instruction and remediation as each student

becomes enrolled in a unique pathway to build the skills needed to achieve grade level proficiency.

- 2) In the fourth year, the school arranged to pilot Reflex Math, a computer-based fluency development system for basic facts in addition, subtraction, multiplication and division. Reflex Math is currently a component of the comprehensive approach to math instruction.
- 3) The K-3 DIBELS math assessment has been replaced with the K-3 Istation's Indicators of Progress (ISIP) that is fully aligned to Common Core State Standards. The computer-adaptive assessments provide screening, progress monitoring, formative assessment, and adjusts for each student's individual ability.

Data also revealed that vocabulary development was a primary need in English Language Arts. In response, vocabulary development became a school-wide focus and was reflected in teachers' Professional Development Plans (PDPs).

In 2015, reading proficiency based on the state assessment data was 32.1%. The school implemented a K-3 Reads-to-Lead program that has continued for three years and funded a Reading Interventionist/Coach. Professional development has been provided to increase staff expertise in core reading instruction, interventions and data analysis.

La Tierra has and will continue to use data to modify systems and structures in support of student achievement.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

As discussed in Key Questions 1 and 2 above, “Student Growth of Lowest Performing Students (Q1)” is a priority to be addressed in the next five years. Strategies are included in the discussion.

Economically-disadvantaged students comprise approximately 60% of the student body. Proficiency levels, based on the 2016 School Report Card’s Current Standing indicator, are displayed in the table below:

	% Proficient – All students	% Proficient - Economically-Disadvantaged Students
Reading	49.1%	45.9%
Math	29.2%	31.7%

Economically-disadvantaged students nearly met the reading proficiency level of all students, and exceeded the math proficiency level of all students. Changes made to the program as described will continue to address academic needs of economically-disadvantaged students.

As an additional support for student well-being, the Food 4 Kids NM program is providing food/snack bags to students who do not get dinner at home during weekdays and/or children who do not get three meals a day on weekends. This program began in the current school year and is renewed annually.

English Language Learners are struggling academically, with 26.1% proficient in reading and less than 2% proficient in math. La Tierra is implementing a heritage language program. A bilingual teacher has been hired for 30 hours per week to provide support for the K-3 bilingual program and 4-6 ELL program.

Students with special needs include students with disabilities and students who are gifted. Both are served through RtI Tier 3. Based on the state assessment data, 16% of students with disabilities are proficient in reading and 12.5% are proficient in math. To better serve students with disabilities, La Tierra will be providing professional development for staff on relevant topics. An independent consultant will assist in improving special education services and systems within the school. In addition, La Tierra has begun to provide trauma-informed education that will assist students who have had adverse childhood experiences that affect their ability to be available to learning. Teachers working with gifted students will continue to differentiate instruction to allow for each student’s individual rate of development; students are also assigned independent projects and presentations in areas of individual interest.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the

school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

The La Tierra Governing Council regularly reviews performance data from short-cycle assessments (DIBELS/Istation and Discovery) in relation to the school's reading and math performance indicators, and the School Report Card, through monthly reports from the Head Learner/Principal.

Annually, the Governing Council and Head Learner/Principal meets for a day of Strategic Planning that includes a review of the year's accomplishments and plans for the future.

The school's Head Learner/Principal is held accountable for school performance through an annual evaluation using HOUSSE. The Head Learner/Principal also provides a monthly report on the climate of the school at each Governing Council meeting.

2. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. ***Please note: renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.***

Mission-specific indicators/goals put into the application should:

- (1) Demonstrate the school's ability to implement the school's mission
- (2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below)
- (3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school’s mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: The criteria for SMART Format is as follows:

1. *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*
2. *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
3. *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
4. *Reflective of the School ’ s Mission. A goal should be a natural outgrowth of the school ’ s mission, reflecting the school ’ s values and aspirations.*
5. *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

1. First, ensure that the annual goals/indicators provided show the implementation of the school’s mission.
2. Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
3. Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

<i>Provide Two Mission-Specific Indicators/Goals.</i>
Mission-Specific Performance Indicator 1 - Reading
SHORT CYCLE ASSESSMENT READING. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students. The school will use the complete NWEA

MAP test and not the "survey" nor the NM MAP test by NWEA.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score (fall term to spring term projection report). If the student matches or exceeds the "projected RIT score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class report.

Exceeds Standard - The school exceeds the target of this indicator if:

80% or more of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Meets Standard - The school meets the target of this indicator if:

49-79% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Does Not Meet Standard - The school does not meet the target of this indicator if:

Only **35-48%** of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Falls Far Below Standard - The school falls far below the target of this Indicator if:

Less than 34% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Mission-Specific Performance Indicator 2 - Mathematics

SHORT CYCLE ASSESSMENT MATH. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students. The school will use the complete NWEA MAP test and not the "survey" nor the NM MAP test by NWEA.

Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. ("One year's growth" will be defined as the growth identified on the fall test on the Achievement Status and Growth Projection Report as the "projected RIT" score (fall term to spring term projection report). If the student matches or exceeds the "projected RIT score in either the winter or the spring, then that student will have shown "one year's growth.")

Grade Level Proficiency. In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at "average", "high average" or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class report.

Exceeds Standard - The school exceeds the target of this indicator if:

80% or more of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Meets Standard - The school meets the target of this indicator if:

49-79% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Does Not Meet Standard - The school does not meet the target of this indicator if:

35-48% of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Falls Far Below Standard - The school falls far below the target of this Indicator if:

34% or less of FAY students meet or exceed their "projected RIT Score" in either the winter or the spring (Growth)

OR

Students test at "average", "high average", or "high" as identified on winter or spring tests as shown on the NWEA MAP Grade or Class Report (Proficiency)

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

For purposes of the Mission-Specific Performance Indicators, La Tierra has chosen to administer the NWEA MAP assessments for all grade levels (K-8) in the fall, winter, and spring of each school year. This assessment will be new to the school; therefore, student performance based on the MAP is to be determined. The indicators chosen are based on a review of State assessment data, DIBELS Reading and Math assessment data, and Discovery Education Assessments. Because there are no specific equivalents to determine growth and proficiency targets using the NWEA MAP, La Tierra first determined a realistic target for "Meets Standard" and then extrapolated realistic targets from past performance for "Exceeds Standard", "Does Not Meet Standard" and "Falls Far Below Standard". Baseline data will be collected following the fall administration of the NWEA MAP in 2017.

4. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)
**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____ Phone #: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

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Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

<p align="center"><u>Public Education Department use only</u></p>	
<p>Director/General Manager approves change: _____</p> <p align="center"><i>(No further action taken.)</i></p> <p>Public Education Commission Chair: _____</p>	<p>Date: _____</p> <p>Date: _____</p>
<p><input type="checkbox"/> APPROVED <input type="checkbox"/> DENIED</p>	