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Part A: Preliminary Data Report and Current Charter Contract Terms

Tierra Adentro of New Mexico

updated January 31, 2020

Charts with additional data are marked with  .

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

Head Administrators: Veronica Torres and Theresa Archuleta

Authorized Grade Levels: 6-12

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

SECTION 1. ACADEMIC PERFORMANCE

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

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

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

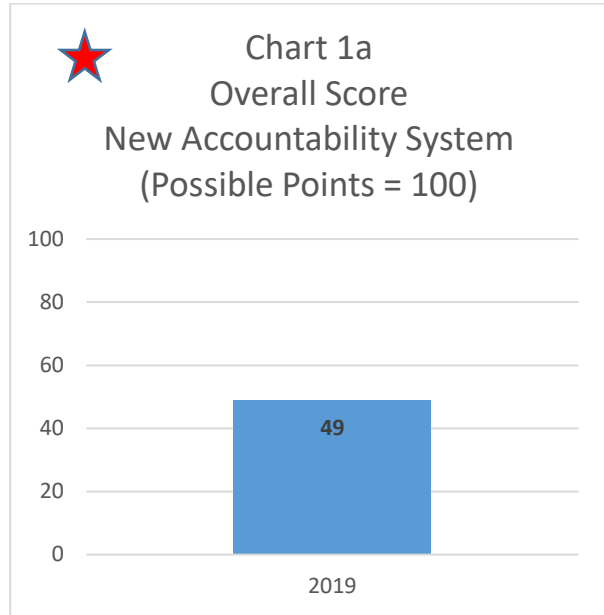
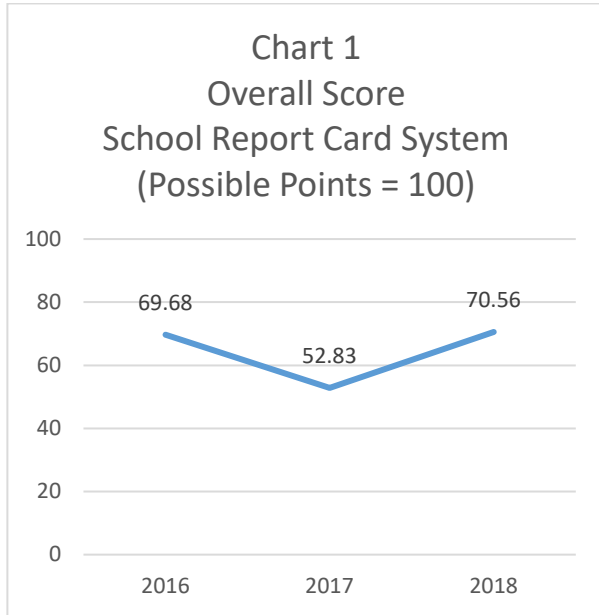
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

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

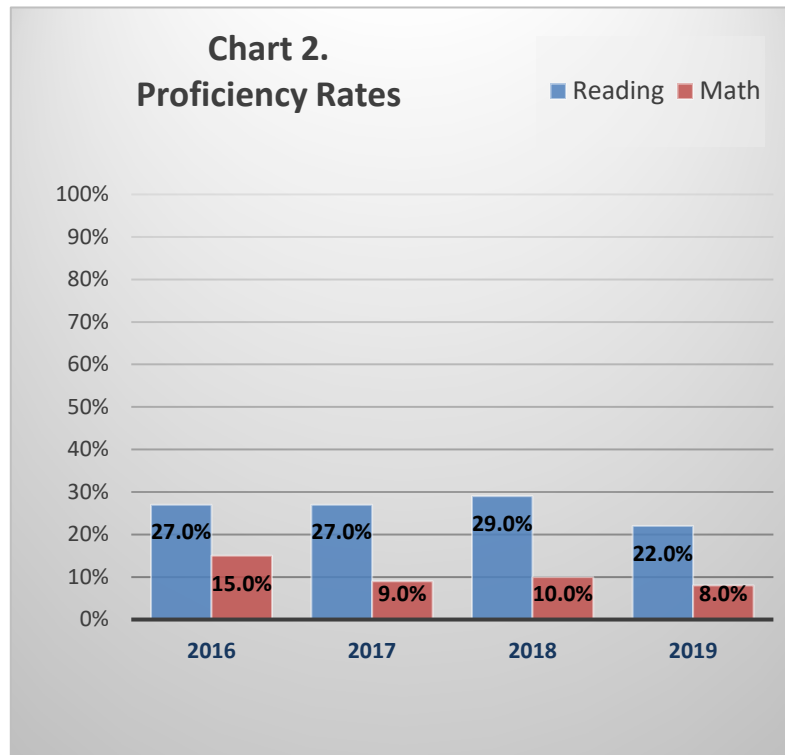
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

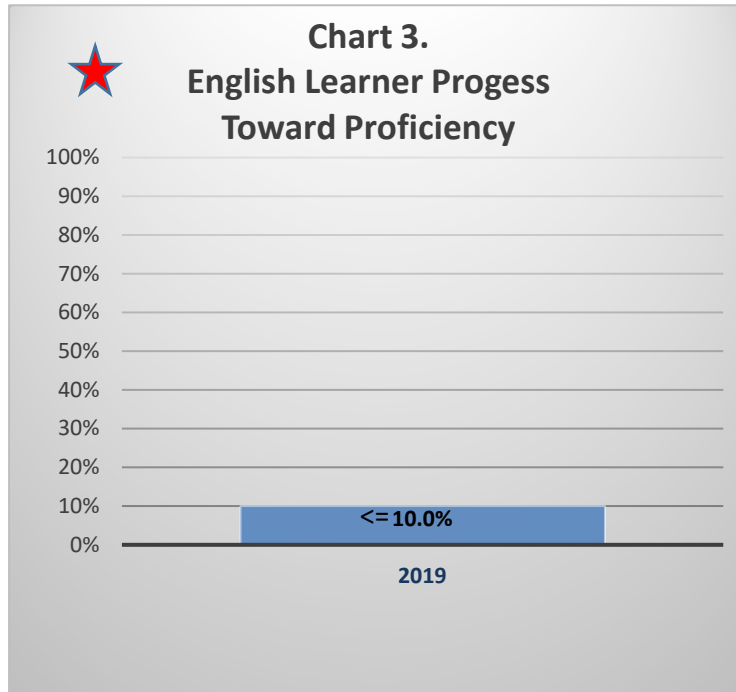
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



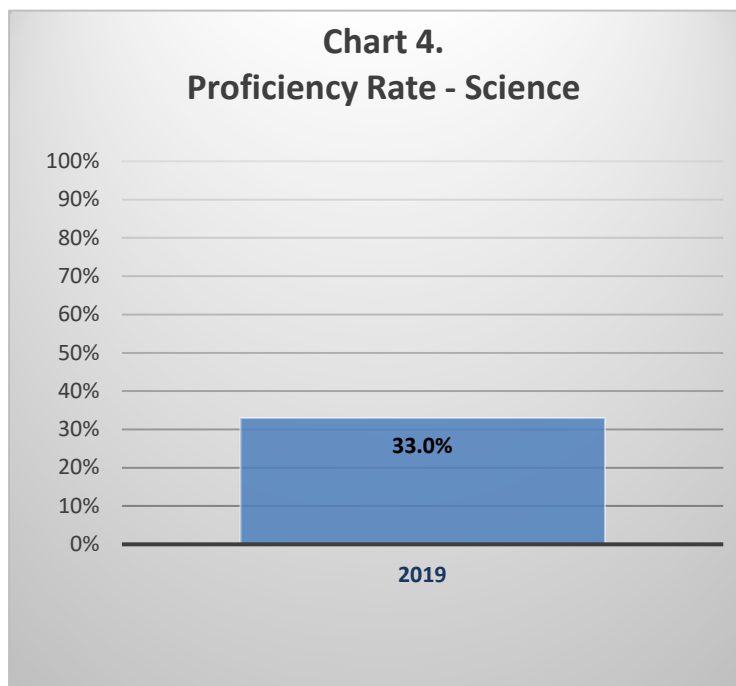
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



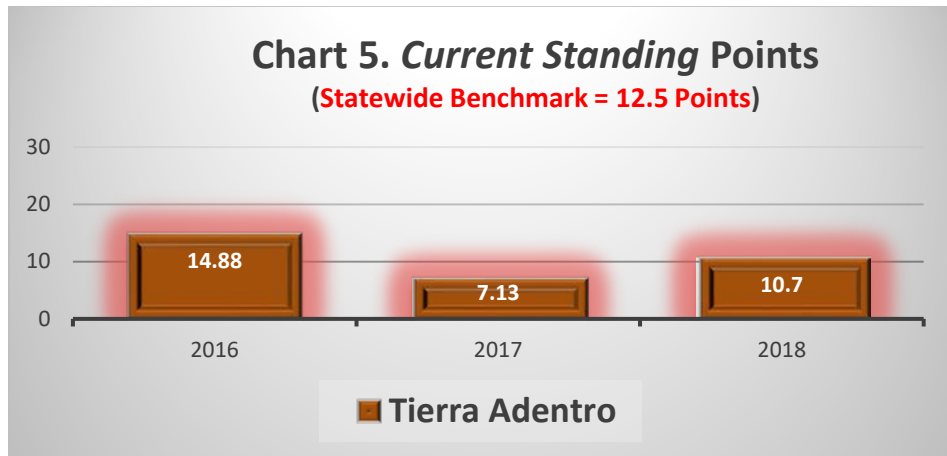
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. . It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



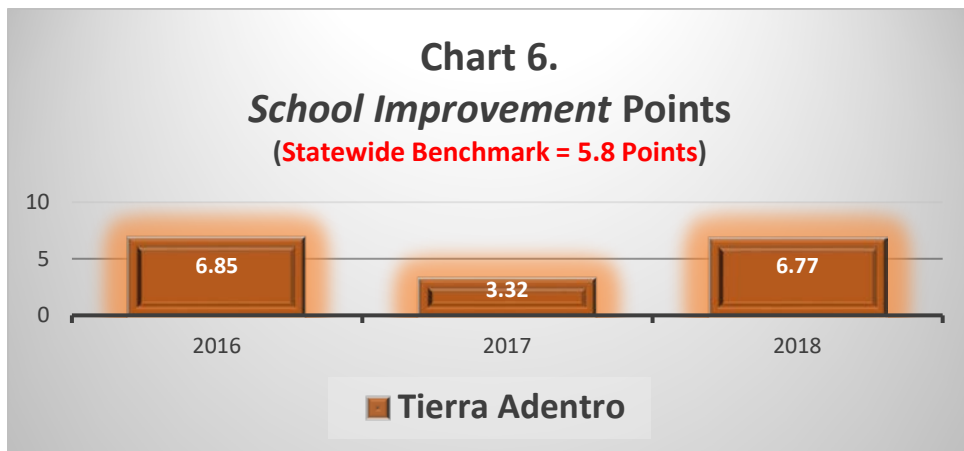
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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

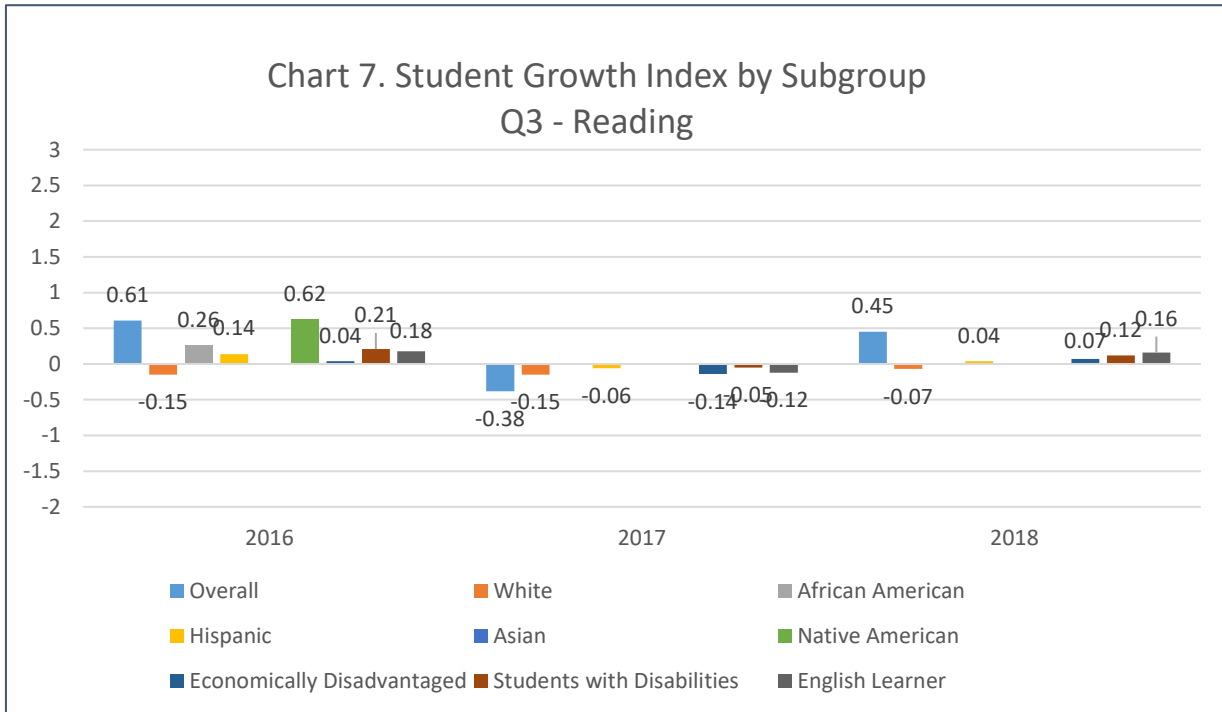


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



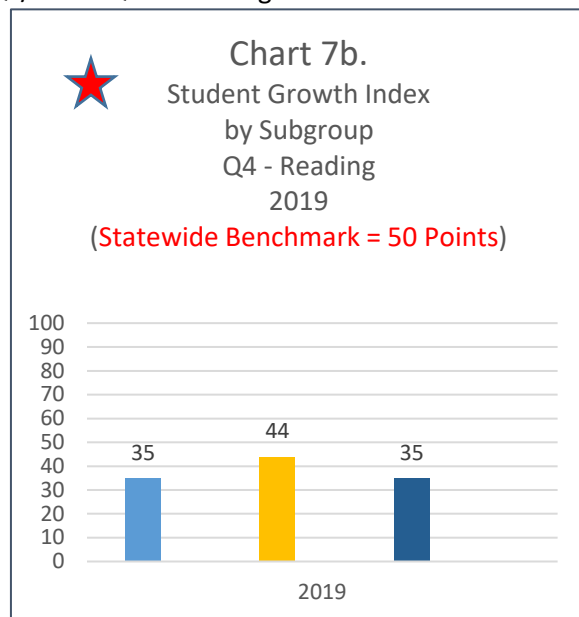
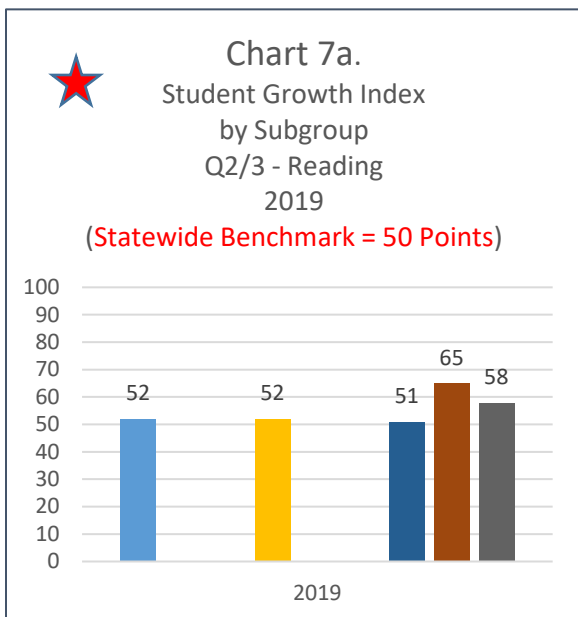
Subgroup – Higher-Performing Students in Reading

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



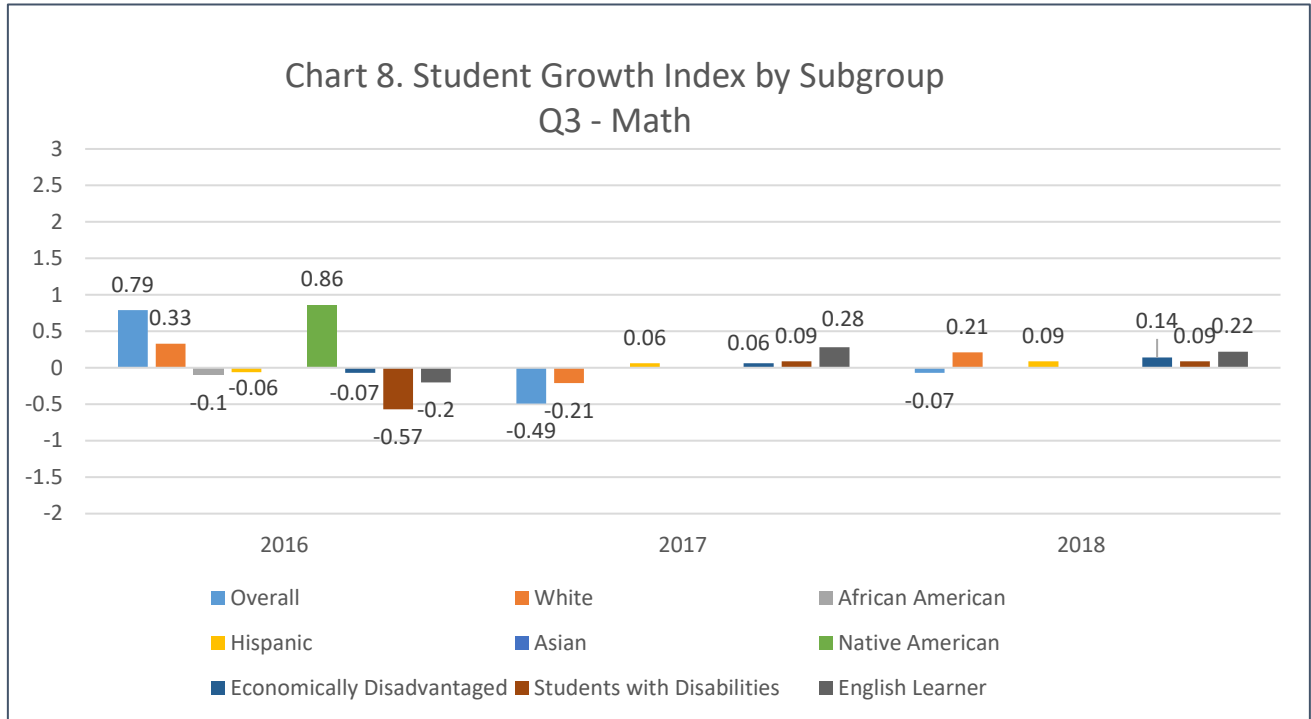
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



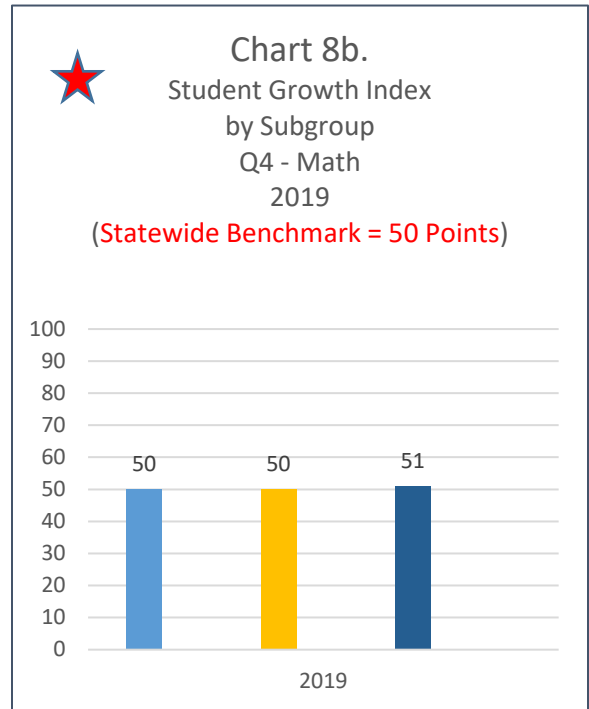
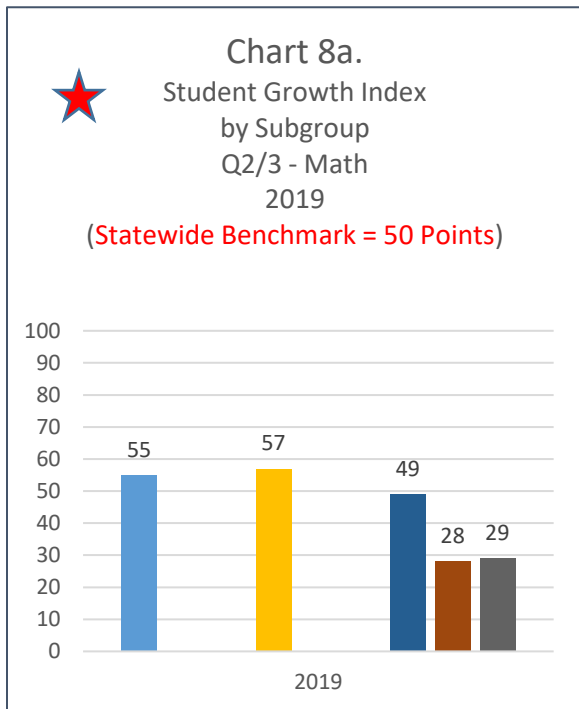
Subgroup – Higher-Performing Students in Math

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



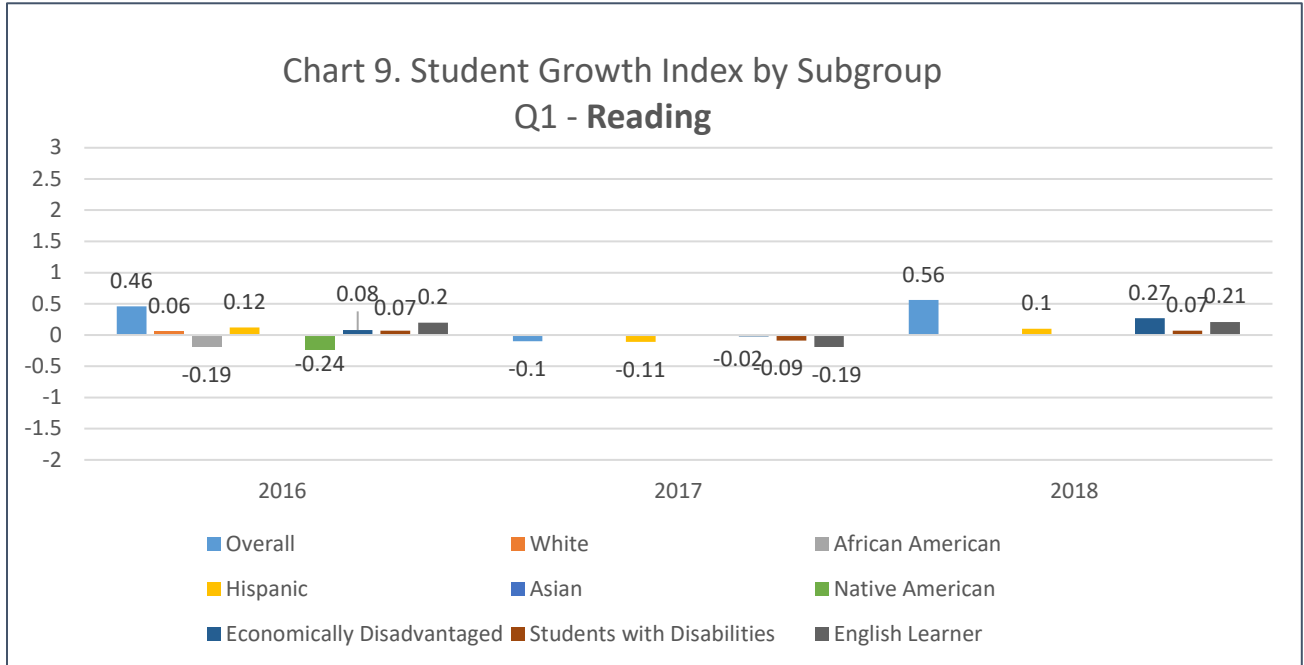
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

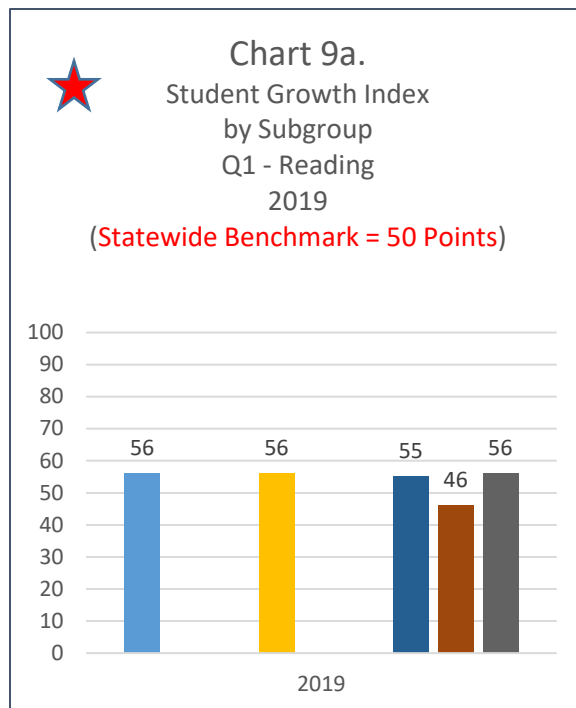


Subgroup – Lowest-Performing Students in Reading

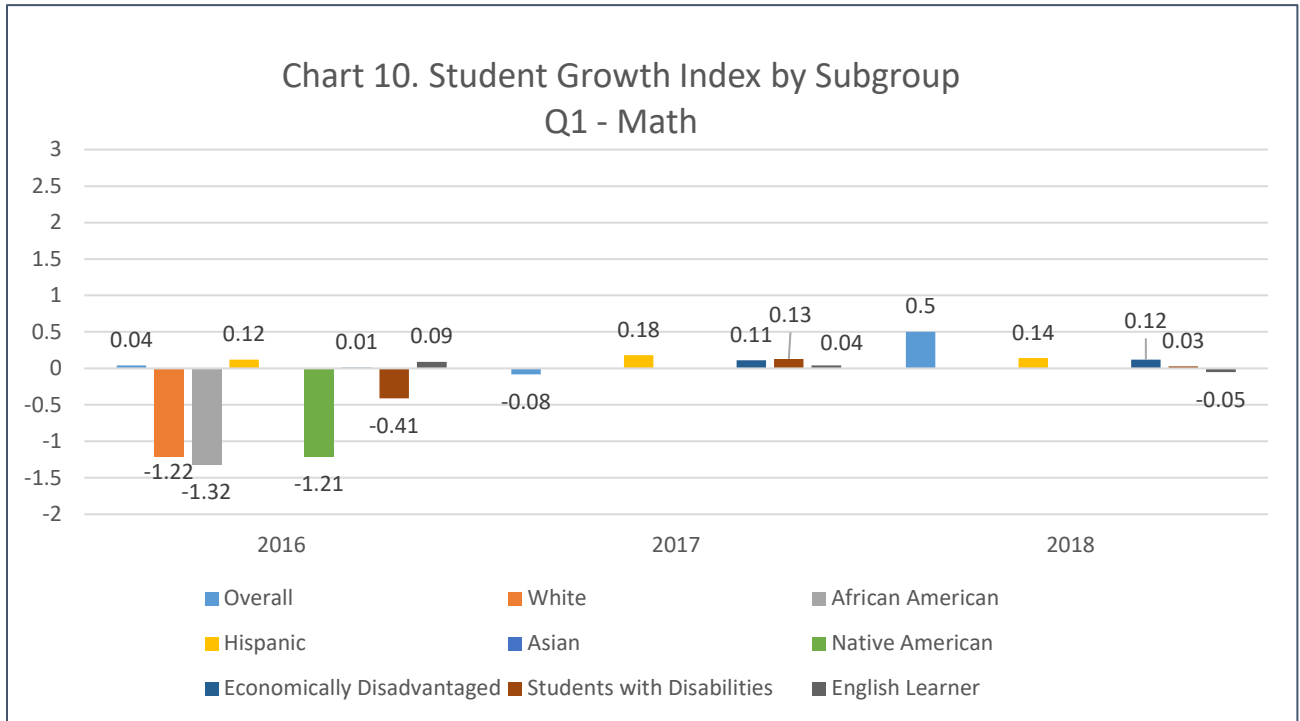
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



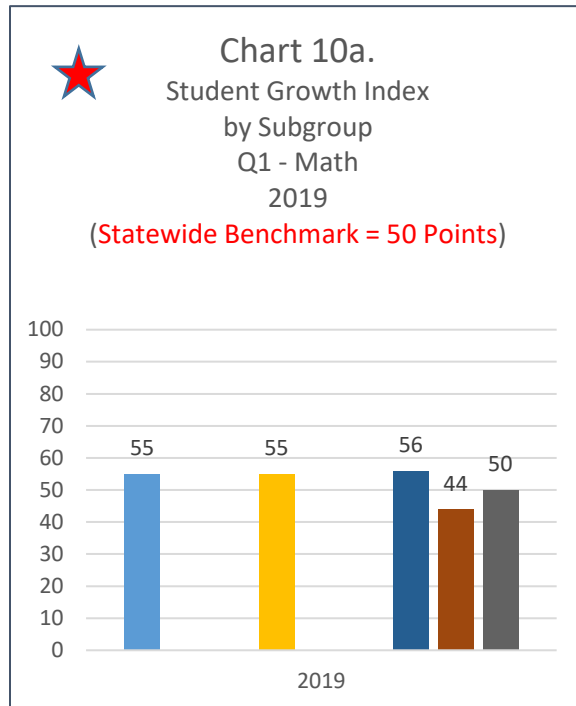
SY2019 Q1 Lowest-Performing Students in Reading



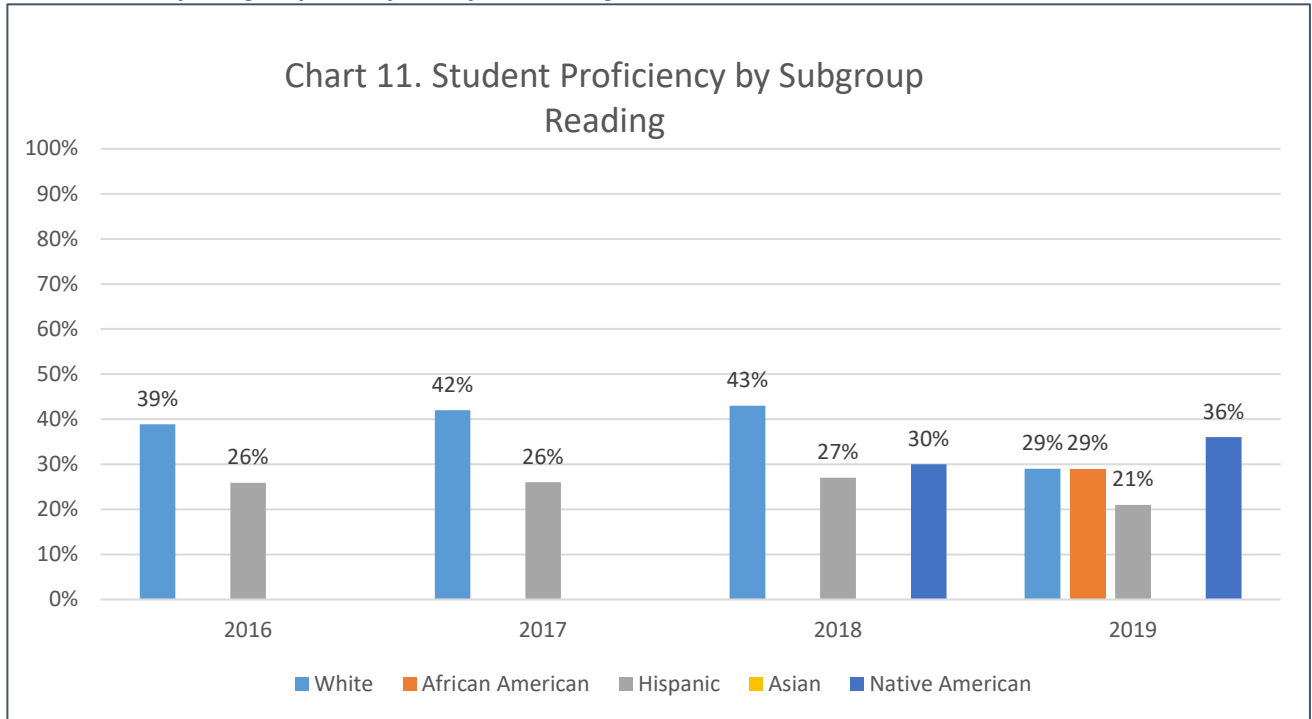
Subgroup – Lowest-Performing Students in Math



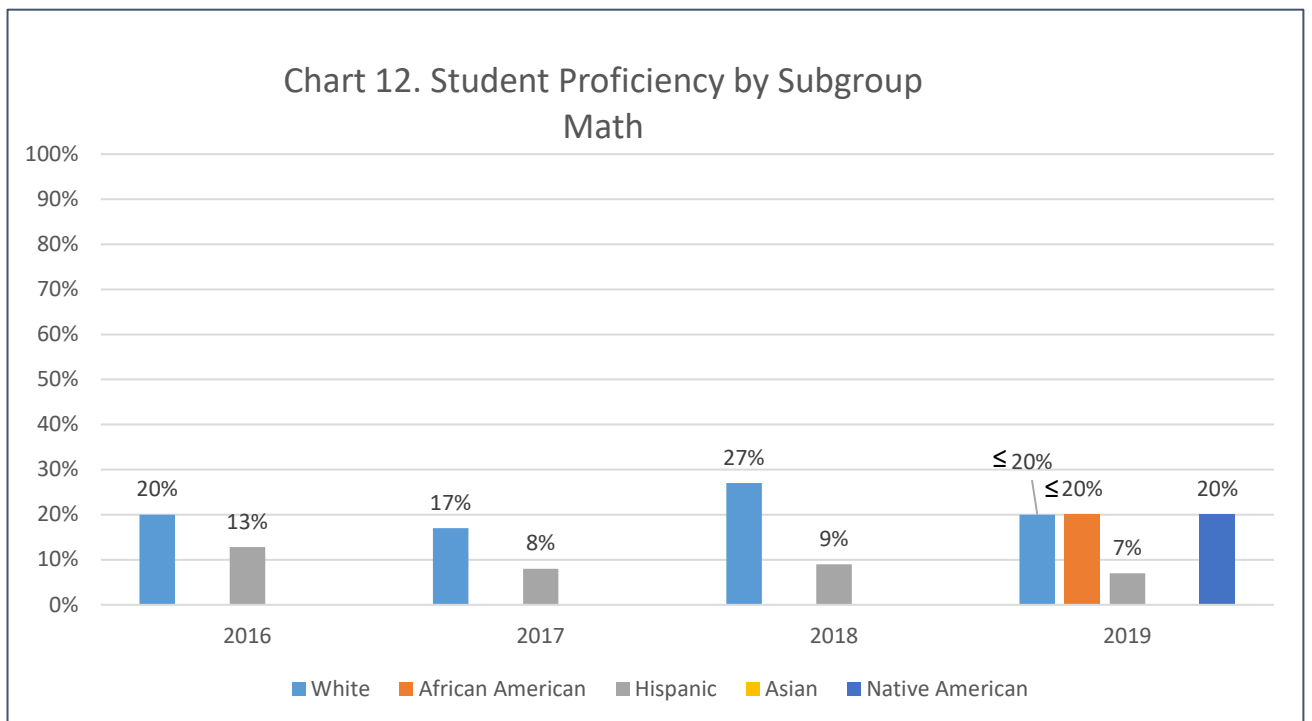
SY2019 Q1 Lowest-Performing Students



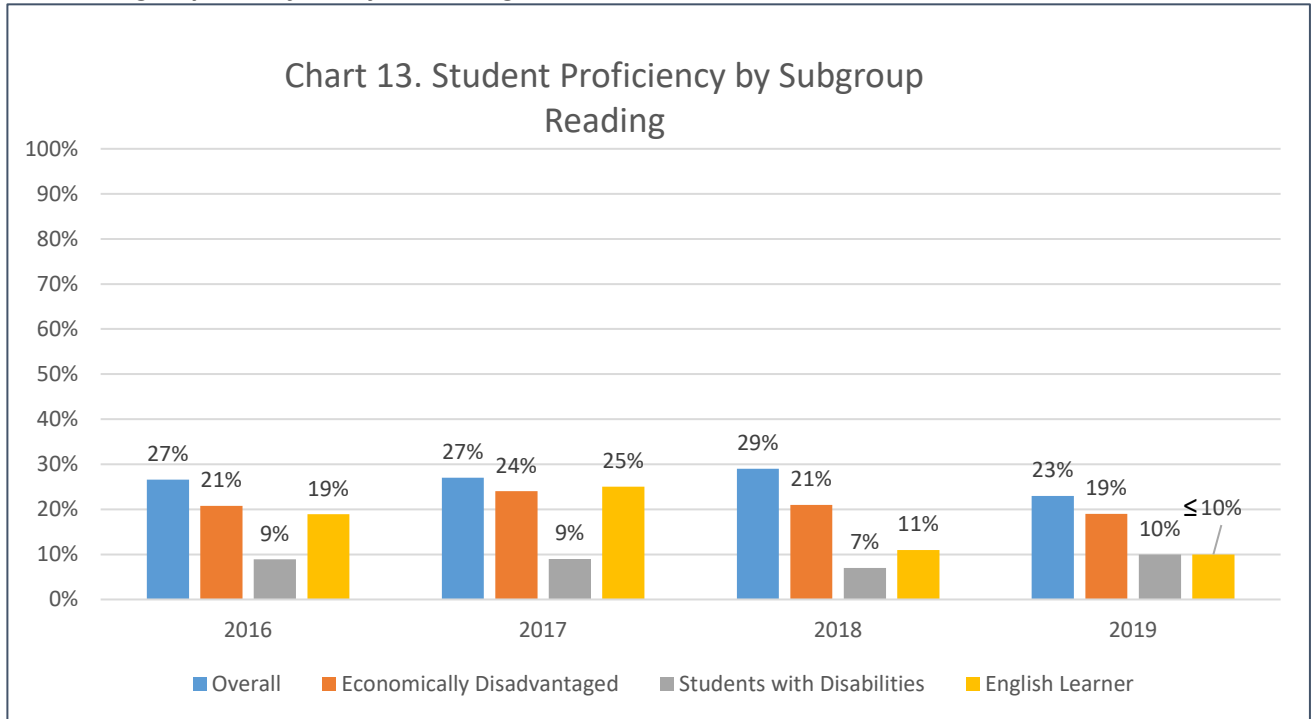
Race/Ethnicity Subgroups - Proficiency in Reading



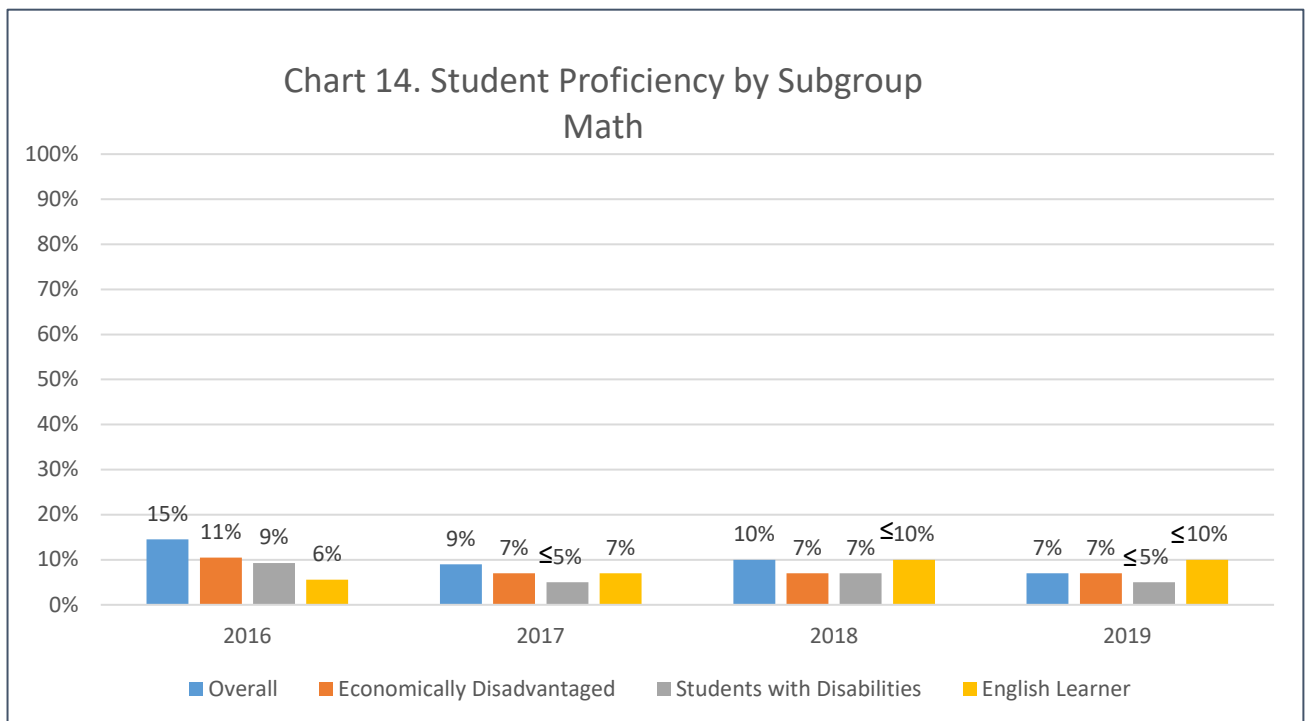
Race/Ethnicity Subgroups - Proficiency in Math



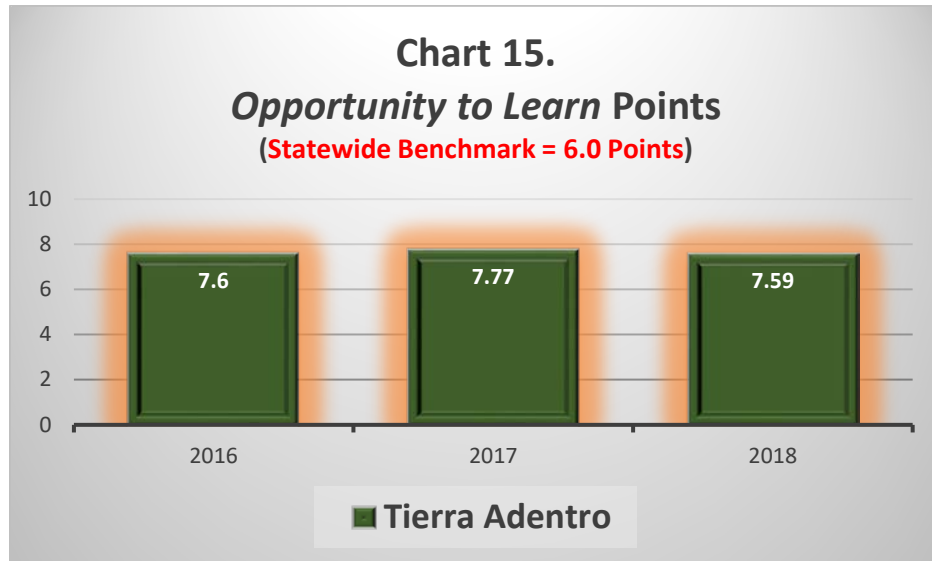
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

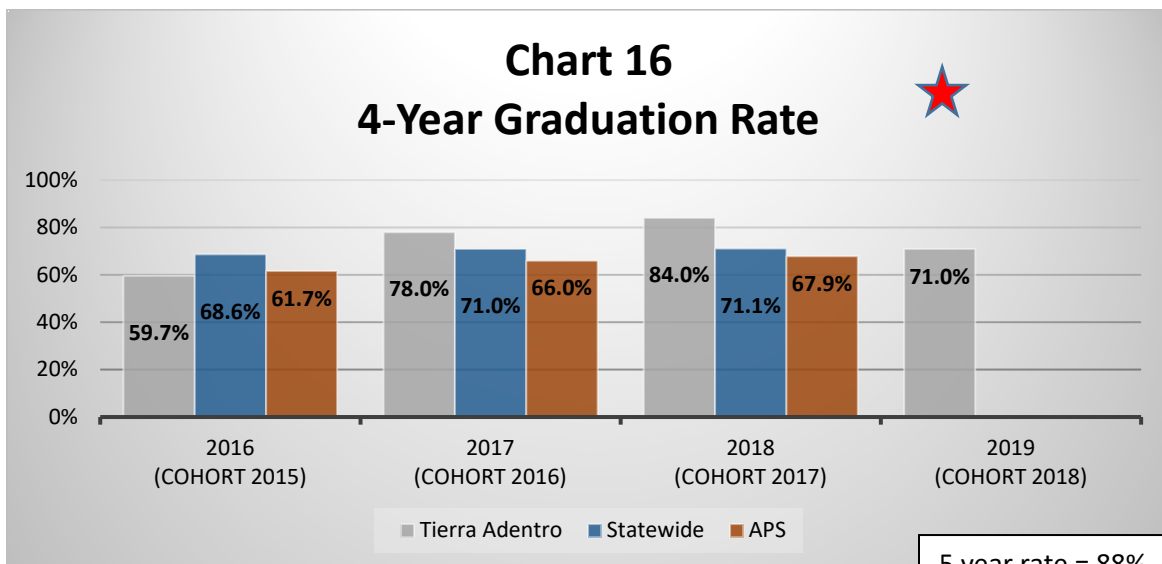


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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



High School Graduation Rates for the 4-year cohort

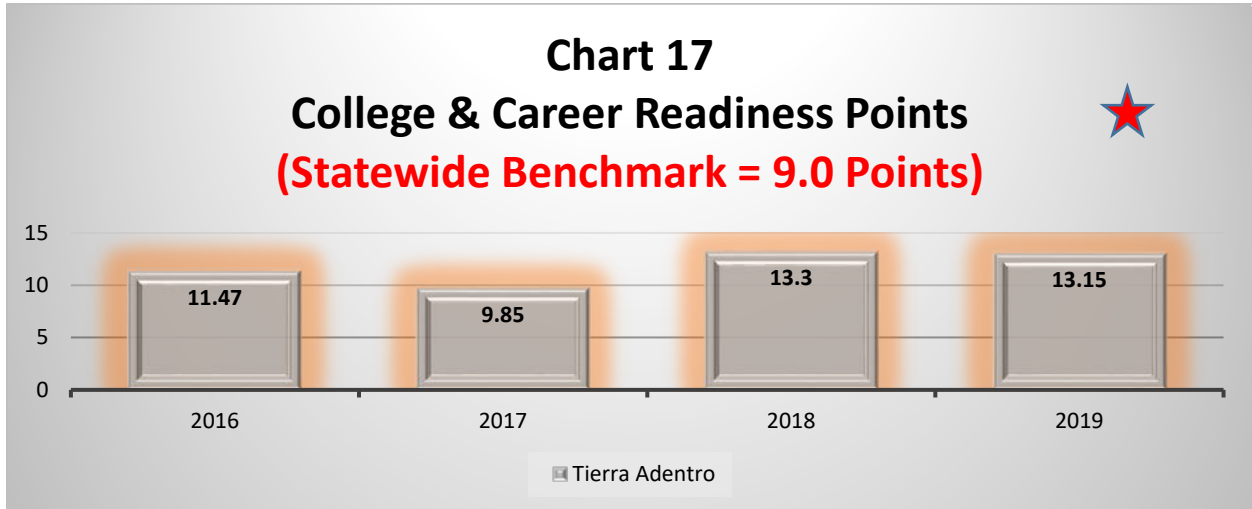
Please note that the data reported each year is for the prior year’s cohort of students.



5 year rate = 88%
 6 year rate = 76%
 Grad Growth Rate = -3

College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark¹. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

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



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

1b. Specific Charter Goals

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

Charter Specific Goals

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

Figure 2. Progress towards Charter Specific Goals.²

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

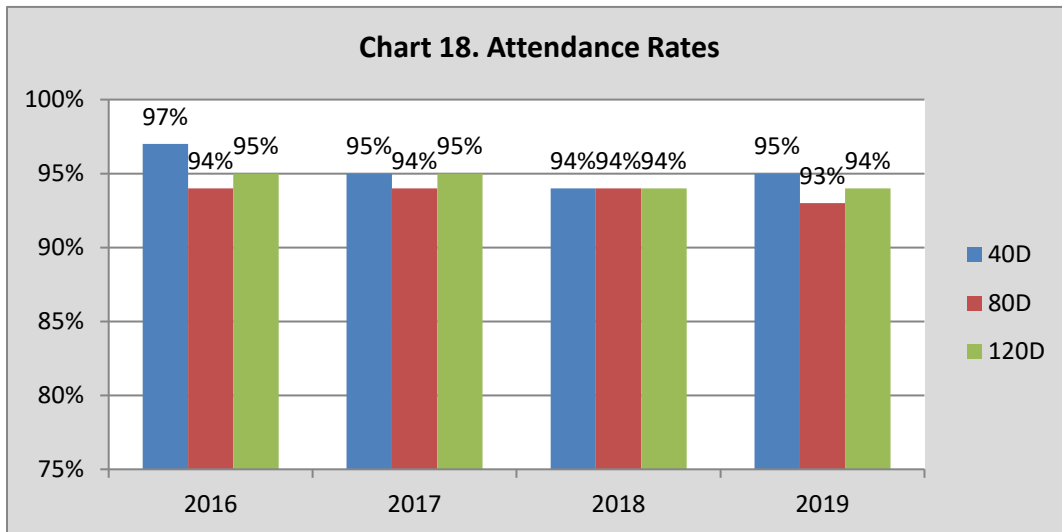
² Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

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

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

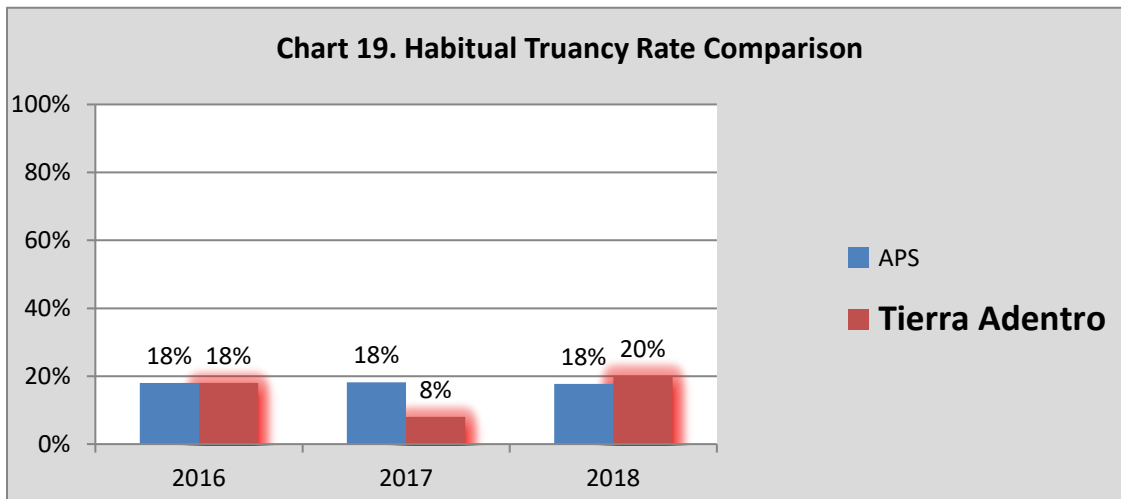
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

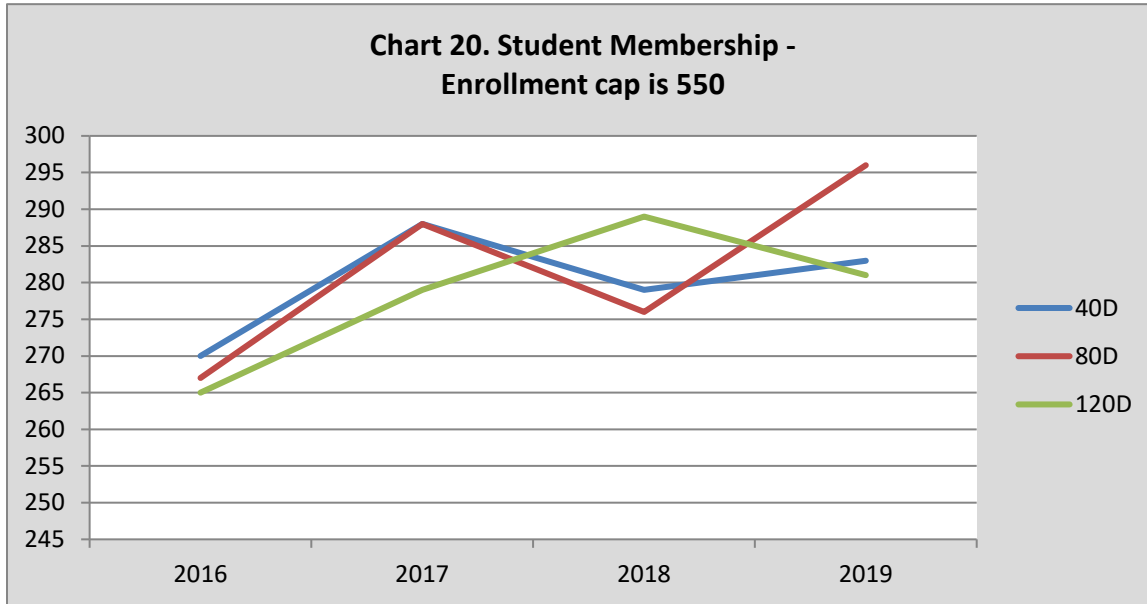
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



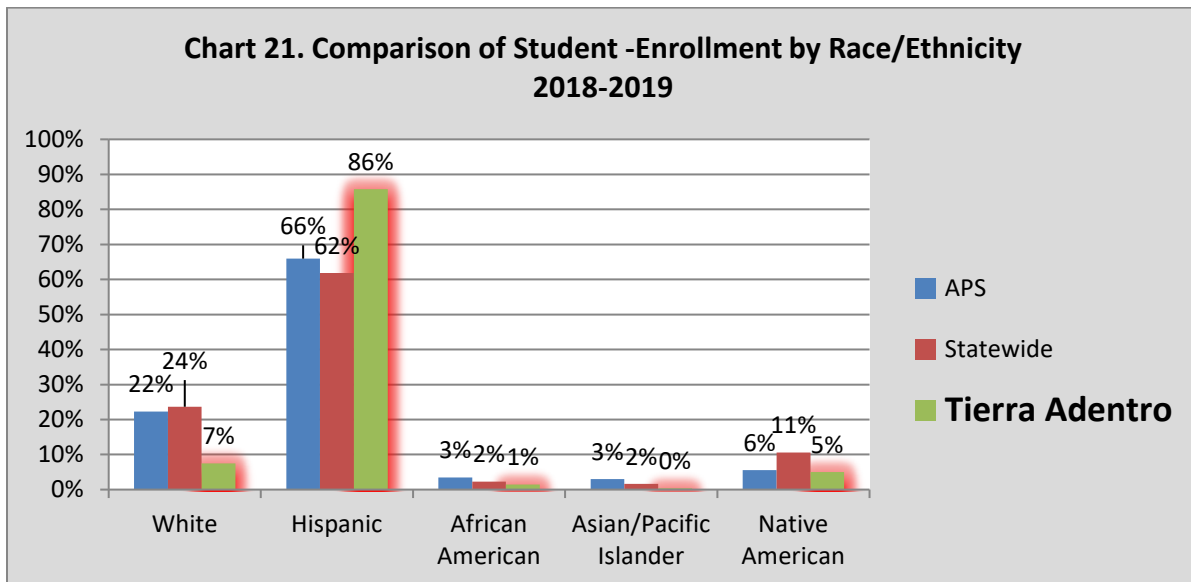
Student Membership (Enrollment)

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

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

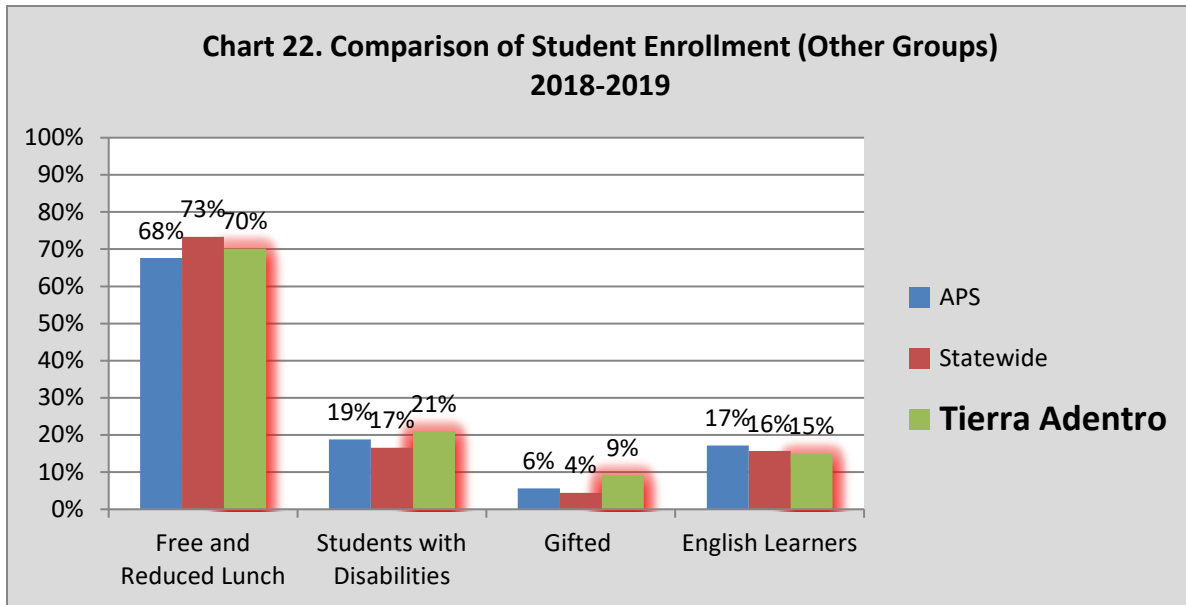


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

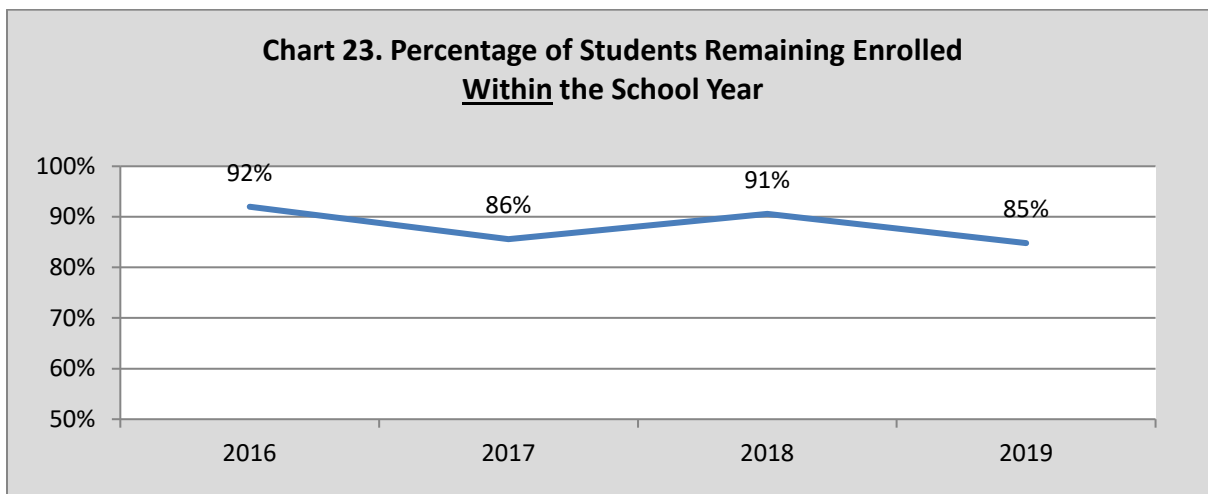


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

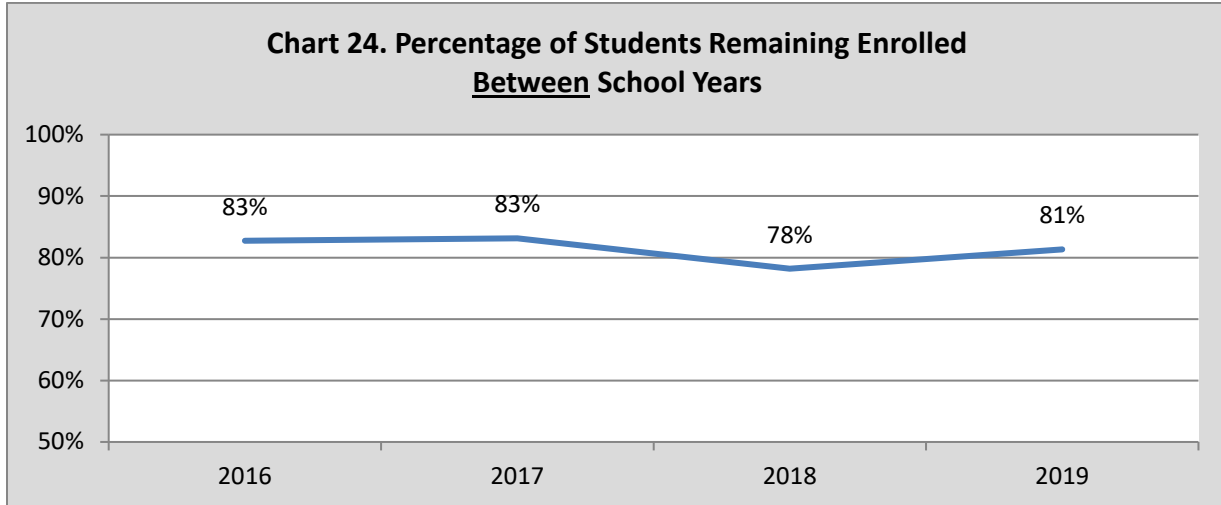
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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



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

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

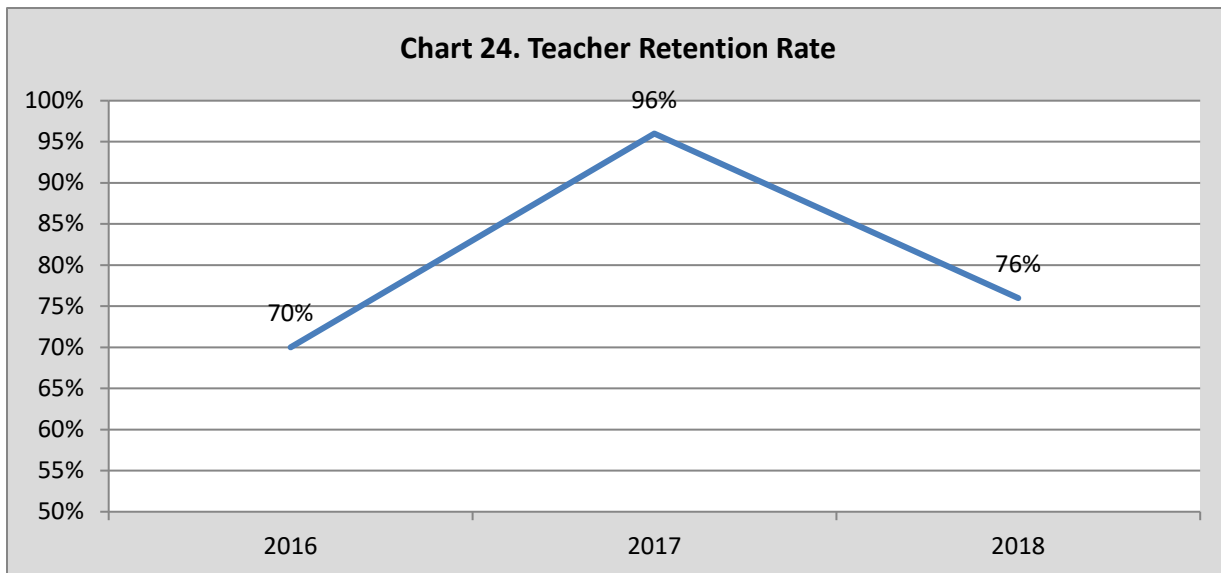


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 24 demonstrates the school’s retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

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



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	2	0	1
FY17	7	3	1
FY16	3	1	1

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Accounts Payable (Material Weakness)

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

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

2018-002 Purchasing (Other Noncompliance)

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

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

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

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

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

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

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

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

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

2b. Board of Finance

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

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

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

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

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

Student – Focused Term(s).

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

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

Teacher – Focused Term(s).

Commitments related to teacher/staff training include:

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

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

Parent – Focused Term(s).

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

3b. Organizational Performance Framework

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

3c. Governing Body Performance

The school has six (6) members serving on their Governing Body.

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

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Carol Crawford		10/14/2014	Active	8	11	0
Donna Jewell	Secretary	3/1/2013	Active	8	8	0
Elizabeth Marshall		10/1/2016	Active	8	8	0
Sandy Martinez	President	10/1/2013	Active	8	13	0
Ted Baca	Vice Pres.	11/1/2014	Active	8	8	0
Daniel Silva		11/1/2014	Activ	8	8	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.