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GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

Tierra Encantada Charter School updated January 31, 2020

Charts with additional data are marked with  .

School Name: Tierra Encantada Charter School

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

Head Administrator: Daniel Peña

Authorized Grade Levels: 7-12

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

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.

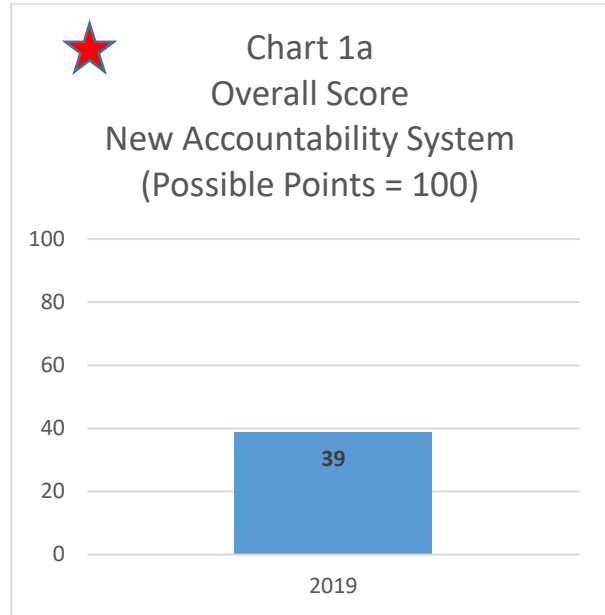
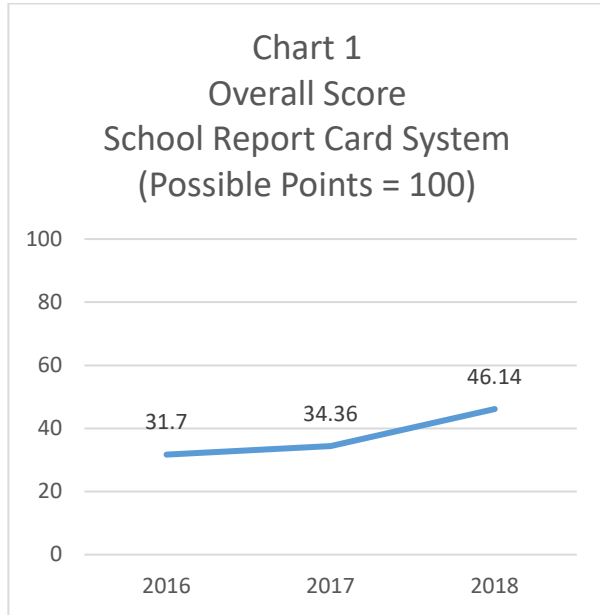
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

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.

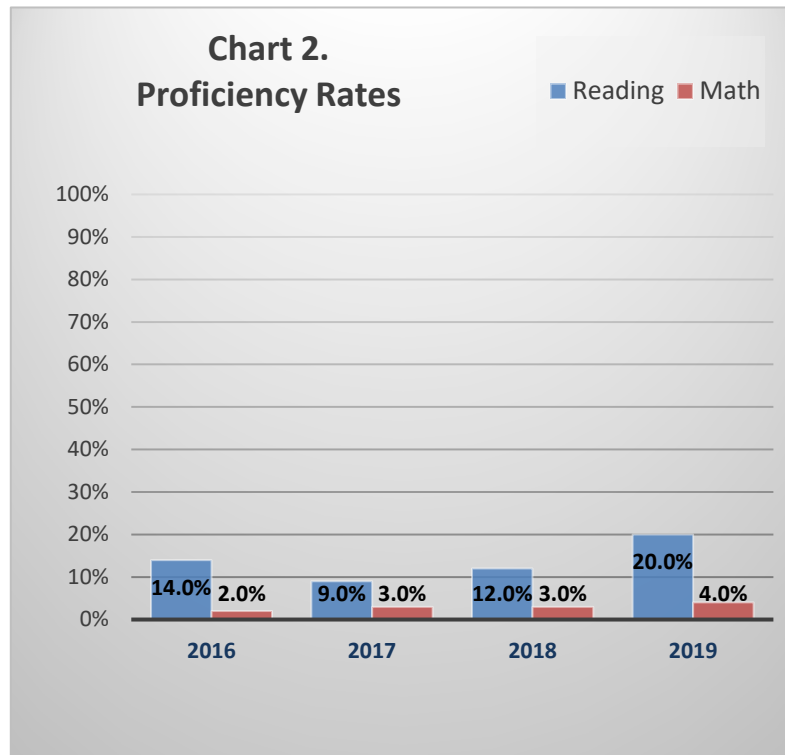
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

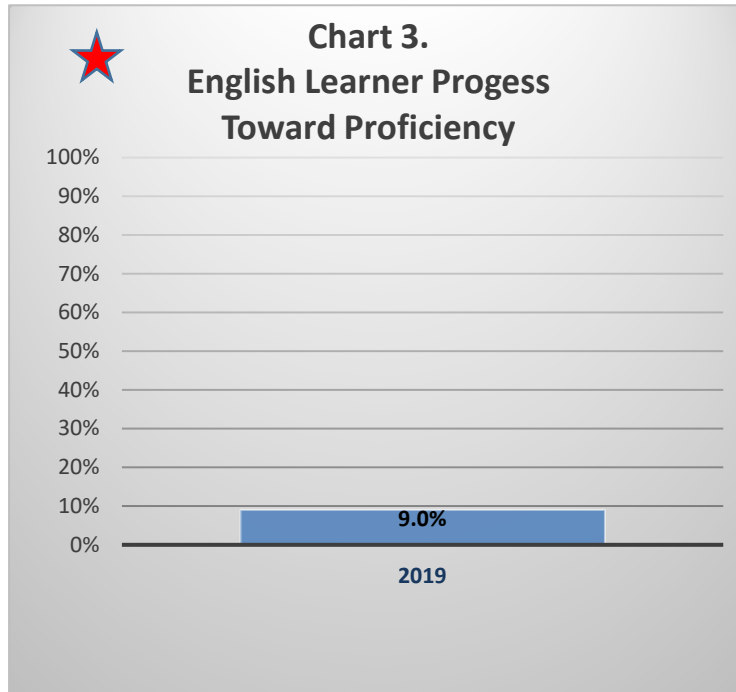
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



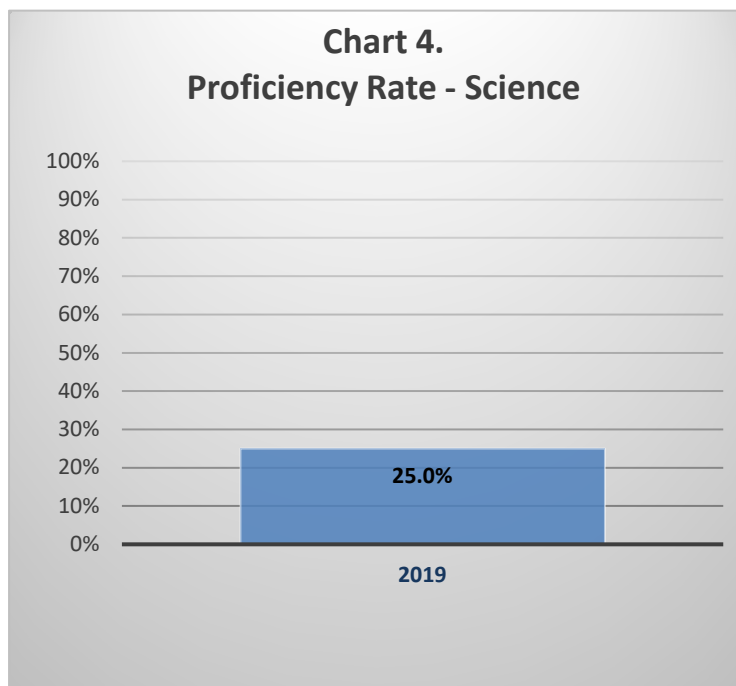
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



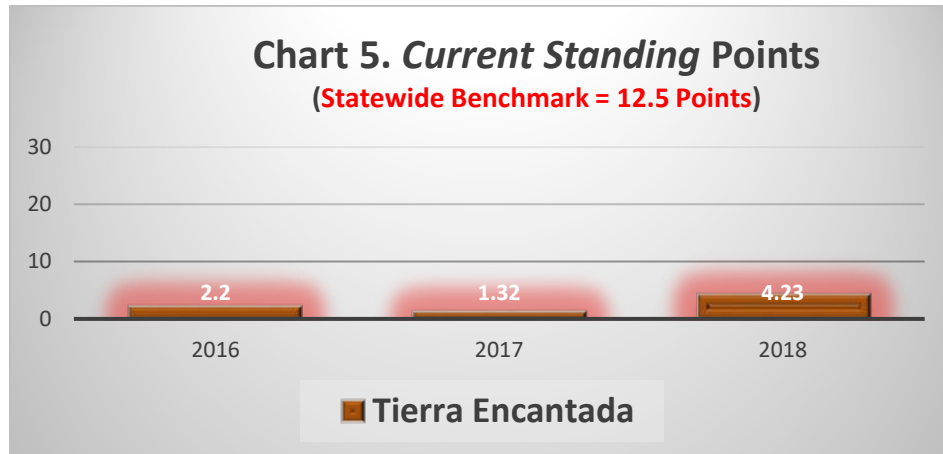
English Learner Progress toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in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



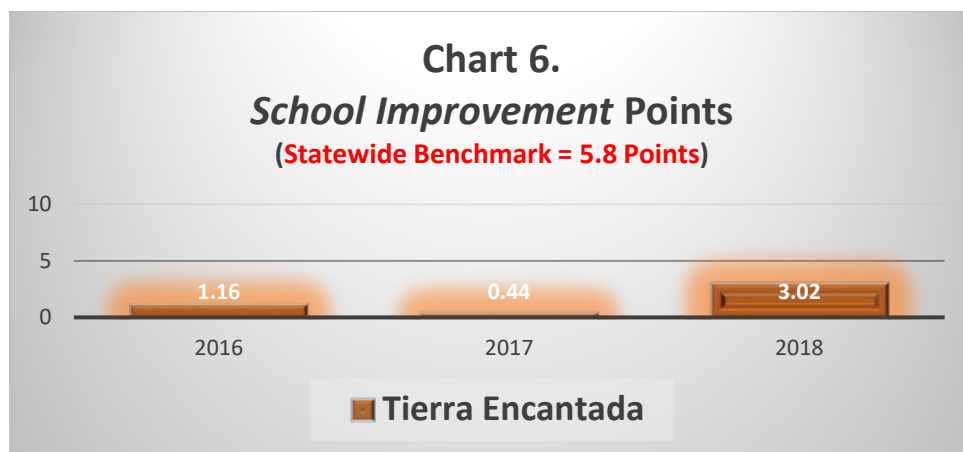
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

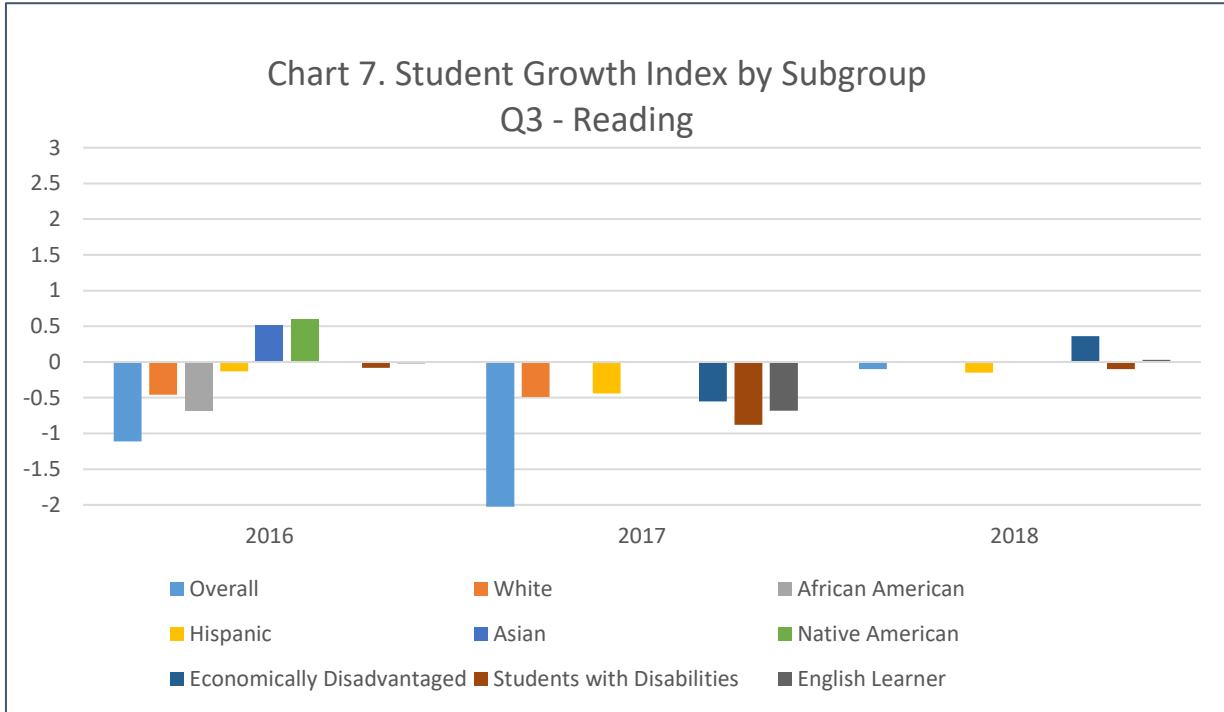


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



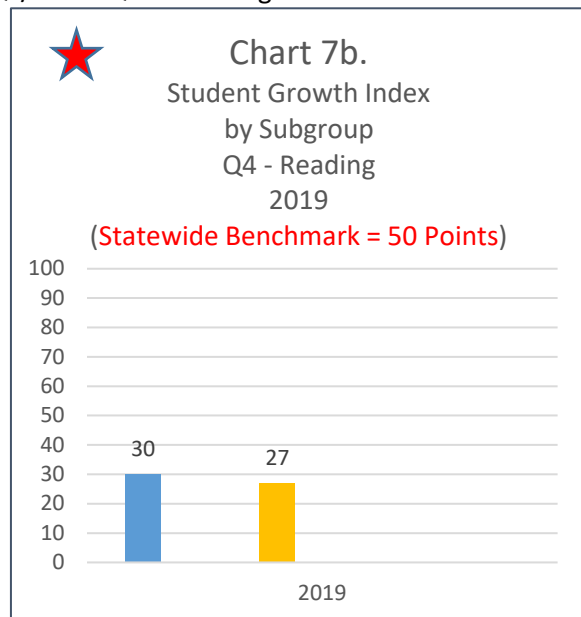
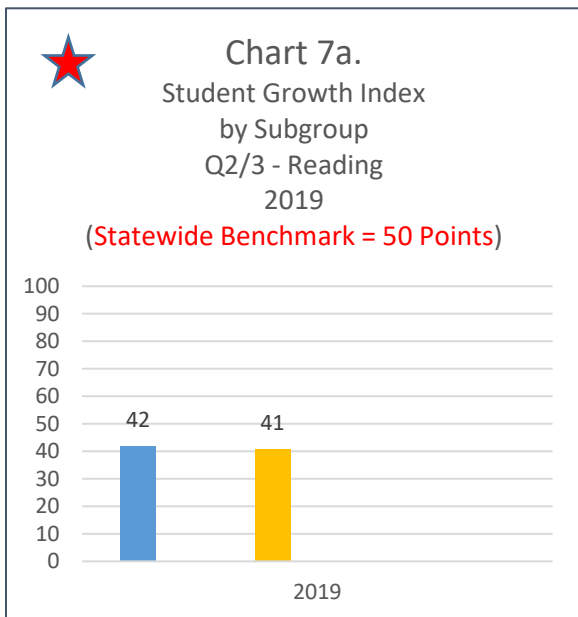
Subgroup – Higher-Performing Students in Reading

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.**



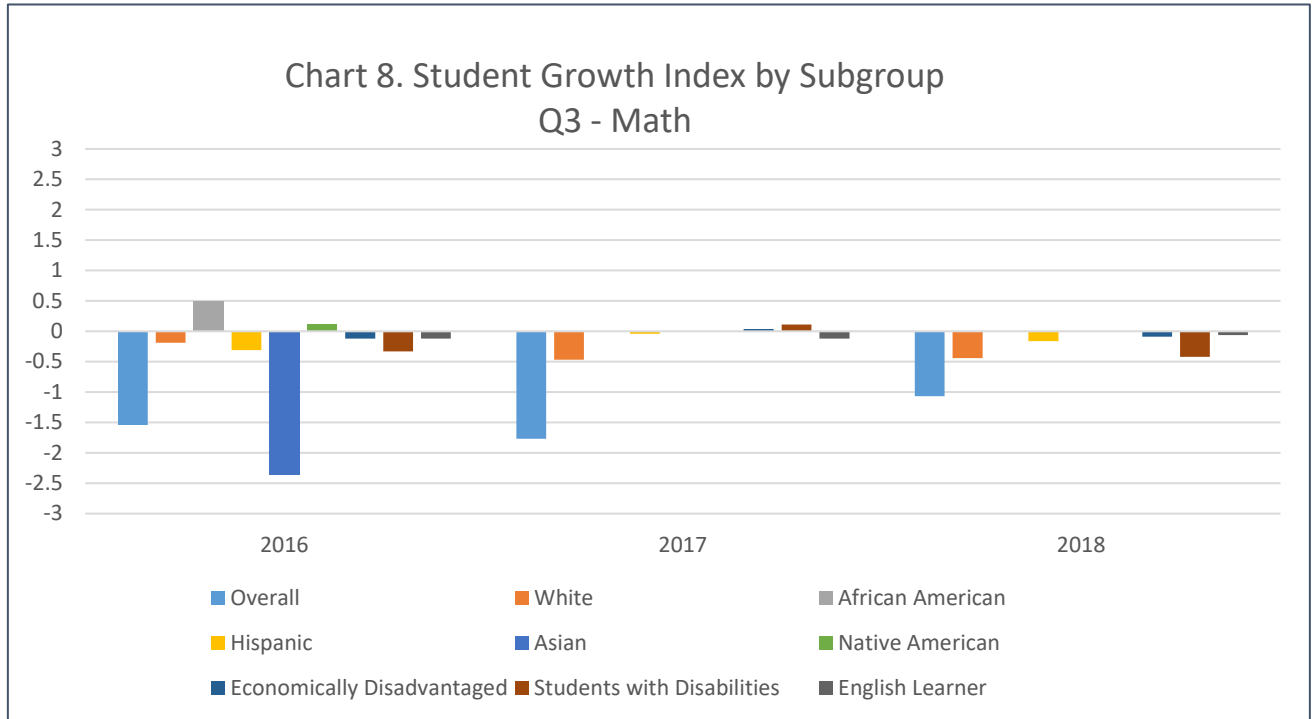
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



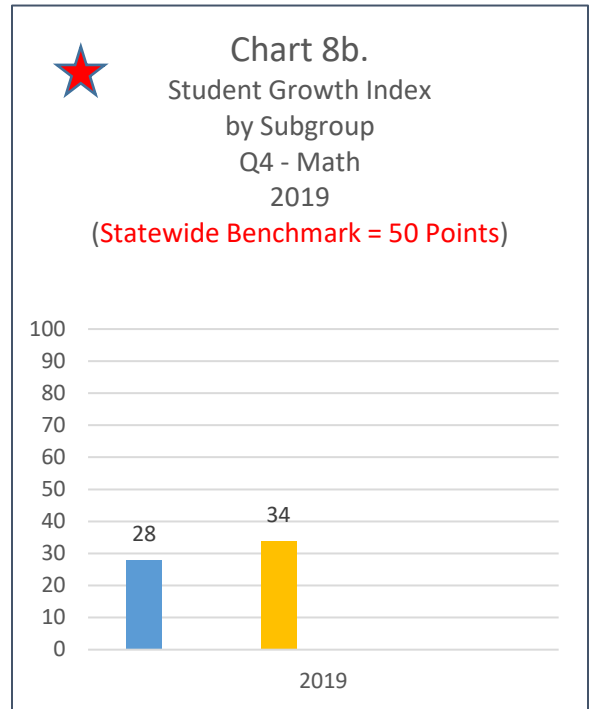
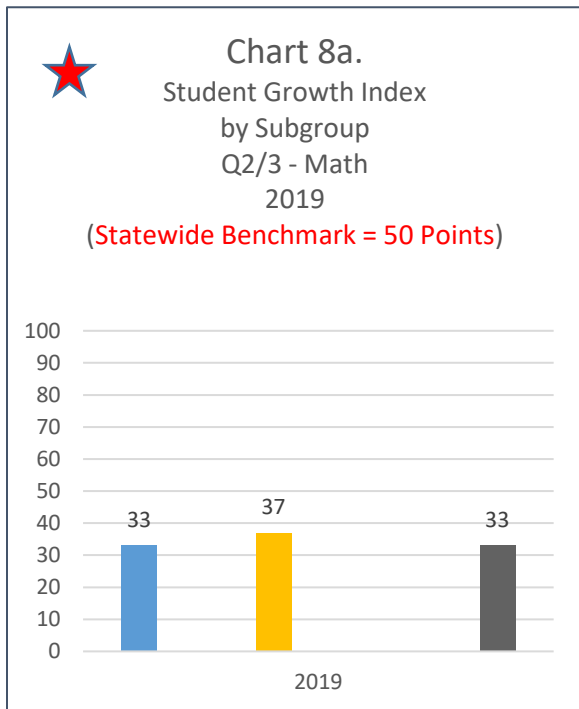
Subgroup – Higher-Performing Students in Math

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



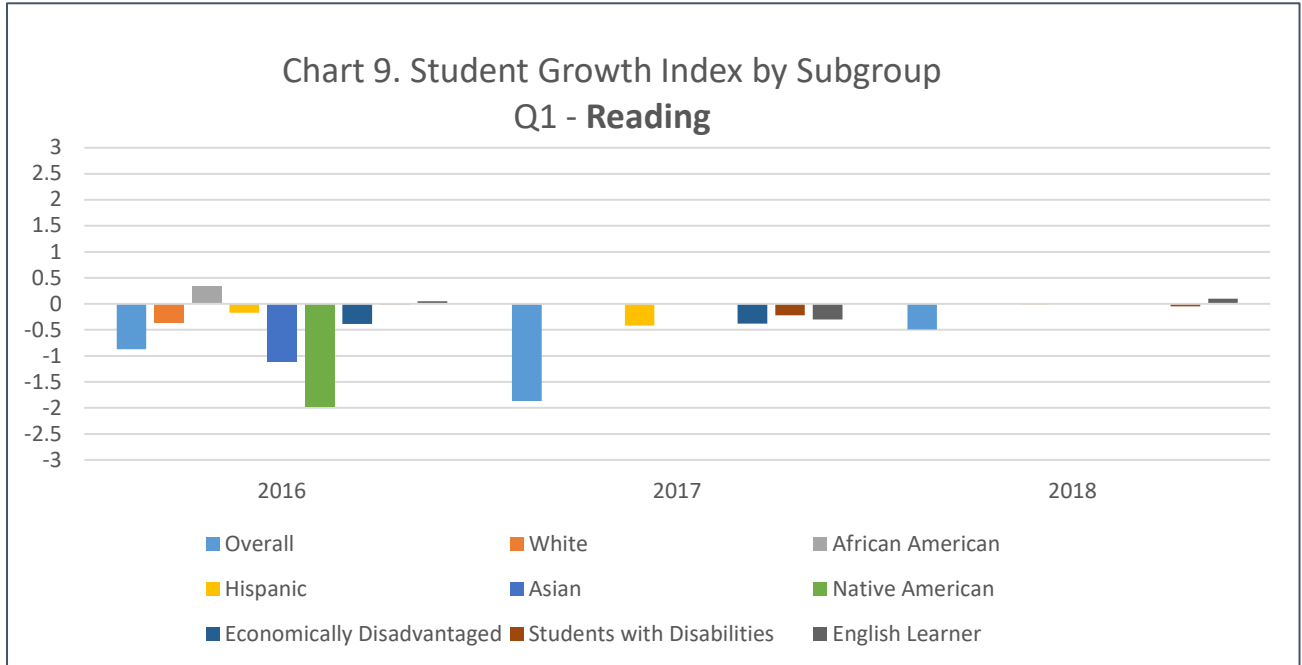
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

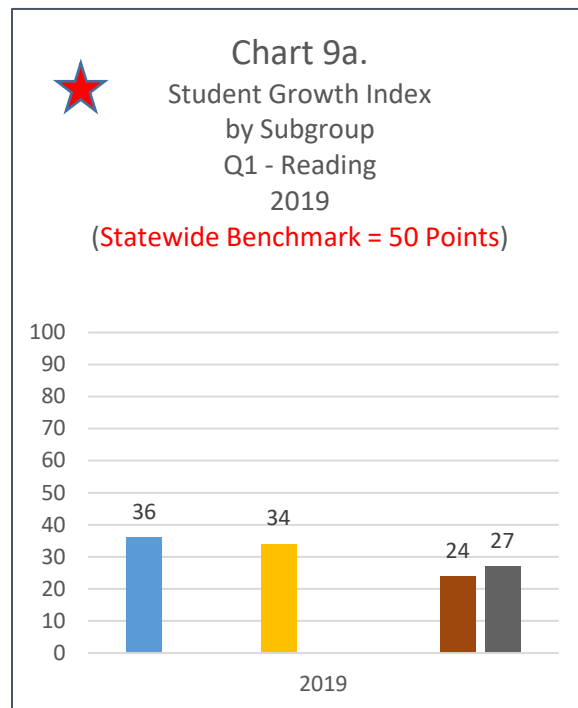


Subgroup – Lowest-Performing Students in Reading

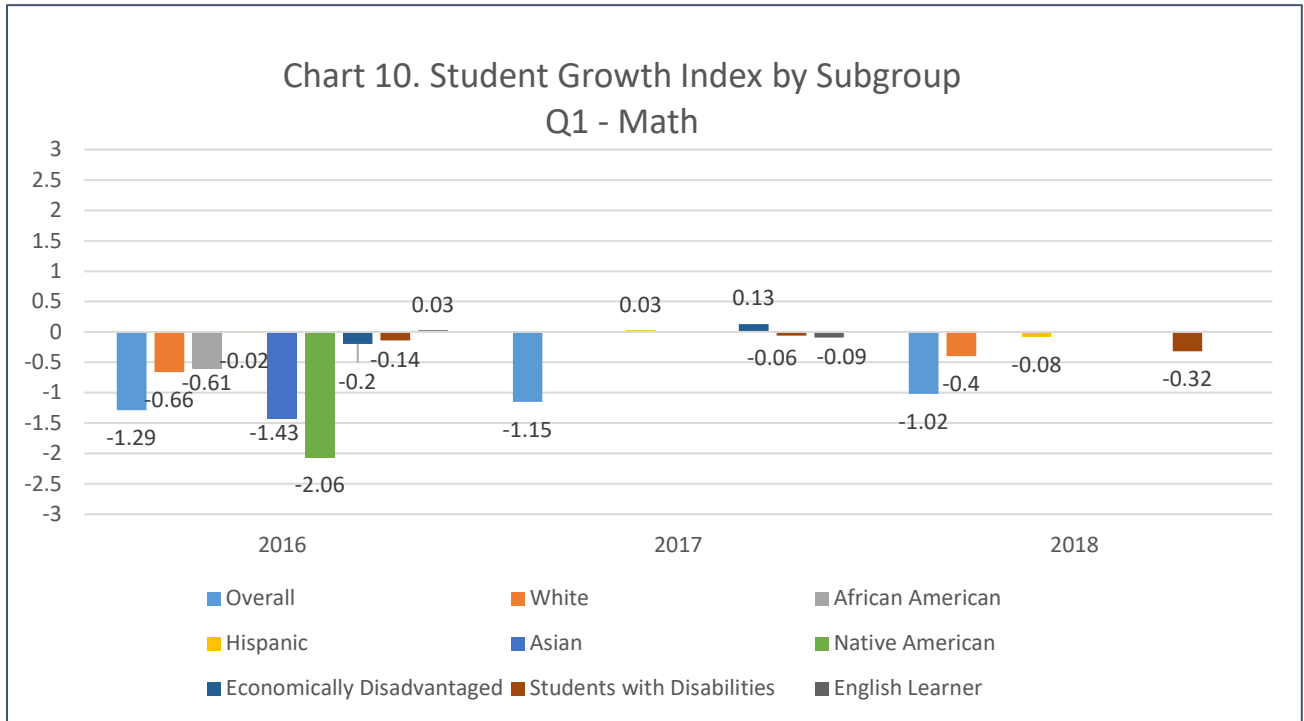
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



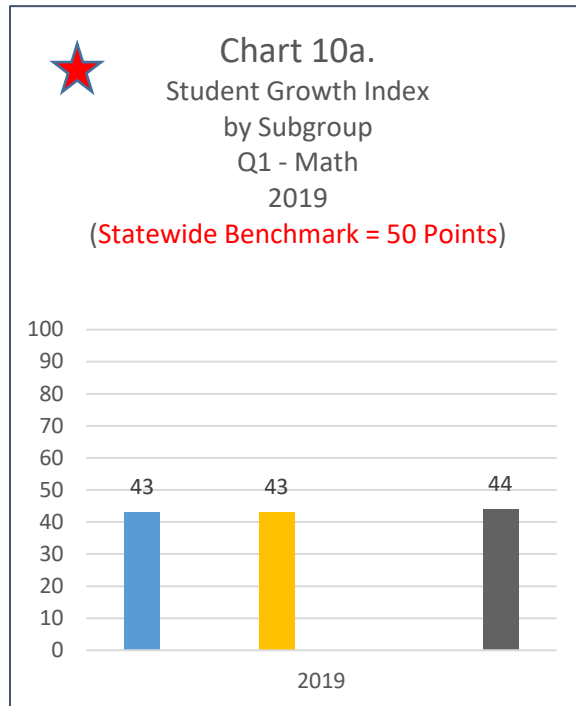
SY2019 Q1 Lowest-Performing Students in Reading



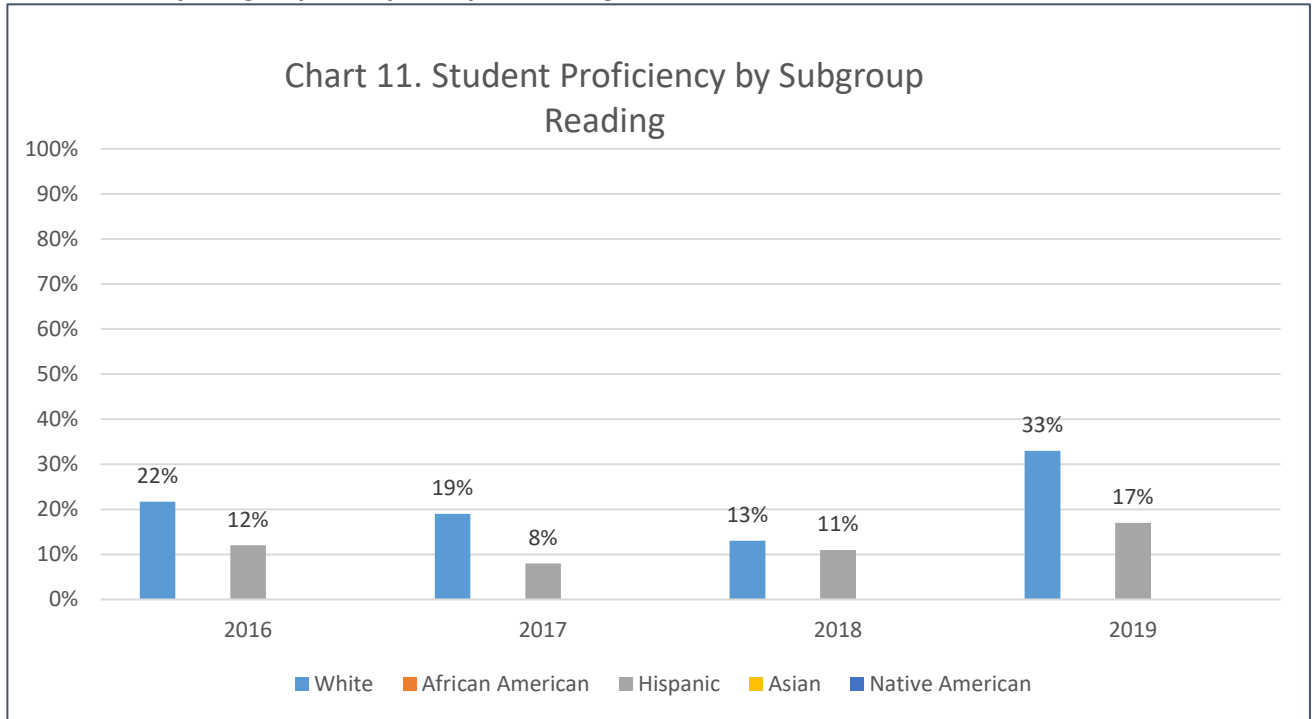
Subgroup – Lowest-Performing Students in Math



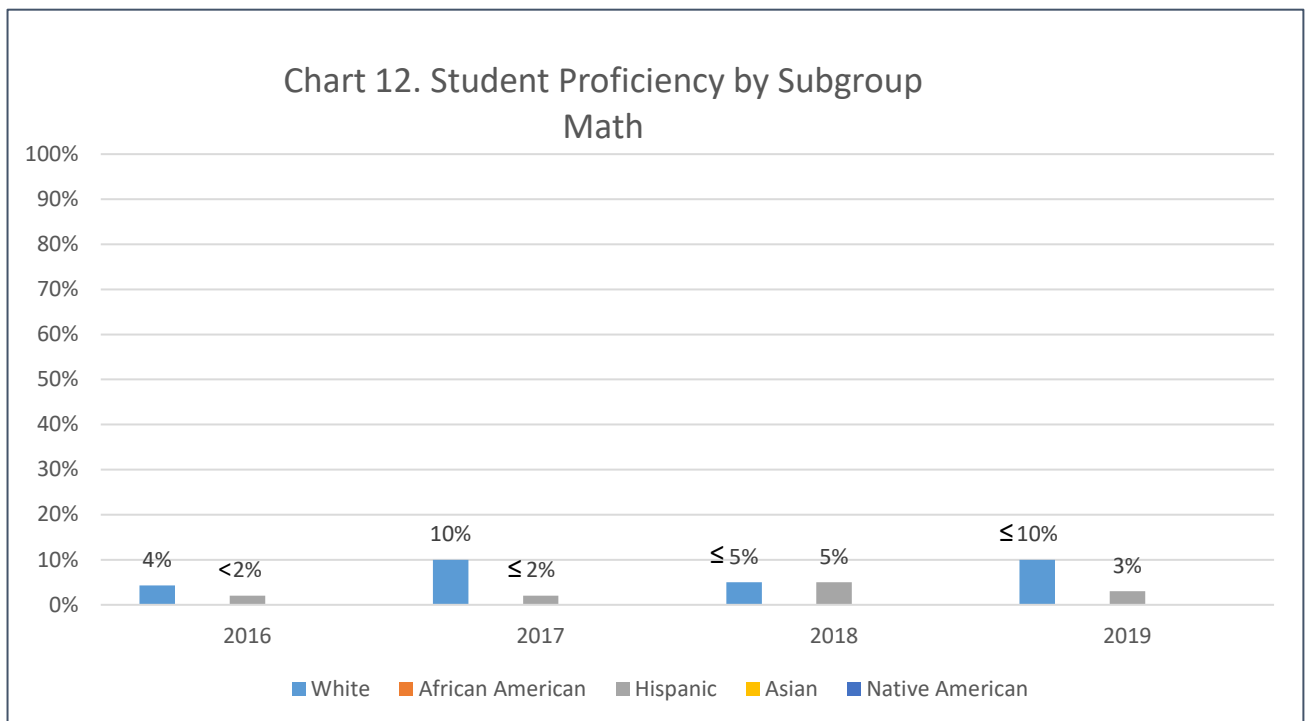
SY2019 Q1 Lowest-Performing Students



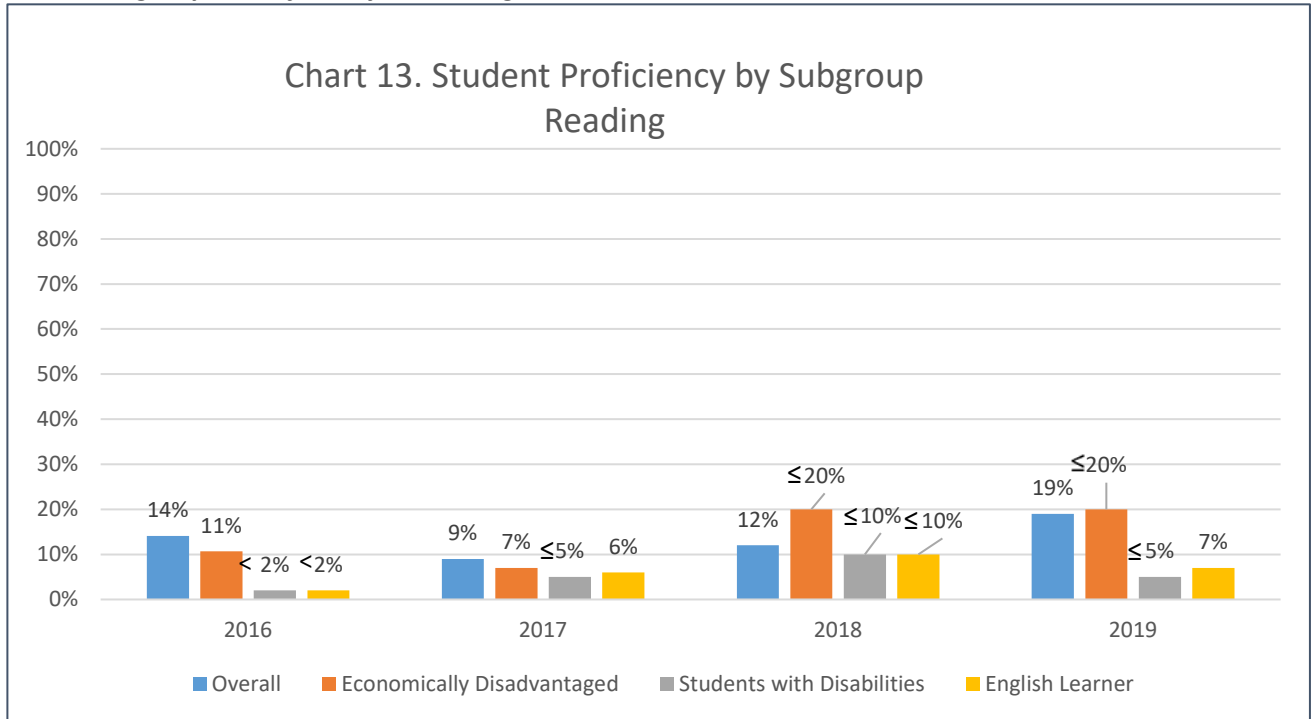
Race/Ethnicity Subgroups - Proficiency in Reading



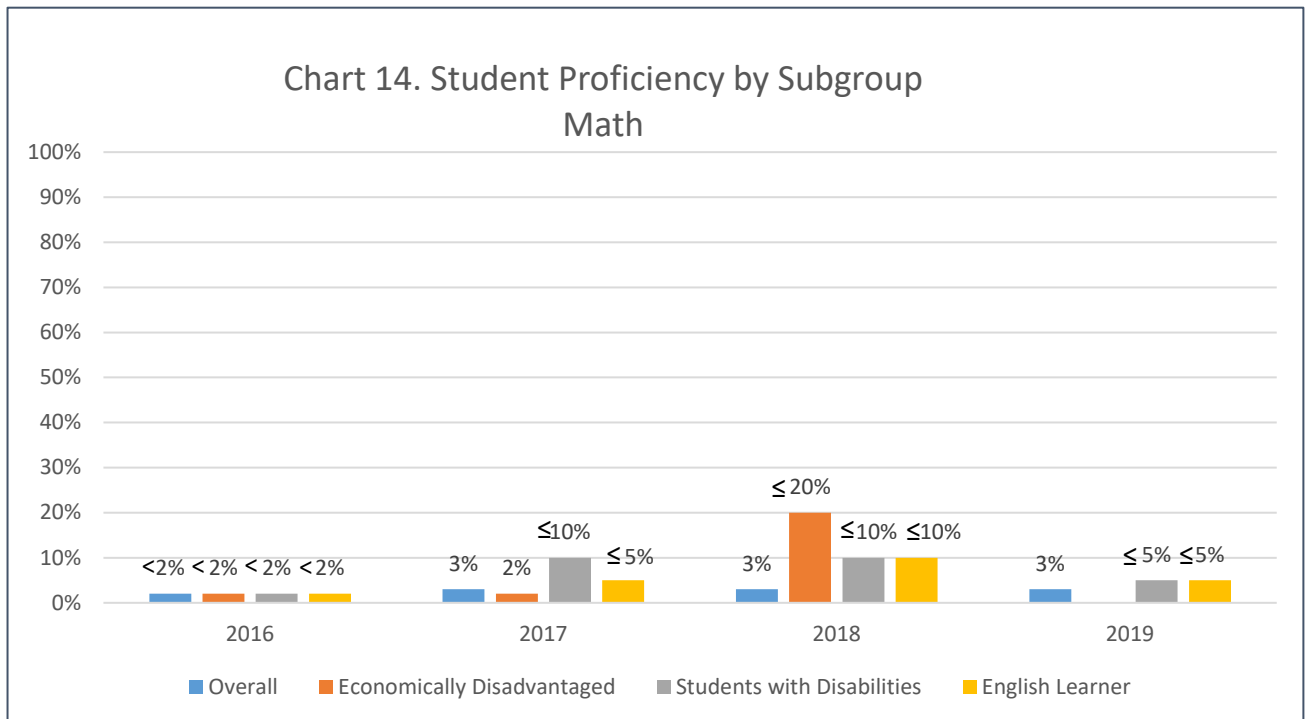
Race/Ethnicity Subgroups - Proficiency in Math



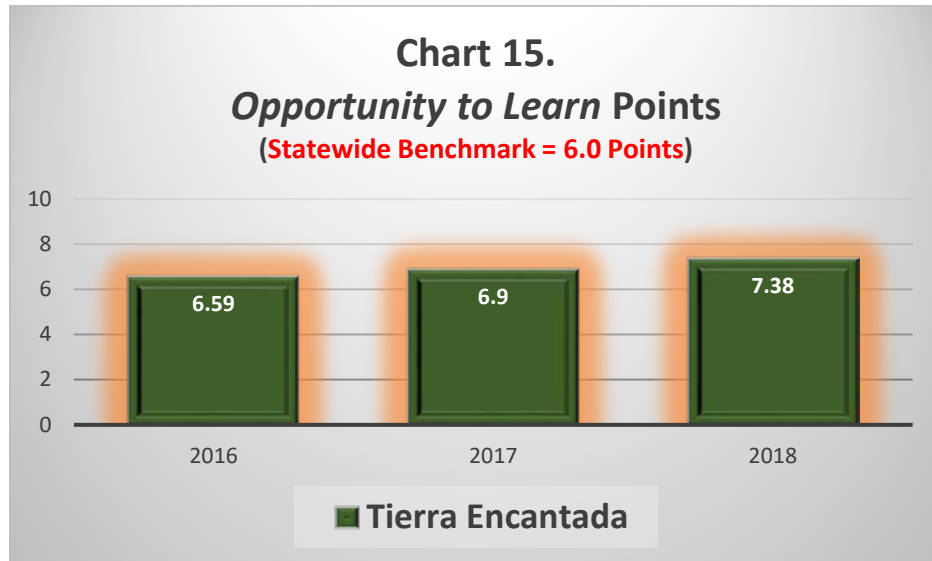
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

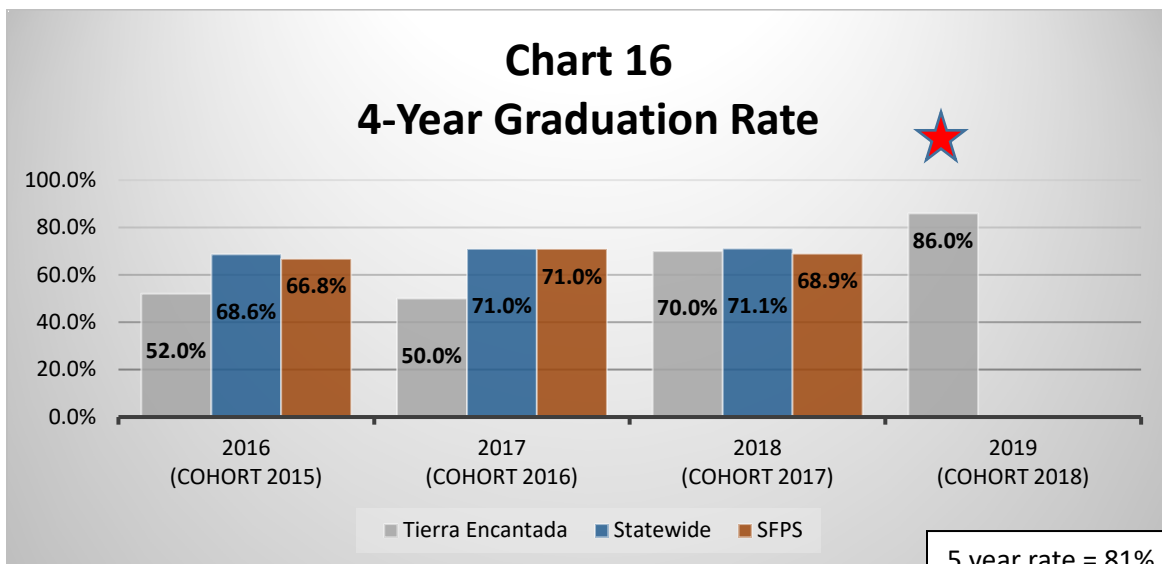


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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

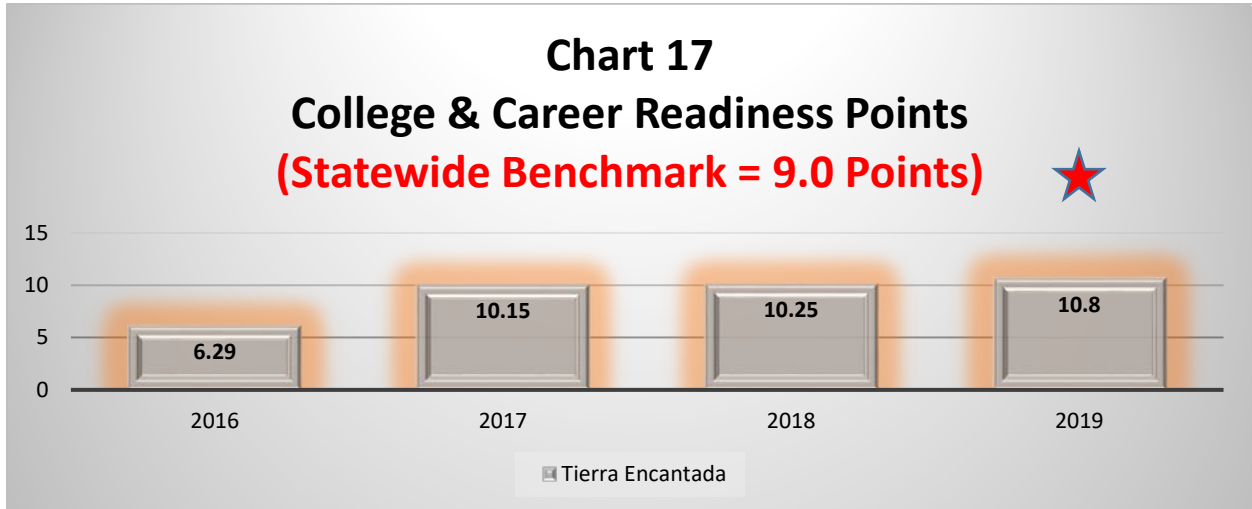
Please note that the data reported each year is for the prior year’s cohort of students.



5 year rate = 81%
 6 year rate = 75%
 Grad Growth Rate = +18

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

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2	Goal 3	Goal 4
2016	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
2017	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
2018	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
2019	Falls Far Below	Falls Far Below	Falls Far Below	Not rated

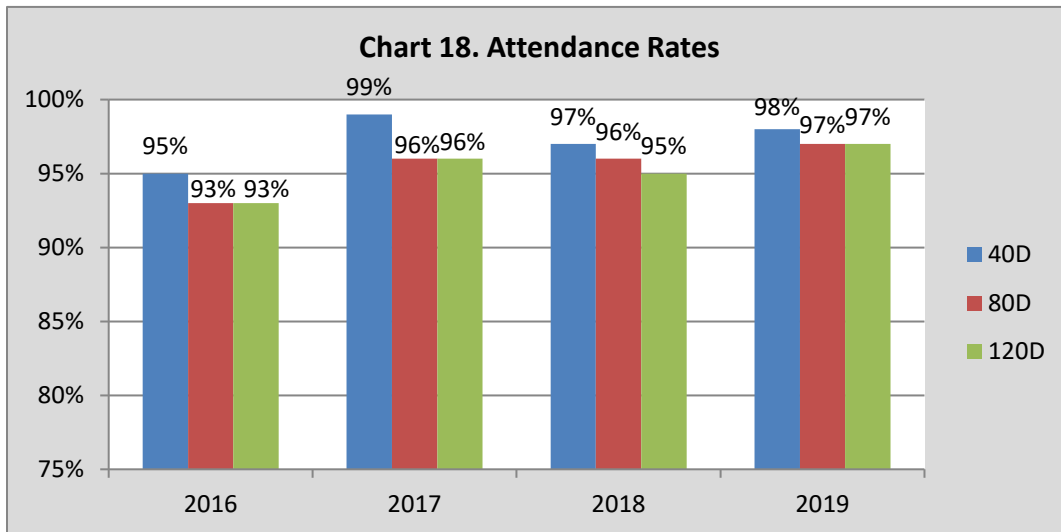
² Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)

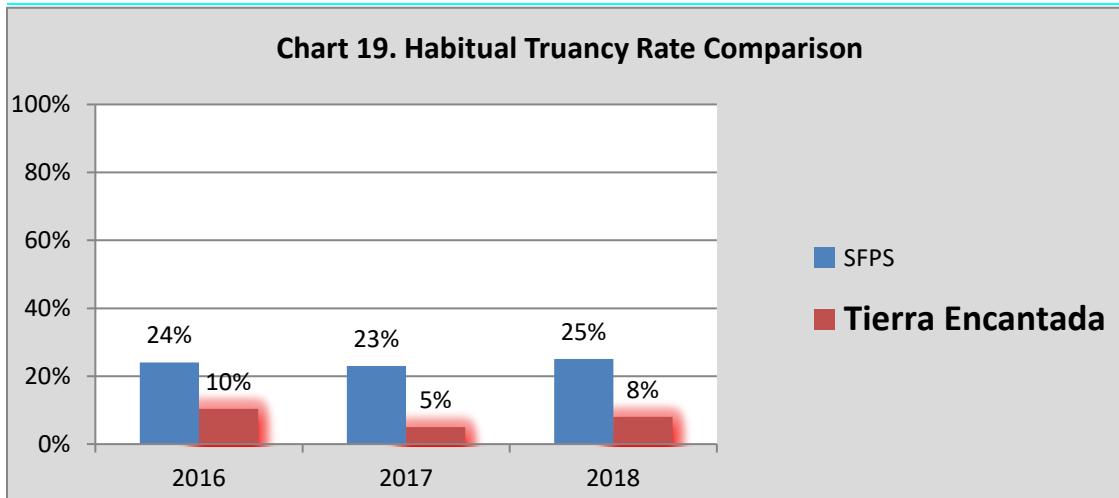
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

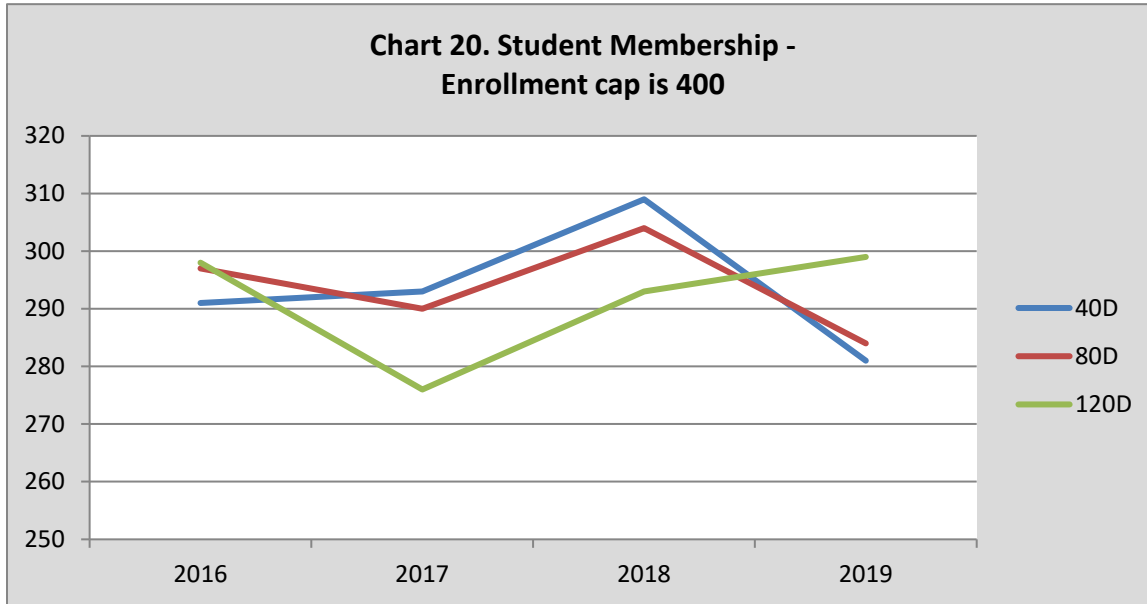
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



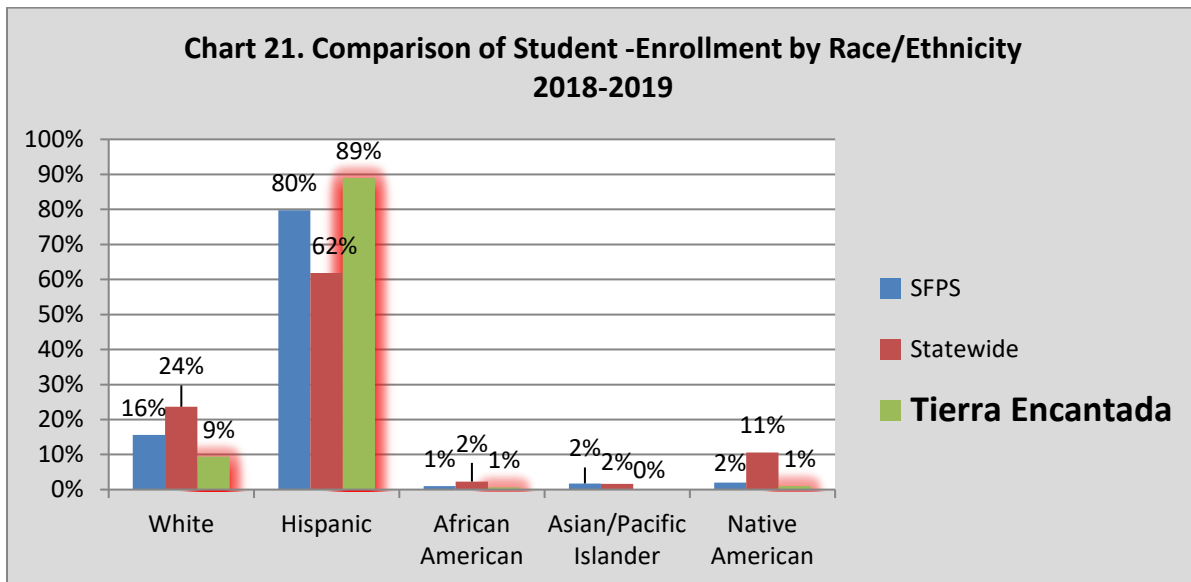
Student Membership (Enrollment)

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

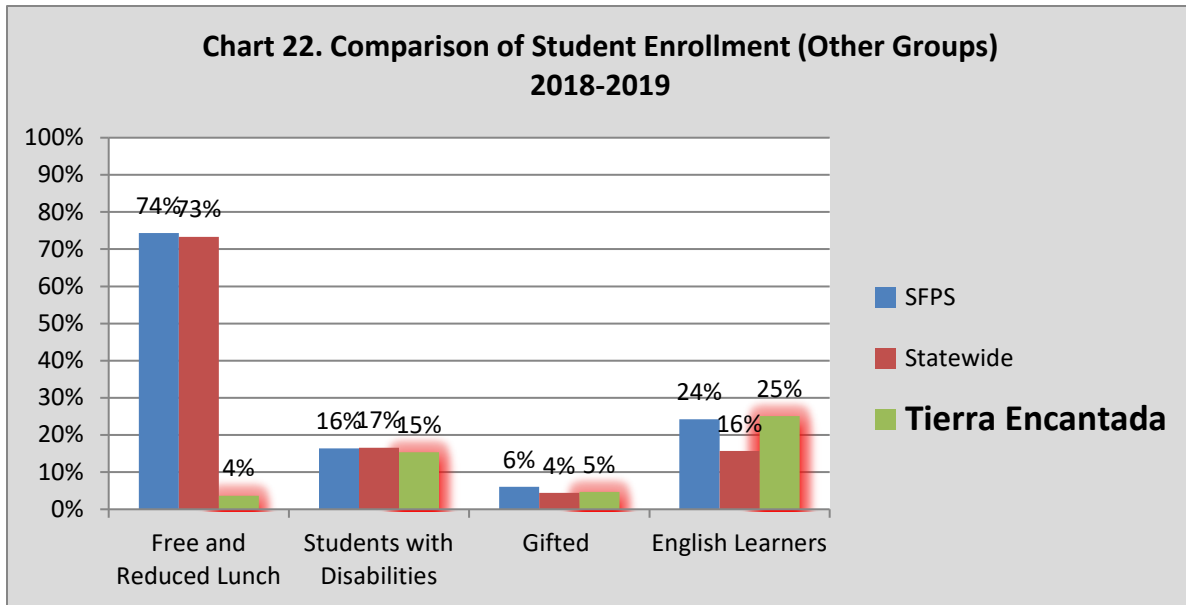


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

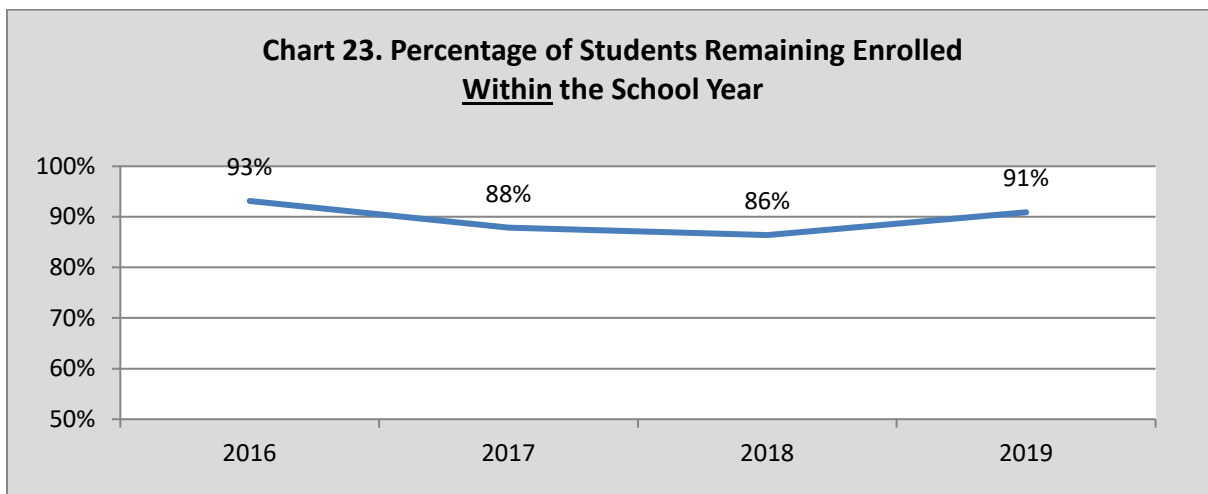


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

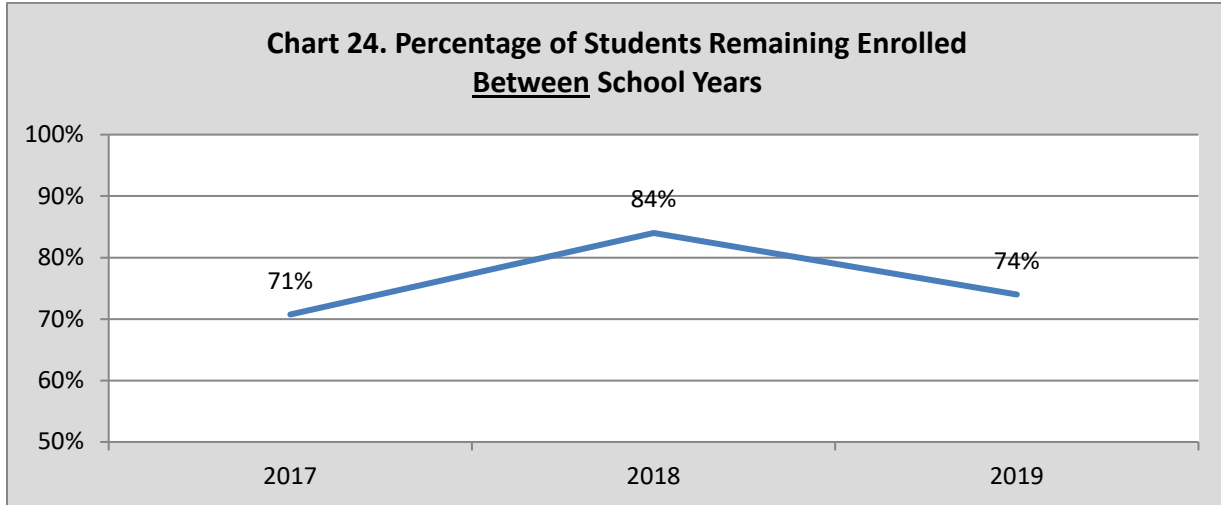
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

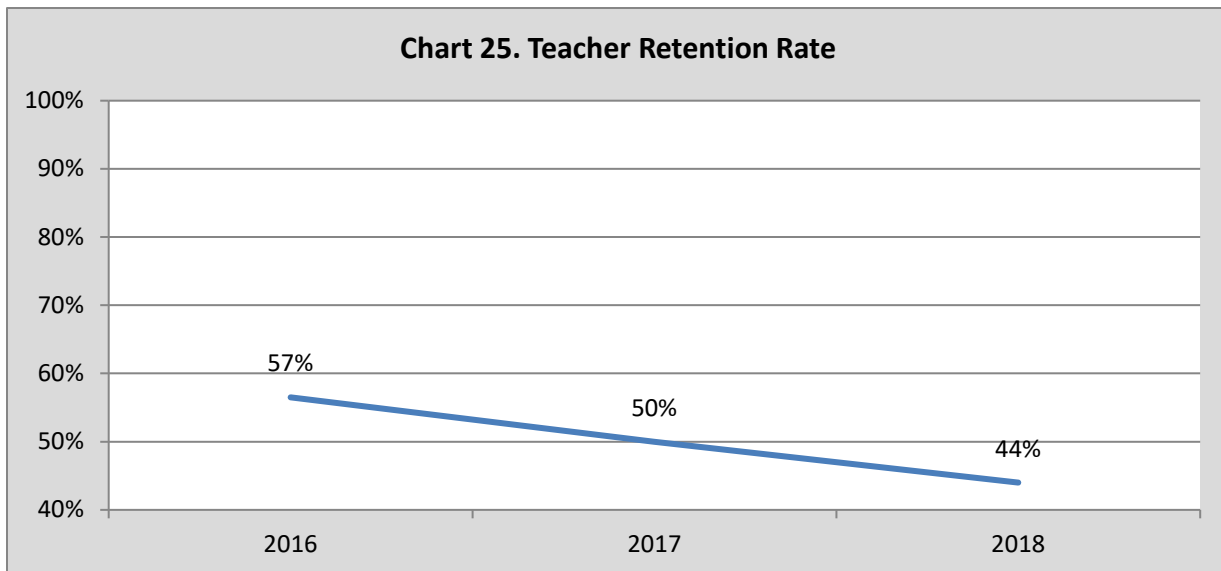


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

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

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



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

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

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

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

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

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

2018-002 Pledged Collateral (Other Noncompliance)

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

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

2b. Board of Finance

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

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

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

Student – Focused Term(s).

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

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

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

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

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

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

Teacher – Focused Term(s).

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

Parent – Focused Term(s).

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

3b. Organizational Performance Framework

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

3c. Governing Body Performance

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

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

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

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions