



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

ARSENIO ROMERO, Ph.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

### Charter Schools Division 2021-22 Annual Report

**School Name:** Tierra Encantada Charter School

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

**Head Administrator:** Daniel Peña

**Governing Board Chair:** Joseph Salazar

**Business Manager:** Steve Alarid

**Authorized Grade Levels:** 7 – 12

**Authorized Enrollment:** 400

**2021-22 End of Year Enrollment:** 279

**Contract Term:** 2020-2025

**Mission:** The mission of the Tierra Encantada Charter School 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.

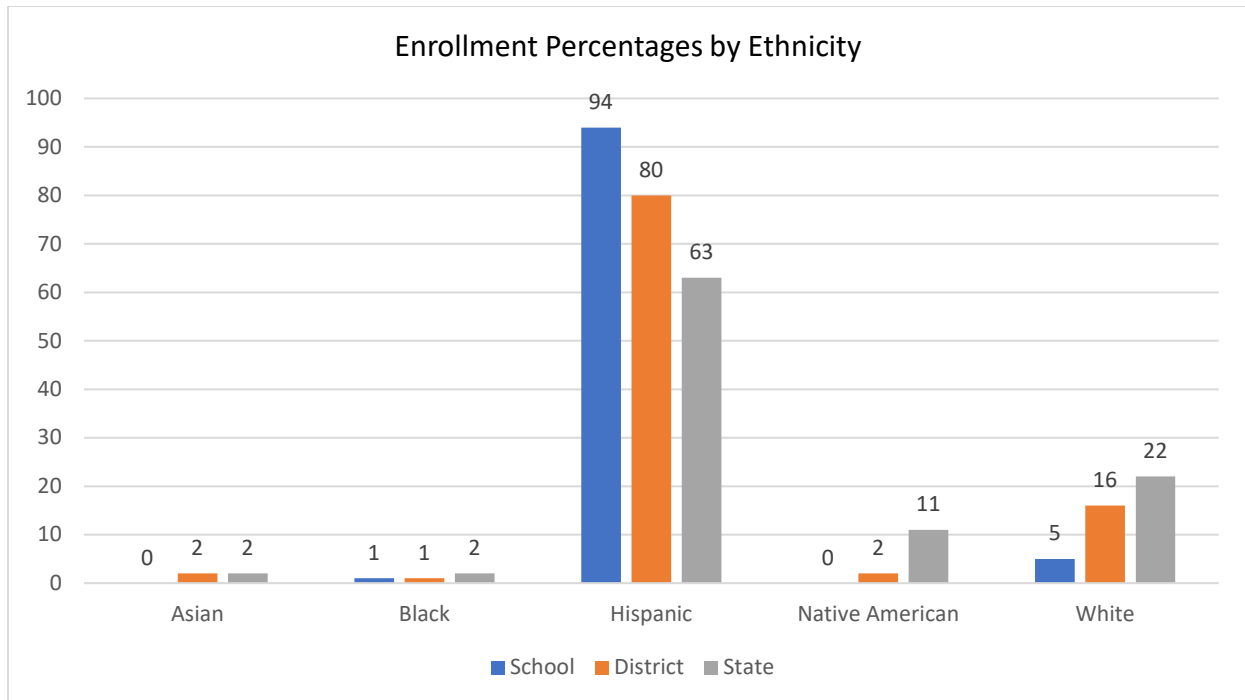
### About the School

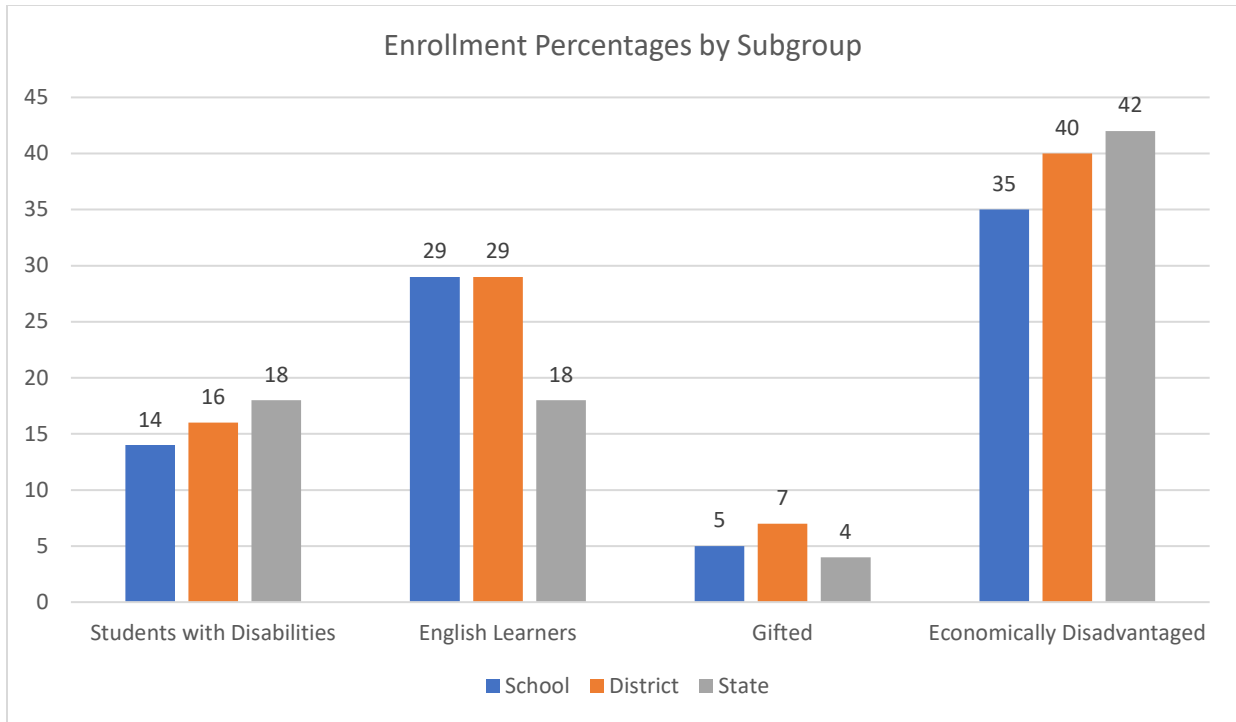
Tierra Encantada Charter School is a state-authorized charter school, founded in 2015, in Santa Fe, New Mexico. The school serves grades 7-12 and as of the 2021-2022 school year, has a total enrollment of 279 students.

Tierra Encantada provides a comprehensive Dual Language Immersion Program as part of its academic program. Students can graduate with a bilingual seal in Spanish Language Arts and course content is delivered in Spanish by bilingual-certified teachers. The school uses project-

based learning as evidenced by thematic lesson plans, regular formative, and periodic summative assessments. Tierra Encantada provides a college and career-focused program through dual credit enrollment which enables students to graduate from high school with the opportunity to earn up to 60 college credit hours, a degree, or a certificate. Building a more robust CTE program was emphasized at the most recent site visit.

### Demographics as reported in STARS 2021-22 End of Year (EOY)





## Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	46
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	48
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>47</b>

## State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

**Tierra Encantada Charter School** ranked above **52.8%** of high schools statewide. The school received a designation of **Traditional Support School**.

## Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

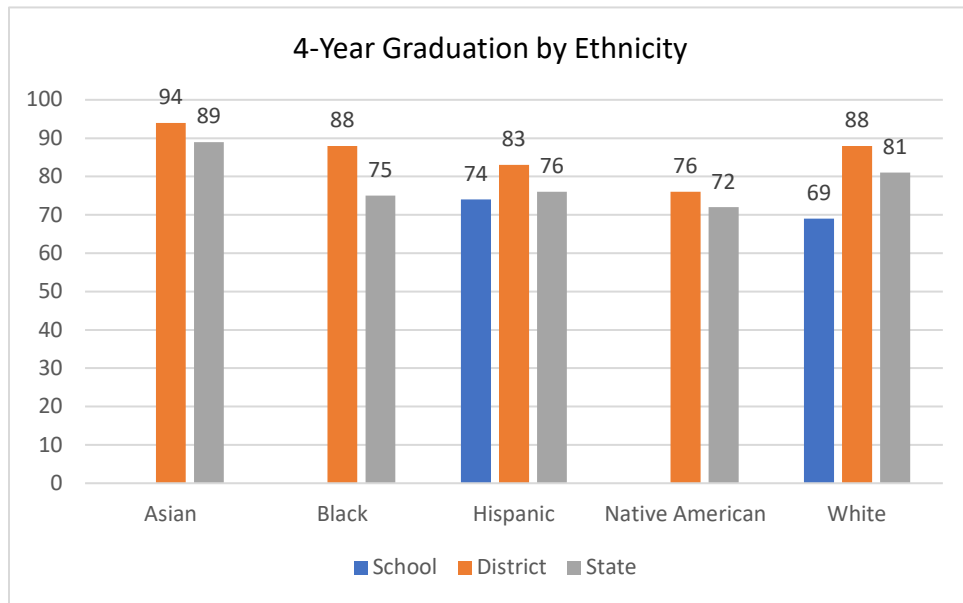
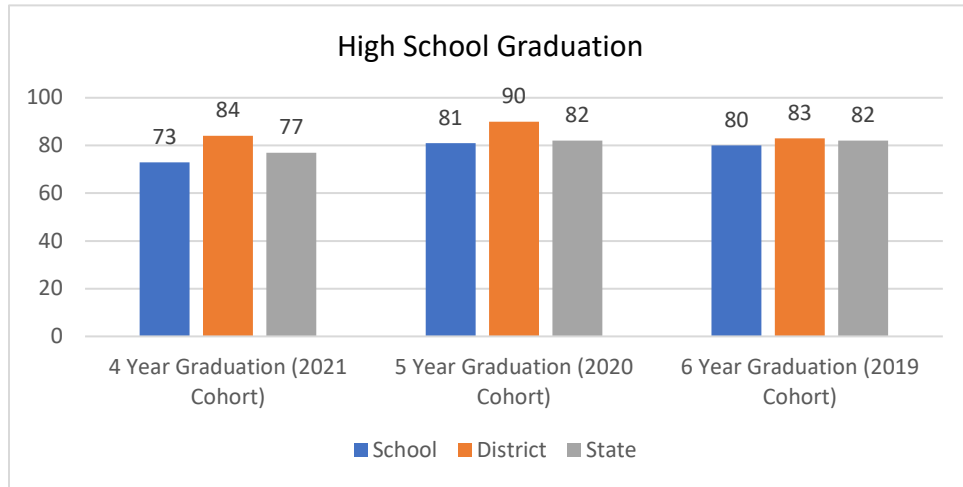
Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show <math>\leq 20\%</math> and if it was 98% it would show <math>\geq 80\%</math>.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show <math>\leq 5\%</math> and if it was 98% the chart would show <math>\geq 95\%</math>.</p>
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

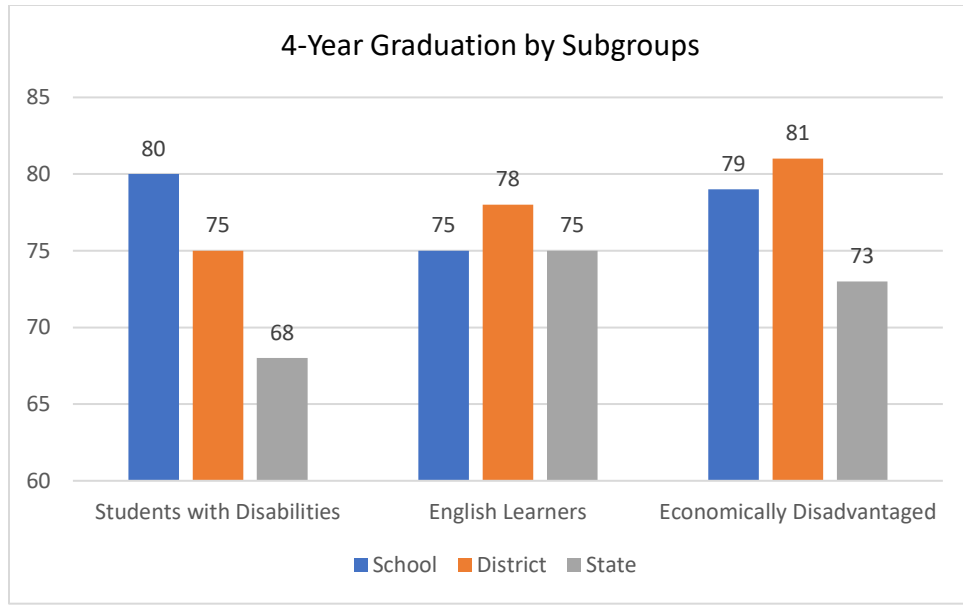
Subgroup Proficiencies			
	Reading	Math	Science
All	23%	*****	26%
Asian			
Black			
Hispanic	22%	*****	24%
Native			
White	*****		*****
SwD	*****		*****
EL	*****		*****
FRL	*****	*****	*****

**English Learner Progress toward Proficiency: 6%**

## High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.





### Mission-Specific Goals

**Goal 1:** 70% of students enrolled on the 40th and 120th day, will earn college credit as follows: Grade 9: 1 introductory college class, and Grades 10 and 11: a minimum of 2 courses, and Grade 12: a minimum of 3 courses.

Performance Level	Target	Points
Exceeds Standard	85% or more of students enrolled on the 40th and 120th day, will earn college credit as follows: Grade 9: 1 introductory college class, and Grades 10 and 11: a minimum of 2 courses, and Grade 12: a minimum of 3 courses.	100
Meets Standard	70-84% of students enrolled on the 40th and 120th day, will earn college credit as follows: Grade 9: 1 introductory college class, and Grades 10 and 11: a minimum of 2 courses, and Grade 12: a minimum of 3 courses.	75
Does Not Meet Standard	60-69% of students enrolled on the 40th and 120th day, will earn college credit as follows: Grade 9: 1 introductory college class, and Grades 10 and 11: a minimum of 2 courses, and Grade 12: a minimum of 3 courses.	25
Falls Far Below Standard	Less than 60% of students enrolled on the 40th and 120th day, will earn college credit as follows: Grade 9: 1 introductory college class, and Grades 10 and 11: a minimum of 2 courses, and Grade 12: a minimum of 3 courses.	0

**Rating:** Meets Standard (74%, combined score)

**Goal 2:** 50% of students in grade 8, enrolled on the 40th and 120th day who were also enrolled on the 120th day of the previous year, will increase one level on the state assessment for Spanish language proficiency.

Performance Level	Target	Points
Exceeds Standard	50% of students in grade 8, enrolled on the 40th and 120th day who were also enrolled on the 120th day of the previous year, will increase two levels on the state assessment for Spanish language proficiency.	100
Meets Standard	50% of students in grade 8, enrolled on the 40th and 120th day who were also enrolled on the 120th day of the previous year, will increase one level on the state assessment for Spanish language proficiency.	75
Does Not Meet Standard	40-49% of students in grade 8, enrolled on the 40th and 120th day who were also enrolled on the 120th day of the previous year, will increase one level on the state assessment for Spanish language proficiency.	25
Falls Far Below Standard	Less than 40% of students in grade 8, enrolled on the 40th and 120th day who were also enrolled on the 120th day of the previous year, will increase one level on the state assessment for Spanish language proficiency.	0

**Rating:** Falls Far Below Standard (22%)

## Organizational and Financial Performance Framework

**2021-22 Overall Rating: Meets Standard**

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.



<b>Tierra Encantada Charter School</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Organizational and Financial Performance</b>		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Working to Meet Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard
4a Rights of All Students	Assurances	Working to Meet Standard
4b Attendance and Retention	Working to Meet Standard	Meets Standard
4c Staff Credentialing	Assurances	Working to Meet Standard
4d Employee Rights	Assurances	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard
5a Facilities	Assurances	Meets Standard
5b Transportation	Assurances	Meets Standard
5c Health and Safety	Assurances	Meets Standard
5d Handling Information	Assurances	Meets Standard

### Explanation of 2021-22 Indicator Ratings

1.b. ACCESS participation 88%. Target is 95% for all assessments.

3.a. 3+ members do not complete all hours, or a total of 4 hours or more missing for all members combined. Some but not all audit committee members attend exit interview.

4.a. School has MV poster displayed with appropriate contact. CSD team discussed the small adjustments that still needed to be made to the lottery application and the school technology director took care of it on the same day. The school needs to complete the Black Education Act requirements.

4.c. Two teachers listed on EOY report. Mr. O was placed on administrative leave last March; Licensure now has him listed as under investigation. His contract was not renewed. Ms. S applied for a substitute license but was issued an EA license (reason unknown). She also has a teaching license and was hired as a teacher at TECS this year. She is on a waiver to complete coursework leading to Math licensure.