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

MICHELLE LUJAN GRISHAM  
GOVERNOR

## Analysis of Renewal Application and Site Visit

### Tierra Adentro of New Mexico

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

**Head Administrators:** Veronica Torres and Theresa Archuleta

**Business Manager:** Amber Peña

**Authorized Grade Levels:** 6-12

**Authorized Enrollment Cap:** 550

**Current Enrollment:** 273

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

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

<b>PART A:</b>	<p><b>Data analysis provided by CSD is attached</b> Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term</p>
<b>PART B:</b>	<p><b>Progress Report provided by the School is attached</b> Please see Part B for the school’s self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.</p>

<p align="center"><b>The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on November 4, 2019.</b> <i>Ratings are based on the rubric provided in the application.</i></p>		
Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<p><b>Department’s Standards of Excellence— A-F School Letter Grades</b> Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. <b>Overall NM School Grades SY16 - SY18: B, C, and B</b> <b>Current Standing: F in SY17 and D in SY18</b> <b>School Improvement: F in SY17</b> <b>Lowest performing students: F in SY17 &amp; D in SY18</b></p>	<i>Demonstrates Substantial Progress</i>
1.b	<p><b>Specific Charter Goals</b> Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative.</p> <ul style="list-style-type: none"> <li>• Short Cycle Assessment in Math <b>Rating in SY19: Exceeds</b></li> <li>• Short Cycle Assessment in Reading <b>Rating in SY19: Meets</b></li> </ul>	<i>Meets the Standard</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<p><b>Audit</b> Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. <b>During FY16-FY18, the school had twelve (12) audit findings, including four (4) repeat and three (3) material weaknesses or significant deficiencies.</b></p>	<i>Demonstrates Substantial Progress</i>
2.b	<p><b>Board of Finance</b> Schools that have maintained all Board of Finance authority during the entire term of the contract do</p>	<i>Meets the Standard</i>

	<u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	<b>Material Terms</b> All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	<b>Organizational Performance Framework</b> Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> <li>● <b>Indicator 1d Students with Special Needs</b></li> <li>● <b>Indicator 1g Recurrent Enrollment</b></li> <li>● <b>Indicator 2a Financial Compliance</b></li> <li>● <b>Indicator 2b GAAP</b></li> <li>● <b>Indicator 5a Facilities Requirements</b></li> </ul>	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	<b>Governance Responsibilities</b> All schools must provide a response for this section of the application.	<i>Meets the Standard</i>

<b>PART C:</b>	<b>Financial Statement is attached</b> A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
<b>PART D</b>	<b>Affidavits for Petitions are attached</b> <ol style="list-style-type: none"> <li>1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit. <b>Number: <u>34</u> Percentage: <u>100</u> %</b></li> <li>2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit. <b>Number: <u>180</u> Percentage: <u>77</u> %</b></li> </ol>
<b>PART E:</b>	<b>Description of the Charter School Facilities and Assurances are attached</b> A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. <ol style="list-style-type: none"> <li>1. A narrative description of its facilities</li> <li>2. Attach <u>  </u> facility plans or <u>  X  </u> the school’s Facility Master Plan</li> <li>3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Albuquerque</u> number <u>201742651</u> <u>Maximum capacity is 400.</u></li> </ol>

	<p>4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978  <b>The school’s letter, dated September 25, 2019, indicates an NMCI score of 11.94%, which is lower than the current average of 23.07% (lower is better with zero being perfect).</b></p> <p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D.          _____ building is owned by charter school, school district, or government entity;          OR          _____ building is subject to a lease-purchase agreement; OR  <u> X </u> school had provided the appropriate assurances form:              <input type="checkbox"/> Public (Cert A)              <input checked="" type="checkbox"/> Private (Cert B)              <input type="checkbox"/> Foundation (Cert C)</p>
<b>PART F:</b>	<p><b>Prior Amendment Requests</b></p> <ul style="list-style-type: none"> <li>• Amendment request to move location to address the stated concerns related to the construction near the school and lack of parking with the condition that the school submits all required documentation related to the move before such move occurs as approved on 12/14/2017.</li> <li>• Amendment request to increase enrollment cap conditioned on the school’s ability to obtain a facility to its approved occupancy of 550 was approved on 2/10/2017.</li> <li>• Amendment request to amend the student focused terms of its contract to include the following additional information: An additional secondary program is also offered on site for students to complete their credit recovery or advanced learning through online programming or through an accredited university. These students may or may not participate in TANM's full arts programming was approved on 1/13/2017.</li> </ul>
<b>Interviews</b>	<b>A summary of the Stakeholder Interviews is on the following page.</b>
<b>Other Appendices</b>	<b>The school provided additional appendices which are attached.</b>
<b>School’s Response</b>	The school may provide a narrative response to this analysis, which is due no later than November 25, 2019. The response should be uploaded to the Web-EPSS 2019-2020 PEC Renewal Application AND sent via email to charter.schools@state.nm.us.

## Stakeholder Interviews

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

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

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

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

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



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## Part A: Preliminary Data Report and Current Charter Contract Terms

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**Tierra Adentro of New Mexico  
November 2019**

## SECTION 1. ACADEMIC PERFORMANCE

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

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

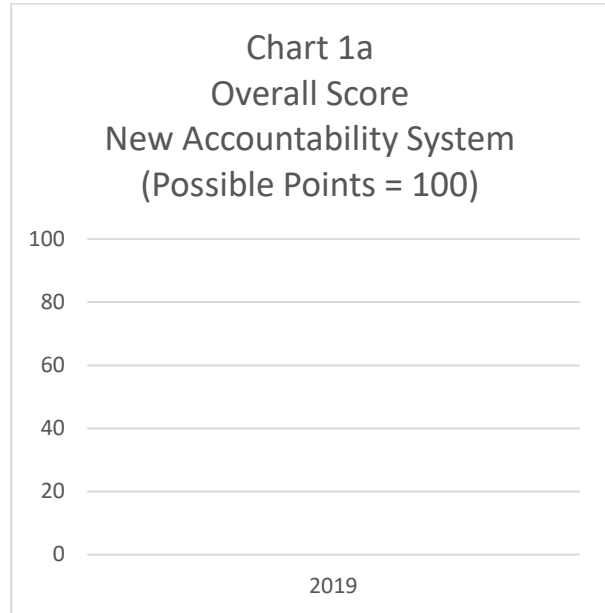
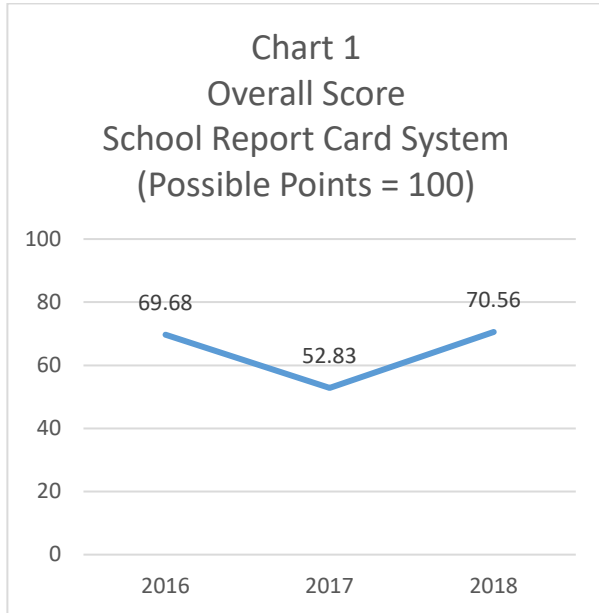
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point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

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

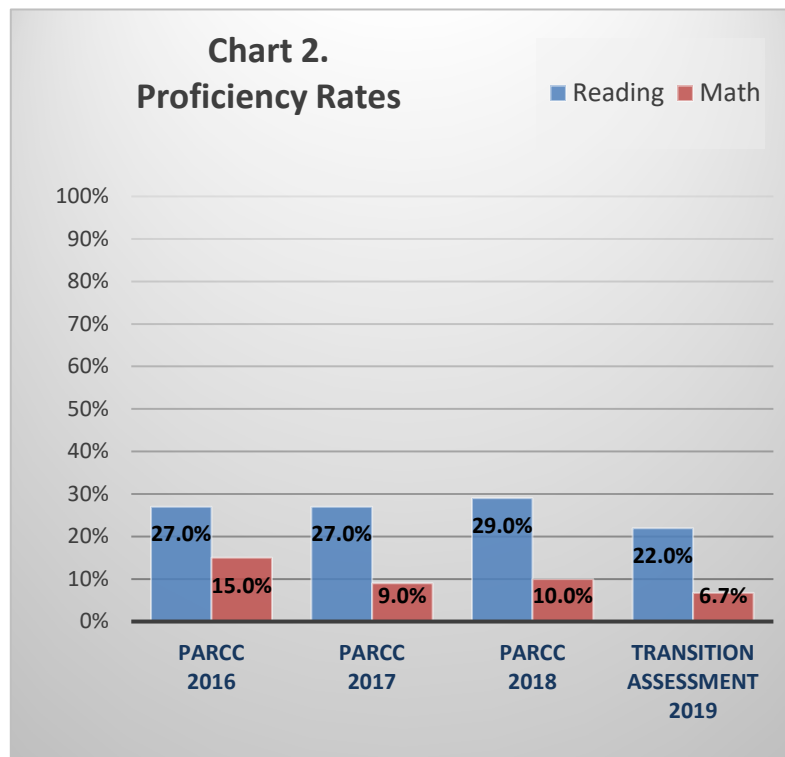
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019, from the new State System of School Support and Accountability, once the reports are released.**

1a. Department's Standards of Excellence

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

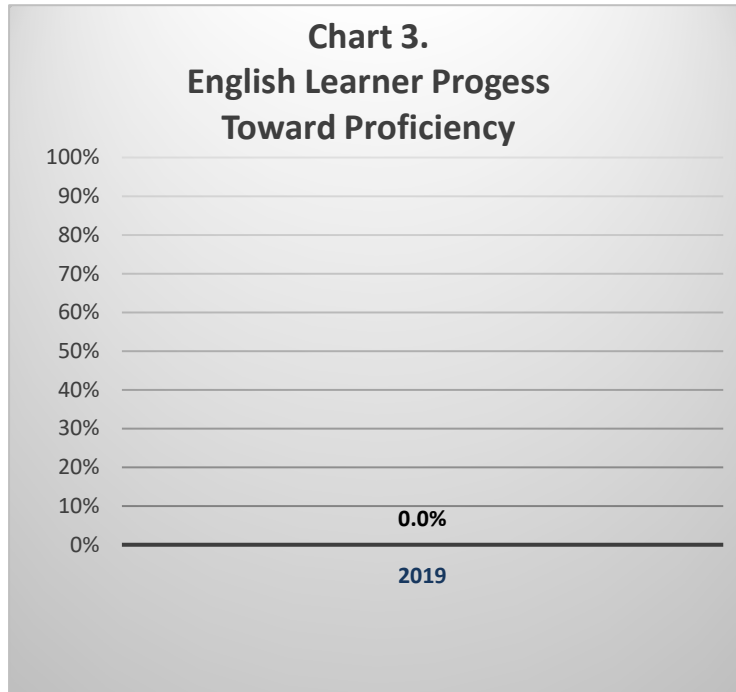


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.

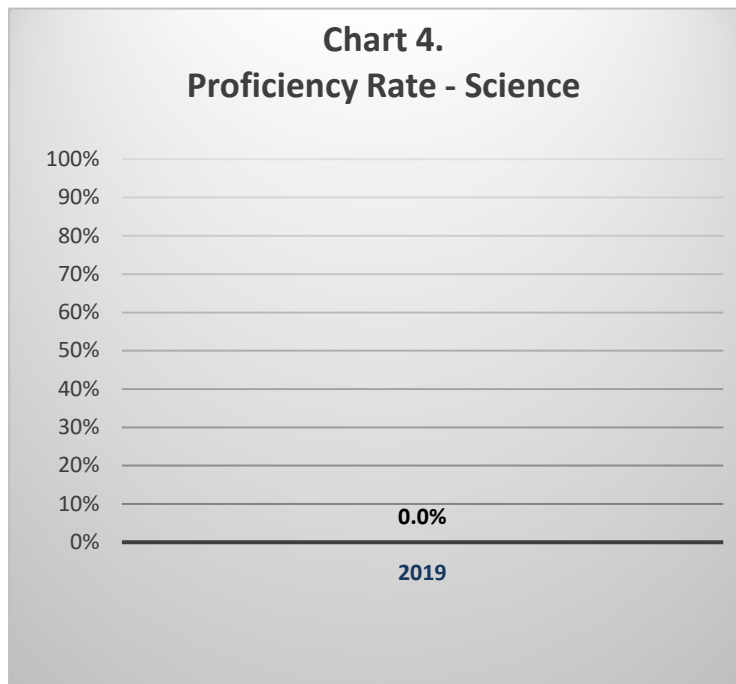




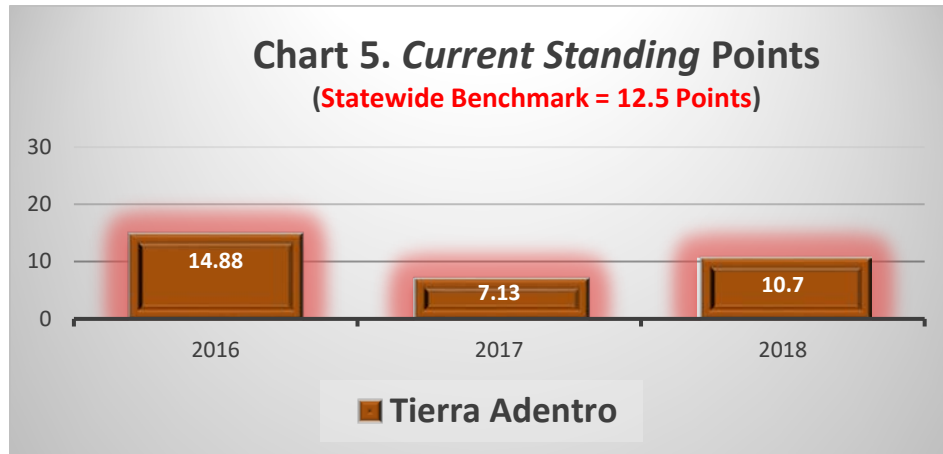
**English Learner Progress toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



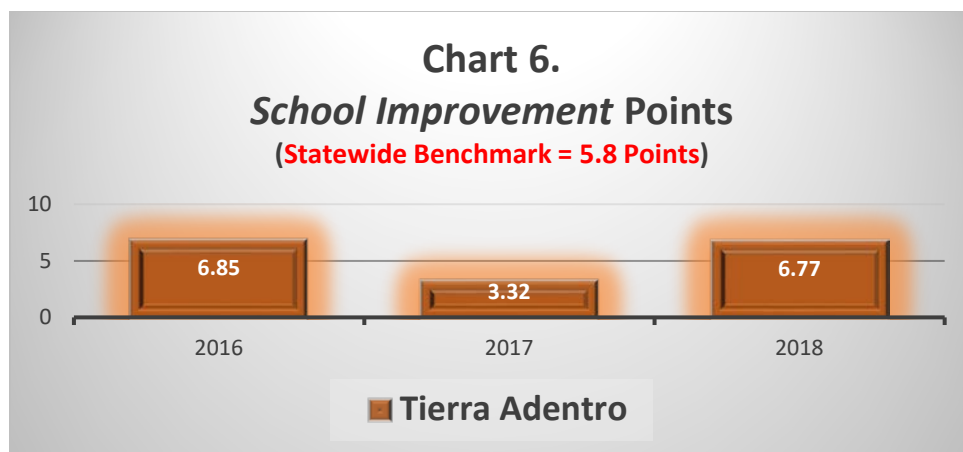
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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

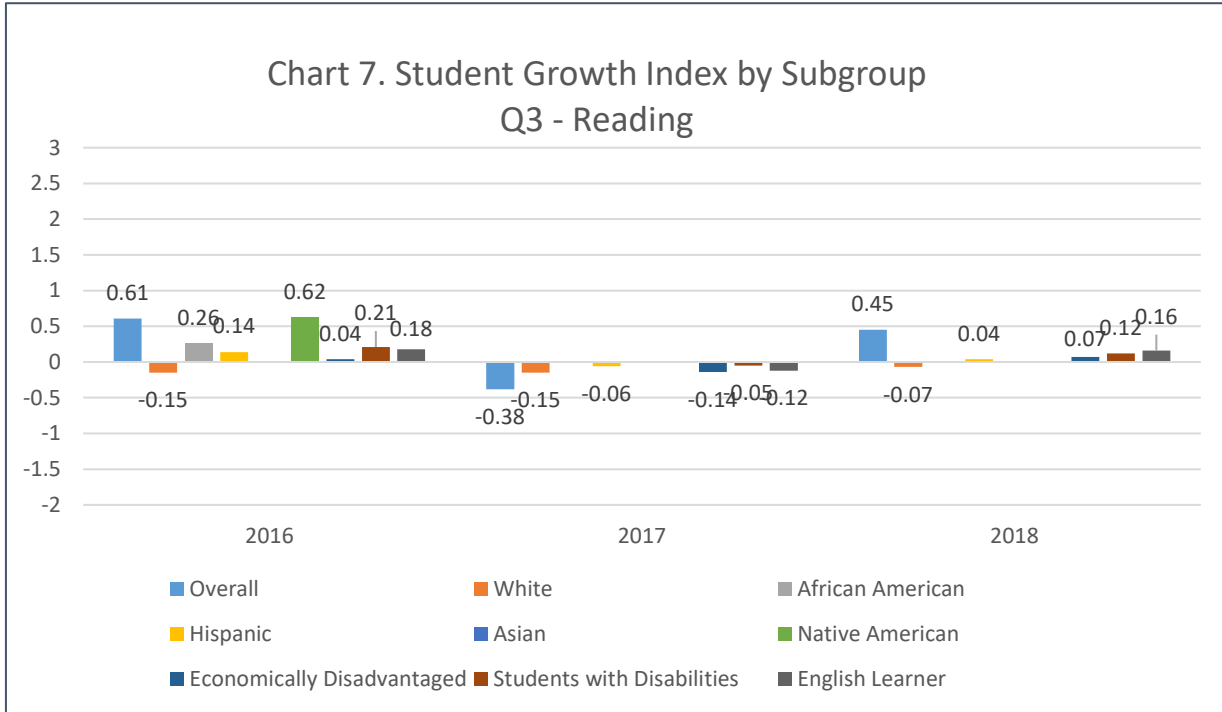


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



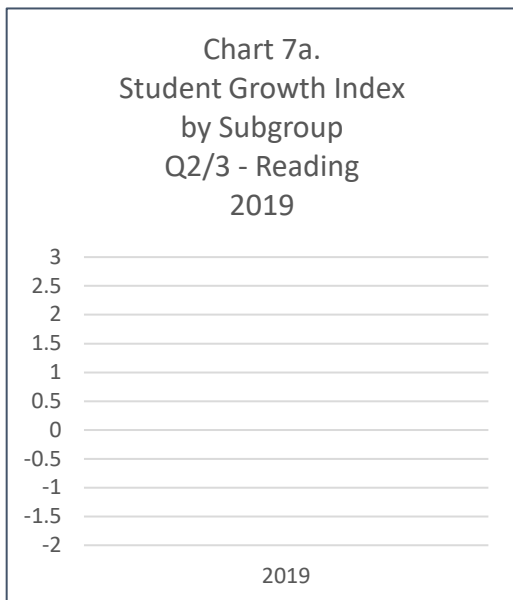
**Subgroup – Higher-Performing Students in Reading**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%).** This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. Subgroups with fewer than 10 students are not displayed in order to mask student identity. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



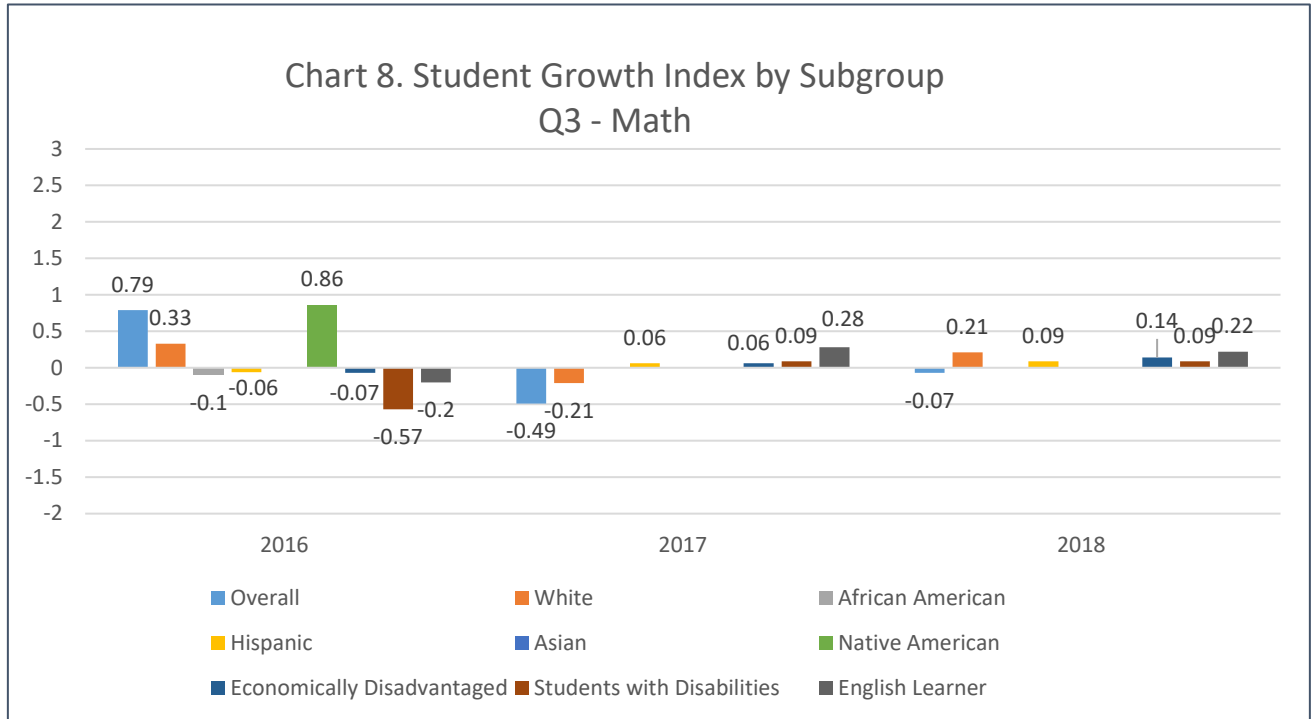
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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



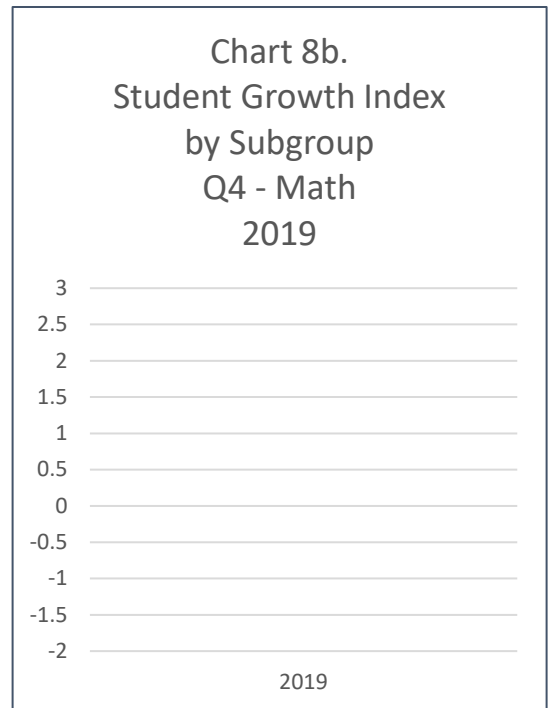
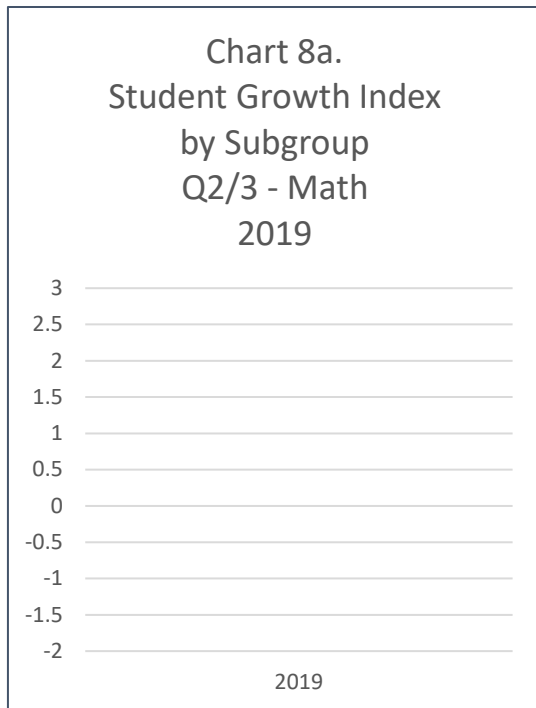
**Subgroup – Higher-Performing Students in Math**

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



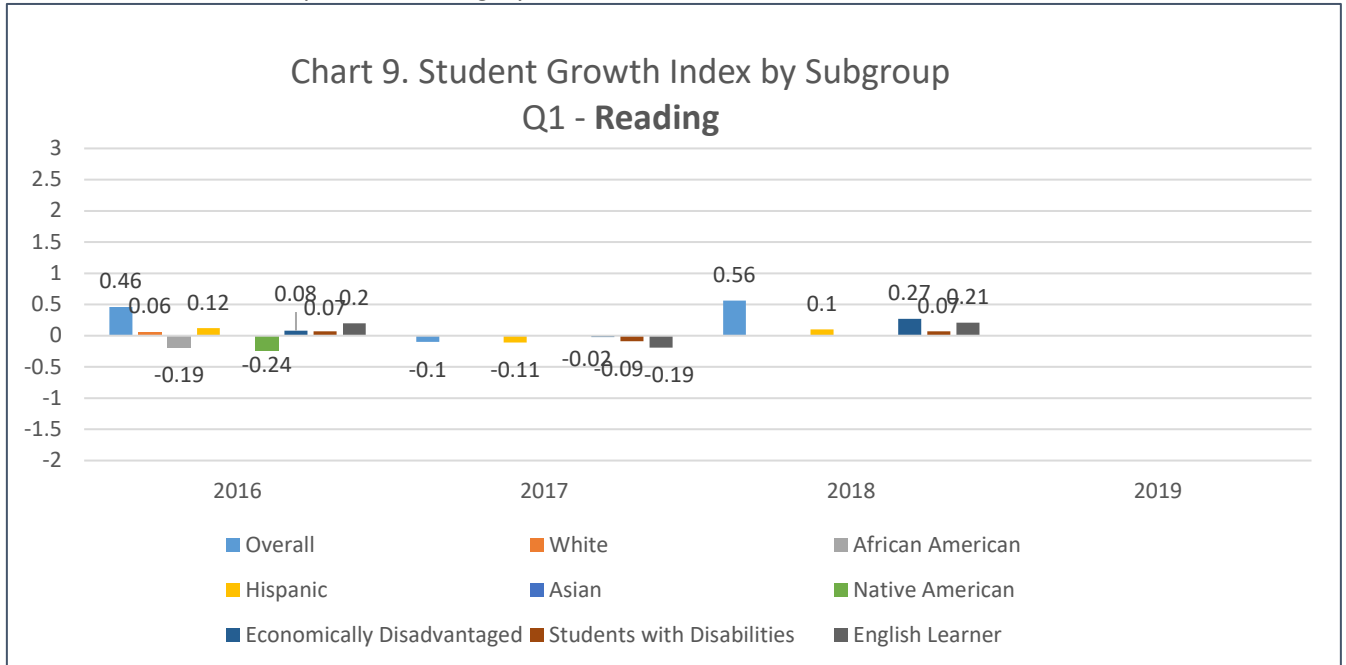
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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

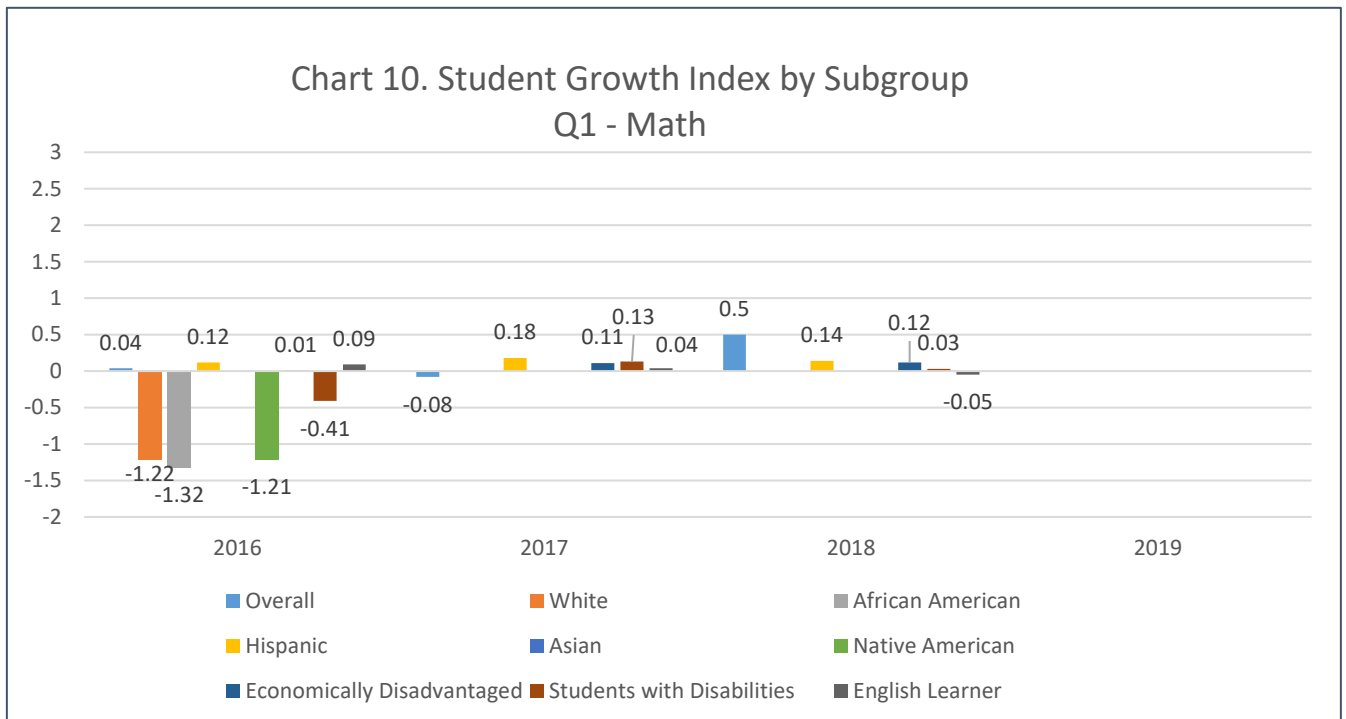


**Subgroup – Lowest-Performing Students in Reading**

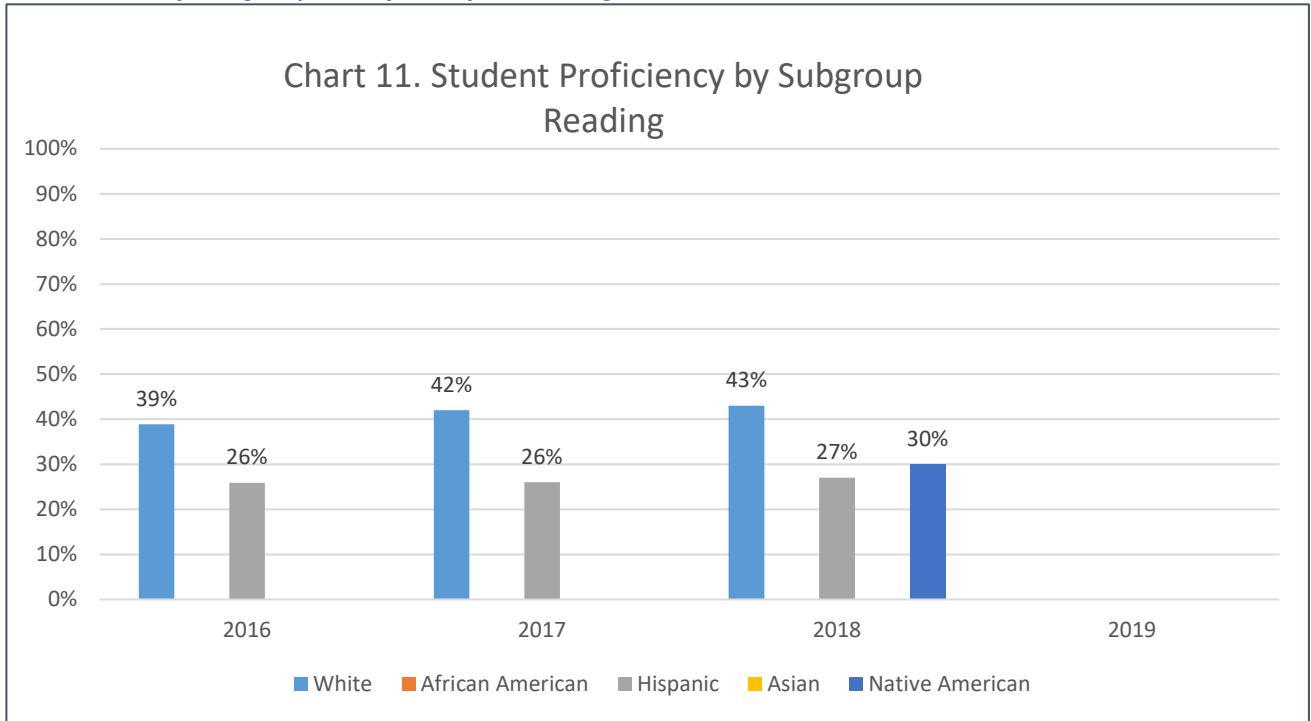
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



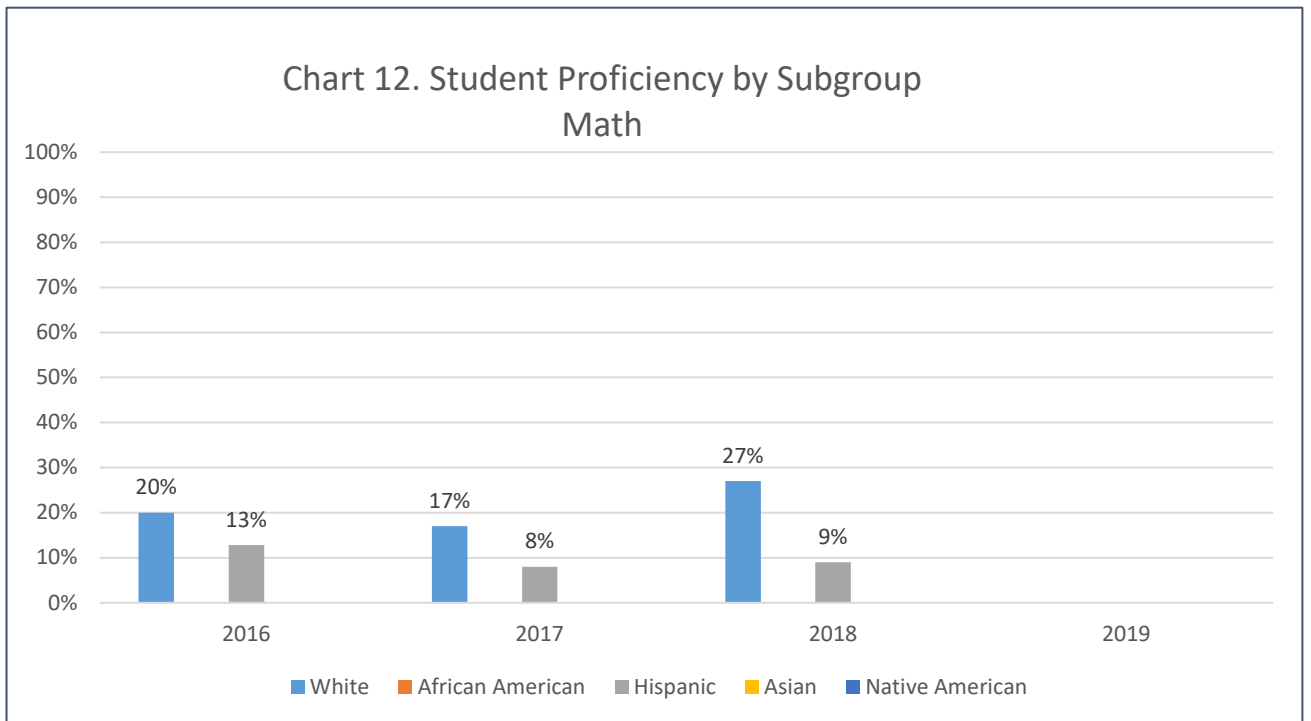
**Subgroup – Lowest-Performing Students in Math**



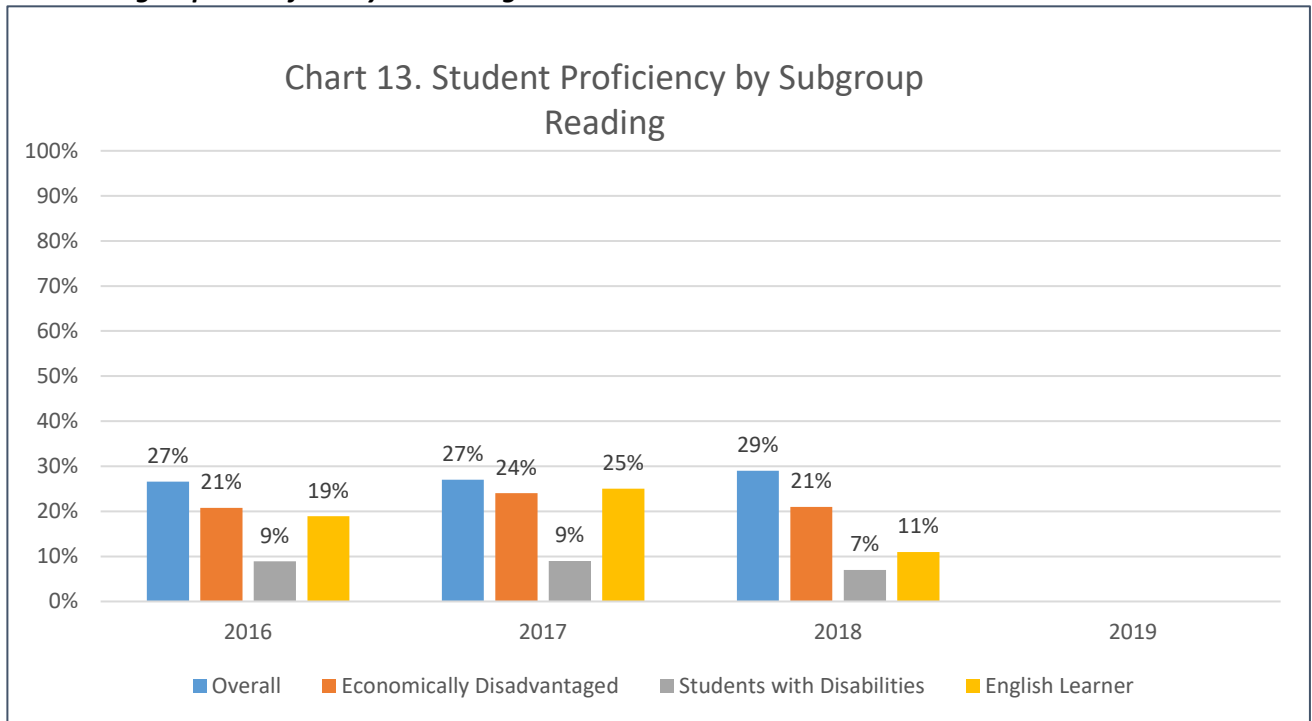
**Race/Ethnicity Subgroups - Proficiency in Reading**



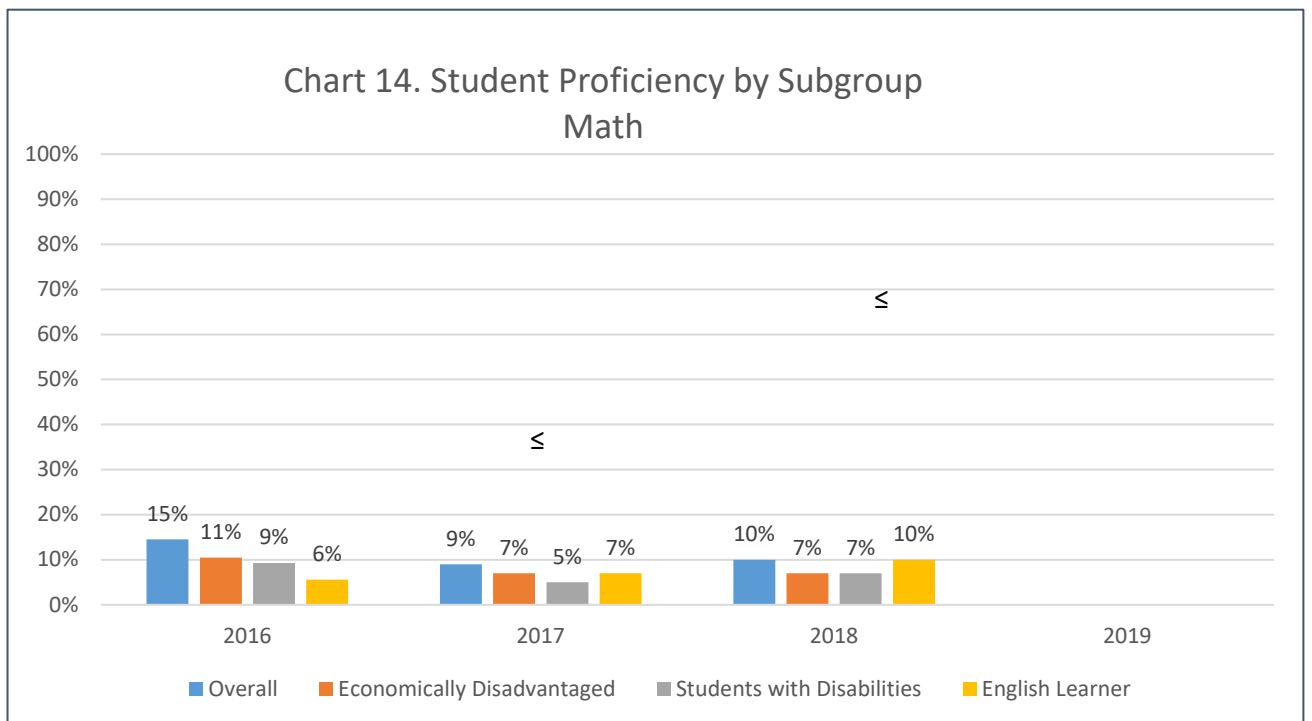
**Race/Ethnicity Subgroups - Proficiency in Math**



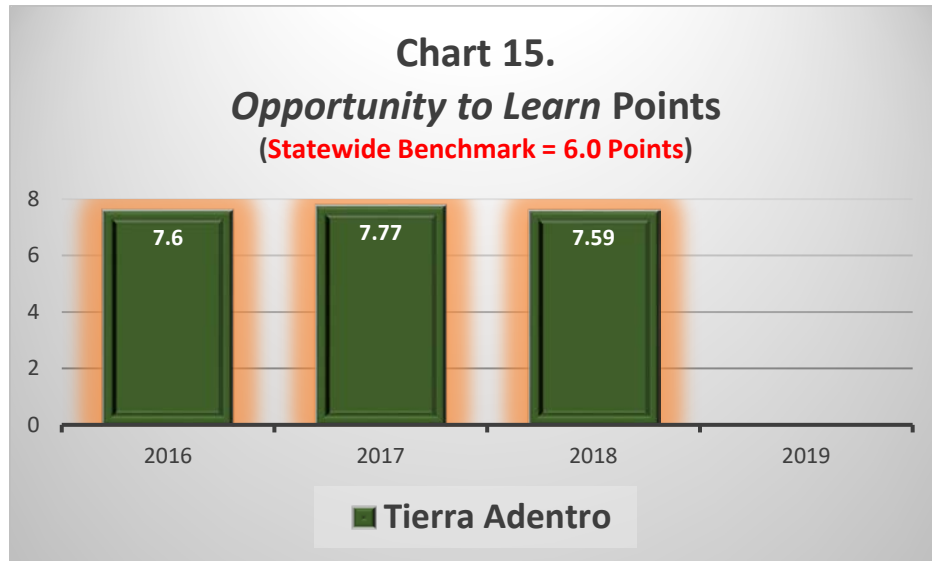
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**

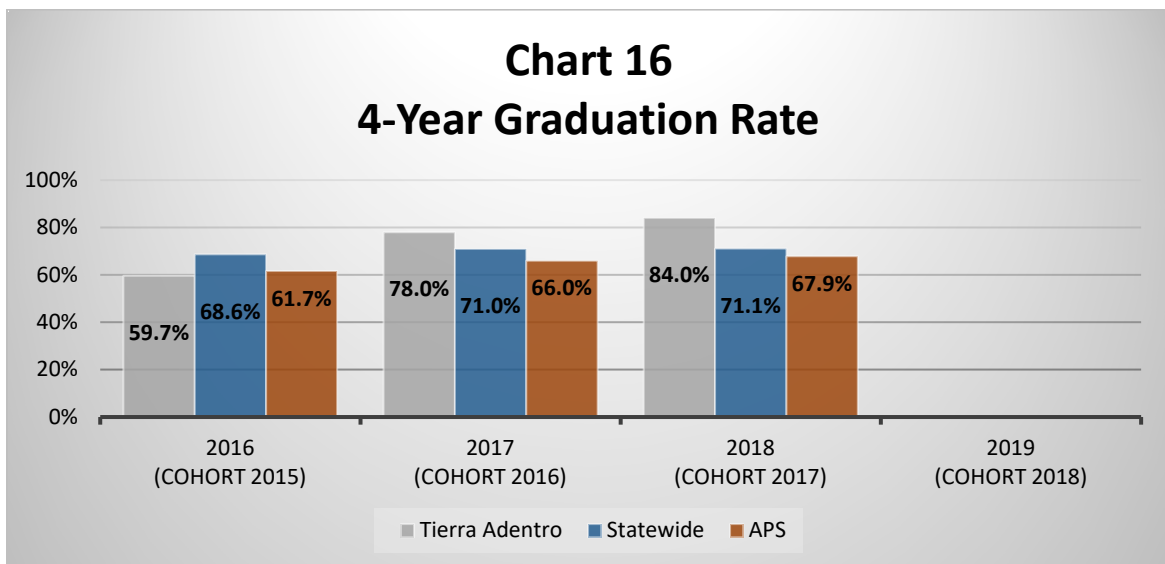


**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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



**High School Graduation Rates for the 4-year cohort**

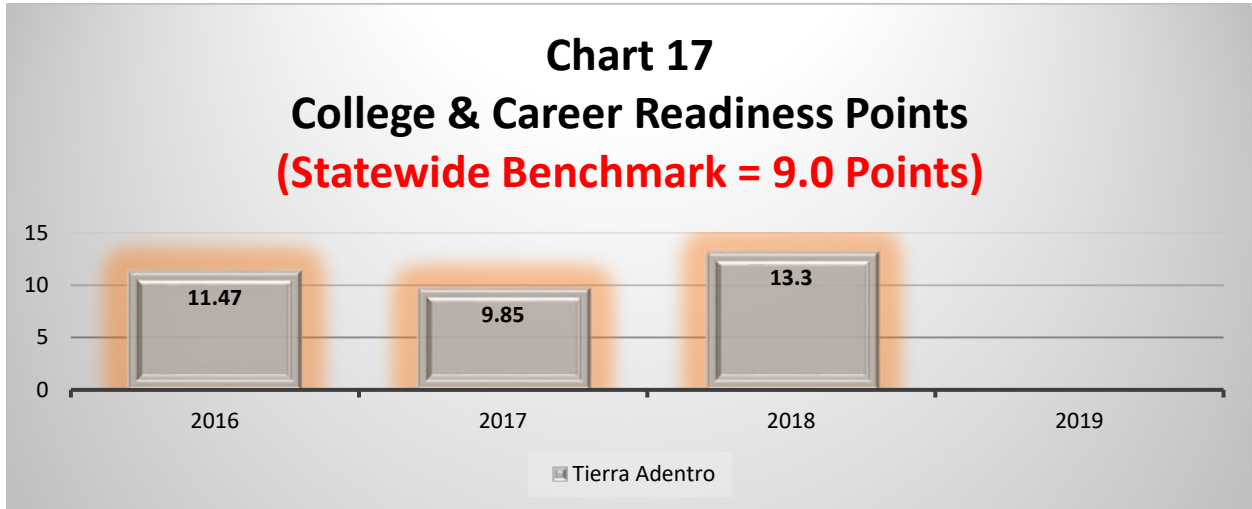
Please note that the data reported each year is for the prior year’s cohort of students.





**College & Career Readiness (CCR):** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>1</sup>. 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.



<sup>1</sup> 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.<sup>2</sup>*

	Goal 1	Goal 2
<b>2016</b>	Exceeds – unverified	Exceeds - unverified
<b>2017</b>	Falls Far Below	Falls Far Below
<b>2018</b>	Exceeds	Exceeds
<b>2019</b>	Exceeds	Exceeds

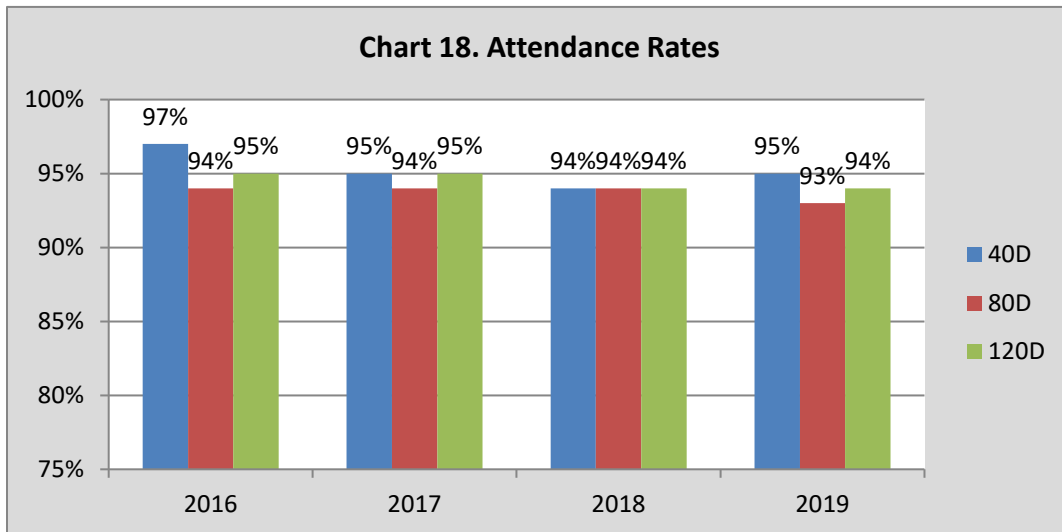
<sup>2</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)**

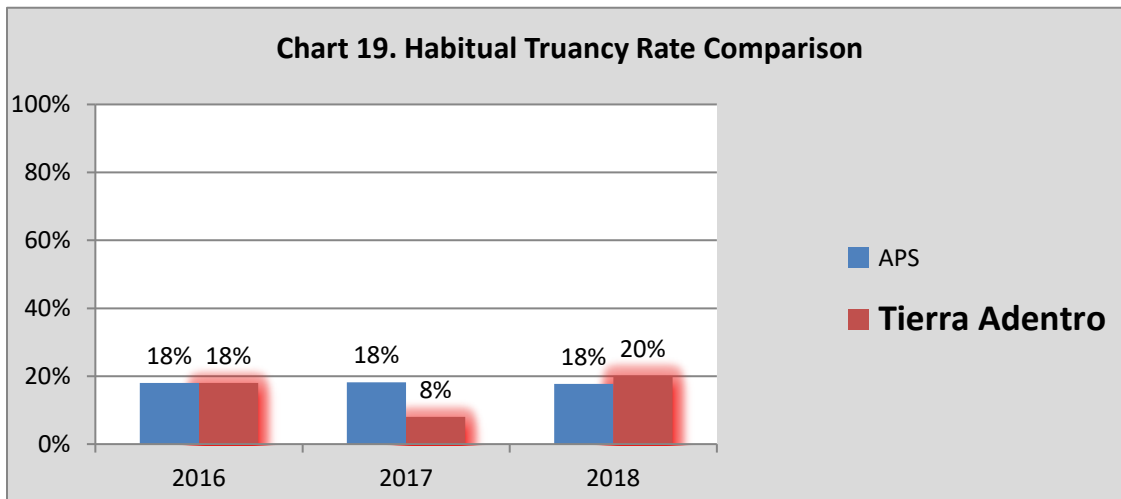
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

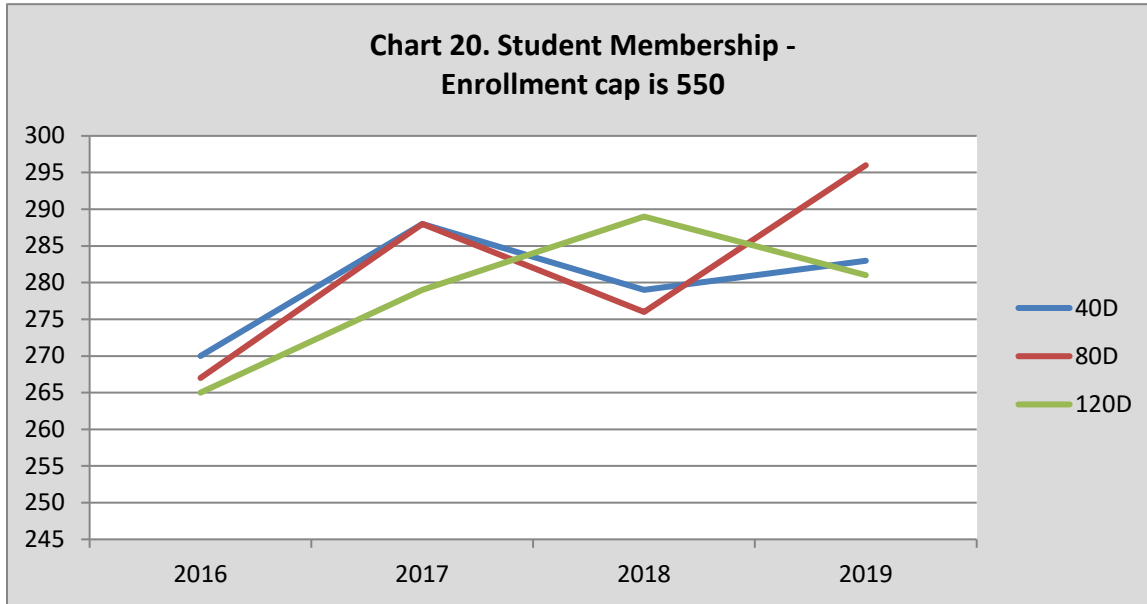
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



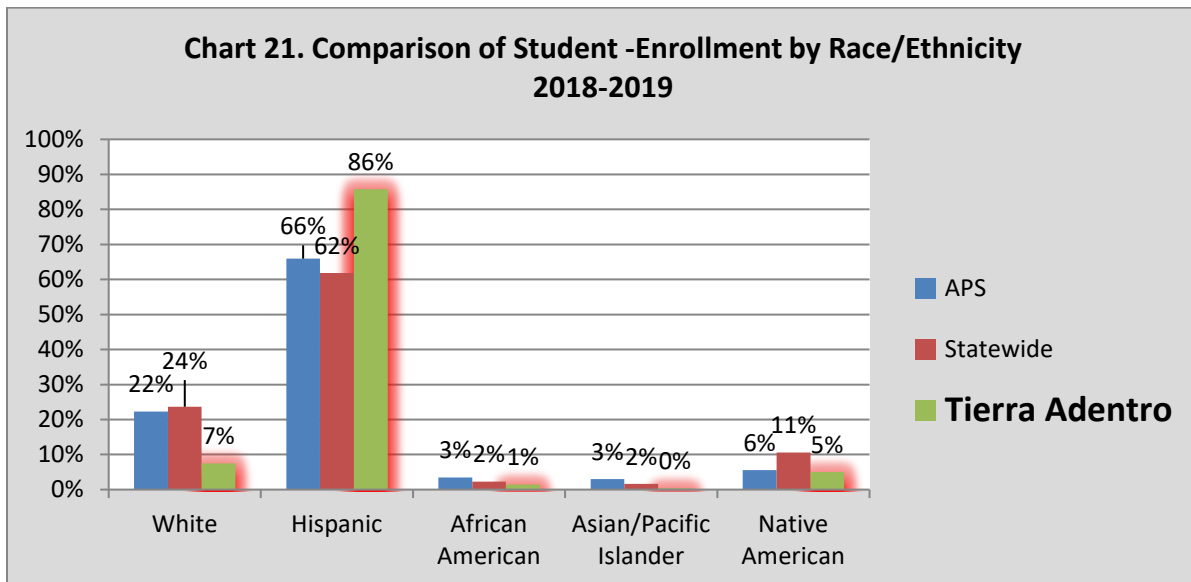
**Student Membership (Enrollment)**

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

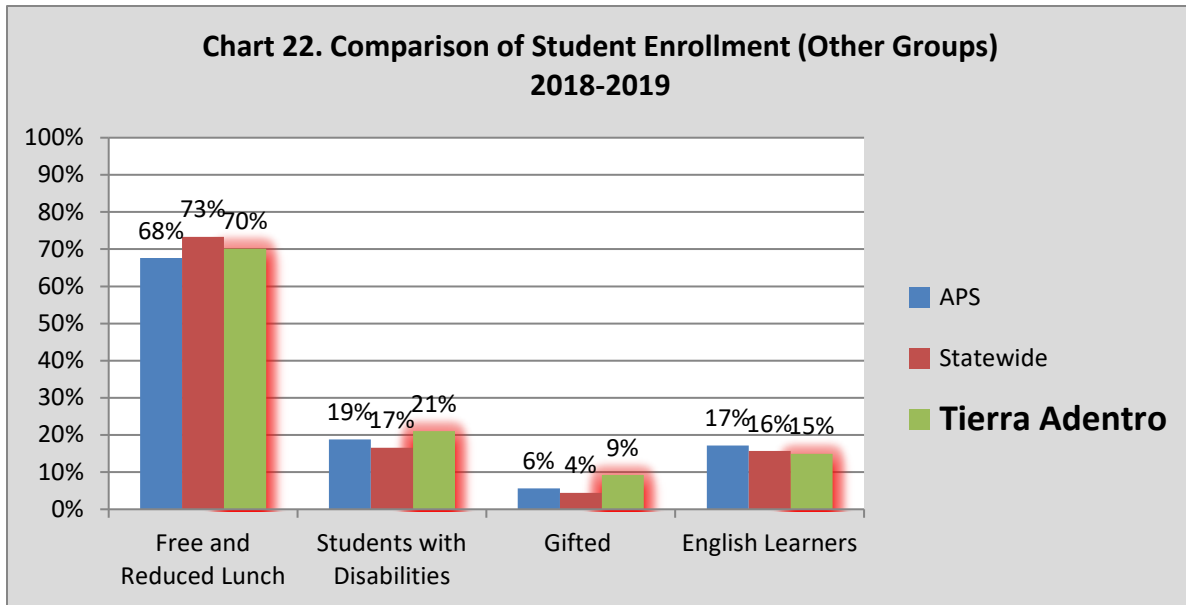


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

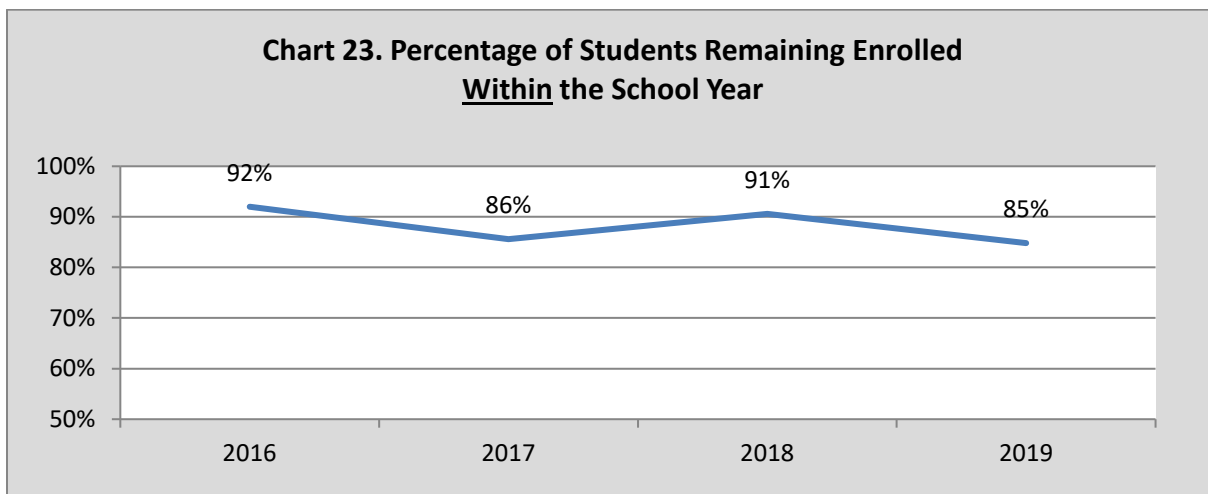


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Retention and Recurring Enrollment**

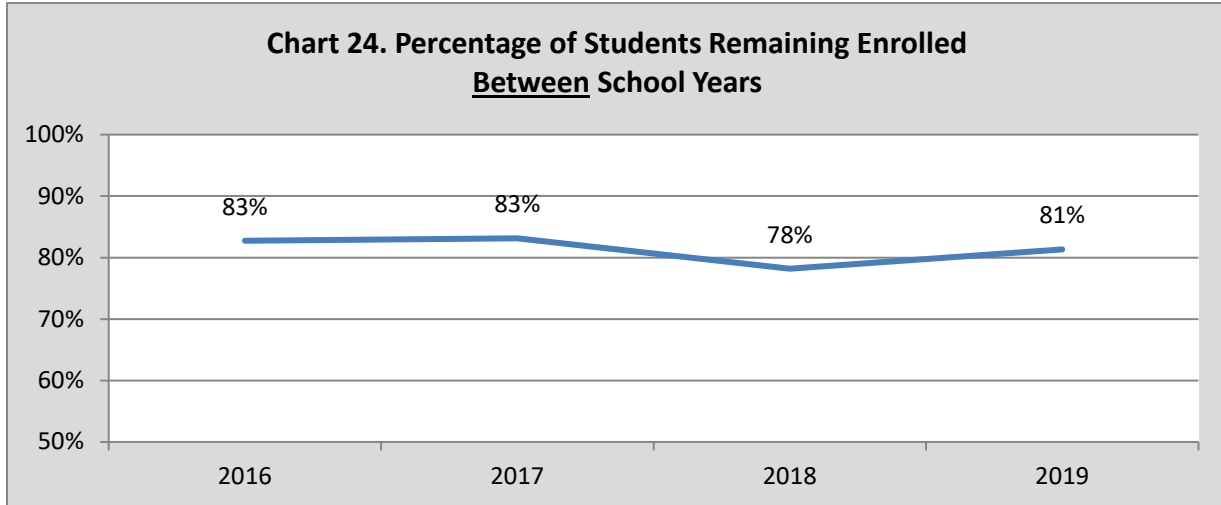
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

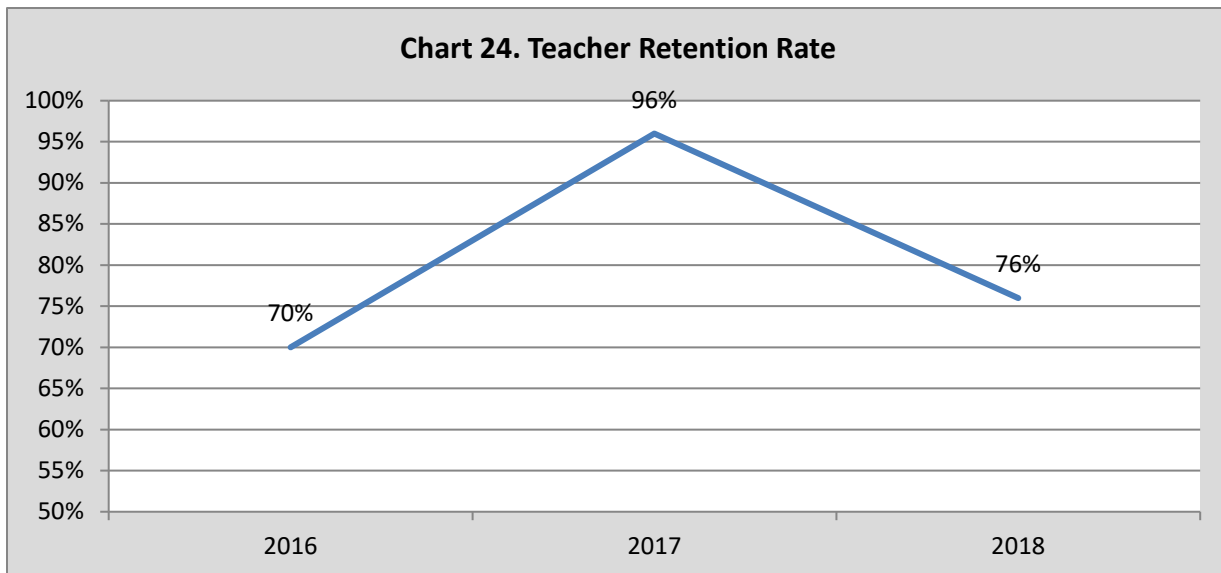


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### 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

Please note that the 2018-2019 ratings are not yet finalized. Schools may be in the process of submitting additional documentation and the Academic Indicator cannot be rated until the NM System of School Support and Accountability data is released. This chart will be updated in the packet provided to the Public Education Commission (PEC) and the school in November.

<b>Tierra Adentro Charter</b>	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00 NM A-F School Grading System</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
<b>I-A.01 Required Academic Performance Indicators</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>I-A.02 Optional Supplemental Indicators (school specific items in charter)</b>	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00 Educational Plan: material terms of the approved charter application</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01 Education Plan: applicable education requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.02 Education Plan: protecting the rights of all students</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)</b>	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.05 Educational Plan: complying with the compulsory attendance laws</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.06 Educational Plan: meet their recurrent enrollment goals</b>	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>IV-A.00 Business Management &amp; Oversight: meeting financial reporting and compliance requirements</b>	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
<b>IV-A.01 Business Management &amp; Oversight: following generally accepted accounting principles</b>	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>V-A.00 Governance and Reporting: complying with governance requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.01 Governance and Reporting: holding management accountable</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00 Employees: meeting teacher and other staff credentialing requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.01 Employees: respecting employee rights</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.02 Employees: completing required background checks</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.03 4d. General Info: Staff Turnover, if applicable</b>			Meets (or Exceeds) Standard
<b>VII-A.00 School Environment: complying with facilities requirements</b>	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.01 School Environment: complying with health and safety requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.02 School Environment: handling information appropriately</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms: data on any terms specified in the school's Performance Framework</b>	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
<b>Carol Crawford</b>		10/14/2014	Active	8	11	0
<b>Donna Jewell</b>	Secretary	3/1/2013	Active	8	8	0
<b>Elizabeth Marshall</b>		10/1/2016	Active	8	8	0
<b>Sandy Martinez</b>	President	10/1/2013	Active	8	13	0
<b>Ted Baca</b>	Vice Pres.	11/1/2014	Active	8	8	0
<b>Daniel Silva</b>		11/1/2014	Activ	8	8	0

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.

## OTHER SECTIONS

Part B: Progress Report (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement (to be provided by school)

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized 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 department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests during the contract term  
The historical information on amendments and amendment requests is provided by the Charter Schools Division in Figure 8.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to move location to address the stated concerns related to the construction near the school and lack of parking with the condition that the school submits all required documentation related to the move before such move occurs.	Approve	12/14/2017	NA
Amendment request to increase enrollment cap conditioned on the school's ability to obtain a facility to its approved occupancy of 550.	Approve	2/10/2017	NA
Amendment request to amend the student focused terms of its contract to include the following additional information. An additional secondary program is also offered on site for students to complete their credit recovery or advanced learning through online programming or through an accredited university. These students may or may not participate in TANM's full arts programming.	Approve	1/13/2017	NA

Figure 8. Amendment Requests and actions.