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SECRETARY DESIGNATE OF EDUCATION

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GOVERNOR

## Analysis of Renewal Application and Site Visit

### Tierra Encantada

**School Name:** Tierra Encantada Charter School

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

**Head Administrator:** Daniel Peña

**Business Manager:** Steve Alarid

**Authorized Grade Levels:** 7-12

**Authorized Enrollment Cap:** 400

**Current Enrollment:** 311

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

**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.

<b>PART A:</b>	<p><b>Data analysis provided by CSD is attached</b></p> <p>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></p> <p>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 October 23, 2019.</b></p> <p align="center"><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></p> <p>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.</p> <p><b>Overall NM School Grades SY16 - SY18: F, F, and D Graduation Rate</b></p>	<i>Demonstrates Substantial Progress</i>
1.b	<p><b>Specific Charter Goals</b></p> <p>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 READING <b>Rating in SY19: Falls Far Below</b></li> <li>• SHORT CYCLE ASSESSMENT MATH <b>Rating in SY19: Falls Far Below</b></li> <li>• LAS LINKS SPANISH LANGUAGE PROFICIENCY <b>Rating in SY19: Falls Far Below</b></li> <li>• INNOVATIVE INDICATOR: The dual language program at the School will result in students in 10<sup>th</sup> grade and above testing into a college level Spanish class as shown by the College Level Examination Program (CLEP). <b>The PEC and the parties agree that this indicator will not be used as a basis for non-renewal.</b></li> </ul> <p><b>Non-rated</b></p>	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<p><b>Audit</b></p> <p>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></p>	<i>Demonstrates Substantial Progress</i>

	complete this Section. <b>During FY16-FY18, the school had six (6) audit findings, including two (2) material weaknesses or significant deficiencies.</b>	
2.b	<b>Board of Finance</b> Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>
<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>Failing to Demonstrate Substantial Progress</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 1a Material Terms</b></li><li>● <b>Indicator 1b Applicable Education Requirements</b></li><li>● <b>Indicator 1e English Language Learners</b></li><li>● <b>Indicator 2a Financial Compliance</b></li><li>● <b>Indicator 4b Employee Rights</b></li><li>● <b>Indicator 5a Facilities Requirements</b></li></ul>	<i>Failing to Demonstrate 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>Demonstrates Substantial Progress</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> 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>  200  </u> Percentage: <u>  80  </u> %</b> 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>  34  </u> Percentage: <u>  100  </u> %</b>

<b>PART E:</b>	<p><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.</p>
	<p>1. A narrative description of its facilities</p>
	<p>2. Attach ___ facility plans or <u>X</u> the school’s Facility Master Plan</p>
	<p>3. Attach a copy of the building E Occupancy certificate(s) from <u>Construction Industries Division</u> number <u>12653</u></p>
	<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 April 26, 2016, indicates an NMCI score of 2.98% , which is better than the average at that time of 18.98% (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>                  Amendment request to amend section 8.01 1.a(x), page 38, facility terms of its contract, with the condition that the PSFA is able to certify that the facility meets all statutory requirements found in 22-8B-4.2 was approved on 1/13/2017.</p>
<b>Interviews</b>	<p><b>A summary of the Stakeholder Interviews is on the following page.</b></p>
<b>Other Appendices</b>	<p><b>The school provided additional appendices that are also attached.</b></p>
<b>School’s Response</b>	<p>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.</p>

## Stakeholder Interviews

Stakeholder interviews were conducted on October 23, 2019 at Tierra Encantada. The participants included three (3) parents, eight (8) students, one (1) governing board member and eleven (11) teachers.

All three parents in attendance cited having issues with traditional public schools as a reason for enrolling their children at Tierra Encantada. One parent reported that she commutes an hour each day to take her child to Tierra Encantada. While parents do wish the school offered more extra-curricular activities, such as art and music, they do acknowledge that the school can't always fund or find sponsors for these activities. The school is very good at communication at all levels, according to parents, with teachers being willing to walk up to a parent directly if they see them on campus. Additionally, the school encourages parent engagement and is open to ideas and suggestions.

Several students mentioned the one on one interactions with teachers being a major draw to the school. Teachers insure that students do not fail. Additionally, administration "always has an open door" and will listen to students. One student described the relationship with teachers, administration, and peers as being "more like a family." Students also appreciate the hands on learning and dual language program offered at Tierra Encantada.

Governing board member interviews were scheduled to start at 10:30 a.m. The one governing member who attended the interview arrived to the school approximately an hour late. The board member was asked to be part of the board after his son completed his freshman year. The council evaluates the head administrator using parent, student, and teacher surveys. The information from these surveys, along with how well the school is progressing on goals and meeting state and federal requirements, determine "the value of rehire" of the head administrator. The board member recognizes that there needs to be improvement in continuing education for board members. Additionally, he admitted, "Sometimes minutes are not always ready for approval."

### **Teachers and staff were interviewed in two groups to accommodate teacher lunch schedules.**

#### Teachers and Staff Group 1

Teachers in the first group reported being attracted to Tierra Encantada's bilingual program, small school size, welcoming environment, and project based curriculum. The teachers believe that they are offering a rigorous curriculum thanks partially to encouraging students to enroll in dual credit. Students embrace the bilingual aspect of the school and will encourage and help each other with Spanish presentations. One staff member even reported students helping him with his own Spanish speaking.

#### Teachers and Staff Group 2

The staff members in this group echoed their peers by saying the school's bilingual program, small size, environment, and project based learning were reasons they came to Tierra Encantada. The school's community was mentioned as a strength of the school. Staff are able to connect to students and their families on "a deeper level." The school institutes a program called "crew". During crew, students can go have improvement conversations with teachers in whose class they are struggling. Staff insure students have the resources and accommodations



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

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# Tierra Encantada Charter School 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).

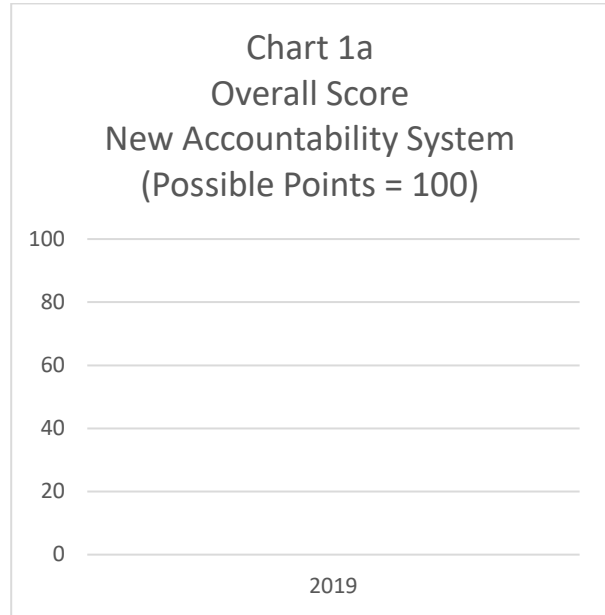
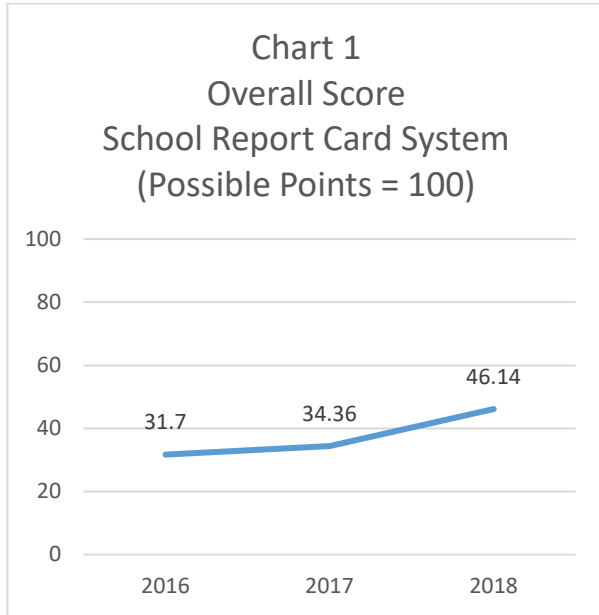
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point 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.**

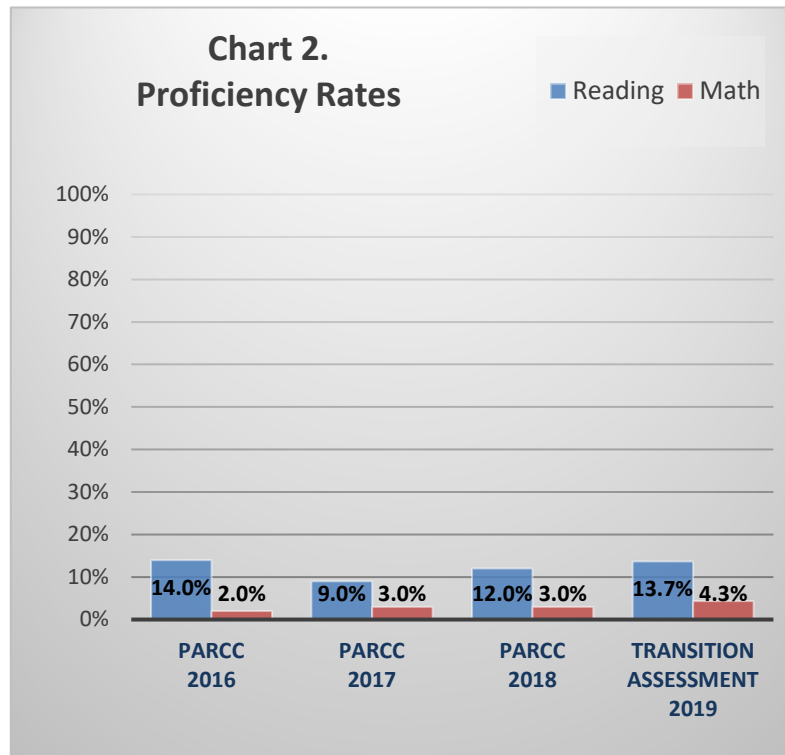
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019,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

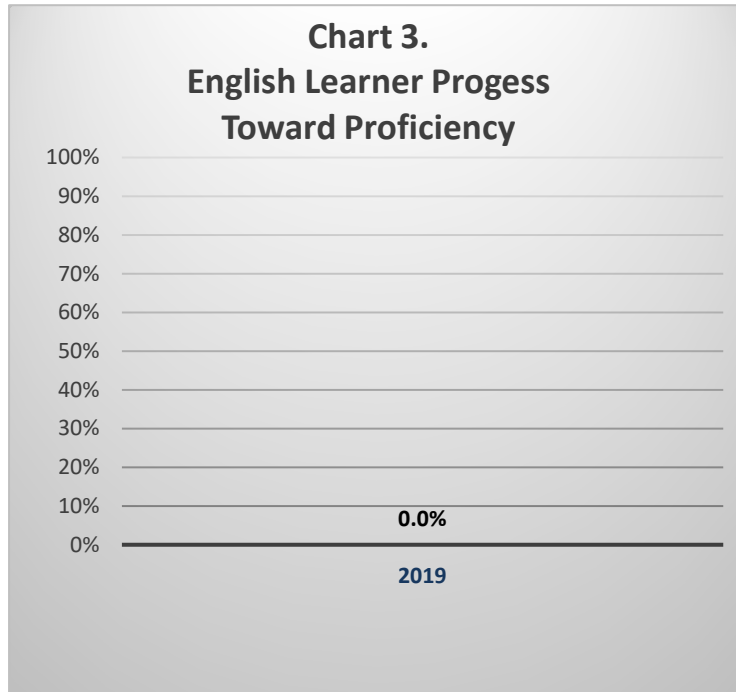


**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.

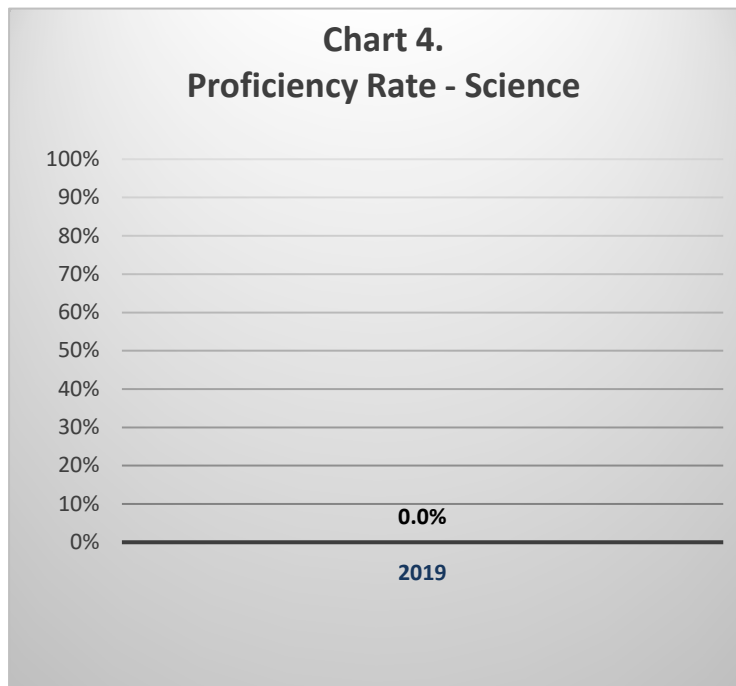




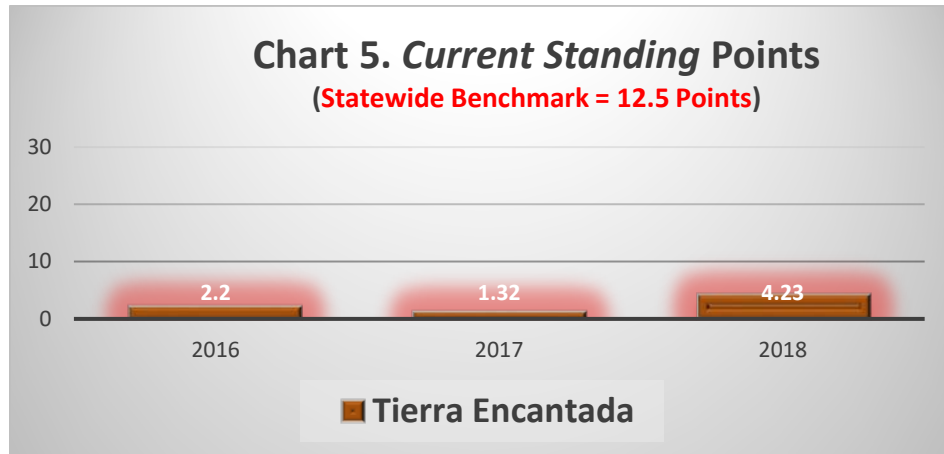
**English Learner Progress toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



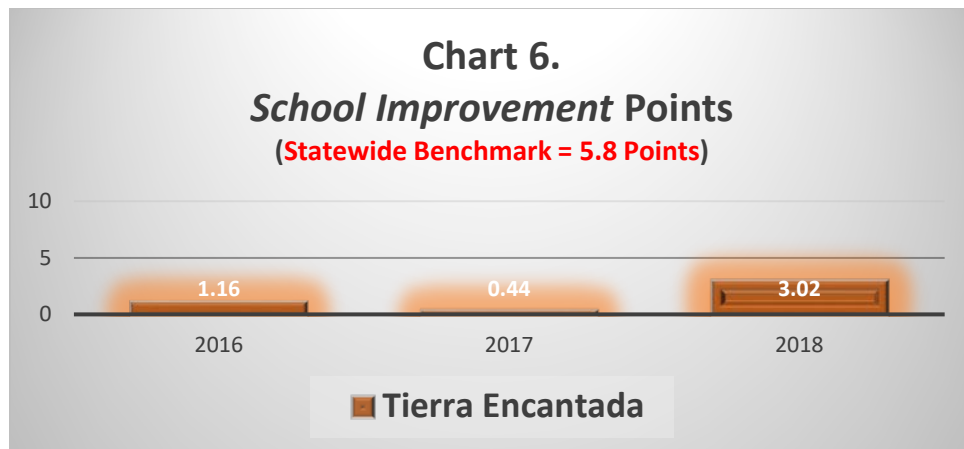
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**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.**

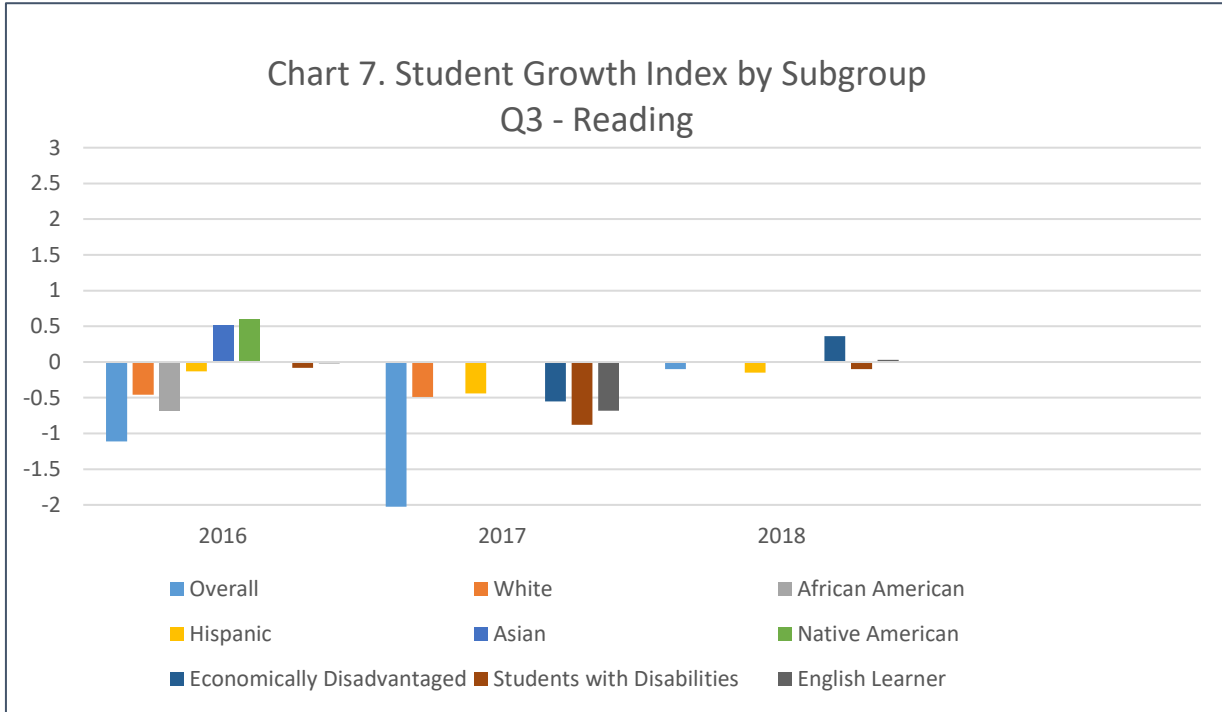


**School Improvement:** The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



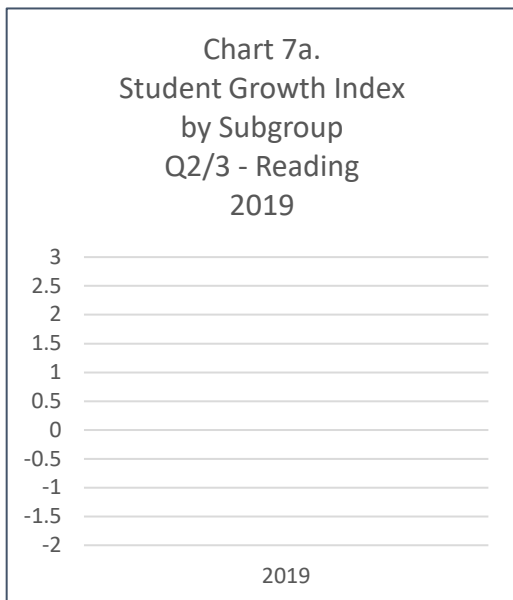
**Subgroup – Higher-Performing Students in Reading**

**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.**



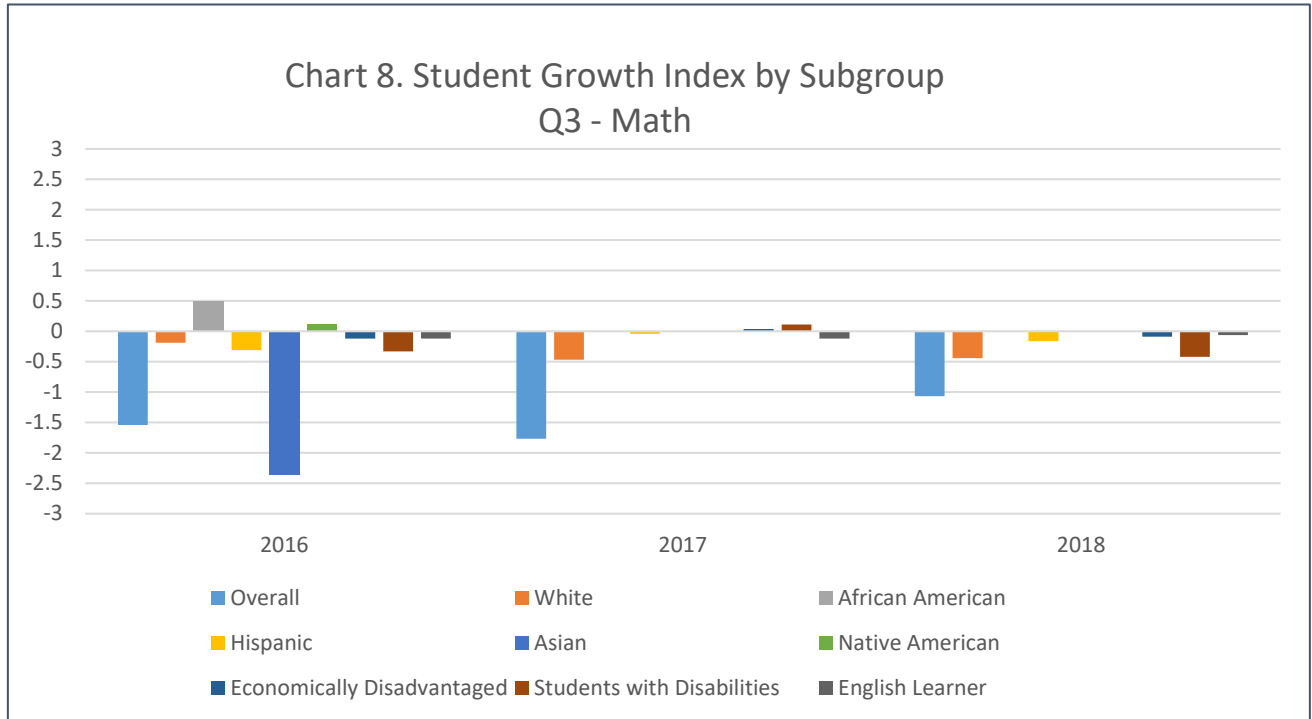
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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



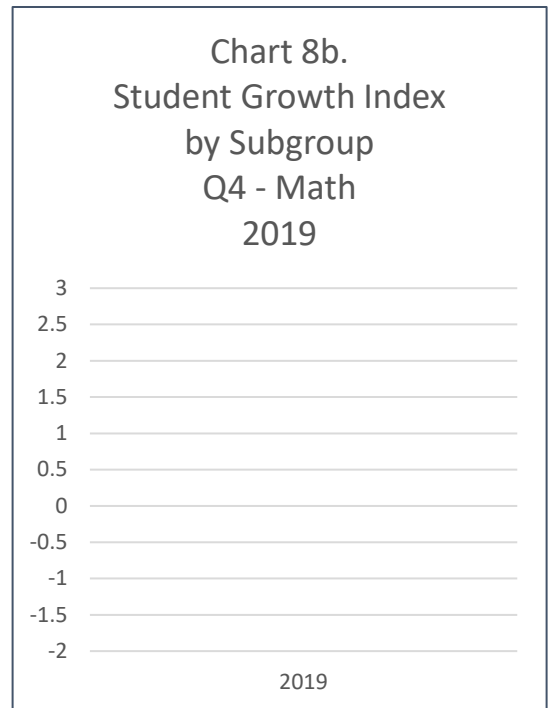
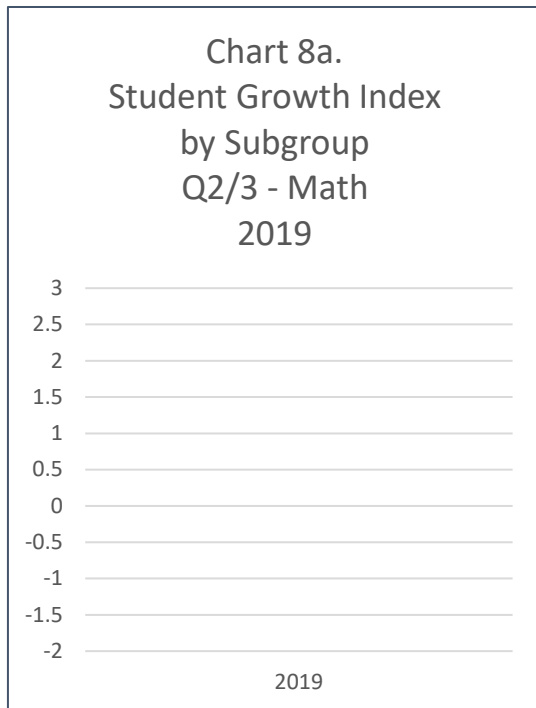
**Subgroup – Higher-Performing Students in Math**

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



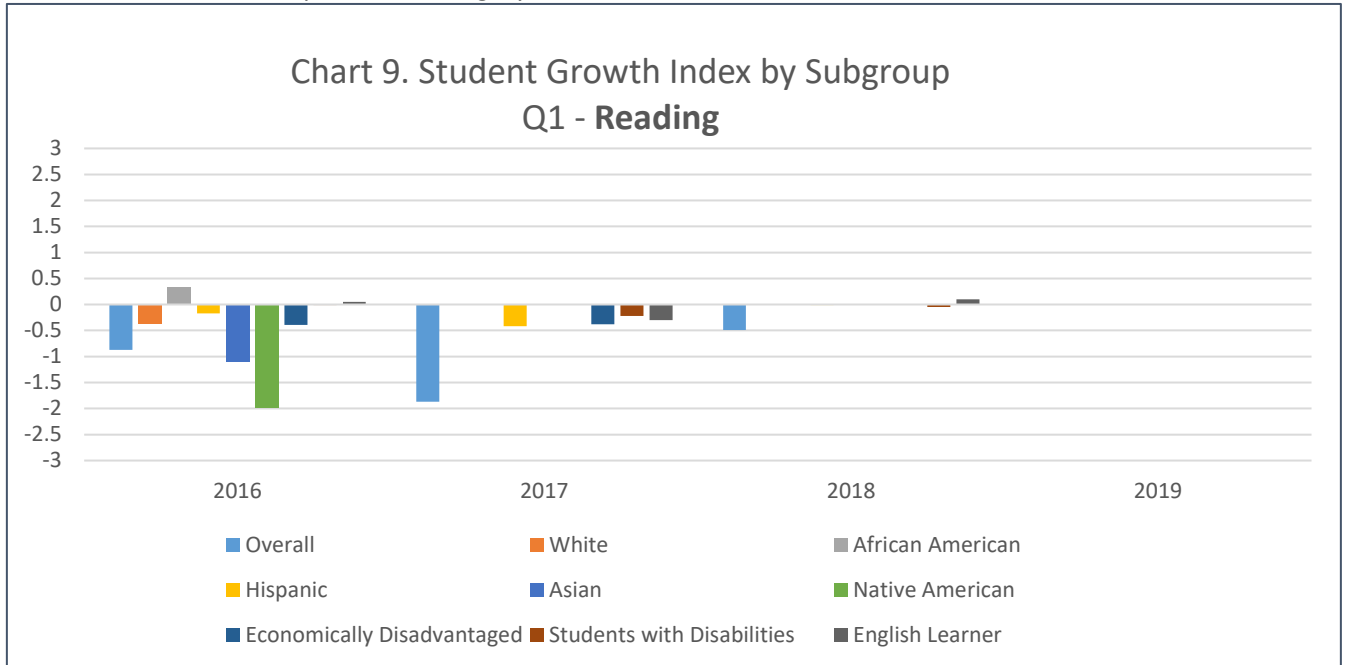
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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

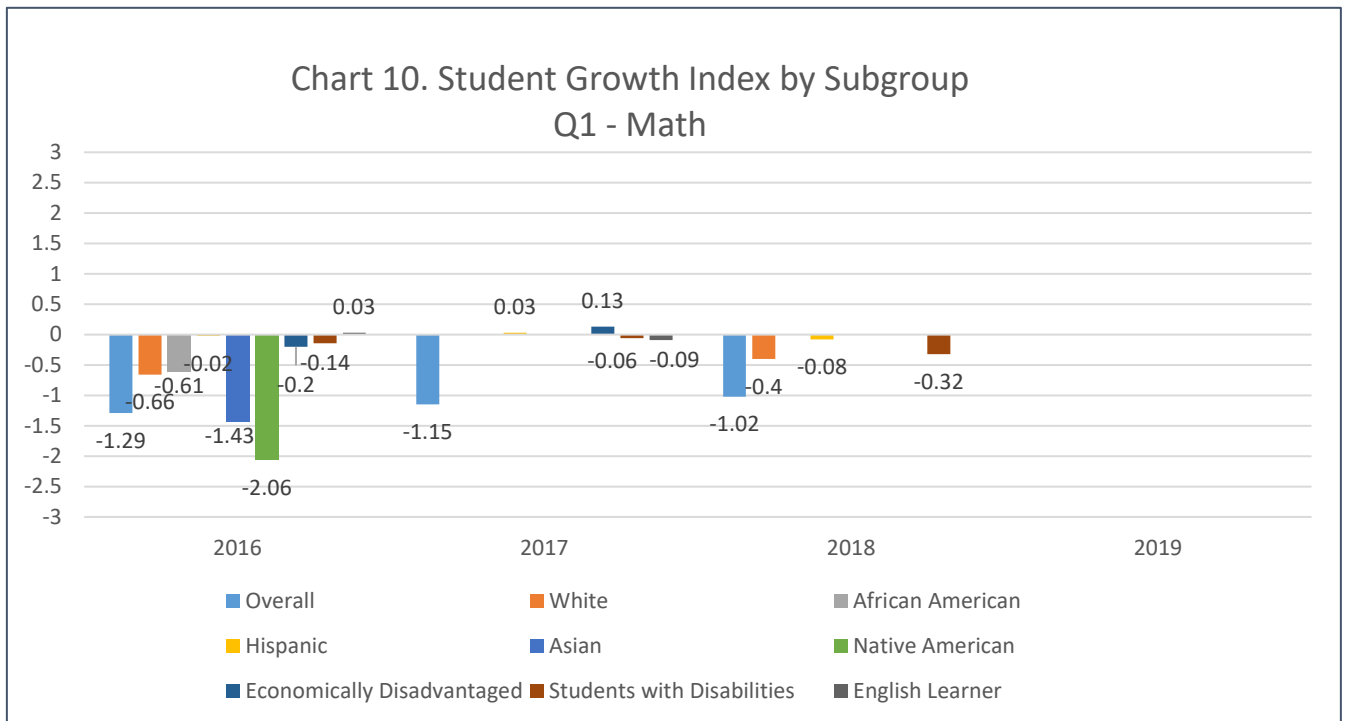


**Subgroup – Lowest-Performing Students in Reading**

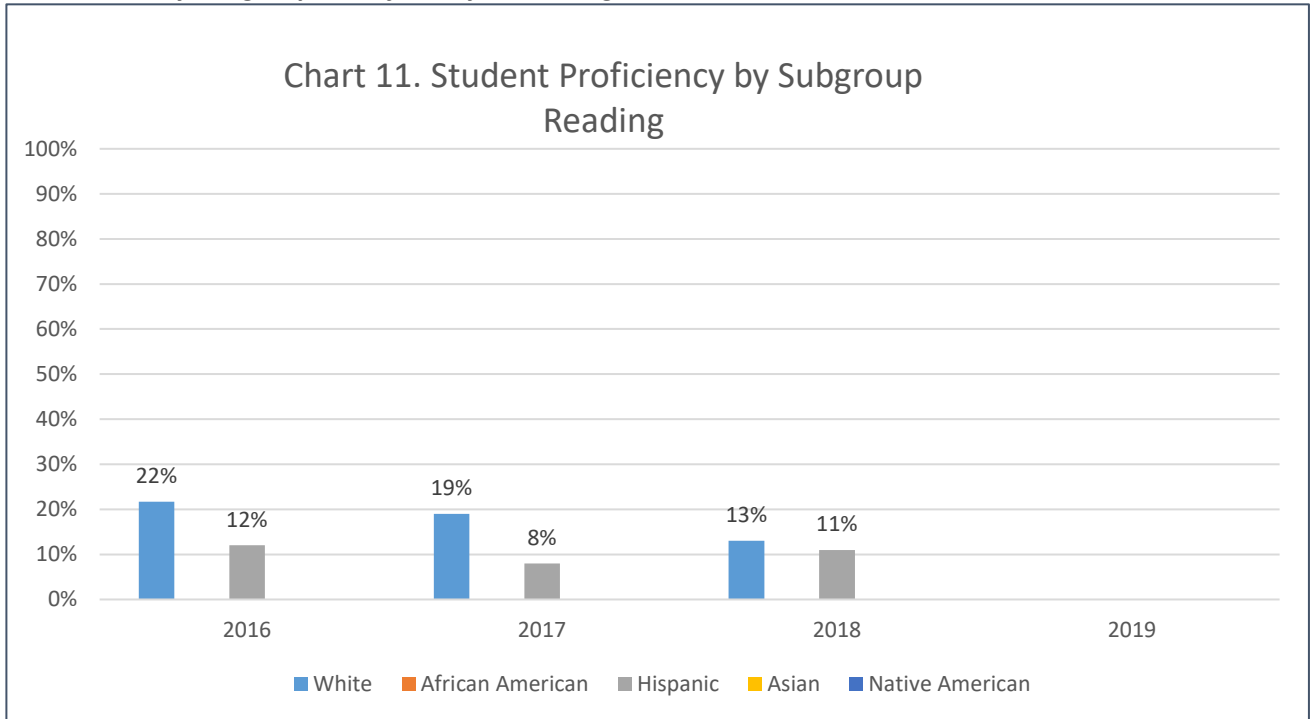
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



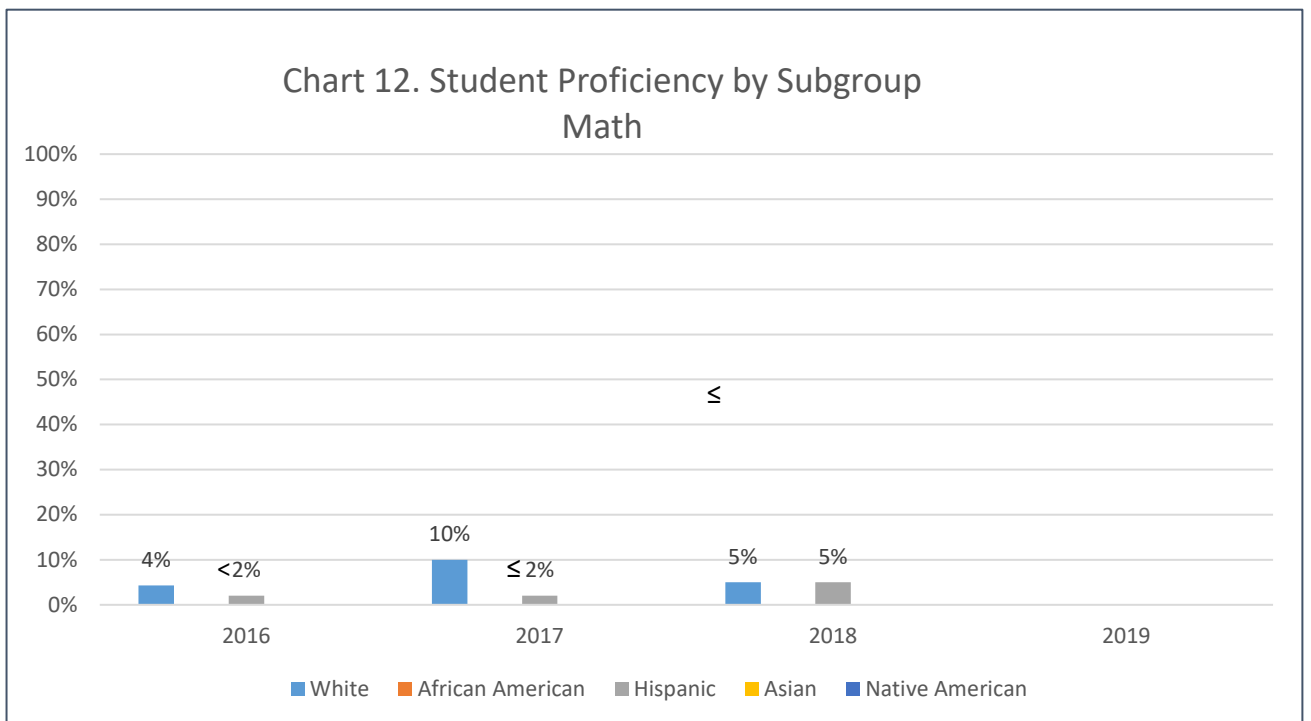
**Subgroup – Lowest-Performing Students in Math**



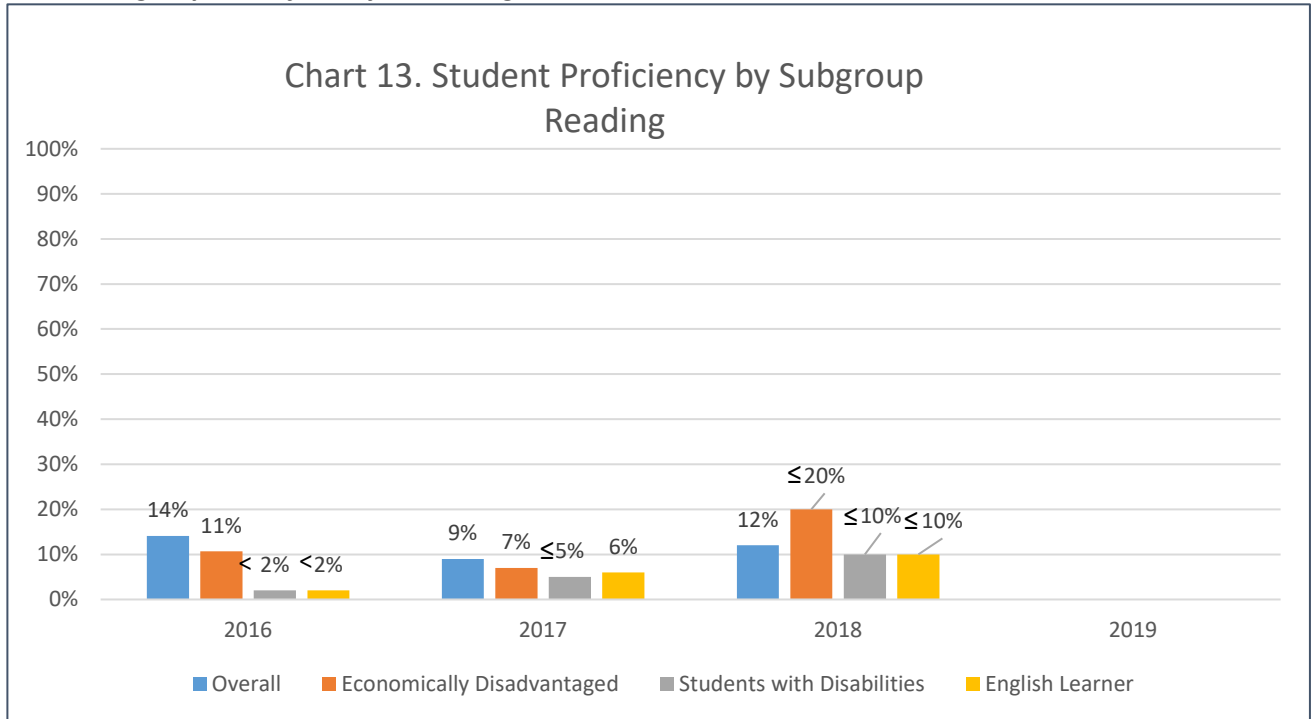
**Race/Ethnicity Subgroups - Proficiency in Reading**



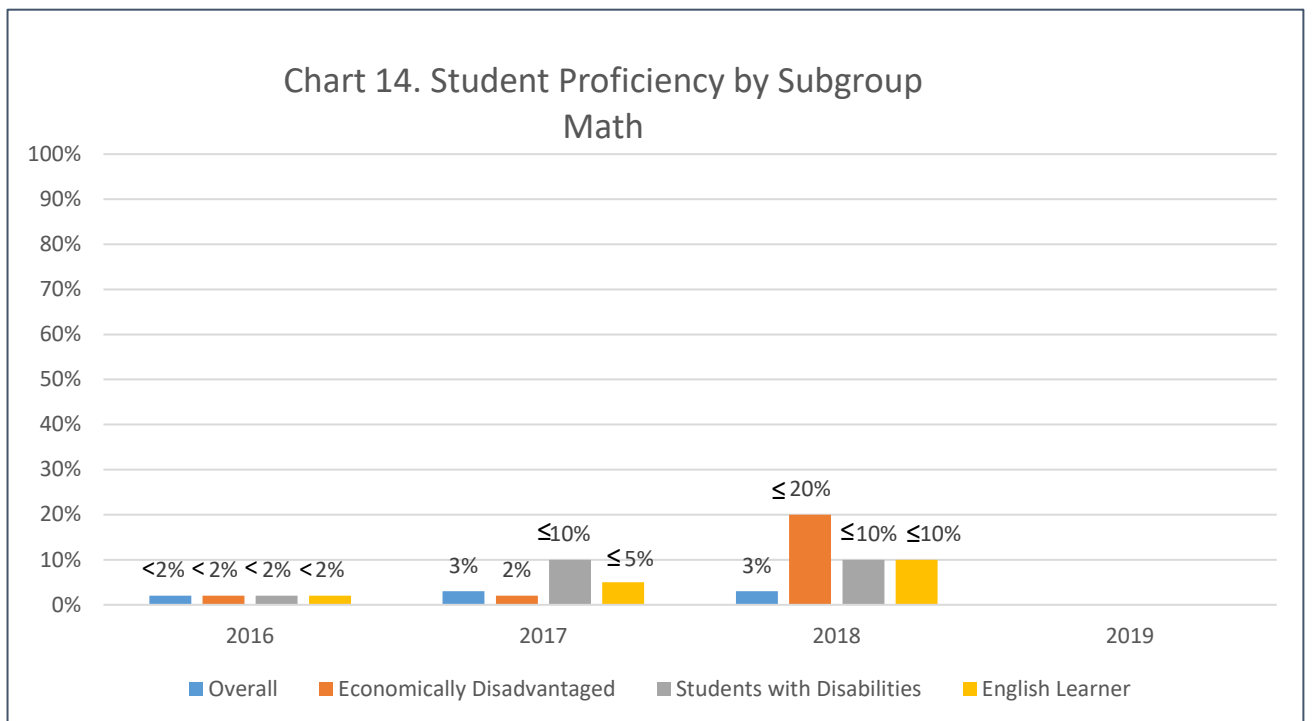
**Race/Ethnicity Subgroups - Proficiency in Math**



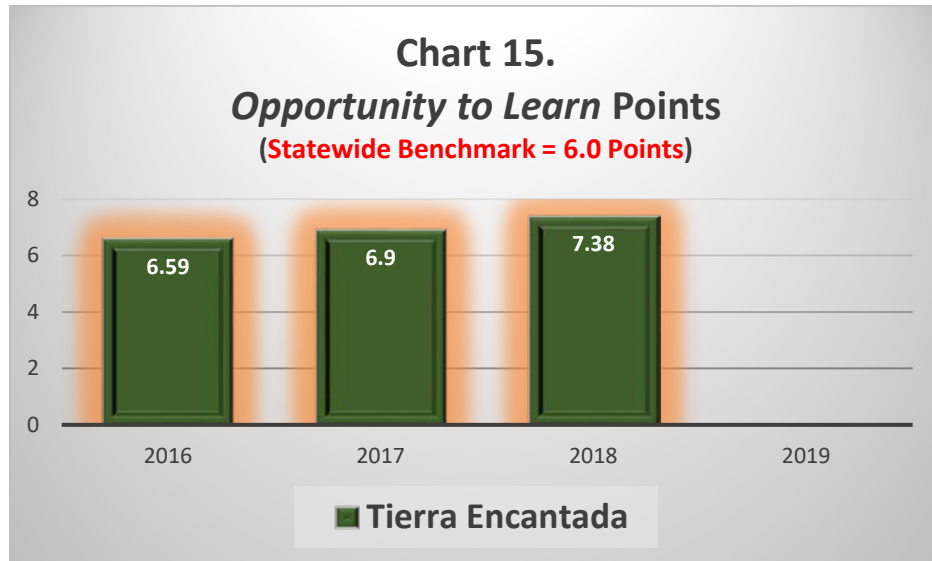
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**

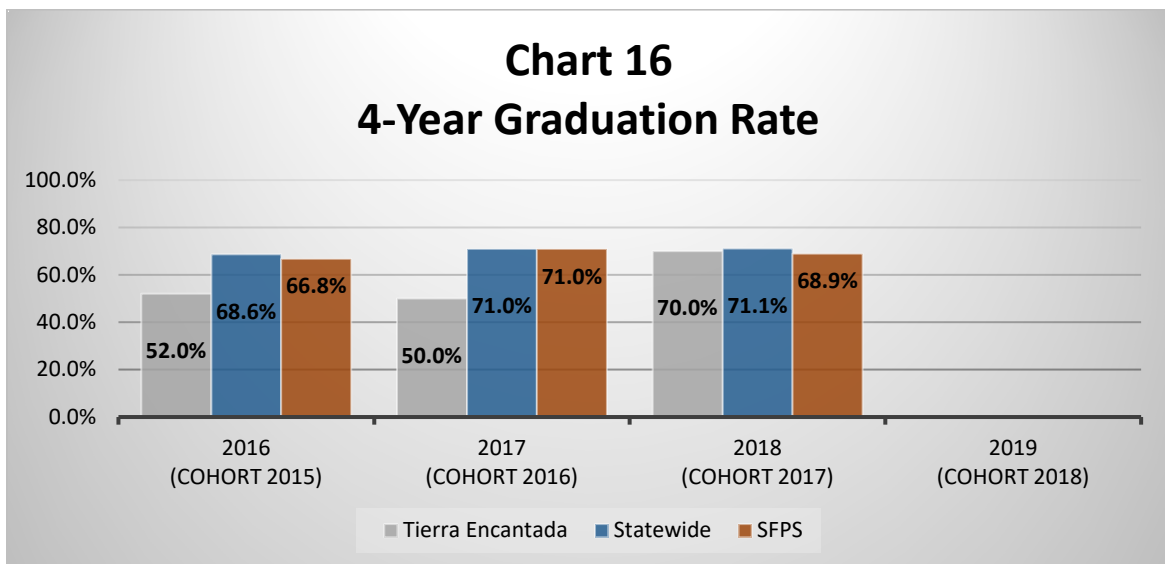


**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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

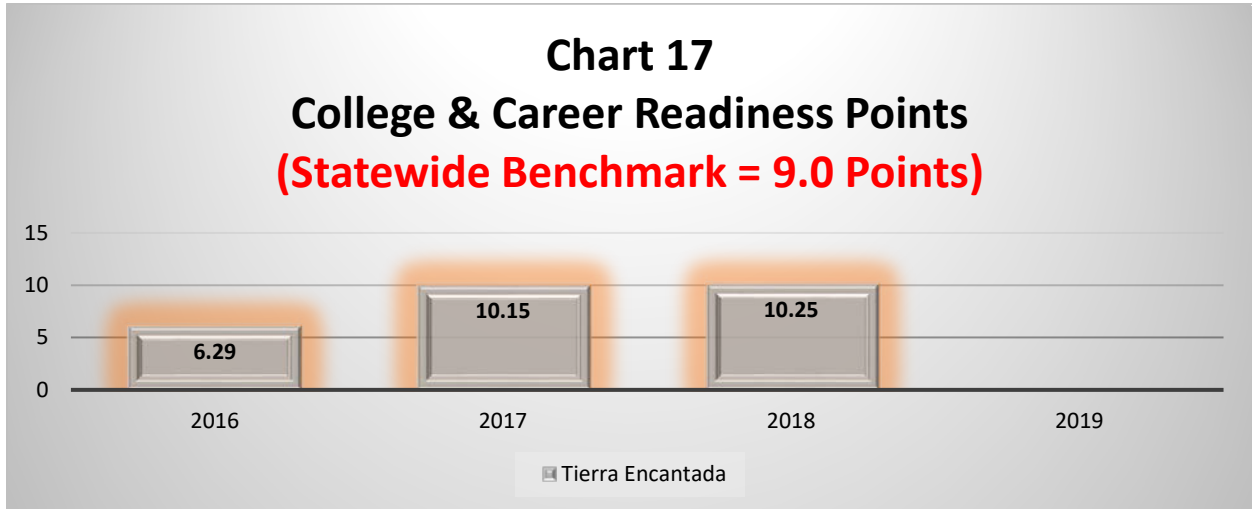
Please note that the data reported each year is for the prior year’s cohort of students.





**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 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 10<sup>th</sup> 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.<sup>2</sup>

	Goal 1	Goal 2	Goal 3	Goal 4
<b>2016</b>	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
<b>2017</b>	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
<b>2018</b>	Falls Far Below	Falls Far Below	Falls Far Below	Not rated
<b>2019</b>	Falls Far Below	Falls Far Below	Falls Far Below	Not rated

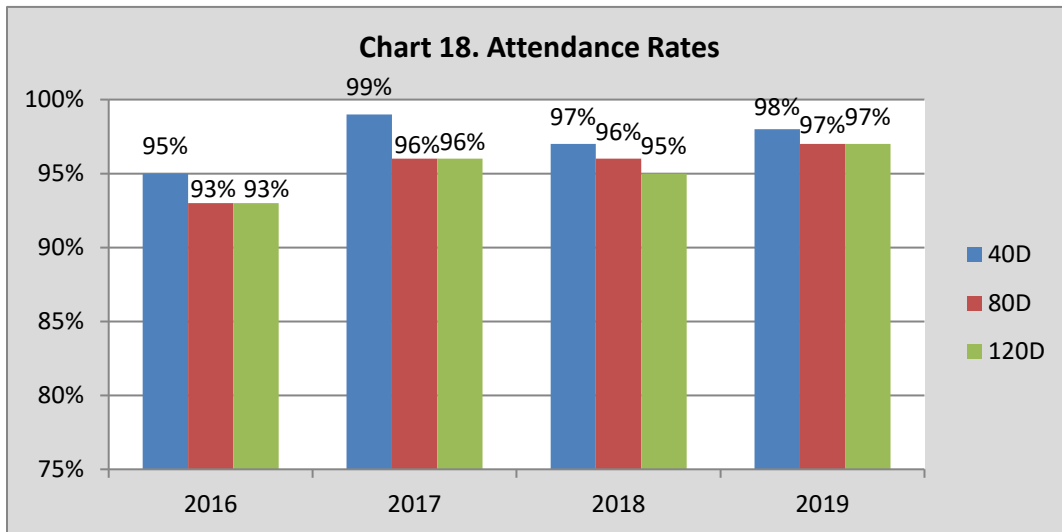
<sup>2</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)**

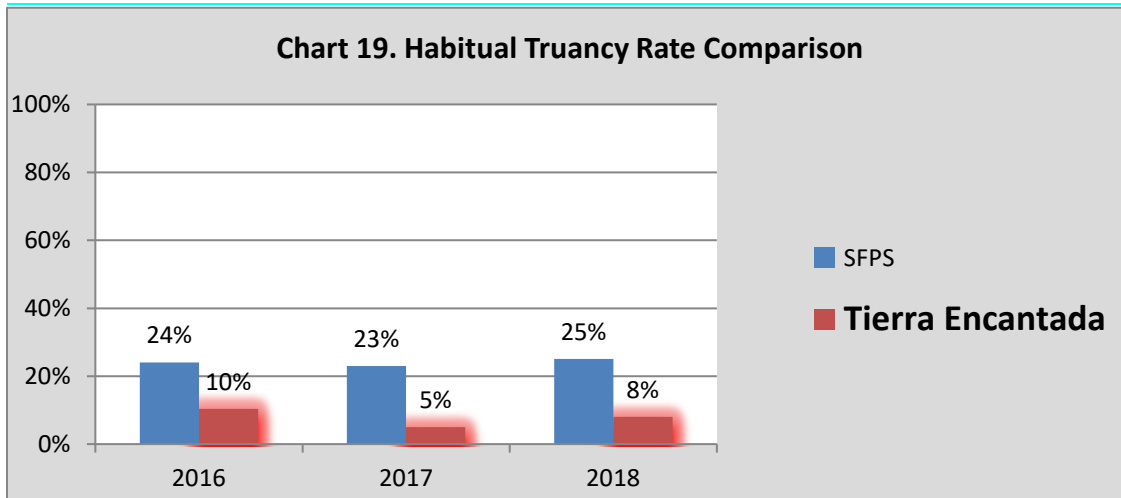
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

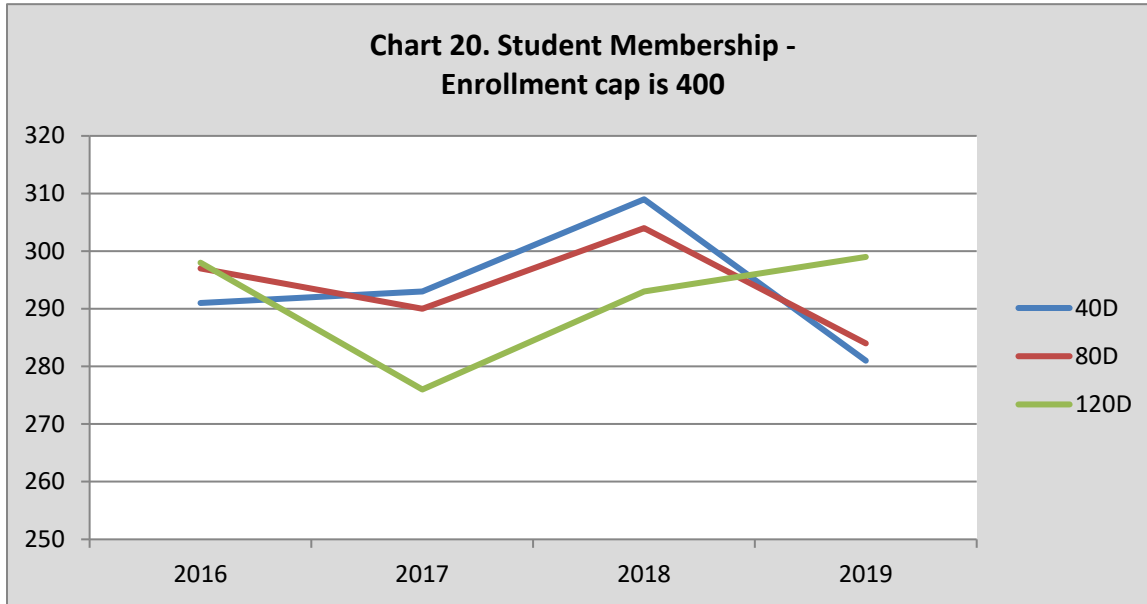
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



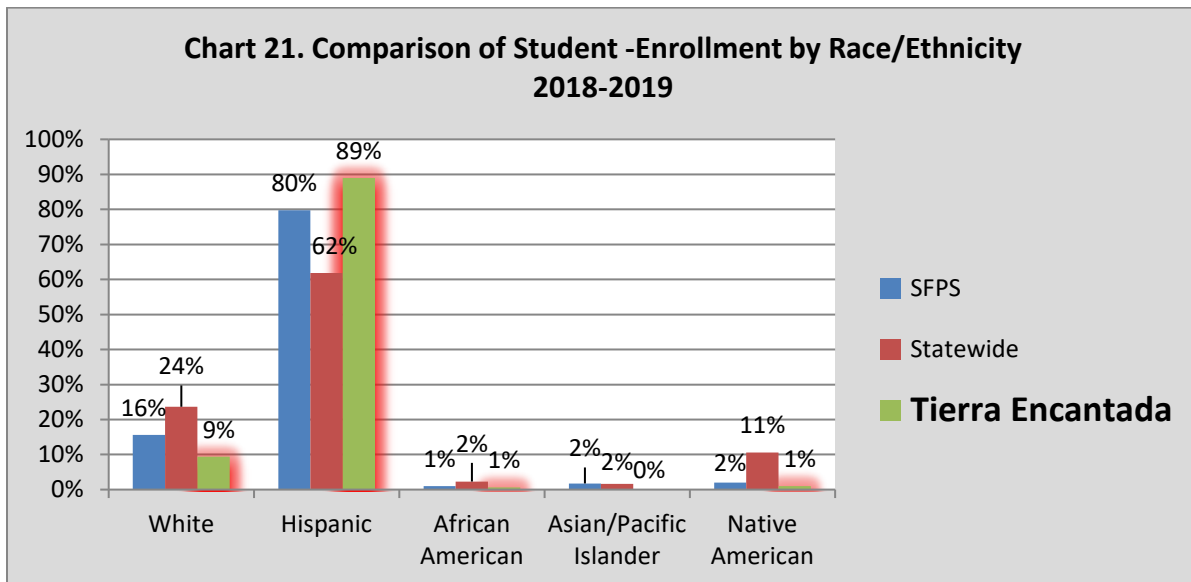
**Student Membership (Enrollment)**

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

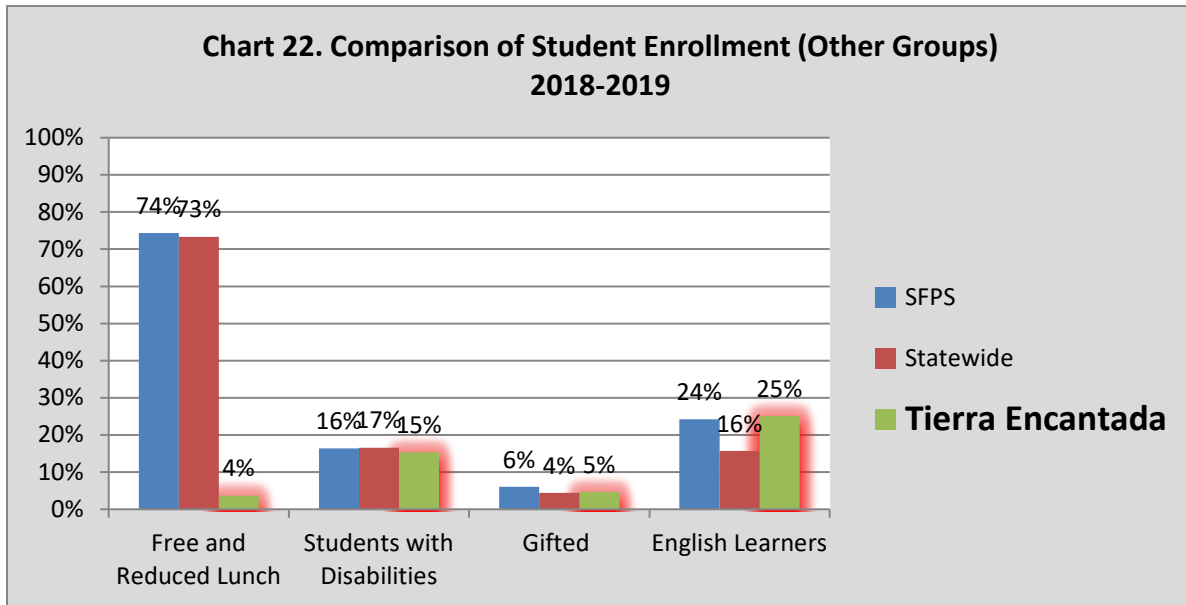


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

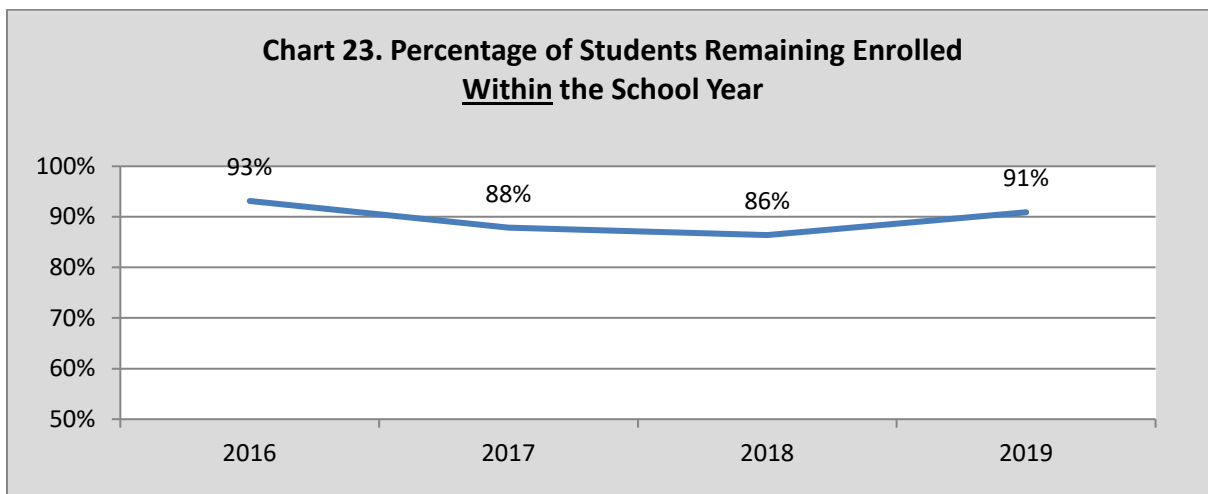


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Retention and Recurring Enrollment**

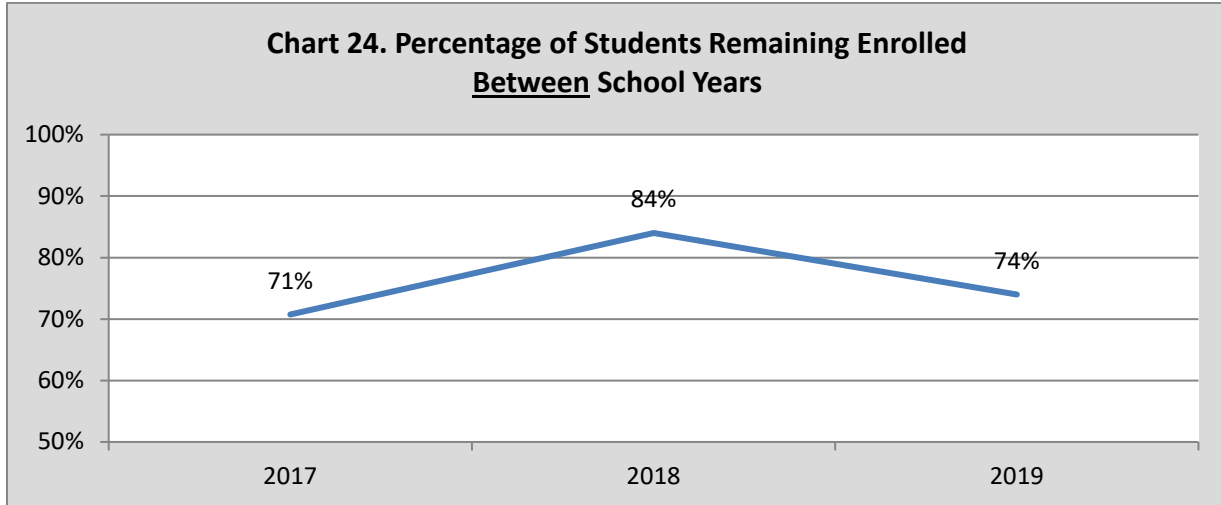
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

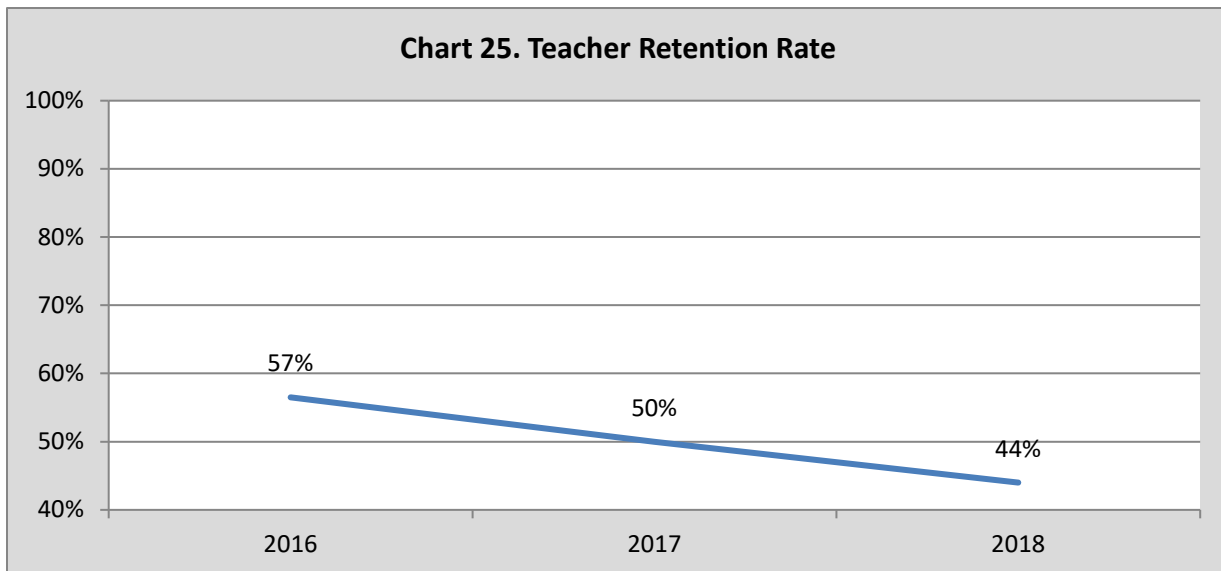


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 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 12<sup>th</sup> grade level in English and either an 8<sup>th</sup> grade level in Spanish if it is not their native language or 12<sup>th</sup> 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 11<sup>th</sup> 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

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 Encantada Charter School</b>	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00</b> NM A-F School Grading System	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
<b>I-A.01</b> 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
<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06</b> 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
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00</b> Educational Plan: <a href="#">material terms</a> of the approved charter application	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.01</b> Education Plan: applicable education requirements	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>III-A.02</b> Education Plan: protecting the rights of all students	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.03</b> 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
<b>III-A.04</b> 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
<b>III-A.05</b> Educational Plan: complying with the compulsory <a href="#">attendance</a> laws	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.06</b> Educational Plan: meet their <a href="#">recurrent enrollment</a> goals	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>IV-A.00</b> Business Management & Oversight: meeting <a href="#">financial</a> reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>IV-A.01</b> Business Management & Oversight: following generally accepted <a href="#">accounting</a> principles	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.00</b> Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>V-A.01</b> Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00</b> Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.01</b> Employees: respecting employee rights	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>VI-A.02</b> Employees: completing required <a href="#">background checks</a>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>VI-A.03</b> 4d. General Info: Staff Turnover, if applicable			
<b>VII-A.00</b> School Environment: complying with facilities requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.01</b> 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
<b>VII-A.02</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms:</b> 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
<b>Celedina Coss</b>	Treasurer	3/1/2017	Active	8	0	8
<b>Joseph Salazar</b>	President	3/1/2017	Active	8	8	0
<b>Melarie Gonzales</b>		7/1/2016	Active	8	8	0
<b>Nicholas Maestas</b>		3/1/2017	Active	8	8	0
<b>Tanya Miller</b>	Secretary	4/1/2014	Active	8	7	1

*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 Amend section 8.01 1.a(x), page 38 facility terms of its contract with the condition that the PSFA is able to certify that the facility meets all statutory requirements found in 22-8B-4.2.	Approve	1/13/2017	NA

Figure 8. Amendment Requests and actions