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SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2022-23 Annual Report
February 2, 2024**

School Name: Tierra Encantada Charter School

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

Head Administrator: Daniel Peña

Governing Board Chair: Joseph Salazar

Business Manager: Steve Alarid

Authorized Grade Levels: 7-12

Grade Levels Served: 7-12

Authorized Enrollment Cap: 400

2022-23 End of Year Enrollment: 278

Contract Term: 2020-2025

Waivers: none

Mission:

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

Educational Program:

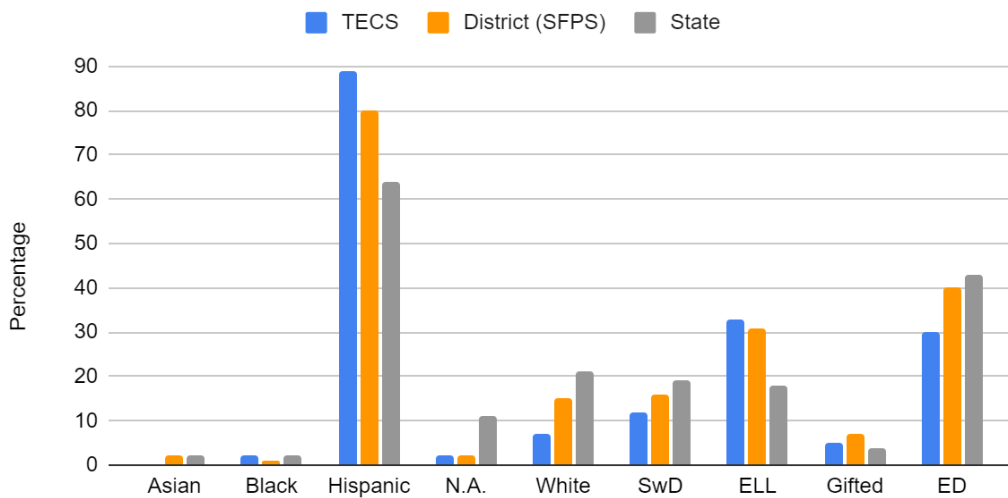
i. Tierra Encantada Charter School provides a comprehensive Dual Language Immersion Program as part of our academic program, as evidenced by students graduating with bilingual seal, participating in Spanish Language Arts in all grade levels, and course content delivered in Spanish by bilingual-certified teachers.

ii. Content is delivered using project based learning, as evidenced by thematic lesson plans, regular formative and periodic summative assessments. TECS aligns to Common Core using a mastery-based short-cycle assessment tool.

iii. Tierra Encantada Charter School provides a college and career focused program by offering an accelerated pathway to higher education, enabling students to graduate from high school earning up to 60 college credit hours, a degree, or certificate, as evidenced by the data on dual credit enrollment.

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	58
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	50
Overall Academic Score: average of indicators 1 and 3	54

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

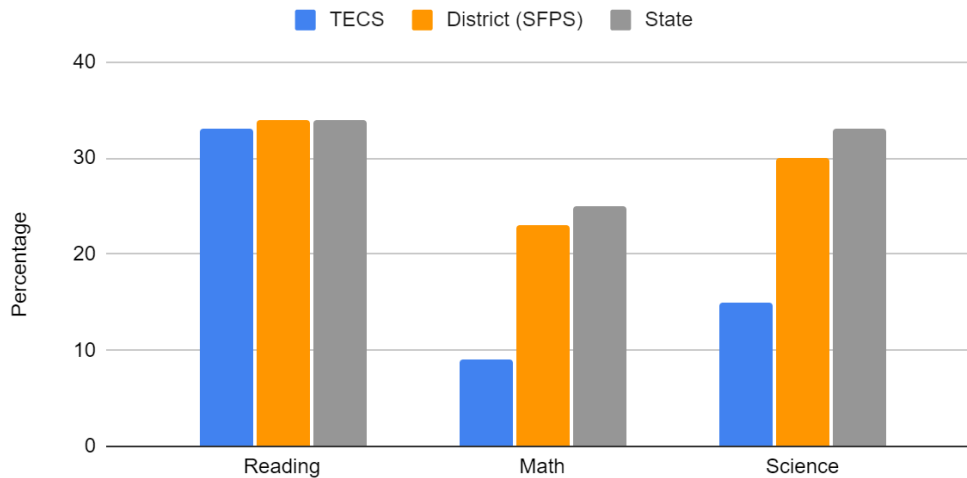
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Tierra Encantada Charter School** received a designation of **Traditional**.

Proficiency

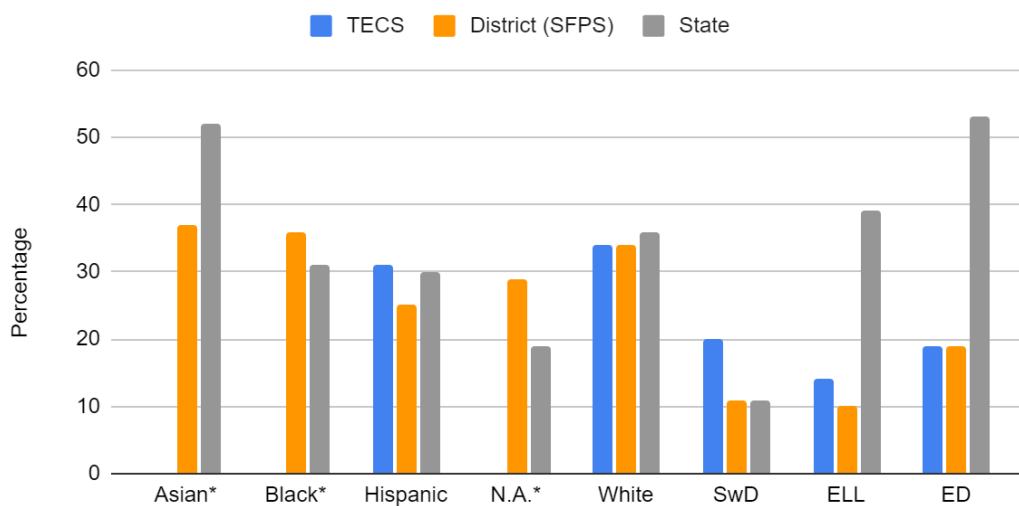
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

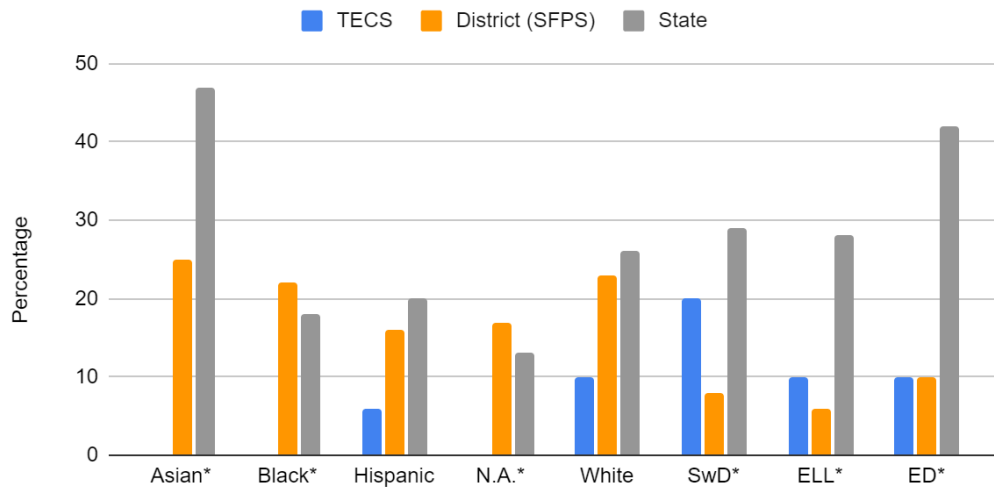
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size, and/or some groups are not represented in the school.

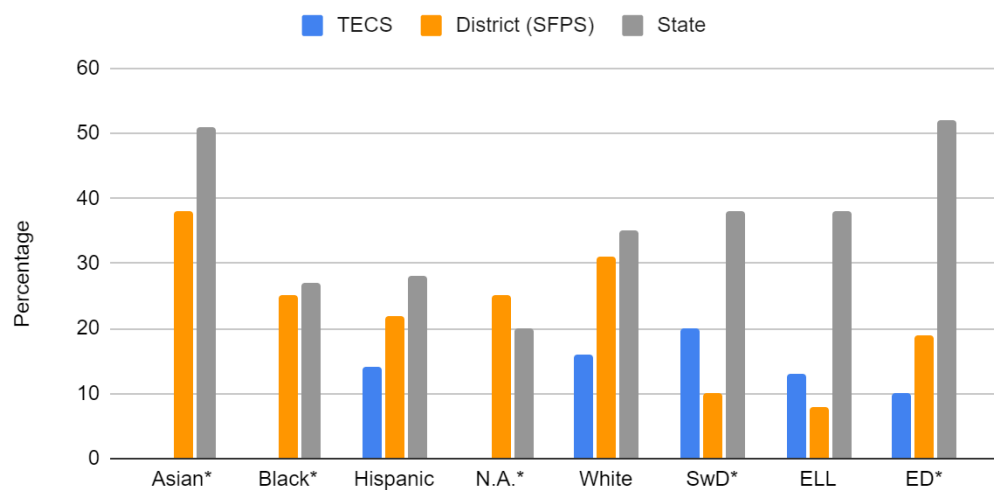
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size, and/or some groups are not represented in the school. Populations also masked: students with disabilities, $\leq 20\%$; English language learners and economically disadvantaged, $\leq 10\%$ in math.

Percent Proficient in Science by Subgroup 2022-23

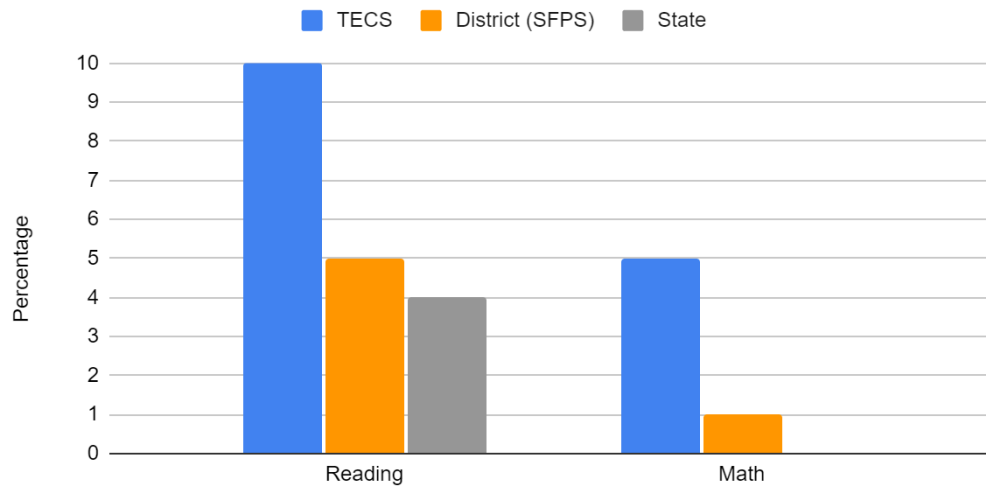


Source: NMVistas.org

***Note:** groups are masked due to population size, and/or some groups are not represented in the school. Populations also masked: students with disabilities, $\leq 20\%$; economically disadvantaged, $\leq 10\%$ in science.

Improvement (Growth)

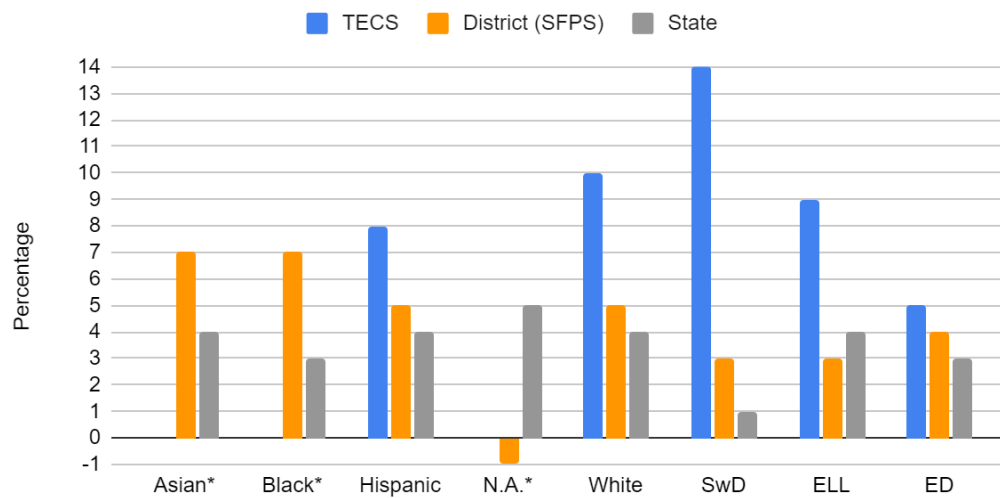
Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** Math growth was 0% for the state for SY2023.

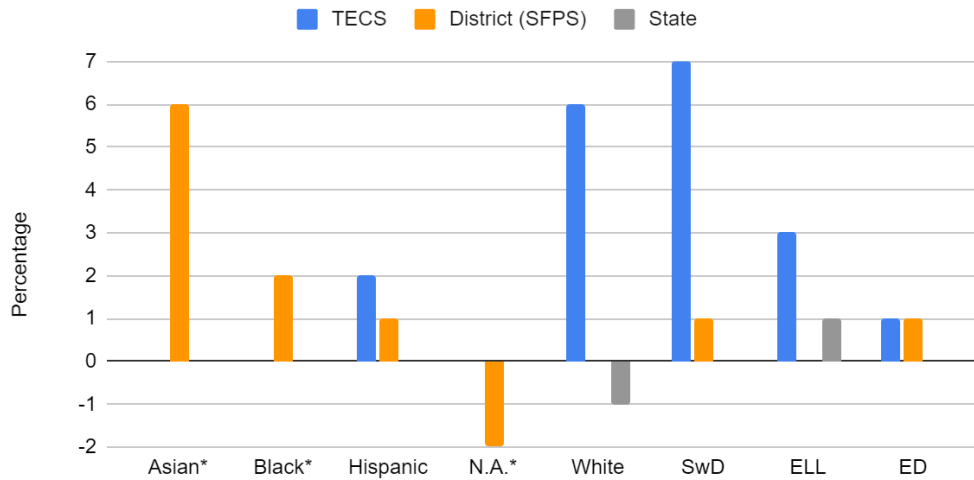
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** groups are masked due to population size.

Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

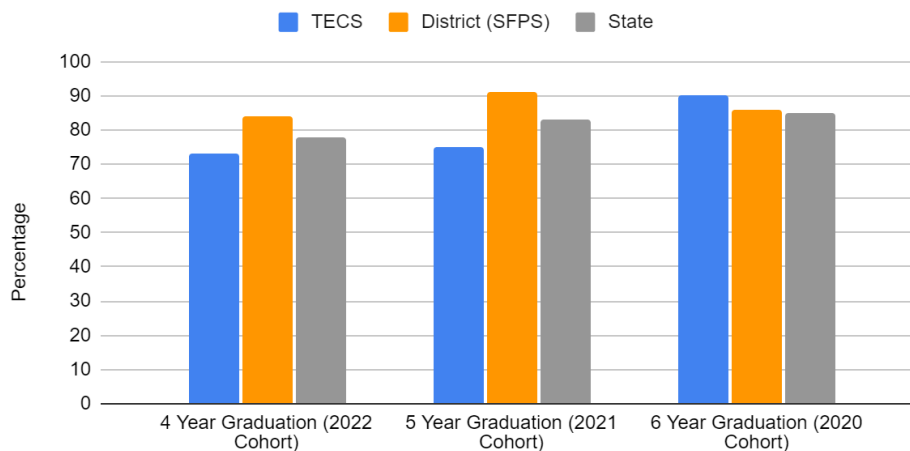
***Note:** groups are masked due to population size.

English Learner Progress (NMVistas): $\leq 5\%$ (masked due to population size)

High School Graduation

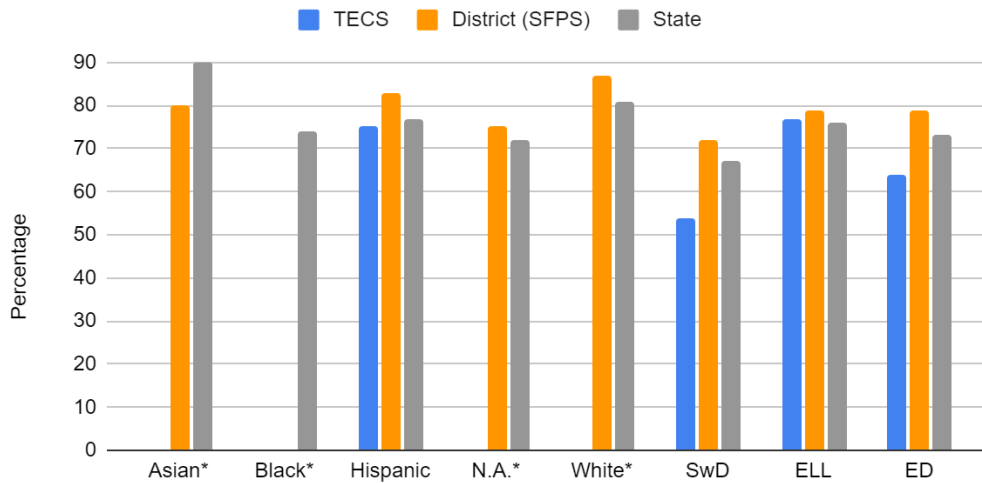
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

High School Graduation



Source: NMVistas.org

4-Year Graduation by Subgroup



Source: NMVistas.org

***Note:** groups are masked due to population size.

Mission-Specific Goals

Goal 1: 70% of students enrolled on the 40th and 120th day, will earn college credit as follows:

Grade 9: 1 introductory college class, and

Grades 10 and 11: a minimum of 2 courses, and

Grade 12: a minimum of 3 courses.

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

Falls Far Below Standard	Less than 60% of students enrolled on the 40th and 120th day, will earn college credit as follows: Grade 9: 1 introductory college class, and Grades 10 and 11: a minimum of 2 courses, and Grade 12: a minimum of 3 courses.	0
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Rating: Does Not Meet Standard- 60.3% student attainment- **25 pts.**

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

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

Rating: Meets Standard- 55.6% of eligible students attained 1-year of growth- **75 pts.**

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

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

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

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Tierra Encantada Charter School	2020-21	2021-22	2022-23
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Working to Meet Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Working to Meet Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Working to Meet Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Assurances	Working to Meet Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	Meets Standard	Meets Standard
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

4.b. EOY: Attendance rate is 94%; target is 95%

Site Visit Attendees

Thursday, March 30, 2023

CSD Team: Rachel Stofocik (Lead), Kristen Lavolpa, Kimberly Gonzales, and Kyle Wood

School Leadership: Daniel Peña, Head Administrator

Governing Board: Joseph Salazar, Edward Volkman, and Jamie Stevens



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District 6, Deming

Michael M. Taylor, Member
District 8, Roswell

K.T. Manis, Member
District 9, Hobbs

February 21, 2024

Daniel Peña
Joseph Salazar
Tierra Encantada Charter School
dpena@gotecs.org
jsalazar@gotecs.org

Dear Mr. Peña and Mr. Salazar:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2022-2023 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its February 2024 meeting.

As outlined in New Mexico rule NMAC 6.2.9.12 and 13²⁰, the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of satisfactory performance. Thank you for this strong work.

In addition to the overall notice, the PEC has identified two areas of unsatisfactory performance related to

- “working to meet” performance on one Mission Specific goal, and
- four and five-year graduation rates

All items listed should be corrected by the next annual report. With regard to the negative growth identified in the annual report, you can show that growth using any reliable tool you wish prior to the next annual report. You do not have to rely on the State accountability system or its methodology for identifying growth.

²⁰ <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

You will work with your staff and board and report to the CSD through the annual site visit and report process to show your progress. If you are successful in improving the performance, CSD will report that in the next annual report, and the concerns will be identified as corrected. If you are not successful (which we hope will not be the case), the school may receive a notice of uncorrected unsatisfactory performance next year which could impact the ultimate renewal of the school.

The contract and all annual reports for the school are located here: <https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> The SY 2022-2023 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

/s/ Patricia Gipson

Chair, Public Education Commission
District 7