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Charter Schools Division
2024-25 Renewal Application Part A
Revised August 27, 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

Authorized Enrollment Cap: 400

Facility/building capacity: 345

2023-24 120-Day Enrollment: 265

Contract Term: 2020-2025

Weighted NMCI Number¹: 14.47

Foundation: No

Remote or in-person instruction (or ratio if combination): Combination (through Dual Credit program)

Food services offered: Yes

Transportation service offered: Yes

Waivers: none

Source: CSD Internal Monitoring

¹ Most current NMCI number available from PSFA is from June 2024.

History:

Tierra Encantada Charter School opened in 2006 with Santa Fe Public Schools as their authorizer. The school remained with SFPS until renewing with the Public Education Commission in 2015. This is their second renewal application with the PEC.

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 of School as written in the contract:

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.

Amendments approved in last four years:

PEC Meeting Date	Approved (Y/N)	Amendment Request
		(none)

Source: Amendments and Notifications

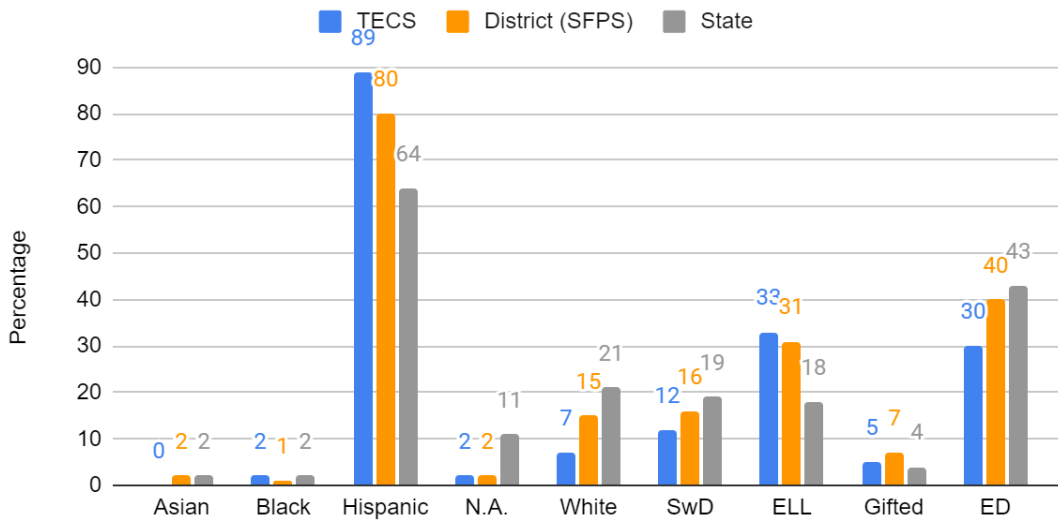
Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
		(none)

Source: Amendments and Notifications

Demographics

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Note: 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score
1: State Accountability System: NMVISTAS Overall Score (100 points possible)	46	59.2	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	Note: #2 Not calculated by PED for 2021-22 or 2022-23	
3: School-specific Goals: if two goals, average of points on each goal (100 points possible)	37.5*	50	0
Overall Academic Score: average of Indicators 1 and 3	41.75	54.6	—

***Note:** the Annual Report from 2021-22 indicates a School-specific Goals score of 48; the correct score should be 37.5. Also, Vistas scores were not available in 2020-21, and 2023-24 will be added when available.

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 school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI	Traditional: No other designation	TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)
		ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.
		CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%
		MRI (More Rigorous Intervention): on CSI for 3 years

Note about 2022-23 NM Vistas Revision: on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan* (CSP) that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

Important: According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

Overall NMVistas Standing:

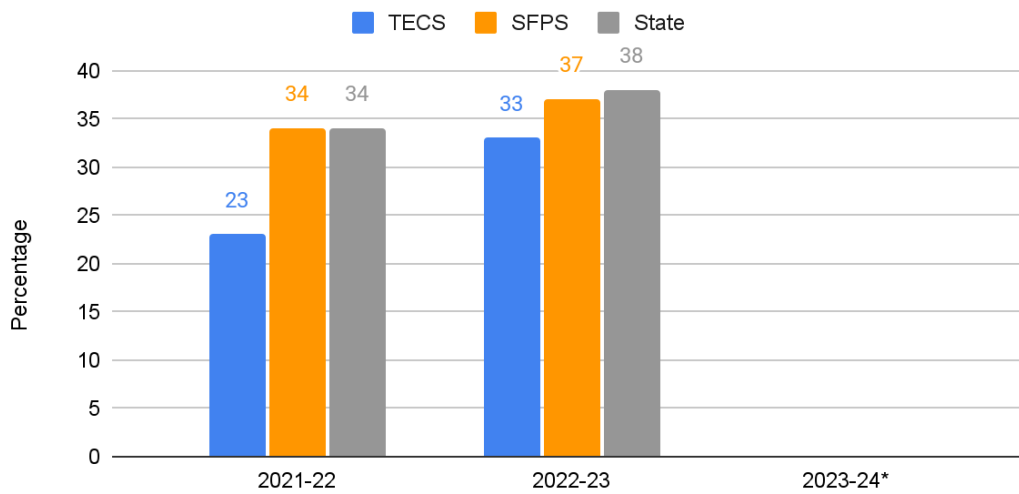
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	46	Traditional
Year 3	2022-23	59.2	Traditional
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

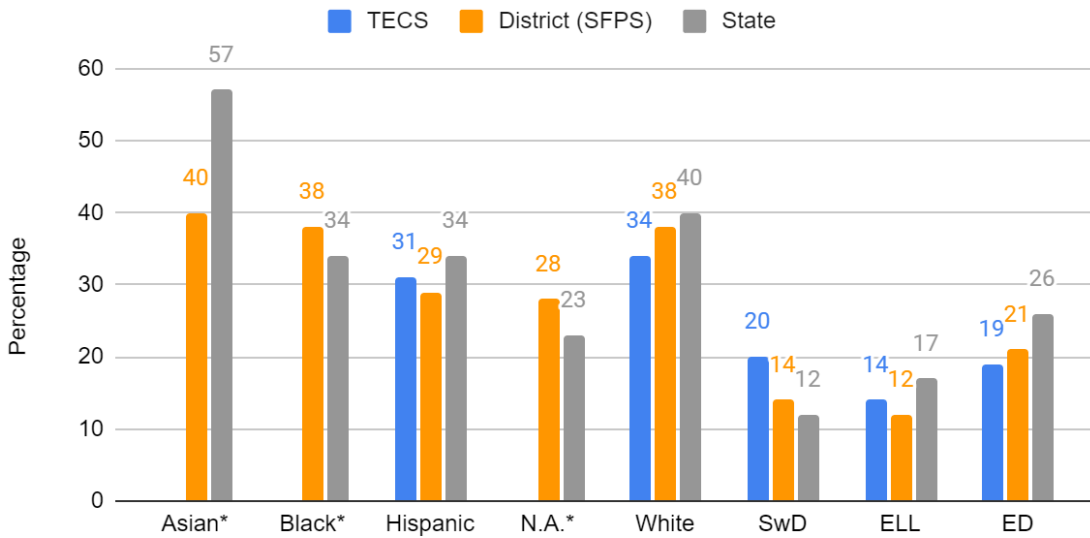
Percent of Students Proficient in Reading across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

Note: 2023-24 reading proficiency data is not yet available from Vistas. Report will be updated when data has been released.

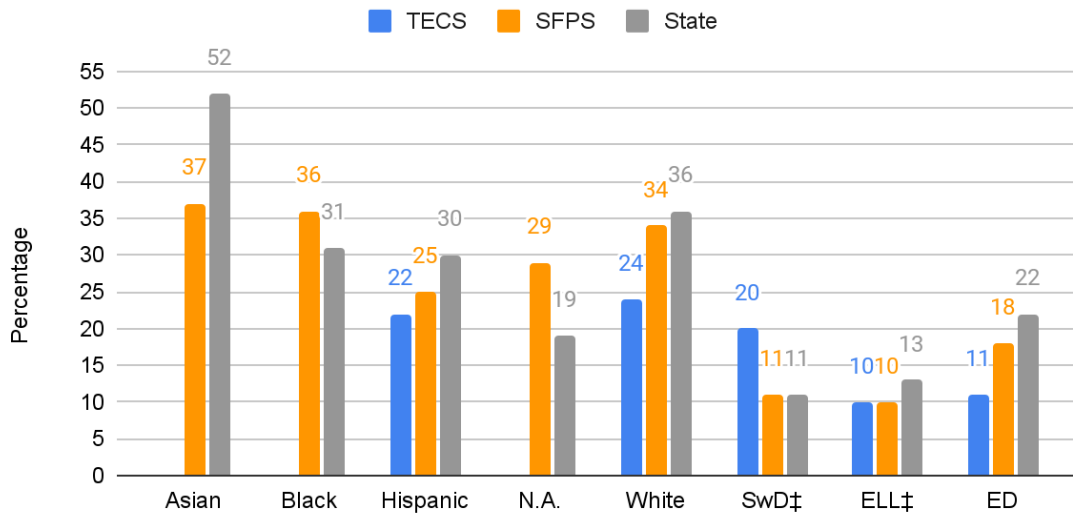
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

*Note: 2022-23 data are masked due to too few students represented in the subgroup(s).

Percent Proficient in Reading by Subgroup 2021-22



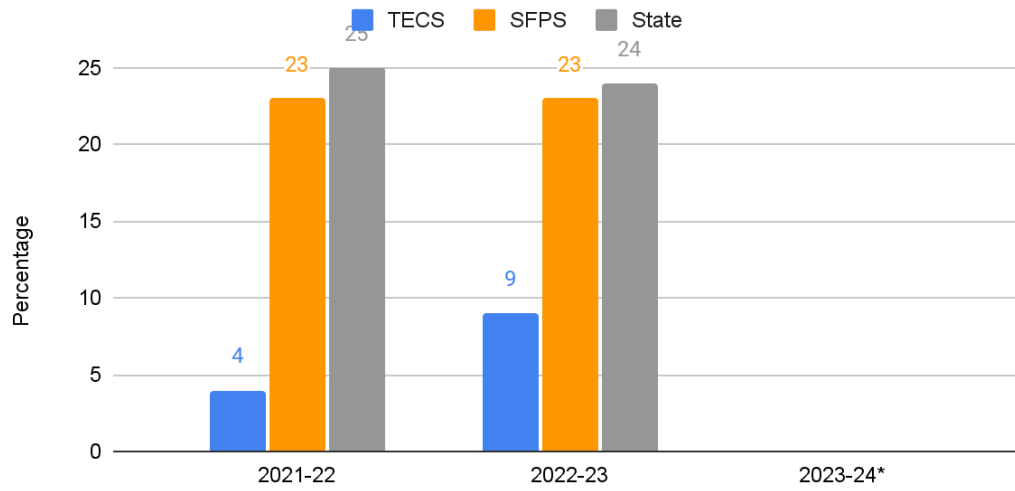
Source: Assessment, Research, Evaluation, and Accountability Division

‡Note: 2021-22 TECS data for SwD are blurred at $\leq 20\%$, and TECS for ELL are blurred at $\leq 10\%$.

Note: 2021-22 TECS data are missing due to no students represented in the subgroup(s).

Mathematics

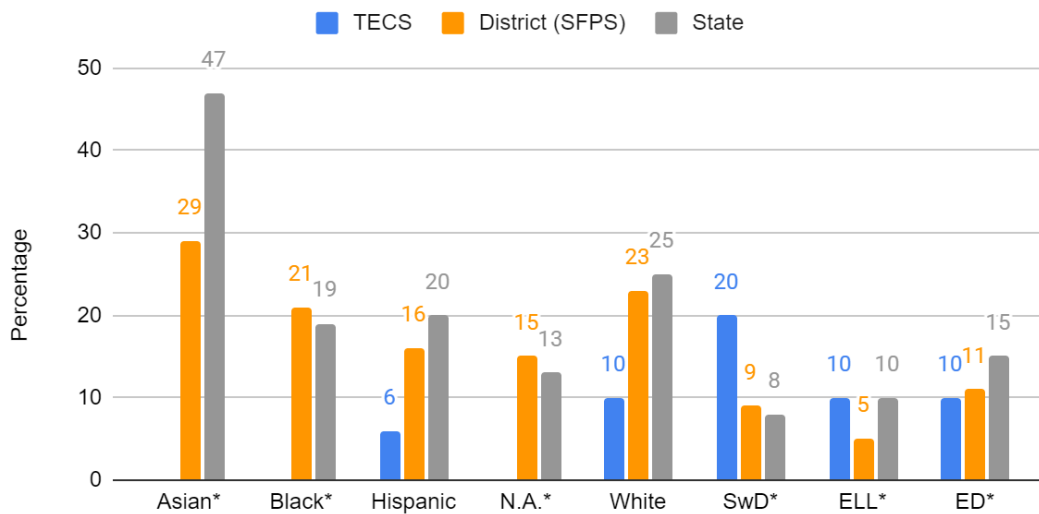
Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

***Note:** 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

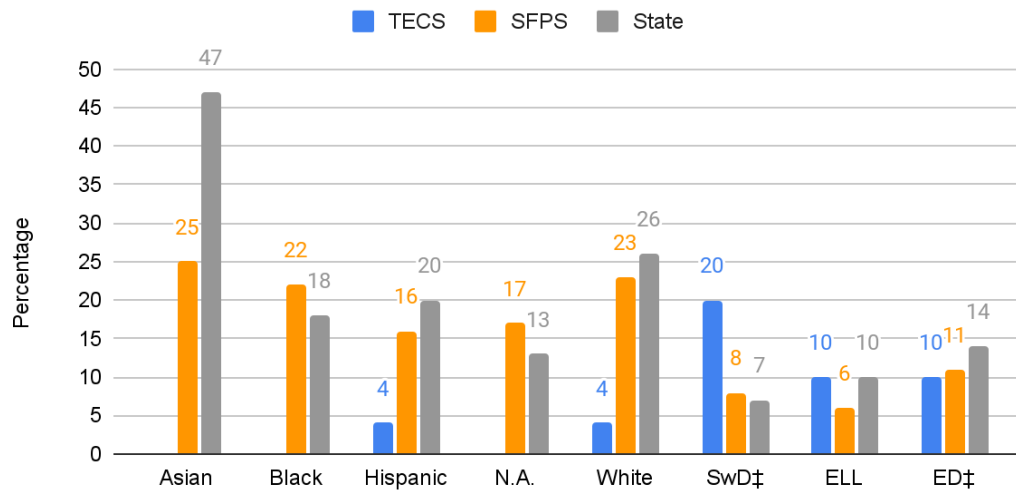
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** 2022-23 data are masked due to too few students represented in the subgroup(s). 2022-23 ED and ELL data are blurred at $\leq 10\%$ and 2022-23 SwD data are blurred at $\leq 20\%$.

Percent Proficient in Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

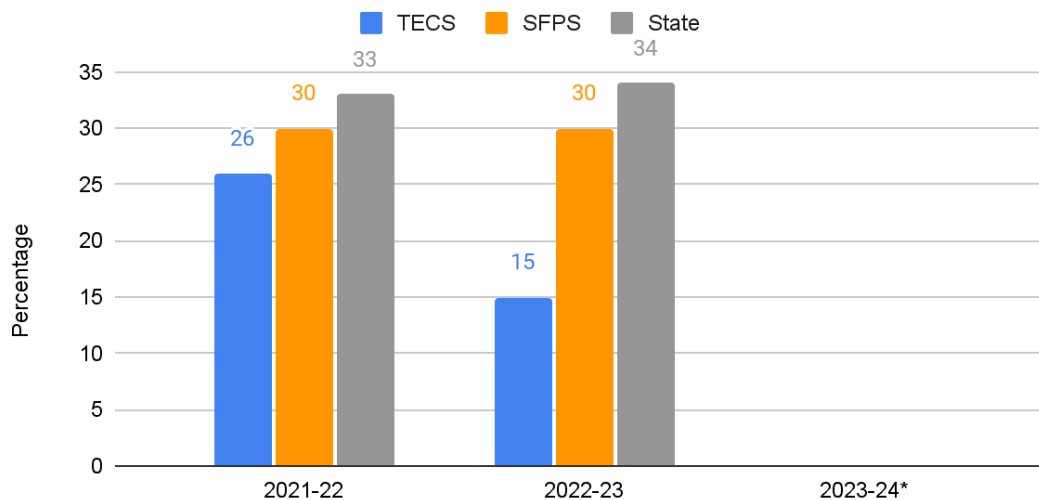
Note: 2021-22 data are missing due to no students represented in the subgroup(s).

‡Note: 2021-22 TECS data for SwD are blurred at $\leq 20\%$. and TECS data for ED and ELL are blurred at $\leq 10\%$.

Science

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

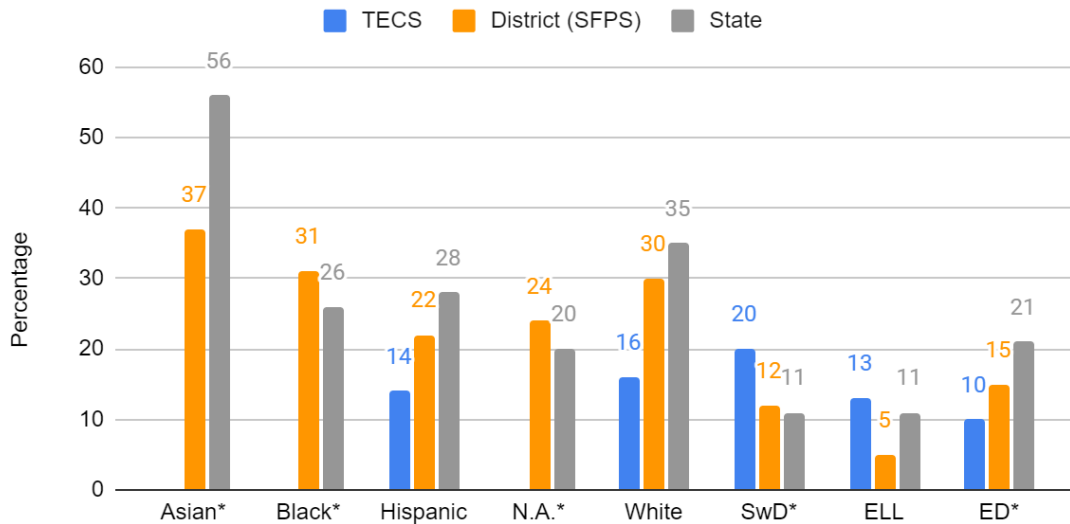
Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

***Note:** 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.

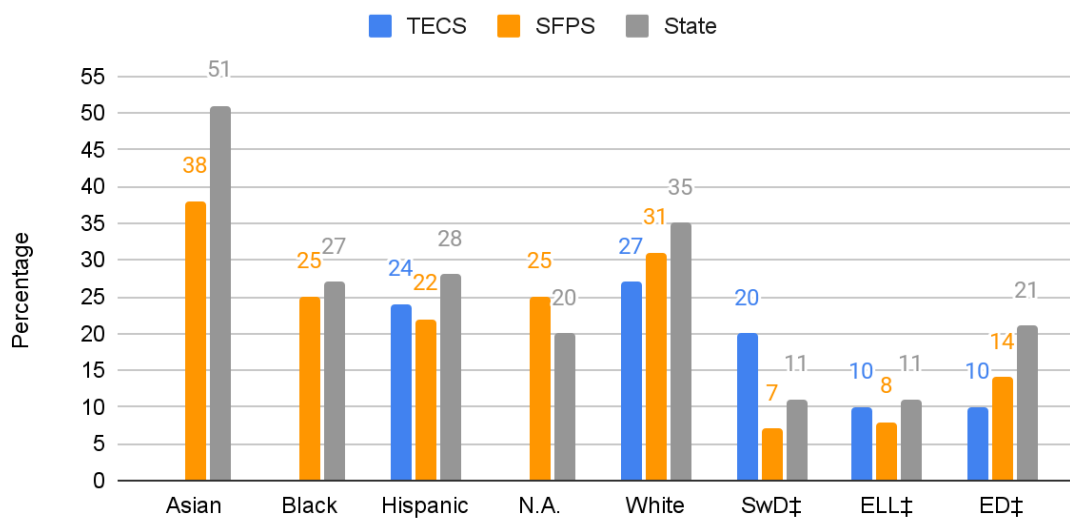
Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

***Note:** 2022-23 data are masked due to too few students represented in the subgroup(s). 2022-23 SwD data are blurred at $\leq 20\%$ and 2022-23 ED data at $\leq 10\%$.

Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

Note: 2021-22 data are missing due to no students represented in the subgroup(s).

‡Note: 2021-22 TECS data for SwD are blurred at $\leq 20\%$. and TECS data for ED and ELL are blurred at $\leq 10\%$.

English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

School Year	% English Learning Progress
2021-22	Masked
2022-23	5.3%
2023-24	Pending

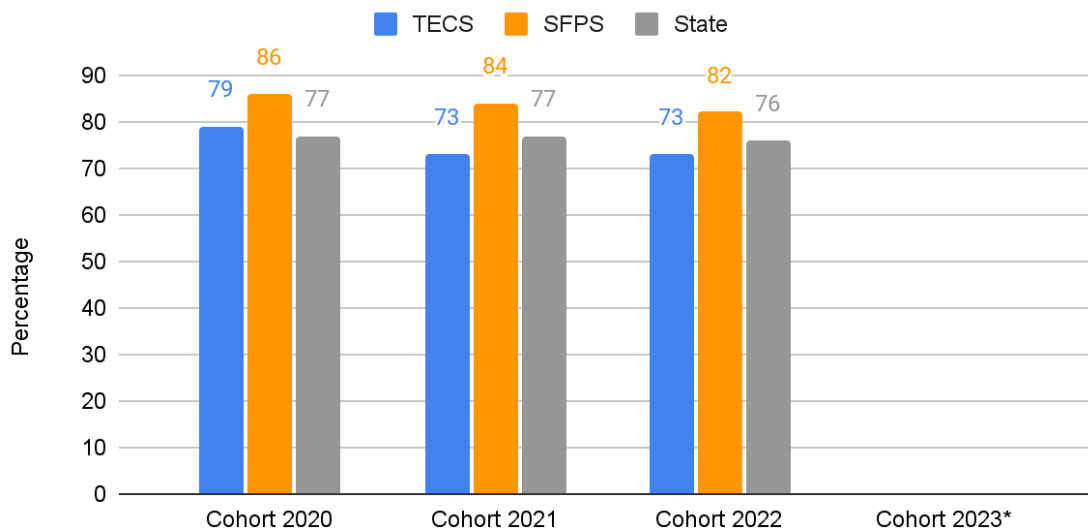
Source: NMVistas.org (WIDA/ACCESS for ELLs)

High School Graduation Rates:

The data reported each year is for the prior year’s cohort of students. Cohort 2022 is the most recent 4-year graduation data available, cohort 2021 is the most recent 5-year data, and cohort 2020 is the most recent 6-year data. Data for the next cohort (2023 4-year, 2022 5-year, and 2021 6-year) will be available in fall 2024 on the NMPED Graduation Data Site: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://webnew.ped.state.nm.us/bureaus/accountability/graduation/)

4-Year Graduation Data

4-Year High School Graduation (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

4-Year Graduation rates by Subgroup and Cohort (in percentages)

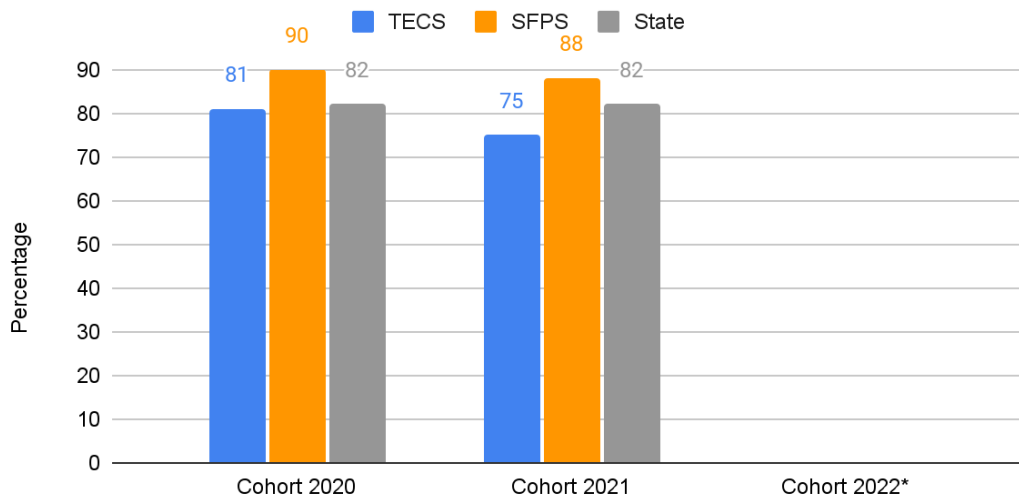
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	75%	**	**	54%	77%	59%
2021	**	**	74%	**	69%	80%	75%	79%
2020	**	**	80%	**	**	88%	85%	88%

***Note:** 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** data is not available due to too few or no students represented in the subgroup.

5-Year Graduation Data

5-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

5-Year Graduation rates by Subgroup and Cohort (in percentages)

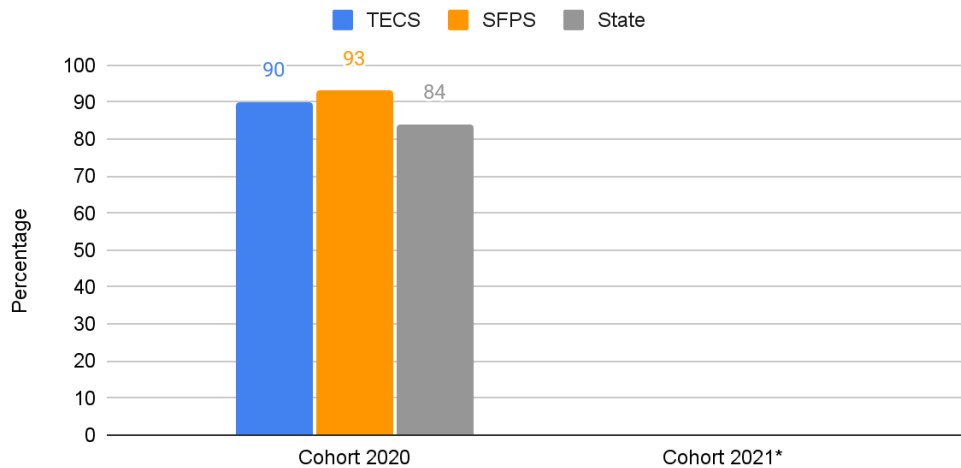
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2022*	pending	—	—	—	—	—	—	—
2021	**	**	76%	**	**	**	≥ 80%	67%
2020	≥ 95%	**	82%	**	76%	71%	86%	88%

***Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** data is not available due to too few or no students represented in the subgroup.

6-Year Graduation Data

6-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

6-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2021*	pending	—	—	—	—	—	—	—
2020	**	**	≥ 90%	**	**	**	≥ 90%	**

*Note: 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

**Note: data is not available due to too few or no students represented in the subgroup.

School-Specific or Mission-Specific Goals:

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available		
Year 2 2021-22	Meets Standard 75 points	Falls Far Below Standard 0 points	37.5*
Year 3 2022-23	Does Not Meet Standard 25 points	Meets Standard 75 points	50
Year 4 2023-24	Falls Far Below Standard 0 points	Falls Far Below Standard 0 points	0

*Note: the Annual Report from 2021-22 indicates a School-specific Goals score of 48; the correct score should be 37.5.

Source: School reported data

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

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

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	98%	90%	83%
2021-22	98%	93%	81%
2022-23	94%	94%	83%
2023-24	pending	—	—

Student Attendance Source: STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report (Insert NOVA path for newer data)

Teacher Retention Rate:

Year	Retention Rate
2020-21 to 2021-22	73%
2021-22 to 2022-23	65%
2022-23 to 2023-24	pending

Source: STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers) (Insert NOVA path for newer data)

Enrollment Trends as reported in STARS EOY:

Grades Served	FY21	FY22	FY23	FY24
Grade 7	56	30	37	pending
Grade 8	68	59	48	–
Grade 9	56	64	56	–
Grade 10	58	49	60	–
Grade 11	53	40	38	–
Grade 12	24	40	45	–
Total	315	282	284	–

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D) (Insert NOVA path for newer data)

Financial Compliance

Staffing measured in Full-Time Equivalents (FTE):

Year	Administrator, Principal	EAs	Related Services Personnel, Healthcare	Non-certified Personnel	Other Personnel	Reg Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY21	2.00	0	2.80	2.50	0	18.50	2.50	28.30
FY22	2.00	0	1.54	4.50	0	15.01	2.00	25.05
FY23	2.00	.01	1.60	2.52	2.00	11.23	2.40	21.76
FY24	Pending							

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment (Insert NOVA path for newer data)

FTE paid for with operational funds:

Year	Gen Ed Teacher 1411	SPED Teacher 1412 Gifted 1422	Gen Ed EA 1711 SPED EA 1712	Guidance Counselor/ Social Worker 1214	Principal 1112 Head Admin 1111	Admin / Support 1113, 1114, 1115	TOTAL Operational 11000
FY21	20.00	0.5	1.0	0.13	2.0	2.0	34.79
FY22	17.50	0.5	2.0	0	1.0	1.0	31.95
FY23	15.50	1.5	2.0	0	2.0	1.0	30.65
FY24	16.00	1.0	2.0	0	2.0	1.0	32.57

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

Actual Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY21	%	FY22	%	FY23	%	FY24	%
1000	Direct Instruction	1,357,118	48%	1,400,675	49%	1,927,152	55%	pending	
2100	Student Support	362,354	13%	315,289	11%	384,185	11%	-	
2200	Instructional Support	5,945	<1%	14,341	<.1%	20,595	<1%	-	
2300	Central Administration	223,082	8%	233,915	8%	258,675	7%	-	
2400	School Administration	140,777	5%	139,122	5%	160,240	5%	-	
2500	Central Services	297,711	11%	316,643	11%	354,033	10%	-	
2600	Maintenance and Operations	370,174	13%	368,378	13%	303,696	9%	-	
2700-5999	All Other Function Codes	46,417	2%	49,944	2%	93,111	3%	-	
Total Operational Expense Fund 11000		2,803,578	100%	2,838,307	100%	3,501,688	100%	-	
Total Operational Revenue Fund 11000		\$3,123,116		\$3,472,631		\$3,251,926		pending	

Sources: School Budget Bureau; OBMS>Actuals Reports>Actuals Expenditure Rollup Report & Actuals Revenue Rollup Report (Reporting Period– Fourth Quarter (Apr-Jun))

Operational Cash Balance:

Year	Cash Amount	% Increase (Decrease)	Cash Balance Target	Days Cash on Hand
FY21	\$265,513.00	141%	7.40%	27.00
FY22	\$654,963.00	147%	15.57%	56.62
FY23	\$1,352,306.00	106%	29.38%	107.24
FY24	\$1,020,586.00	(-25%)	21.19	77.35

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

Audit Findings: Audit reports are not completed until a fiscal year ends, so that schools receive the FY2020 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2020-21) are based on the audit report for FY2020 (SY 2019-20).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	1	0	0	0	No
FY21	1	0	0	0	No
FY22	0	0	0	0	No
FY23	2	0	2	0	No

Source: NMPED Audit Report, Clifton Larson and Associates

Governing Body Performance

Board Membership and Officers: Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY21	Joseph Salazar	Not identified	Tanya Miller	5	N/A
FY22	Joseph Salazar	Melarie Gonzales	Tanya Miller	5	N/A
FY23	Joseph Salazar	Melarie Gonzales	Jamie Stevens	5	Yes
FY24	Joseph Salazar	Melarie Gonzales	Jamie Stevens	5	N/A

Source: CSD Internal Monitoring

Governing Board Training: Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

Board Members	FY21 (exempt 2 hours)	FY22 (exempt 2 hours)	FY23 (exempt 2 hours)	FY24 (exempt 2 hours)
Joseph Salazar	8	2	8	7
Nicholas Maestas	8	8	8	7
Tanya Miller	8	OR		
Melarie Gonzales	8	8	8	7
Jamie Stevens	8	8	8	8
Edward Volkman			15	7

Source: CSD Internal Monitoring

*Note: R=Resigned. Red font indicates that the member did not complete all required training hours.

Performance Framework Ratings

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

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

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2020-21	Meets Standard
Year 2	2021-22	Meets Standard
Year 3	2022-23	Meets Standard
Year 4	2023-24	Pending

Source: CSD Internal Monitoring

Multi-year Performance Framework Ratings

Tierra Encantada Charter School	2020-21	2021-22	2022-23	2023-24
Organizational and Financial Performance Ratings				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Working to Meet Standard
1b State Assessment Requirements	Not Reviewed	Working to Meet Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard	Working to Meet Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Working to Meet Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Working to Meet Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Meets Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Assurances	Working to Meet Standard	Meets Standard	Does Not Meet Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard	Meets Standard
5b Transportation	Assurances	Meets Standard	Meets Standard	Meets Standard
5c Health and Safety	Assurances	Meets Standard	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard	Meets Standard

Explanation of 2023-24 Indicator Ratings:

1.a. Per Language and Culture Division, the school does not meet the criteria of a Dual Language Immersion program; however, the program more closely resembles a Heritage model.

1.b. Participation data will be provided in Fall 2024.

1.d. Language and Culture Division (LCD) reviewed files during site visit and the school did not follow correct EL identification process, per LCD's Technical Assistance and Focused Monitoring Review (TAFM) letter.

2.b. Two findings on the [FY23 audit](#), both material weakness findings.

4.b. Rating is pending until certified 120D attendance data is available from Nova. No Attendance Improvement Plan submitted.

4.c. Licensure Bureau indicates licensure discrepancies not resolved by 120D.

Explanation of 2022-23 Indicator Ratings:

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

Explanation of 2021-22 Indicator Ratings:

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

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

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

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

Explanation of 2020-21 Indicator Ratings:

Explanations for indicator ratings are unavailable.

Source: CSD Internal Monitoring

Conditions or Corrective Action Plans (CAPs): none

[2022-23 Annual Report](#) rating/notice from PEC: Satisfactory performance overall; unsatisfactory performance related to “working to meet” performance on one Mission Specific goal, and four and five-year graduation rates.

Source: CSD Internal Monitoring