

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

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Approved by the Public Education Commission: March 18, 2022

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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School: Tierra Adentro of New Mexico

Authorizer: New Mexico Public Education Commission

Current Charter Term: 2020-2025

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

Tierra Adentro of New Mexico (TANM) has consistently earned a 'Traditional' ESEA NMVistas score for both the 2021-22 and 2022-23 school years. While designations were paused for SY2020-21 due to the pandemic and the data for SY2023-24 is still under review, TANM continues to demonstrate strong performance. The school has also achieved 'meets standard' or 'exceeds standard' ratings on both of its mission-specific goals in every measurable year of its contract term.

Furthermore, TANM is proud to share an impressive list of awards, distinctions, and accomplishments attained during its current contract term.

SY2020-21:

- 97% college admissions for graduating seniors
- 77% FAFSA submission
- Winner of the 'NMEAF FAFSA Challenge' for having the highest percentage increase of students who completed FAFSA from the previous year.
- 67% of students took one or more dual credit classes at either UNM or CNM
- Total amount of scholarship and financial aid received by students: \$592,209.00

SY2021-22:

- 70% college admission rate to include in and out-of-state acceptances
- Post secondary enlistment in US Army and New Mexico National Guard
- 62% of students took one or more dual credit courses
- Total scholarships and financial aid received: \$882,837.00
- [Corazon de Cultura Award](#)

SY2022-23:

- 100% high school graduation rate
- 100% of graduating seniors graduated with a post-secondary plan to include college, training, or employment
- 65% college admissions
- 41% of students took one or more dual credit courses
- 50% FAFSA completion rate
- Five students participated in the NMTech Summer STEM Experience; the expenses for this program were fully covered by the school through CTE funding.

SY2023-24:

- Innovation in Education Nominee, Teach Plus Certificate*
- Outstanding Diversity in an Organization, Albuquerque Business First*

- Eight students participated in the NMTech summer STEM experience; student participation in this program fully covered by the school through CTE funding.
- Portion of CTE funding used to support college trips to NM Highlands, NM Tech, CNM, UNM. The school also purchased an SUV to support this travel; all field trips related to post-secondary education are funded by the school.
- 100% graduation rate
- 100% college admissions
- 100% of students took one or more dual credit courses
- Total amount of scholarship and financial aid for graduating students: \$314,196.00

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

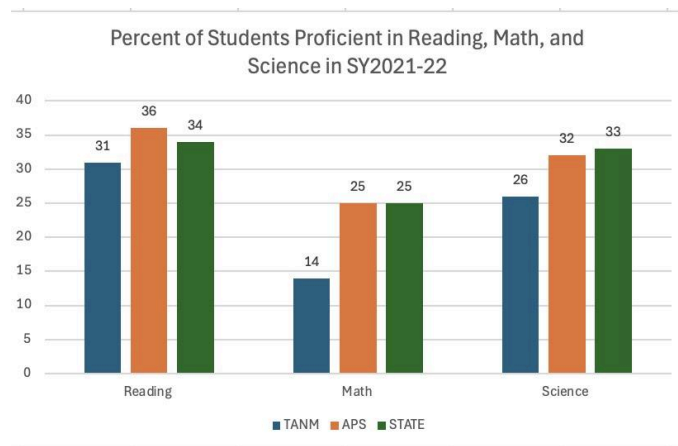
SY2020-21:

TANM did not administer summative or interim assessment this year due to the pandemic. The school was able to transition to virtual learning smoothly, as it was already using Google Classroom and Edgenuity. The school had Chromebooks available for students. Student enrollment dropped by about 30 students during the pandemic and experienced obstacles with student attendance. The school responded to low attendance rates by partnering with Engage NM as a resource to support students who struggled to re-engage in a remote setting. School leaders also made home visits to support chronically absent students. In order to continue to live the school mission, school leadership used CARES Act funds to purchase materials for each student so that they could continue to engage with the school's arts curriculum. At the start of the stay-at-home orders, the school distributed instruments, along with vinyl flooring, for at-home dance practice, and art supplies to support remote participation in these invaluable programs. Dance teachers used special cameras to ensure students could see the instructor's full body during virtual lessons. Teachers also adapted to this unique time by incorporating more project-based learning for students who were struggling to engage with the virtual platforms.

SY2021-22:

SY2021-22 was a challenging year for TANM. The school learned to readapt and adjust to the complexities of teaching in a true hybrid setting with students both online and in person. Roughly X percentage of students opted to remain online during this time. The school spent the year working to create norms for students after one-year of fully remote learning. Students struggled emotionally during this time, which impacted academic performance, and the school also saw a significant increase in the amount of students in need of emotional-related support. In response, the school pushed to provide students with as much attention and hands-on time with teachers and opted for an SEL-approach to its arts curriculum that focused on student safety, comfort, and community. Teachers stressed the importance of physical movement and worked to highlight the practical skills students could glean from an arts education, such as work ethic, critical thinking, collaboration, and problem solving. The school's dedication to support students did not go unnoticed, and in SY2021-22, it was awarded the Cultura de Corazon Education award for its outstanding commitment to creating unique opportunities for students

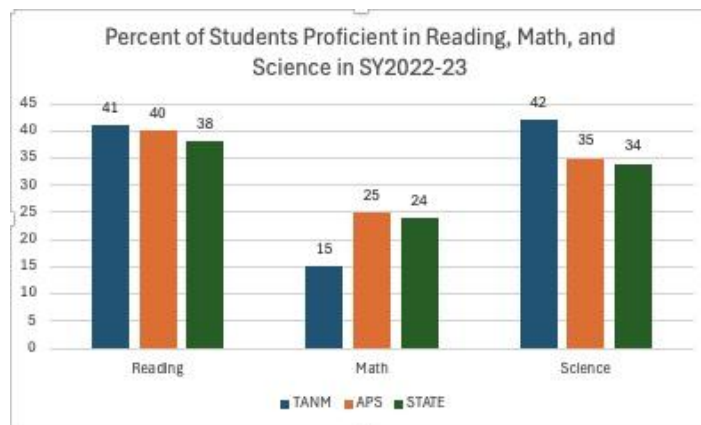
to stay engaged academically and culturally during this unprecedented time. In addition, the school is proud that 90% of its students graduated with the 2021 cohort, roughly 20% more than both the district and the state. In SY2021-22, the school opted to switch its interim assessment from NWEA MAP to iMSSA, because iMSSA was aligned to NMSSA. Anecdotally, the school had a difficult time getting students to participate and engage with the test. Due to a lack of baseline data for iMSSA and variable participation rates and scores that were not in alignment with the school's historical NWEA MAP data, it switched back to NWEA MAP in SY2022-23. In SY2021-22, the school did administrator statewide summative assessments, but was under the impression that it was a test-optional year for students due to a lack of guidance from NMPED, which significantly impacted the school's participation rate and assessment scores. In response to not meeting the 95% participation testing requirement, the school submitted an attendance action plan to NMPED.



The school acknowledges that summative assessment data for this year, while in alignment with both district and state proficiency levels, is both skewed and indicative of the learning loss that students experienced during the pandemic.

SY2022-23:

This was students first year back to full, in person learning, and the school used the previous school years assessment data to rebuild student academic stamina while maintaining its focus on student safety and emotional support. Summative assessment data for SY2022-23 shows an overall increase in the percentage of proficient students across content areas:



Not only did the school see a 10% increase in reading proficiency scores and a 16% increase in science proficiency scores, the school also significantly outperformed the district and state in these content

areas. This overall growth is also echoed across disaggregated data for measurable subgroups. In SY2022-23, all measurable subgroups at TANM outperformed both the state and district in reading. Overall math proficiency, however, remained fairly consistent with a 1% increase from the previous year. When disaggregated by subgroup, the school's math proficiency data indicates that students with disabilities, ELs, and students identified as economically disadvantaged outperformed the state and district in math (See Part A for a snapshot of this disaggregated data). Similarly, overall NWEA MAP data from fall 2022 to spring 2023 indicated a similar stagnation in student growth data. The school recognizes that math proficiency and growth across student groups is an area in need of immediate attention and support.

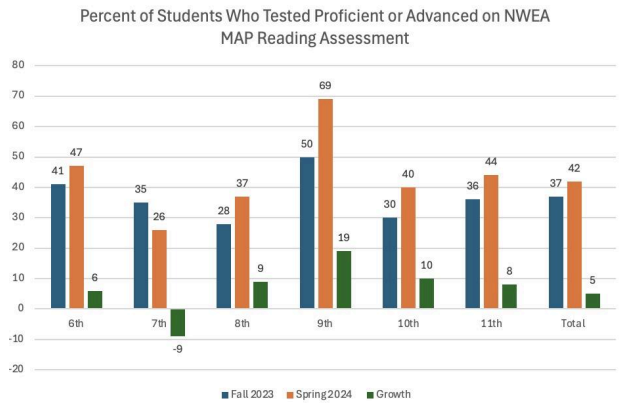
In response, the school has taken the following measures to support mathematical instruction for students:

- Both the middle school and high school math teachers are Nationally Board certified.
- Vertical alignment of the 6th-12th grade math curriculum.
- Incorporated math vocabulary and literary elements to their curriculum.
- Collaboration with the science department to integrate cross curricular concepts.
- Any middle school student who fails a math class must attend after school math tutoring.
- Any high school student who fails math at the end of the year must attend a summer intensive recovery program.
- Any middle school students who fail after nine weeks must attend the after school recovery program.
- Toro Time for staff. Toro Time is dedicated, scheduled time for staff to continuously improve. It's where staff work on professional development plans, prepare for student led conferences, collaborate with staff, and prepare for all productions.
- Contract with a data consultant to support 'data talks' during Toro Time and other professional development training for staff. The data consultant works with staff at least three times per year to review BOY/MOY/EOY data, as well as supports analysis for the previous year's summative data so that teachers know how to incorporate these data points into target student support strategies.

SY2023-24

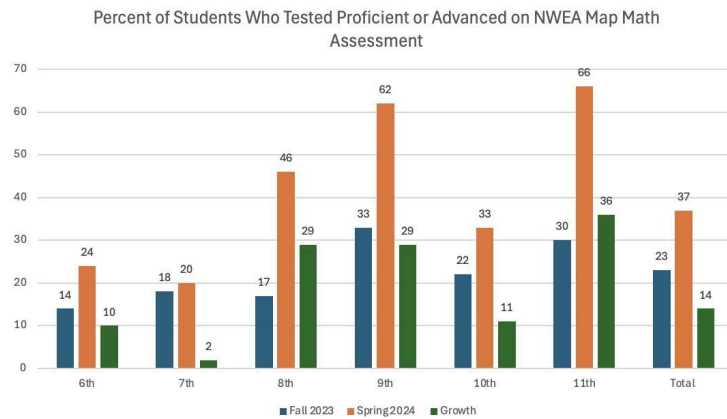
The school saw results from its dedication to overall academic support in SY2022-23. While summative data for SY2023-24 is still under embargo, anecdotally, the school anticipates a significant increase in overall student proficiency, with a notable percentage increase on the number of students who were able to test proficient on the math portion of the SAT exam.

Interim assessment data demonstrates increased participation, with an average of 95% of students completing the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) math assessments, and 94% of students completing the BOY, MOY, and EOY NWEA reading assessments for this school year. Additionally, end-of-year assessment data from fall 2023 to spring 2024 highlights overall student growth (see appendix A-1 for additional data):



The data from the NWEA MAP reading assessment shows promising and varying levels of student growth across different grade levels from Fall 2023 to Spring 2024. Sixth grade saw moderate improvement, with scores increasing by 6 points. In contrast, seventh grade experienced a decline, with scores dropping by 9 points, which was a data point used to inform targeted intervention for the seventh-grade class in SY2023-24. Eighth grade demonstrated solid progress, with a 9-point increase. The most substantial growth occurred in ninth grade, where scores rose by 19 points, reflecting significant improvements in reading skills at this grade level. Tenth grade also saw notable growth, with a 10-point increase, while eleventh grade showed steady improvement with an 8-point gain. Overall, the total average growth across all grade levels was 5 points. While the results highlight successes, particularly in ninth and tenth grades, the decline in seventh grade warrants further attention to ensure students in this group receive the support they need to make continued progress.

NWEA Map assessment data reflects similar progress towards student proficiency:



The NWEA MAP Math assessment data shows significant student growth from Fall 2023 to Spring 2024, reflecting the impact of targeted interventions. Sixth grade improved by 10 points, while seventh grade saw minimal growth, with only a 2-point increase. To address this, the school has implemented tutoring sessions and math workshops for seventh graders. Eighth and ninth grades both demonstrated substantial growth with 29-point gains, supported by project-based learning and blended learning models that focus on real-world applications and individualized instruction.

Tenth and eleventh grades also showed impressive progress, with 11-point and 36-point increases, respectively. Peer tutoring and math labs were key interventions that contributed to these improvements. Overall, the total average proficiency rose by 14 points across all grade levels, indicating

that the combination of small group instruction, targeted support, and innovative teaching strategies is effectively enhancing math proficiency.

Dual Credit:

At Tierra Adentro of New Mexico, the dual credit program provides an exceptional opportunity for high school students to enroll in college courses and earn both high school and college credit simultaneously. This program supports students' academic growth by offering elective courses approved by the school and core courses that meet Public Education Department standards and benchmarks, aligning with postsecondary requirements. To participate in dual credit courses, students must meet the entry requirements set by the partnering postsecondary institutions, and parents and students must sign a contract with the school, ensuring the student's commitment to enrollment and academic effort in the course. Additionally, students are required to obtain approval from both their content teacher and the College and Career Counselor before enrolling in a dual credit course.

During the Fall 2023 and Spring 2024 semesters, students enrolled in a variety of dual credit courses, including *Western Civilization I*, *United States History*, *Personal Financial Planning for College Students*, *Survey of Economics*, *Introduction to Psychology*, *Business Law*, and *Composition I and II*. In Fall 2023, 86.7% of students passed their courses with a grade of C or better, while in Spring 2024, 92.7% of students achieved the same level of success. The dual credit program continues to support student success, preparing them for the demands of postsecondary education through rigorous coursework and clear expectations for academic effort.

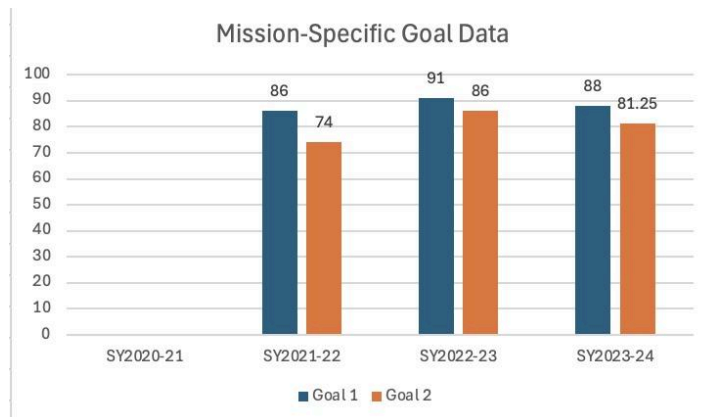
1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Tierra Adentro of New Mexico is pleased to report that the school has met or exceeded its mission-specific goals for all measurable years of its contract term. Although mission-specific goals were not assessed during SY2020-21 due to the pandemic, the school was interested in conducting an internal analysis of its mission-specific goal data. Anecdotally, the school noted how difficult it was for teachers to teach and for students to learn dance and guitar in a hybrid setting during the SY2020-21 school year.



The school used this anecdotal data as a springboard for revising its curriculum post-pandemic due to the significant physical stagnation students experienced in SY2021-22 and was able to meet its mission-specific goal during this hybrid year. The school dedicated SY2022-23 to reintroducing students to the structured and scheduled environment of school and focused on the importance of attendance, physical activity, and overall academic performance. The impacts of these adult actions are reflected by the school’s overall consistent ability to meet or exceed its mission-specific goals across its charter term.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

Tierra Adentro of New Mexico’s educational program consists of the following 6 components:

Educational Component 1: The school begins their 6th grade programming where 6th grade students are placed in a cohort in order to transition into their secondary education program. This allows for the 6th grade team of teachers to support the 6th grade families in their transition into middle school. All 6th grade students are required to participate in visual arts, music and dance, as evidenced by student course schedules.

School Response: Tierra Adentro of New Mexico (TANM) has consistently upheld its commitment to Educational Component 1 by maintaining a cohort model for its 6th-grade programming throughout the term of its contract. This model facilitates a smooth transition for 6th-grade students into the school’s secondary education program. The 6th-grade team of teachers works closely with families to provide wrap-around transition support, ensuring a cohesive entry into middle school. Even as the school experienced a drop in enrollment due to the pandemic, the cohort model remained unaffected, preserving the integrity of the students' educational experience. As of SY2023-24, enrollment has rebounded, with projections exceeding 250 students.

In alignment with Educational Component 1, all 6th-grade students are required to participate in visual arts, music, and dance, as reflected in their course schedules. Additionally, students are introduced to essential technology tools, such as Google Docs, and statewide accountability assessments are

administered online, helping students develop critical technology skills early in their academic journey. The school's 6th-9th grade students follow an eight-period schedule, with three periods dedicated to arts education. Teachers specialize in subject areas, including math and science, English and social studies, language, dance, art, and music ensuring focused instruction in key academic and artistic disciplines.

To further strengthen the transition from elementary to middle school, TANM has implemented a "middle school team" model, which now provides comprehensive support for students not only in 6th grade but throughout their middle school years. This model includes a "Jump Start" day held before the school year begins, offering an orientation for both students and families to understand grade-specific expectations.

Additionally, the school operates a robust advisory program, with students receiving daily support in areas such as typing, organization, attendance, and grade checks. The advisory program includes a weekly accountability process in which students track their progress in agendas provided by the school. Parents review and sign off on these reports, reinforcing a strong connection between school and home.

While these initiatives directly address Educational Component 1 regarding 6th-grade transition and support, they extend across all grade levels at TANM, ensuring continuity of care and academic development throughout students' middle school experience.

Educational Program Component 2: As students enter 7th, 8th, and 9th grade, the school begins to promote their independence into the students' secondary career. Students are introduced into using higher levels of technology in order to prepare them for the school's high school team of teachers who utilize programs such as Google Docs, Edgenuity, and Google Classroom.

School Response: Tierra Adentro of New Mexico (TANM) demonstrates a strong commitment with Educational Program Component 2 by actively promoting student independence as they progress through 7th, 8th, and 9th grades, preparing them for the school's high school curriculum and increased use of technology. Each student is equipped with a Chromebook, which allows them to fully engage with the Google Suite, including Google Classroom, Docs, Slides, and Sheets. This integration of technology ensures that students are familiar with key digital tools that will be essential for their academic success in high school.

In addition to general interactions with the Google Suite, certain content areas, such as middle school mathematics, incorporate technology into their instructional design. While middle school math courses are taught in person, the teacher also uploads assignments and curriculum materials to Google Classroom, allowing students to access their work even if they are absent. This approach ensures students stay on track with their coursework and continue to meet academic standards without disruption.

Before the pandemic, TANM had an after-school program in collaboration with New Day shelter to support unhoused students by providing access to online courses through Edgenuity. Although this collaboration could not be sustained post-pandemic, the school continues to offer Edgenuity as a learning option for students who require an alternative educational environment, whether due to academic or social-emotional needs. TANM remains committed to supporting students during the school year to prevent the need for unnecessary credit recovery, while also providing online course options for those in significant credit recovery situations.

The school's access to Career and Technical Education (CTE) funding has further strengthened its career-planning program. This funding has been utilized to bring in guest experts from fields such as film,

technology, and dance, enriching students' exposure to potential career paths and enhancing their preparation for future endeavors.

Educational Program Component 3: Upon entering the 10th grade, students are required to choose a focus in Visual Art, Artesanía, Music, Academic or Dance. In the 10th-12th grade focus areas, students receive intense training in the art form of their choice. Focus students also have the opportunity to work with local and international guest artists.

School Response: Students survey all arts focus options in grades 6-9. However, once a student enters 10th-grade, they are required to choose an Arts Focus and complete three consecutive credits in either Visual Arts, Artesania, Dance, or Music. Additionally, students are required to participate in juried art shows or dance/music events or school productions/"gigs." All Arts Focus courses are required through students' senior year and a graduation requirement. In SY2024-25, the school changed how focus classes were structured so that students are provided more freedom during 'third block,' which came as a result from students expressing interest in pursuing more than one artform. Dance and music remain the most popular arts focused options amongst students. Students are trained by the school's dance and music professionals to develop the following skills:

High School Dance Focus:

- Ballet technique
- Conditioning
- Escuela Bolera technique and choreography (Spanish classical dance)
- Jota technique and choreography
- Flamenco technique
- Creating and improvising Flamenco
- Writing about dance
- Flamenco history
- Intermediate/Advanced Flamenco Choreographies

High School Music Focus:

- Continued development of technique with more complicated classical and flamenco studies
- Study structures of flamenco letras in various flamenco styles and dance structures to various styles
- Music focus students collaborate with dance focus students during performances
- Study more sophisticated aspects of music theory, ear training, and notation reading.
- Study Tangos and Bulerías as well as many other styles of flamenco such as: Alegrías, Soleá, -Seguiriyas, etc.

While the school has found it difficult to maintain a dedicated artesanía teacher post pandemic, it stays true to this component of its arts focused programming through various opportunities for students to take courses such as painting and ceramics at UNM and CNM, as well as train students to support costuming, jewelry, and sewing for dance and music production events. The school's academic arts focus is designed for students who are interested in accelerated academics and advanced art. While the school's partnership with UNM has shifted, students who are interested in this focus pathway are able to take dual credit courses related to fine and visual arts at CNM.

Educational Program Component 4: In addition, beginning in the 10th grade, students are able to begin their higher learning alternative program in the arts and academics. The first being the school's Dual Credit program. To enter into this program at the University level, students must meet all the requirements set forth by the post-secondary institution.

School Response: Beginning in 10th grade, students at TANM can participate in the school's higher learning alternative programs, which focus on both the arts and academics. The first component of this program is the Dual Credit option, where students may take courses at the university level, provided they meet the requirements of the partnering post-secondary institutions. TANM utilizes Career and Technical Education (CTE) funds to facilitate college and career exploration, including college visits to institutions like Highlands, CNM, New Mexico Tech, and UNM. The school's vehicle is also used to transport students to perform at various community events.

In SY2023-24, students in grades 10-12 earned dual credit in US History, World History, and Financial Literacy. In Fall 2023, there were a total of 39 dual credit courses taken, with 36 of those courses being passed with a grade of C or better. In Spring 2024, there were 37 courses taken, with 33 of those passed with a grade of C or better. Financial Literacy has been offered as a dual credit option for seniors since SY2022-23 and will continue to be available throughout the school's contract term. Students are also encouraged to take additional dual credit courses at CNM, and a small number enroll in dance-related courses at UNM. However, the school's dual-credit partnership with UNM has recently restructured and students at TANM now predominantly take dual-credit courses at CNM. The school is also pleased to report that it has several students annually participate in the NMTEch Summer STEM experience, where students have the opportunity to live like college students, earn college credit, and collaborate with faculty and students who share similar interests.

TANM's college and career counselor plays a pivotal role in preparing students for dual credit courses, assisting with the Accuplacer, and helping them to register for college classes. CNM supports this process by providing attendance reports, ensuring students remain on track. While CNM does not provide detailed grade updates, it shares enrollment status and general progress before the drop deadline, allowing TANM's counselor to intervene if students require support. This collaborative approach ensures students receive the necessary guidance to succeed or withdraw from a course without negatively impacting their transcripts.

Students in 10th grade are eligible to enroll in college courses, contingent upon their academic performance and readiness. The school's college and career counselor works closely with students to assess their strengths and interests so that they are prepared to succeed in a college setting. TANM encourages all seniors, barring exceptional circumstances, to complete at least one college course. Additionally, TANM supports students to pursue career technical courses and in SY2022-23, a student successfully completed a certification program to become a nail technician.

Educational Program Component 5: The school provides flexibility in student choice through an optional alternative online academic program through extended school-day hours, where students can make up high school credits, work at an accelerated pace or at their own pace to earn their high school diploma.

School Response: The school still provides students with the opportunity to participate in an optional online academic program. The school has always offered this pathway of support, which is primarily for students who are in severe credit recovery, who are new to the school, or who are generally struggling to earn credits. Roughly 7-13 students benefit from participation in this program each year. This program supports the school's high graduation rate and is overseen by the dual credit coordinator who serves as an academic advisor for these students to ensure that they are engaged, supported, and successful.

The school is highly invested in supporting students in need of credit recovery, and in addition to the online flexible program, also provides daily tutoring, as well as a summer intensive program for students who are interested in receiving in-person academic support. Regardless of promotion, middle school students at TANM who fail classes are required to participate in the school's Credit Recovery Program (CRP) so that they continue to build necessary grade-appropriate skills and grasp on-grade standards so

that they are prepared for success in the next grade level. The CRP for middle school students takes place after each quarter; essentially, if a student fails a quarter, they must participate in the CRP during the next quarter. It's important to note that students continue with the upcoming quarter's curriculum while also making up the previous work to ensure mastery of appropriate skills and standards.

The school boasts a 90%+ 4-year graduation rate for all documented years of its contract term (excluding SY2020-21).

In addition to CRP, the school offers one hour of after-school tutoring for all students who attend TANM. Students struggling or needing additional support are required to attend tutoring until they are back on track. If students fail to attend the required tutoring, they are placed in the summer school credit recovery program through Edgenuity, on-campus. This program is monitored and supported by TANM academic teachers. From SY2022-23 to SY2023-24, the school has seen a decrease in students needing the summer credit recovery program, attributing this to the preventive support provided during the school year. The school has a credit-recovery liaison on staff who supports students year-round and has established structures such as "working lunch," where students catch up during lunch, and provides support during morning advisory.

Educational Program Component 6: A key provision of the School educational approach is the utilization of the National Institute of Flamenco (NIF) curriculum for Dance and Music classes, which focuses on theory, technique, and application.

School Response: During TANM's previous contract term, the school relied on support from the National Institute of Flamenco (NIF) to provide students with a comprehensive dance and music education, which carried over into several years of its current contract term. As the school continues to grow and develop, it has acquired a highly qualified roster of New Mexico licensed teachers who are also dance professionals. While the school has become more independent and no longer requires the same level of support from NIF, it still continues to collaborate with NIF to purchase flamenco shoes and ballet slippers. The school also works with NIF to purchase opportunities for students to participate in guest artist workshops.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

Throughout its contract term, the school has consistently received a rating of 'meets standard' for indicators 2.a. - 2.f. of its performance framework, demonstrating effective financial management and compliance. The only exception was in FY22, when the school received a 'does not meet standard' rating for indicator 2.b. due to two audit findings, one of which was classified as a material weakness:

2022-02 Financial Reporting Material Weakness Summary of Finding: Management included \$473,641 in capital asset additions which represented principal and int. payments related to financing agreement school entered in Oct. 2021 in the amount of \$1,010,138. Appropriate accounting would have included the addition.

The material weakness audit finding in FY22 was due to management oversight and only recorded the current year payments instead of overall cost of the asset. To correct the issue, the Business Manager will ensure a review of all purchases to make sure all capital assets are identified and listed properly. This will be done in unison with the Foundation to reduce risk of missing or inaccurately identifying capital asset additions. Once the issue was promptly addressed and corrected, the school has since maintained compliance across all financial indicators.

The school has always sustained an active and functioning Board of Finance for all years of its contract term. The school has also maintained an active finance committee and audit committee for all years of its contract term.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

The Tierra Adentro of New Mexico (TANM) Governing Council (GC) has demonstrated consistent governance responsibility throughout the term of its contract. Notably, the GC has always maintained a membership that met or exceeded the statutory requirement of five members, in alignment with its bylaws. Furthermore, the GC has consistently reported all officer positions to the Charter School Division. In FY23, the TANM GC reported three (3) notifications to its authorizer, one (1) of which was an untimely notification. The school's GC is committed to continued efforts to improve its compliance with reporting standards and has reviewed the calendar deadlines for all notifications to ensure timely compliance in the future.

Despite facing challenges in FY21 and FY22, where two board members were resistant to completing required training hours and one member ultimately resigned, the GC has made significant strides in addressing this issue. In FY23, all members, with the exception of one who was unable to participate due to a medical surgery, completed their training. This marked a significant improvement from previous years and set a positive trajectory for the council. In FY24, the GC successfully ensured that all board members met or exceeded the required training hours.

This turnaround can be attributed to strategic measures implemented by the GC, including contracting with the Public Charter Schools of New Mexico (PCSNM) for training services and instituting a standing agenda item at monthly meetings to review training hours. Additionally, the head administrator's "Monday Memo" includes updates on training progress as an extra layer of accountability. These measures have proven effective, and the GC is confident that training compliance will no longer be an issue going forward.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

Tierra Adentro of New Mexico is dedicated to providing students with a quality education that integrates both academics and the arts while fostering a deep understanding and appreciation of New Mexico's rich cultural heritage. The school's mission and educational philosophy address the critical need for generational continuity of New Mexican culture through the study of Spanish language, art, and *artesanía* (artisanship). The school is deeply rooted in the belief that a well-rounded education must include academic study, artistic expression, and hands-on creative work. This approach not only fosters intellectual growth but also cultivates a positive sense of identity and belonging for students, regardless of their backgrounds.

A key aspect of TANM's equity-focused mission is its dance-focused education. All students are required to study all three of the Arts Focus areas of Dance, Music, and Visual Arts. Within the Arts Focus, students will dedicate themselves to studying a concentration within one of the school's arts areas of Dance, Music, Visual Arts, or Artesanía. The school uses a portion of its Career and Technical Education (CTE) grant funding to ensure financial assistance is available to any student in need of materials, such as flamenco shoes, demonstrating the school's commitment to providing access to essential resources that support students' participation in cultural and artistic programs. This initiative ensures that no student is excluded from the rich artistic experience that defines the school's unique educational offerings.

In April 2024, the school was approved to award the State Seal of Biliteracy and Bilingualism (SSBB), with three students from SY2023-24 graduating with this distinguished honor. Two students earned the SSBB by completing a combination of credit hours in Spanish and the AVANT assessment, while a third presented a portfolio in addition to passing the AVANT assessment. The school collaborated closely with the New Mexico Public Education Department (NMPED) to design a structured pathway for students to earn the SSBB, beginning as early as eighth grade. Both the eighth-grade Spanish and dance classes, taught by a bilingual-endorsed teacher, will count toward the SSBB. By continuing through ninth and tenth-grade Spanish Language Arts courses, students are positioned to earn the SSBB by their junior year. TANM sees this program as an incentive for students to stay at the school throughout their academic career, and transfer students will also be eligible to earn the SSBB through a combination of portfolio work and assessments.

Equity is at the heart of everything TANM does, and this commitment is further demonstrated through its Equity Council and consistent engagement with its NMPED equity advisor. TANM has completed its readiness assessment and established a Culturally and Linguistically Responsive (CLR) framework,

ensuring that the school's practices align with its mission. The school's equity council, which includes a parent, staff member, and both administrators, meets regularly to monitor and guide progress on these initiatives.

The school is committed to providing students with various health interventions to include its "You Are Not Alone" (YANA) program, which strives to ensure a safe and welcoming learning environment for all students. The YANA program focuses on anti-bullying and inclusion by focusing on activities where students get to know one another, making sure that students don't eat alone during lunch, and by teaching appropriate online etiquette.

The school's restorative justice (RJ) is another integral part of TANM's equity work. The school became one of twelve pilot sites for the NMPED's Prevention, Response, and Resiliency Program in 2022. Initially, four staff members and two students were involved in the program, and in 2023, TANM added two more staff members and two additional students. Restorative practices are now applied school-wide, with participants serving as facilitators. RJ is an essential tool for resolving student conflicts through RJ circles, which are mandatory and part of the school's discipline process. Since implementing the program, the school has seen a decrease in suspensions, and students now proactively request RJ circles to manage conflict. In some cases, RJ mediation has even extended to include staff and parents. TANM remains committed to restorative practices, with support from PED staff who conducted an RJ training on-site in 2023.

TANM's special education inclusion model ensures that all students have equal access to both academic and artistic opportunities. Students with Individualized Education Plans (IEPs) receive tailored support starting in sixth grade, with advisories led by a case manager to help them transition to middle school. This support is scaffolded and gradually reduced as students advance through seventh and eighth grades to foster independence. In high school, all students, regardless of IEP status, are assigned to either a general education or arts-focused advisor. Every student is required to participate in the school's end-of-year performance, with teachers working collaboratively to ensure that all students, regardless of ability, can engage in dance and music.

Additionally, TANM's focus on language equity extends across content areas, which is demonstrated by its commitment to having TESOL-endorsed teachers for all math and English classes. Teachers are trained to use a sheltered instruction model, allowing English Learners (ELs) to access the curriculum without being pulled from class for separate instruction. This inclusive approach ensures that all students have equal opportunities to succeed academically. Furthermore, TANM also participates in the Bilingual Multicultural Education Program (BMEP) through NMPED, offering two pathways: non-Spanish-speaking students participate in an enrichment model that includes two program hours in Spanish language arts and dance (grades 6-10), while ELs are encouraged to join the heritage bilingual program, receiving three BMEP program hours in Spanish and dance.

Through its focus on culture, bilingualism, restorative justice, and inclusion, TANM demonstrates its unwavering commitment to equity and to providing a culturally responsive and enriching education. The school's efforts empower students to develop a deep sense of identity, belonging, and academic achievement while honoring the cultural traditions of New Mexico.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: N/A

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

SY2021-22: ‘Does Not Meet Standard’ Indicator 1.b State Assessment Requirements:

CSD Explanation of Indicator Rating: ELA and math participation 88%, science 82%, ACCESS 78%. Target is 95% for all assessments.

School Response: During SY2021-22, the school implemented a hybrid model to support students struggling with post-pandemic anxiety and to provide a scaffolded transition back to in-person learning. School leadership and the DTC received mixed guidance from NMPED regarding testing accountability for students who did not participate in assessments during this hybrid-optional year. Under the belief that the school would not be held accountable for students they were unable to test, the school ultimately received a rating of 'does not meet' standard for this indicator. In the following year, and in alignment with the school's Attendance Improvement Plan, the school successfully met the participation requirements for all mandated testing, missing the science participation requirement by only 1%. The school's rating for SY2023-24 is still pending.

SY2022-23 ‘Does Not Meet Standard’ Indicator 2.b. Accounting Principles:

CSD Explanation of Indicator Rating: FY22 Audit showed that the school had 2 audit findings and one (1) material weakness.

School Response: 2022-01 Other Non Compliance: The school will review its internal controls to establish a better process for cash receipting. The school will also continue to go over the process in one of their staff meetings to ensure that all staff understands the process. The Business Manager will also work with the Assistant Business Manager to ensure that all claims and reimbursement requests submitted are reported properly so nothing is missed during the year end closing process

School Response: 2022-02 Material Weakness: The Business Manager will ensure a review of all purchases to make sure all capital assets are identified and listed properly. This will be done in unison with the Foundation to reduce risk of missing or inaccurately identifying capital asset additions.

SY2020-21 - SY2022-23 Repeat 'Working to Meet Standard' Indicator 3.a Governance Requirements:

CSD Explanation of Indicator Rating: 3+ members do not complete all hours, or a total of 4 hours or more missing for all members combined. Some but not all audit committee members attend exit interview; As of July 3, 2023, one governing board member only completed two hours of training.

School Response: The school acknowledges that in previous years, its GC faced challenges in meeting training requirements. From FY21 to FY22, board turnover and changes in GC leadership contributed to these difficulties. However, in FY23, the GC made significant progress, with all but one member completing their required training hours, the exception being due to a personal health emergency. This positive momentum, which continued into FY24, is the result of new GC leadership, a partnership with PCSNM to support training, and the implementation of accountability measures, including regular reviews of the board training tracker during monthly meetings.

SY2021-22 - SY2022-23 Repeat 'Working to Meet Standard' Indicator 4.b. Attendance and Retention:

CSD Explanation of Indicator Rating: The school's attendance rate as reported in the STARS 2021-22 EOY report was 85%. The target rate is 95%; EOY: Attendance rate is 92% (Attendance rate must be 95%).

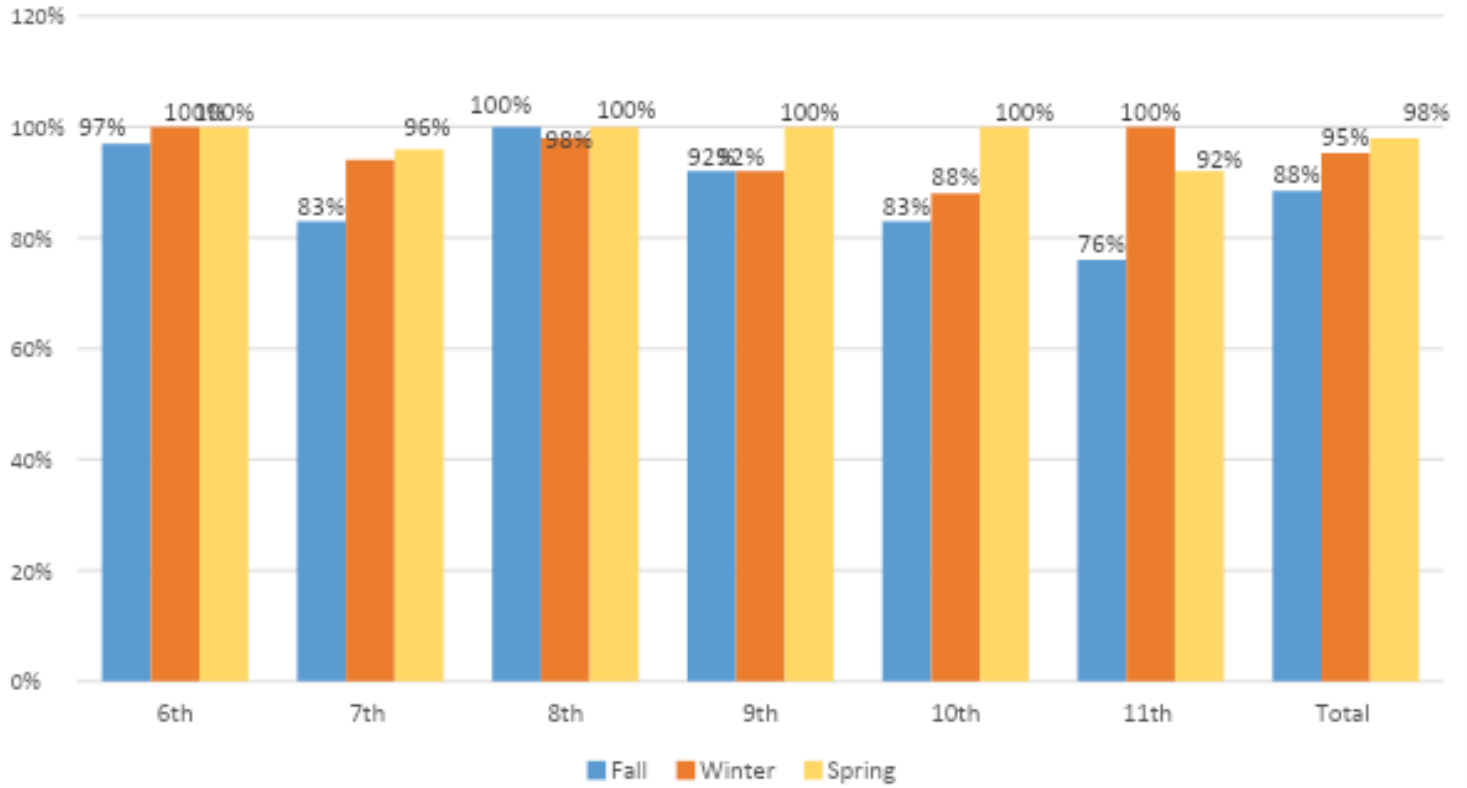
School Response: The school submits an annual Attendance Improvement Plan to the NMPED Safe and Healthy Schools Attendance for Success division that outlines the types of tier 1 - 4 actions and strategies implemented to improve attendance outcomes for students at TANM. Based on these adult actions, the school has seen a 7% increase in student attendance from SY2021-22 to SY2022-23.

SY2023-24 'Does Not Meet Standard' Indicator 4.c. Staff Credentialing:

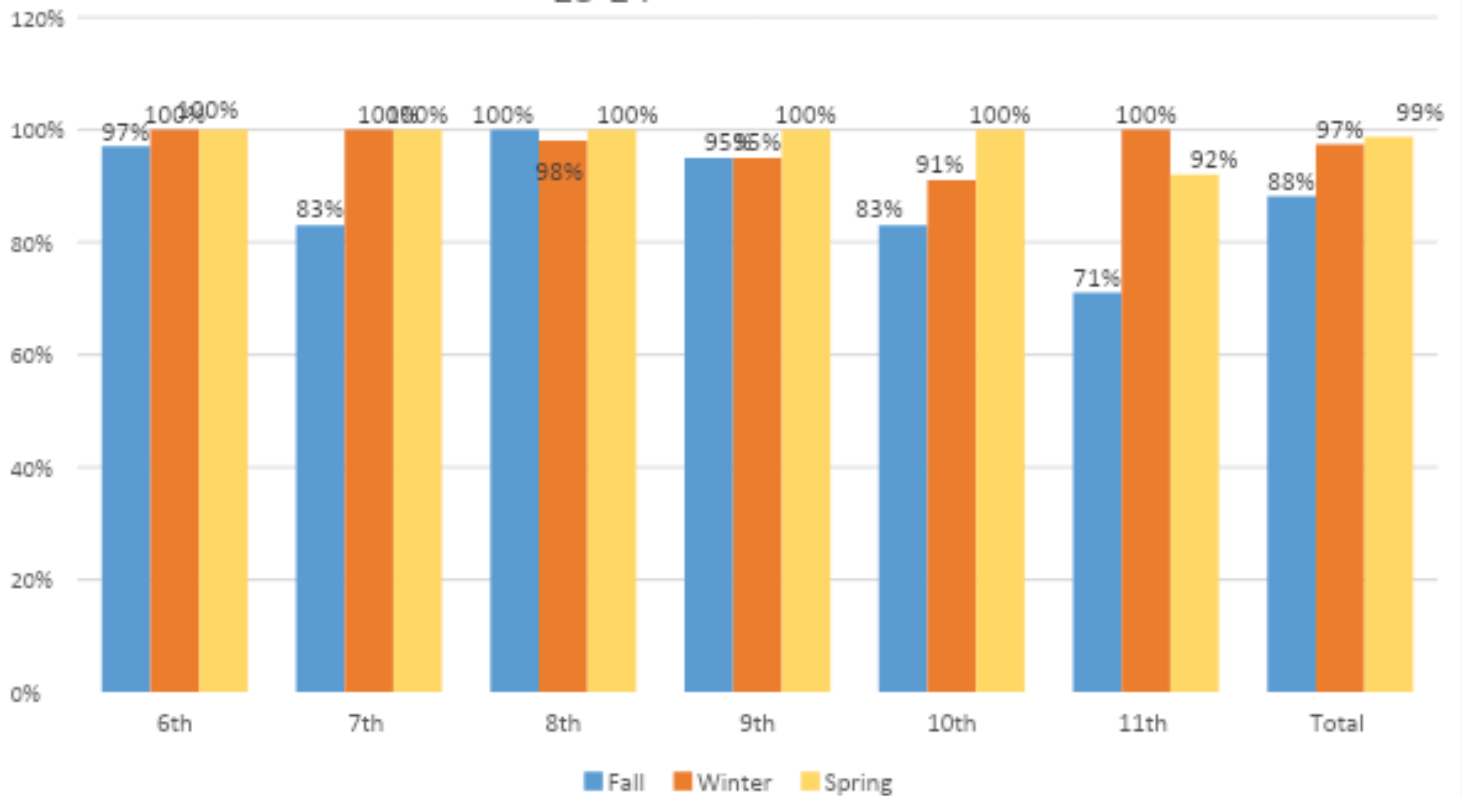
CSD Explanation of Indicator Rating: Licensure Bureau indicated licensure discrepancies not resolved by 120D.

School Response: Licensure reports were not validated in NOVA until 120D. While the school successfully corrected the licensure issue—related to uploading proof of endorsement for a science teacher—the rating of 'does not meet standard' was given because the correction occurred after the 120-day mark. The school acknowledges that the launch year of NOVA contributed to delays in reporting, resulting in the missed CSD deadline identified in its performance framework.

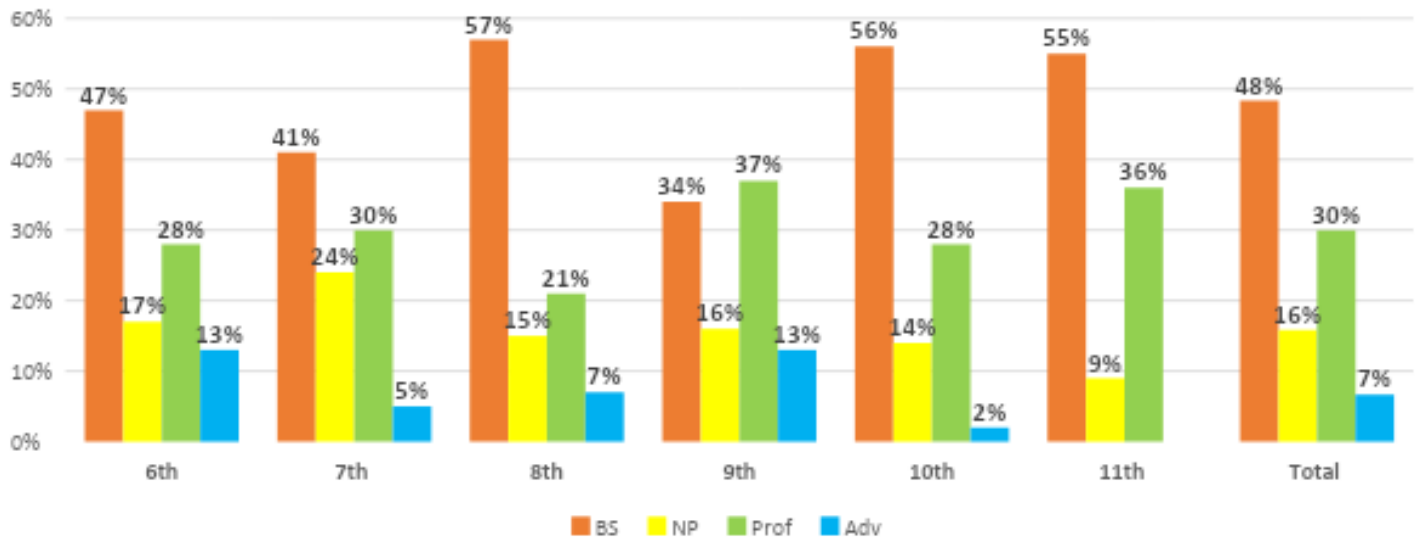
Reading MAP Participation 23-24



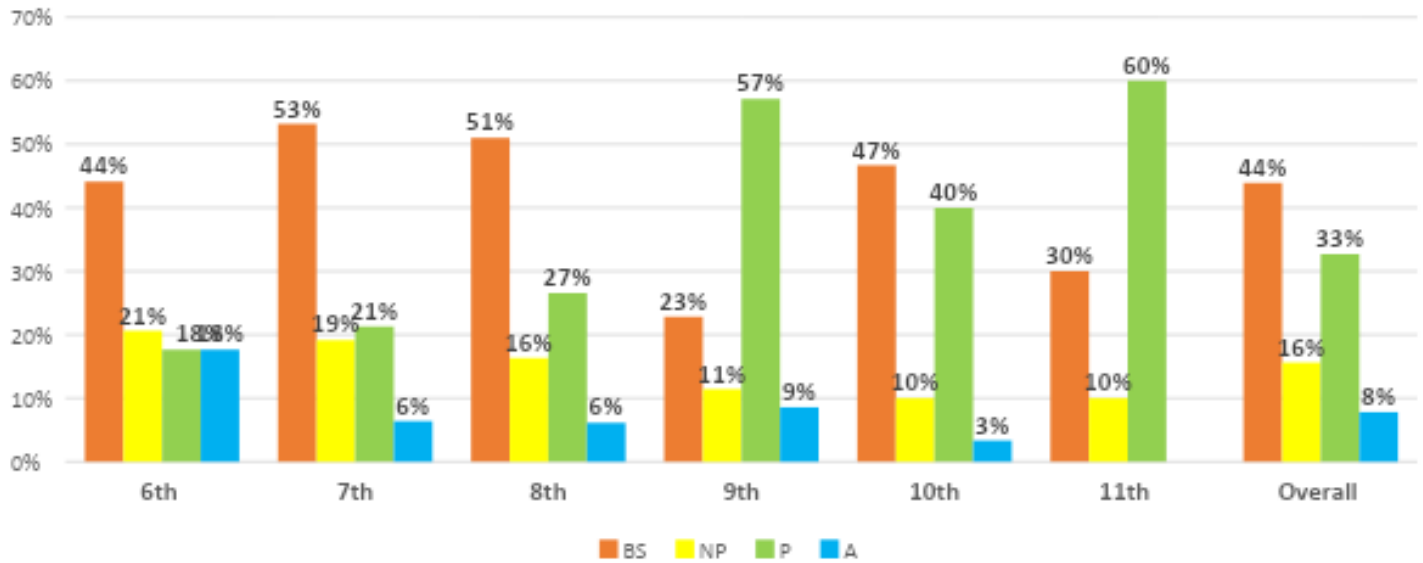
Math MAP Participation 23-24



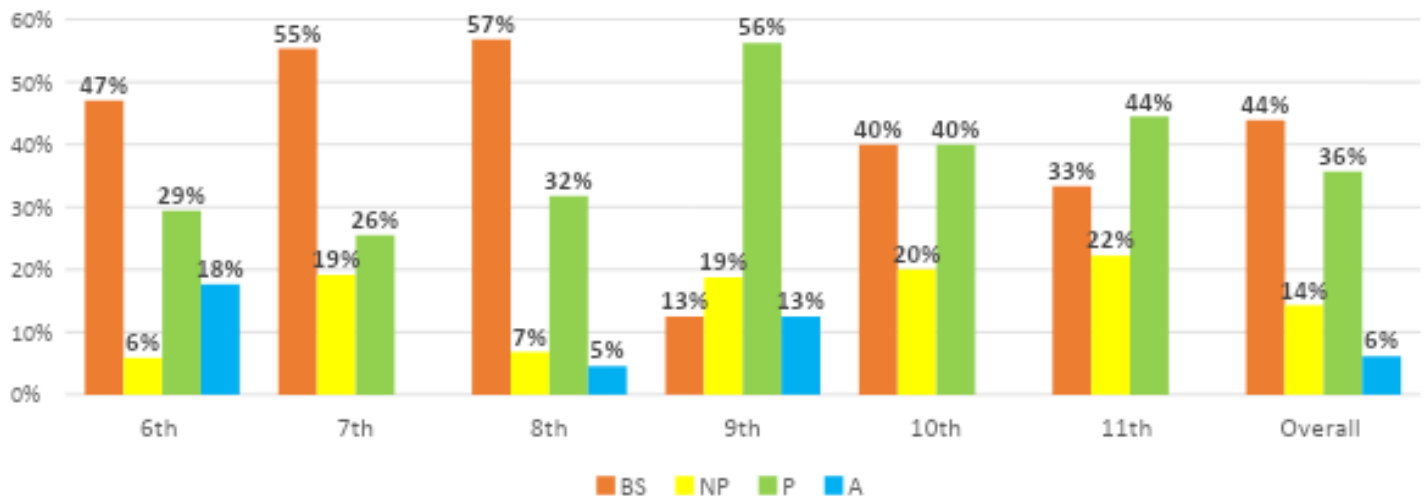
Fall '23 Reading MAP



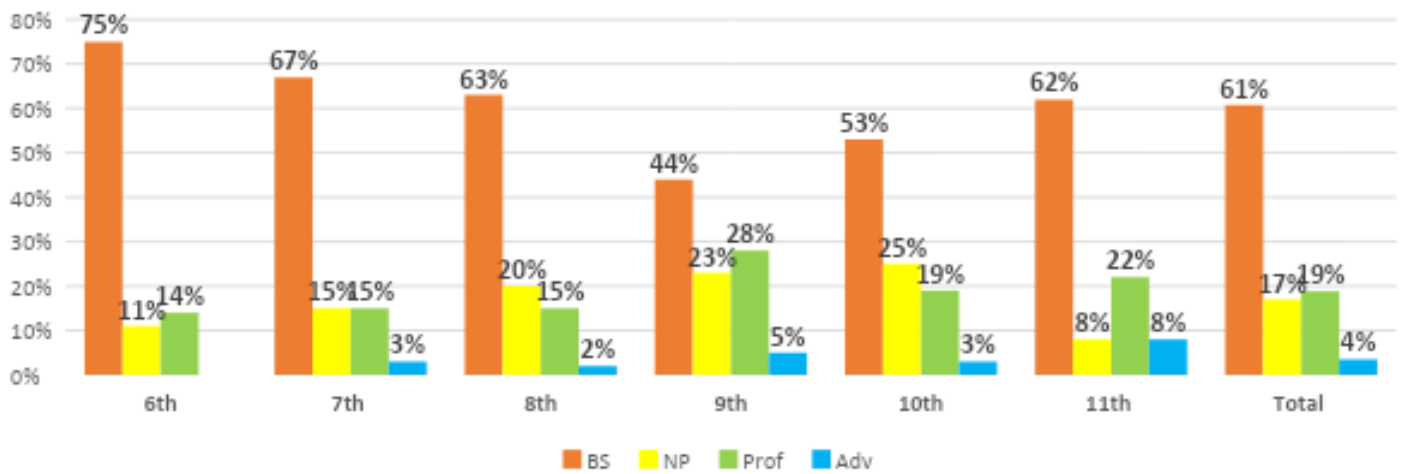
Winter '24 Reading MAP



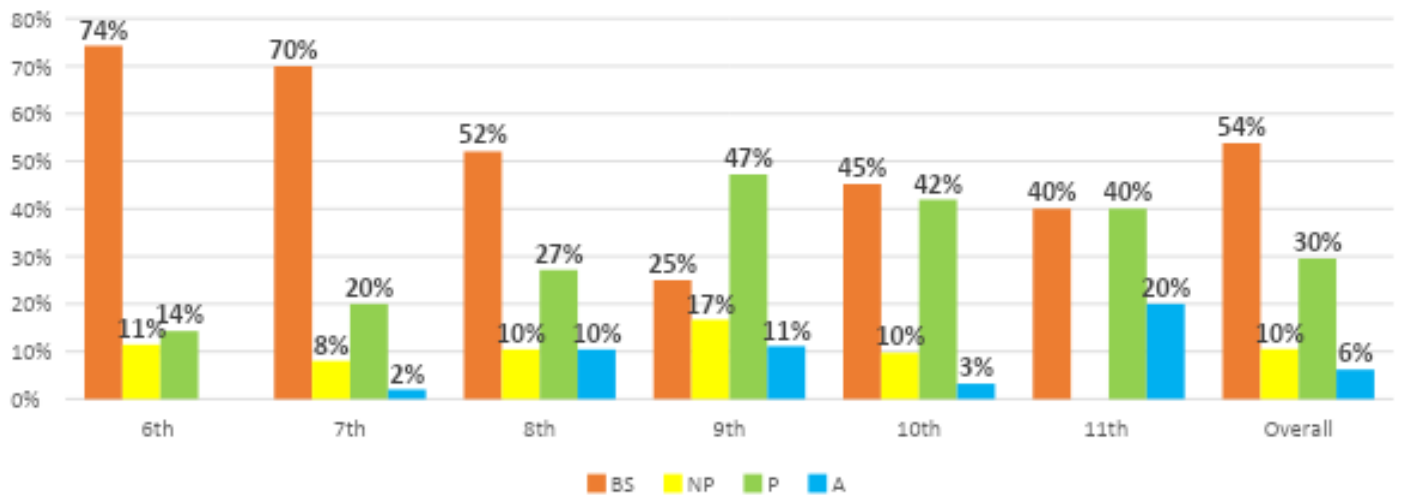
Spring '24 Reading MAP



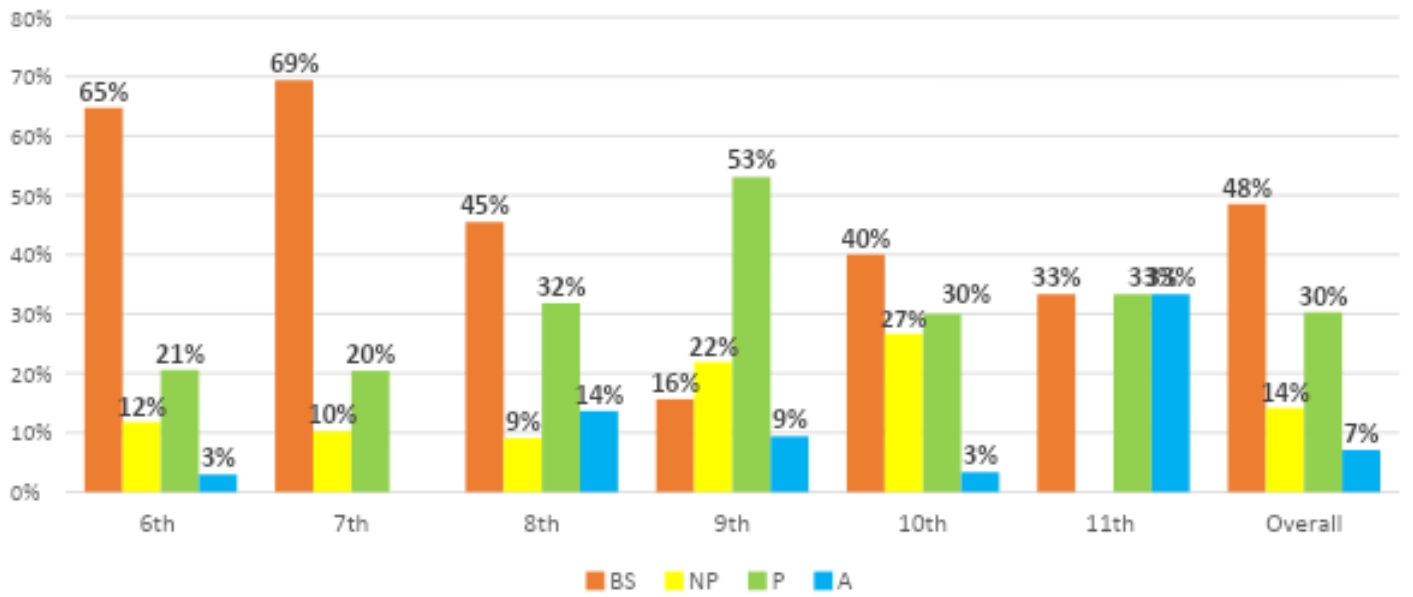
Fall '23 Math MAP



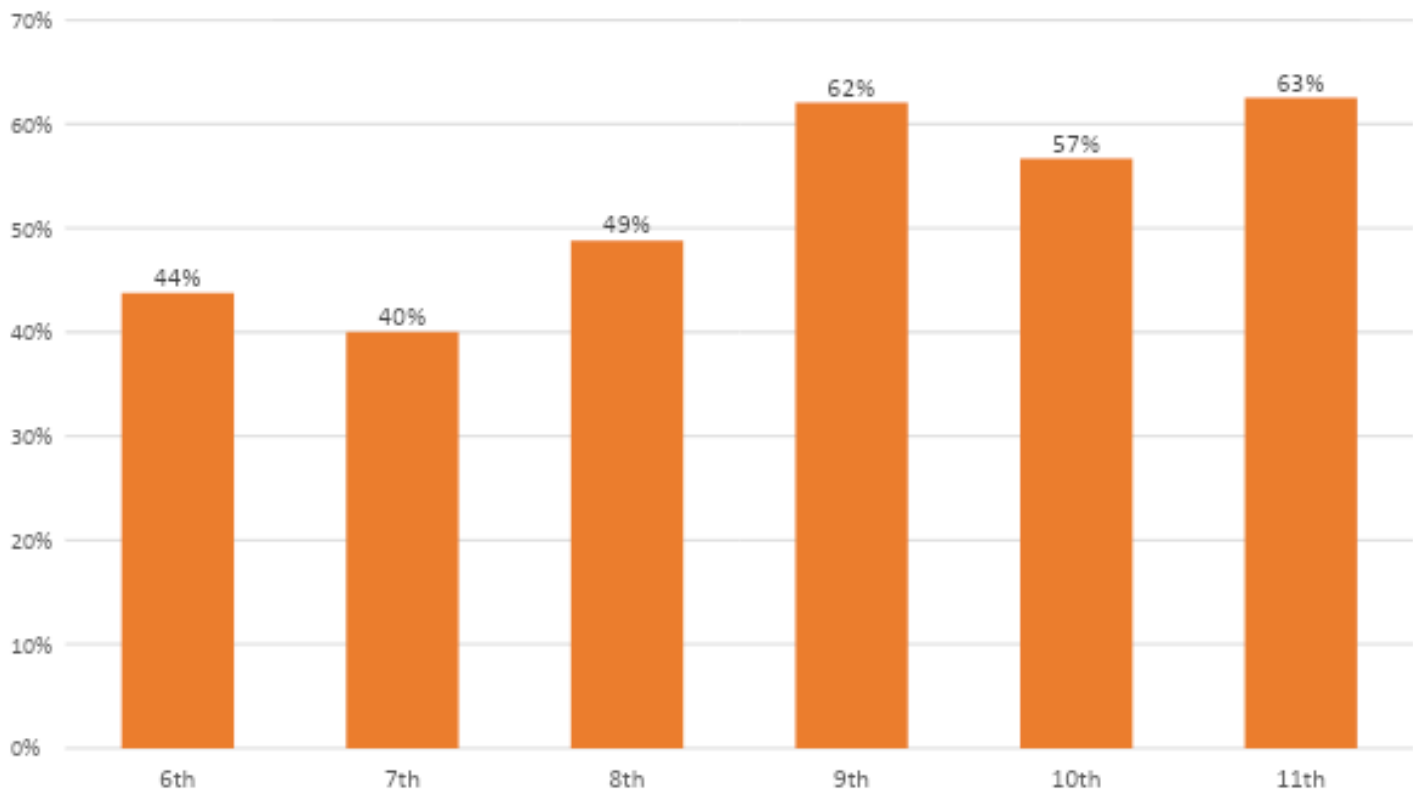
Winter '24 Math MAP



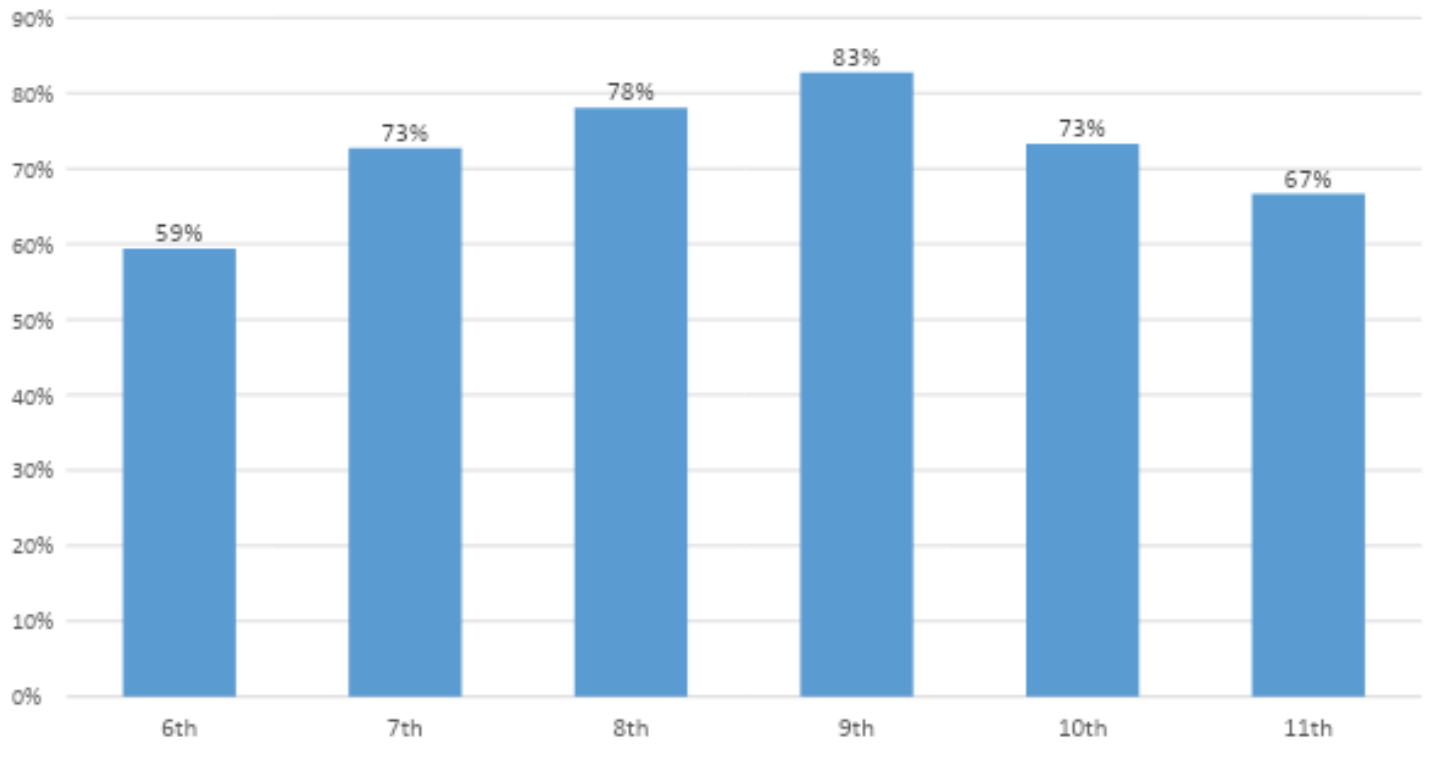
Spring '24 Math MAP



Reading MAP Growth Fall to Spring '24



Math MAP Growth Fall to Spring '24



Administration Report
June 9, 2022
Tierra Adentro of New Mexico

2022 Lottery Update: 123 lottery apps submitted, 97 accepted

Student Achievement:

- 100% High School Graduation rate
- 100% graduating with a plan to continue their education, training, or work
- 65% College Admissions
 - UNM, CNM, NMSU, Johnson & Wales, George Mason University, Fordham University, Colorado College, Purchase University
- 41% took one or more Dual Credit courses
- Colleges admitted to
 - In-State: UNM, CNM, ENMU, NMSU, SIPI
 - Out-of-State: University of Arizona, Hampton University, Harvard University, Grand Canyon University, School of Arts Institute/Chicago, Virginia Commonwealth University, University of North Carolina/Greensboro, Metro State College, University of Miami.
- FAFSA Completion Rate: 50%

Important Dates:

- Next GC Meeting: July 7th at 5pm
- Student Online Registration: July 11th

Miscellaneous: NA

Mission Specific Goal(s) for Tierra Adentro of NM

Goal #1: All students in grades 6-9, enrolled on the 40th and 120th day at Tierra Adentro of New Mexico, will demonstrate proficiency by having a “C” average in all arts courses and will participate in a minimum of 5 community events.

Measure Rating Category	Description of Target for each Performance Level	Points Assigned	Results
Exceeds Standard	Greater than 85% of students in grades 6-9, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “C” average or better in all arts courses and will participate in a minimum of 5 community events.	100	88.78% 6 th -9 th graders participated in a minimum of 5 community events.
Meets Standard	70 – 85% of students in grades 6-9, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “C” average or better in all arts courses and will participate in a minimum of 5 community events.	75	82.9% of 6 th -9 th graders received a C or above in their combined arts classes.
Does Not Meet Standard	60 - 69% of students in grades 6-9, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “C” average in all arts courses and will participate in a minimum of 5 community events.	25	
Falls Far Below Standard	Less than 60% of students in grades 6-9, enrolled on the 40th and 120th day, will demonstrate proficiency by having a “C” or below average in all arts courses and will participate in a minimum of 5 community events.	0	

Goal #2: All students in grades 10-12, enrolled on the 40th and 120th day at Tierra Adentro of New Mexico, will demonstrate proficiency by having a “B” average or better in all arts focus classes and will participate in a minimum of 5 community events.

Measure Rating Category	Description of Target for each Performance Level	Points Assigned	Results
Exceeds Standard	Greater than 85% of students, enrolled on the 40th and 120th day, will demonstrate proficiency by having a "B" average or better in all arts courses and will participate in a minimum of 5 community events.	100	86% of 10 th -12 th graders participated in a minimum of 5 community events.
Meets Standard	70 - 85% or more of students, enrolled on the 40th and 120th day, will demonstrate proficiency by having a "B" average or better in all arts courses and will participate in a minimum of 5 community events.	75	
Does Not Meet Standard	60 - 69% of students, enrolled on the 40th and 120th day, will demonstrate proficiency by having a "B" average in all arts courses and will participate in a minimum of 5 community events.	25	62% of 10 th -12 th graders scored a B or above in their combined arts classes.
Falls Far Below Standard	Fewer than 60% of students, enrolled on the 40th and 120th day, will demonstrate proficiency by having a "B" or below average in all arts courses and will participate in a minimum of 5 community events.	0	

**Administration Report
June 8, 2023
Tierra Adentro of New Mexico**

2023 Lottery Update: 144 lottery apps submitted, 97 accepted

Student Achievement:

- 93% 4 year graduation rate
- 100% graduating with a plan to continue their education, training, or work
- 100% College Admissions
 - All graduates admitted to CNM
 - Other colleges our graduates have been admitted to: Regis University, Creighton University, UNM, UC/Colorado Springs, CSU/Colorado Springs, NMSU, Northern Arizona University
- 100% took one or more Dual Credit courses
- **The following Seniors earned scholarships & Financial Aid:**

Student	Scholarship	Amount
Alijha Hernandez-Luna	NMSU Hadley Honors Scholarship	\$16,000
	UNM Woodward Scholarship	\$16,000
	Northern Arizona University Founders Gold Tuition Scholarship	\$24,000
Issac Pedroncelli	NMSU Hadley Honors	\$16,000
	Creighton University Founders Award	\$88,000
	UC Colorado Springs Peak Award	\$25,000
	CSU Western Undergraduate Exchange	\$40,000
	Regis University Ranger Award	\$4,000
	UNM Achiever's Scholarship	\$8,000
Students attending UNM: Isabel Becerra, Karla Franco	Legislative Lottery Scholarship over 7 semesters = \$4,380 per semester = \$30,660 per student	\$61,320
Students attending CNM: Xoe Faust, Alijha Hernandez-Luna, Alicia Herrera, Laticia Luna, Amy Milliner, Isabel Muniz, Estevan Villeda,	Legislative Lottery Scholarship over 3 semesters = \$756 per semester = \$2,268	\$15,876
Venice Valencia	Alpha Phi Alpha Fraternity	\$1,000
	Total:	\$314,196

Important Dates:

- Next GC Meeting: July 13th at 5pm

NWEA Data: See Attached

Mission Specific Goal(s) for Tierra Adentro of NM

Goal #1: All students in grades 6-9, enrolled on the 40th and 120th day at Tierra Adentro of New Mexico, will demonstrate proficiency by having a “C” average in all arts courses and will participate in a minimum of 5 community events.

Measure Rating Category	Description of Target for each Performance Level	Points Assigned	Results
Exceeds Standard	Greater than 85% of students in grades 6-9, enrolled on the 40 th and 120 th day, will demonstrate proficiency by having a “C” average or better in all arts courses and will participate in a minimum of 5 community events.	100	91% 6 th -9 th graders earned a “C” average or better in all arts courses and participated in a minimum of 5 community events.
Meets Standard	70 – 85% of students in grades 6-9, enrolled on the 40 th and 120 th day, will demonstrate proficiency by having a “C” average or better in all arts courses and will participate in a minimum of 5 community events.	75	
Does Not Meet Standard	60 - 69% of students in grades 6-9, enrolled on the 40 th and 120 th day, will demonstrate proficiency by having a “C” average in all arts courses and will participate in a minimum of 5 community events.	25	9% Did not meet Standard
Falls Far Below Standard	Less than 60% of students in grades 6-9, enrolled on the 40 th and 120 th day, will demonstrate proficiency by having a “C” or below average in all arts	0	

	courses and will participate in a minimum of 5 community events.		
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Goal #2: All students in grades 10-12, enrolled on the 40th and 120th day at Tierra Adentro of New Mexico, will demonstrate proficiency by having a “B” average or better in all arts focus classes and will participate in a minimum of 5 community events.

Measure Rating Category	Description of Target for each Performance Level	Points Assigned	Results
Exceeds Standard	Greater than 85% of students, enrolled on the 40 th and 120 th day, will demonstrate proficiency by having a “B” average or better in all arts courses and will participate in a minimum of 5 community events.	100	86% of 10 th -12 th graders earned a “B” average or better in all arts classes and participated in a minimum of 5 community events.
Meets Standard	70 - 85% or more of students, enrolled on the 40 th and 120 th day, will demonstrate proficiency by having a “B” average or better in all arts courses and will participate in a minimum of 5 community events.	75	
Does Not Meet Standard	60 - 69% of students, enrolled on the 40 th and 120 th day, will demonstrate proficiency by having a “B” average in all arts courses and will participate in a minimum of 5 community events.	25	14% of 10 th -12 th did not meet standard.
Falls Far Below Standard	Fewer than 60% of students, enrolled on the 40 th and 120 th day, will demonstrate proficiency by having a “B” or below average in all arts courses and will participate in a minimum of 5 community events.	0	

Course Name	Class Average				
Dance 7	93				
Visual Arts 7	94				
Music 7	83	90	Y	1	
Visual Arts 7	85				
Dance 7	82				
Music 7	90	85.66666667	Y	2	
Visual Arts 7	90				
Dance 7	74				
Music 7	81	81.66666667	Y	3	
Visual Arts 7	90				
Dance 7	35				
Music 7	81	68.66666667	N	4	
Visual Arts 7	84				
Dance 7	83				
Music 7	97	88	Y	5	
Visual Arts 7	95				
Dance 7	84				
Music 7	88	89	Y	6	
Music 7	96				
Dance 7	95				
Visual Arts 7	87	92.66666667	Y	7	
Music 7	95				
Dance 7	85				
Visual Arts 7	92	90.66666667	Y	8	
Dance 7	82				
Music 7	83				
Visual Arts 7	94	86.33333333	Y	9	
Dance 7	37				
Music 7	54				
Visual Arts 7	71	54	N	10	
Dance 7	55				
Music 7	86				

Visual Arts 7	77	72.66666667	Y	11	
Music 7	93				
Dance 7	95				
Visual Arts 7	73	87	Y	12	
Music 7	83				
Dance 7	76				
Visual Arts 7	76	78.33333333	Y	13	
Dance 7	97				
Music 7	91				
Visual Art 7	90	92.66666667	Y	14	
Dance 7	87				
Music 7	97				
Visual Arts 7	84	89.33333333	Y	15	
Music 7	94				
Dance 7	90				
Visual Arts 7	98	94	Y	16	
Dance 7	62				
Music 7	50				
Visual Arts 7	74	62	N	17	
Music 7	90				
Dance 7	73				
Visual Arts 7	88	83.66666667	Y	18	
Music 7	84				
Dance 7	74				
Visual Arts 7	87	81.66666667	Y	19	
Music 7	97				
Dance 7	89				
Visual Arts 7	96	94	Y	20	
Music 7	97				
Dance 7	58				
Visual Arts 7	85	80	Y	21	
Dance 7	91				
Music 7	96				

Visual Arts 7	94	93.66666667	Y	22	
Dance 7	96				
Music 7	96				
Visual Arts 7	98	96.66666667	Y	23	
Music 7	89				
Dance 7	79				
Visual Arts 7	85	84.33333333	Y	24	
Music 7	90				
Dance 7	92				
Visual Arts 7	96	92.66666667	Y	25	
Dance 7	91				
Music 7	97				
Visual Arts 7	95	94.33333333	Y	26	
Music 7	97				
Dance 7	91				
Visual Arts 7	95	94.33333333	Y	27	
Music 7	87				
Dance 7	78				
Visual Arts 7	80	81.66666667	Y	28	
Music 7	73				
Dance 7	54				
Visual Arts 7	83	70	Y	29	
Dance 8	69				
Music 8	75				
Visual Arts 8	63	69	N	30	
Dance 8	94				
Music 8	98				
Visual Arts 8	87	93	Y	31	
Music 8	96				
Dance 8	58				
Visual Arts 8	78	77.33333333	Y	32	
Dance 8	85				
Music 8	94				

Visual Arts 8	97	92	Y	33	
Dance 8	86				
Music 8	92				
Visual Arts 8	93	90.33333333	Y	34	
Music 8	96				
Dance 8	82				
Visual Arts 8	86	88	Y	35	
Music 8	90				
Dance 8	93				
Visual Arts 8	95	92.66666667	Y	36	
Dance 8	51				
Music 8	58				
Visual Arts 8	65	58	N	37	
Music 8	36				
Dance 8	43				
Visual Arts 8	70	49.66666667	N	38	
Music 8	95				
Dance 8	100				
Visual Arts 8	95	96.66666667	Y	39	
Music 8	93				
Dance 8	95				
Visual Arts 8	94	94	Y	40	
Dance 8	65				
Music 8	81				
Visual Arts 8	70	72	Y	41	
Dance 8	80				
Music 8	79				
Visual Arts 8	80	79.66666667	Y	42	
Dance 8	82				
Music 8	87				
Visual Arts 8	81	83.33333333	Y	43	
Visual Arts 8	94				
Music 8	95				

Dance 8	85	91.33333333	Y	44	
Dance 8	87				
Music 8	92				
Visual Arts 8	97	92	Y	45	
Music 8	77				
Dance 8	81				
Visual Arts 8	84	80.66666667	Y	46	
Visual Arts 8	90				
Music 8	92				
Dance 8	81	87.66666667	Y	47	
Dance 8	86				
Visual Arts 8	87				
Music 8	92	88.33333333	Y	48	
Visual Arts 8	98				
Music 8	100				
Dance 8	100	99.33333333	Y	49	
Visual Arts 8	90				
Music 8	93				
Dance 8	77	86.66666667	Y	50	
Music 8	85				
Visual Arts 8	88				
Dance 8	75	82.66666667	Y	51	
Music 8	81				
Dance 8	91				
Visual Arts 8	88	86.66666667	Y	52	
Dance 8	89				
Music 8	97				
Visual Arts 8	90	92	Y	53	
Dance 8	69				
Music 8	35				
Visual Arts 8	64	56	N	54	
Music 8	88				
Dance 8	66				

Visual Arts 8	0	51.33333333	N	55	
Music 8	73				
Dance 8	80				
Visual Arts 8	63	72	Y	56	
Music 8	91				
Dance 8	85				
Visual Arts 8	80	85.33333333	Y	57	
Dance 8	88				
Music 8	93				
Visual Arts 8	89	90	Y	58	
Dance 9/PE	71				
Music 9	74				
Visual Arts 9	20	55	N	59	
Dance 9/PE	83				
Music 9	92				
Visual Arts 9	78	84.33333333	Y	60	
Music 9	77				
Dance 9/PE	70				
Visual Arts 9	26	57.66666667	N	61	
Dance 9/PE	93				
Music 9	95				
Visual Arts 9	90	92.66666667	Y	62	
Dance 9/PE	86				
Visual Arts 9	76				
Music 9	75	79	Y	63	
Dance 9/PE	76				
Visual Arts 9	36				
Music 9	70	60.66666667	N	64	
Dance 9/PE	76				
Music 9	88				
Visual Arts 9	77	80.33333333	Y	65	
Dance 9/PE	78				
Visual Arts 9	78				

Music 9	90	82	Y	66	
Dance 9/PE	97				
Music 9	93				
Visual Arts 9	101	97	Y	67	
Dance 9/PE	91				
Music 9	93				
Visual Arts 9	93	92.33333333	Y	68	
Dance 9/PE	84				
Music 9	92				
Visual Arts 9	75	83.66666667	Y	69	
Dance 9/PE	77				
Music 9	89				
Visual Arts 9	73	79.66666667	Y	70	
Dance 9/PE	88				
Visual Arts 9	72				
Music 9	75	78.33333333	Y	71	
Dance 9/PE	91				
Music 9	94				
Visual Arts 9	88	91	Y	72	
Dance 9/PE	83				
Visual Arts 9	65				
Music 9	75	74.33333333	Y	73	
Dance 9/PE	90				
Visual Arts 9	83				
Music 9	75	82.66666667	Y	74	
Dance 9/PE	85				
Music 9	89				
Visual Arts 9	102	92	Y	75	
Dance 9/PE	85				
Music 9	96				
Visual Arts 9	87	89.33333333	Y	76	
Dance FOCUS I	95				
Dance FOCUS II	95				

Dance FOCUS III	81	90.33333333	Y	77	
Dance 9/PE	95				
Visual Arts 9	100				
Music 9	90	95	Y	78	
Dance 9/PE	73				
Visual Arts 9	43				
Music 9		58	N	79	
Music 9	83				
Dance 9/PE	81				
Visual Arts 9	74	79.33333333	Y	80	
Dance 8	90				
Music 8	87				
Visual Arts 8	94	90.33333333	Y	81	
Dance 9/PE	82				
Music 9	89				
Visual Arts 9	21	64	N	82	
Music 6	93				
Dance 6	88				
Visual Arts 6	83	88	Y	83	
Music 6	75				
Dance 6	78				
Visual Arts 6	85	79.33333333	Y	84	
Dance 6	91				
Visual Arts 6	97				
Music 6	95	94.33333333	Y	85	
Dance 6	87				
Music 6					
Visual Arts 6	85	86	Y	86	
Dance 6	92				
Visual Arts 6	87				
Music 6	80	86.33333333	Y	87	
Dance 6	78				
Visual Arts 6	83				

Music 6	70	77	Y	88	
Dance 6	92				
Music 6	95				
Visual Arts 6	97	94.66666667	Y	89	
Music 6	60				
Visual Arts 6	73				
Dance 6	74	69	N	90	
Dance 6	95				
Music 6	88				
Visual Arts 6	87	90	Y	91	
Music 6	96				
Dance 6	94				
Visual Arts 6	88	92.66666667	Y	92	
Dance 6	93				
Music 6	99				
Visual Arts 6	91	94.33333333	Y	93	
Music 6	93				
Dance 6	98				
Music 6	99	96.66666667	Y	94	
Dance 6	96				
Music 6	92				
Visual Arts 6	97	95	Y	95	
Music 6	64				
Dance 6	66				
Visual Arts 6	63	64.33333333	N	96	
Dance 6	92				
Music 6	98				
Visual Arts 6	94	94.66666667	Y	97	
Dance 6	99				
Music 6	98				
Visual Arts 6	98	98.33333333	Y	98	
Dance 6	79				
Music 6	84				

Visual Arts 6	93	85.33333333	Y	99	
Dance 6	89				
Music 6	95				
Visual Arts 6	87	90.33333333	Y	100	
Dance 6	95				
Music 6	94				
Visual Arts 6	96	95	Y	101	
Dance 8	72				
Music 8	80				
Visual Arts 8	82	78	Y	102	
Music 6	90				
Dance 6	91				
Visual Arts 6	85	88.66666667	Y	103	
Dance 6	89				
Music 6	75				
Visual Arts 6	78	80.66666667	Y	104	
Music 6	84				
Dance 6	87				
Visual Arts 6	87	86	Y	105	
Music 6	92				
Dance 6	81				
Visual Arts 6	82	85	Y	106	
Dance 6	86				
Music 6	86				
Visual Arts 6	90	87.33333333	Y	107	
Music 6	93				
Dance 6	97				
Visual Arts 6	94	94.66666667	Y	108	
Dance 6	95				
Music 6	99				
Visual Arts 6	97	97	Y	109	
Music 9	93				
Dance 9/PE	90				

Visual Arts 9	96	93	Y	110	
Dance 6	85				
Music 6	85				
Visual Arts 6	86	85.33333333	Y	111	
Dance 6	95				
Music 6	98				
Visual Arts 6	89	94	Y	112	
Dance 7	87				
Music 7	76				
Visual Arts 7	78	80.33333333	Y	113	
Music 7	88				
Dance 7	88				
Visual Arts 7	82	86	Y	114	
Music 7	79				
Dance 7	68				
Visual Arts 7	85	77.33333333	Y	115	
Music 7	86				
Dance 7	89				
Visual Arts 7	80	85	Y	116	
Music 7	77				
Dance 7	63				
Visual Arts 7	76	72	Y	117	
Dance 7	73				
Music 7	89				
Visual Arts 7	86	82.66666667	Y	118	
Dance 7	63				
Music 7	67				
Visual Arts 7	77	69	N	119	
Dance 7	84				
Music 7	87				
Visual Arts 7	86	85.66666667	Y	120	
Music 7	86				
Dance 7	54				

Visual Arts 7	85	75	Y	121	
Music 7	76				
Dance 7	82				
Visual Arts 7	86	81.33333333	Y	122	
Dance 7	92				
Music 7	75				
Visual Arts 7	92	86.33333333	Y	123	
Music 8	66				
Dance 8	81				
Visual Arts 8	75	74	Y	124	
Music 8	77				
Dance 8	88				
Visual Arts 8	91	85.33333333	Y	125	
Music 9	96				
Dance 9/PE	85				
Visual Arts 9	98	93	Y	126	
Dance 8	82				
Music 8	85				
Visual Arts 8	88	85	Y	127	
Dance 8	85				
Music 8	87				
Visual Arts 8	81	84.33333333	Y	128	
Dance 8	67				
Music 8	89				
Visual Arts 9	78	78	Y	129	
Dance 8	82				
Music 8	82				
Visual Arts 8	86	83.33333333	Y	130	
Music 9	83				
Dance 9/PE	82				
Visual Arts 9	79	81.33333333	Y	131	
Music 9	93				
Dance 9/PE	81				

Visual Arts 8	76	83.33333333	Y	132	
Music 8	72				
Dance 8	80				
Visual Arts 8	67	73	Y	133	
Music 9	89				
Dance 9/PE	84				
Visual Arts 9	91	88	Y	134	
Music 9	81				
Dance 9/PE	78				
Visual Arts 9	69	76	Y	135	
Music 7	97				
Dance 7	88				
Visual Arts 7	89	91.33333333	Y	136	
Dance 7	87				
Music 7	96				
Visual Arts 7	93	92	Y	137	
Dance 8	73				
Music 8	82				
Visual Arts 8	87	80.66666667	Y	138	
Dance 7	76				
Music 7	84				
Visual Arts 7	87	82.33333333	Y	139	
Music 6	95				
Dance 6	96				
Visual Arts 6	95	95.33333333	Y	140	
Dance 6	80				
Music 6	90				
Visual Arts 6	85	85	Y	141	
Music 6	80				
Dance 6	73				
Visual Arts 6	78	77	Y	142	
Music 8	91				
Dance 8	83				

Visual Arts 7	79	84.33333333	Y	143	
Dance 7	56				
Music 7	57				
Visual Arts 7	66	59.66666667	N	144	
Music 6	82				
Dance 6	71				
Visual Arts 6	81	78	Y	145	
Music 9	87				
Dance 9/PE	75				
Visual Arts 9	80	80.66666667	Y	146	
Music 9	95				
Dance 9/PE	82				
Visual Arts 9	52	76.33333333	Y	147	
Dance 8	75				
Music 8	71				
Visual Arts 8	89	78.33333333	Y	148	
Music 9	86				
Dance 9/PE	79				
Visual Arts 9	93	86	Y	149	
Dance 7	59				
Music 7	79				
Visual Arts 7	94	77.33333333	Y	150	
Music 7	84				
Dance 7	81				
Visual Arts 7	70	78.33333333	Y	151	
Music 8	83				
Dance 8	90				
Visual Arts 8	78	83.66666667	Y	152	
Music 7	75				
Dance 7	9				
Visual Arts 7	97	60.33333333	N	153	
Music 7	63				
Dance 7	25				

						101
						102
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						148
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						150

						151
						152
						153
						154
						155

Grade Level	Course Name	Class Average	Total Average Per Student	Met?	Student Count
10	Dance FOCUS I	95	90.33333333	Y	1
10	Dance FOCUS II	95			
10	Dance FOCUS III	81			
10	Visual Art FOCUS Artesani	80	80	Y	2
10	Visual Art FOCUS Artesani	80			
10	Visual Art FOCUS Artesani	80			
10	Dance FOCUS I	87	85.33333333	Y	3
10	Dance FOCUS II	81			
10	Dance FOCUS III	88			
10	Dance FOCUS I	97	96.33333333	Y	4
10	Dance FOCUS II	96			
10	Dance FOCUS III	96			
10	Visual Art FOCUS Artesani	92	92	Y	5
10	Visual Art FOCUS Artesani	92			
10	Visual Art FOCUS Artesani	92			
10	Visual Art FOCUS Artesani	85	85	Y	6
10	Visual Art FOCUS Artesani	85			
10	Visual Art FOCUS Artesani	85			
10	Music FOCUS II	84	84	Y	7
10	Music FOCUS III	84			
10	Visual Art FOCUS Artesani	91	91	Y	8
10	Visual Art FOCUS Artesani	91			
10	Visual Art FOCUS Artesani	91			
10	Dance FOCUS I	91	92.66666667	Y	9
10	Dance FOCUS II	95			
10	Dance FOCUS III	92			
10	Dance FOCUS I	92	88	Y	10
10	Dance FOCUS II	91			
10	Dance FOCUS III	81			
10	Visual Arts FOCUS I	92	93.33333333	Y	11
10	Visual Arts FOCUS II	94			

10	Visual Arts FOCUS III	94				
10	Visual Arts FOCUS I	82		82	Y	12
10	Visual Arts FOCUS II	82				
10	Visual Arts FOCUS III	82				
10	Visual Arts FOCUS I	73		73	N	13
10	Visual Arts FOCUS II	73				
10	Visual Arts FOCUS III	73				
10	Visual Arts FOCUS I	110		111.3333333	Y	14
10	Visual Arts FOCUS II	112				
10	Visual Arts FOCUS III	112				
10	Dance FOCUS I	70.5		74	N	15
10	Dance FOCUS II	80				
10	Dance FOCUS III	71.5				
10	Visual Arts FOCUS I	90		94.3333333	Y	16
10	Visual Arts FOCUS II	97				
10	Visual Arts FOCUS III	96				
10	Visual Art FOCUS Artesani	0		0	N	17
10	Visual Art FOCUS Artesani	0				
10	Visual Art FOCUS Artesani	0				
10	Music FOCUS I	81		80.3333333	Y	18
10	Music FOCUS II	80				
10	Music FOCUS III	80				
10	Visual Art FOCUS Artesani	89		89	Y	19
10	Visual Art FOCUS Artesani	89				
10	Visual Art FOCUS Artesani	89				
10	Visual Arts FOCUS II	95		95	Y	20
10	Visual Arts FOCUS III	95				
10	Visual Arts FOCUS I	91		91	Y	21
10	Visual Arts FOCUS II	91				
10	Visual Arts FOCUS III	91				
10	Dance FOCUS I	93		90.3333333	Y	22
10	Dance FOCUS II	92				
10	Dance FOCUS III	86				

10	Dance FOCUS I	66	73.33333333	N	23
10	Dance FOCUS II	81			
10	Dance FOCUS III	73			
10	Dance FOCUS I	95	92.33333333	Y	24
10	Dance FOCUS II	96			
10	Dance FOCUS III	86			
10	Visual Arts FOCUS I	79.5	82.83333333	Y	25
10	Visual Arts FOCUS II	89.5			
10	Visual Arts FOCUS III	79.5			
10	Dance FOCUS I	82.5	76	N	26
10	Dance FOCUS II	83.5			
10	Dance FOCUS III	62			
10	Visual Art FOCUS Artesani	85	85	Y	27
10	Visual Art FOCUS Artesani	85			
10	Visual Art FOCUS Artesani	85			
10	Visual Arts FOCUS I	97	97	Y	28
10	Visual Arts FOCUS II	97			
10	Visual Arts FOCUS III	97			
10	Dance FOCUS I	79.5	76	N	29
10	Dance FOCUS II	85			
10	Dance FOCUS III	63.5			
10	Visual Arts FOCUS I	85.5	81	Y	30
10	Visual Arts FOCUS II	82.5			
10	Visual Arts FOCUS III	75			
10	Visual Arts FOCUS I	56	56	N	31
10	Visual Arts FOCUS II	56			
10	Visual Arts FOCUS III	56			
11	Music FOCUS I	97	97	Y	32
11	Music FOCUS II	97			
11	Music FOCUS III	97			
11	Dance FOCUS I	94	95	Y	33
11	Dance FOCUS II	96			
11	Dance FOCUS III	95			

11	Visual Art FOCUS Artesani	51.5	51.5	N	34
11	Visual Art FOCUS Artesani	51.5			
11	Visual Art FOCUS Artesani	51.5			
11	Visual Art FOCUS Artesani	60.5	60.16666667	N	35
11	Visual Art FOCUS Artesani	60			
11	Visual Art FOCUS Artesani	60			
11	Dance FOCUS I	97.5	93.5	Y	36
11	Dance FOCUS II	95.5			
11	Dance FOCUS III	87.5			
11	Visual Arts FOCUS I	92	92	Y	37
11	Visual Arts FOCUS II	92			
11	Visual Arts FOCUS III	92			
11	Dance FOCUS I	89	92	Y	38
11	Dance FOCUS II	96			
11	Dance FOCUS III	91			
11	Dance FOCUS I	91	88.33333333	Y	39
11	Dance FOCUS II	91			
11	Dance FOCUS III	83			
11	Music FOCUS I	92	92	Y	40
11	Music FOCUS II	92			
11	Music FOCUS III	92			
11	Visual Arts FOCUS I	88	89.33333333	Y	41
11	Visual Arts FOCUS II	90			
11	Visual Arts FOCUS III	90			
11	Dance FOCUS I	93	93.33333333	Y	42
11	Dance FOCUS II	94			
11	Dance FOCUS III	93			
11	Visual Art FOCUS Artesani	69	69	N	43
11	Visual Art FOCUS Artesani	69			
11	Visual Art FOCUS Artesani	69			
12	Music FOCUS I	52	50.66666667	N	44
12	Music FOCUS II	50			
12	Music FOCUS III	50			

12	Visual Art FOCUS Artesani	68	68	N	45
12	Visual Art FOCUS Artesani	68			
12	Visual Art FOCUS Artesani	68			
12	Visual Arts FOCUS I	112	112	Y	46
12	Visual Arts FOCUS II	112			
12	Visual Arts FOCUS III	112			
12	Visual Arts FOCUS I	80	86	Y	47
12	Visual Arts FOCUS II	89			
12	Visual Arts FOCUS III	89			
12	Music FOCUS I	94	94	Y	48
12	Music FOCUS II	94			
12	Music FOCUS III	94			
12	Visual Arts FOCUS I	83	84.33333333	Y	49
12	Visual Arts FOCUS II	85			
12	Visual Arts FOCUS III	85			
12	Visual Arts FOCUS I	95	95	Y	50
12	Visual Arts FOCUS II	95			
12	Visual Arts FOCUS III	95			
12	Visual Art FOCUS Artesani	87	87	Y	51
12	Visual Art FOCUS Artesani	87			
12	Visual Art FOCUS Artesani	87			
12	Visual Arts FOCUS I	76.5	81.83333333	Y	52
12	Visual Arts FOCUS II	88			
12	Visual Arts FOCUS III	81			
12	Dance FOCUS I	98	97	Y	53
12	Dance FOCUS II	97			
12	Dance FOCUS III	96			
12	Visual Art FOCUS Artesani	85	85	Y	54
12	Visual Art FOCUS Artesani	85			
12	Visual Art FOCUS Artesani	85			
12	Visual Arts FOCUS I	90	90	Y	55
12	Visual Arts FOCUS II	90			
12	Visual Arts FOCUS III	90			

12	Visual Arts FOCUS I	94	94	Y	56
12	Visual Arts FOCUS II	94			
12	Visual Arts FOCUS III	94			
12	Dance FOCUS I	91	93.66666667	Y	57
12	Dance FOCUS II	96			
12	Dance FOCUS III	94			
12	Visual Art FOCUS Artesani	81	81	Y	58
12	Visual Art FOCUS Artesani	81			
12	Visual Art FOCUS Artesani	81			
12	Visual Art FOCUS Artesani	80	80	Y	59
12	Visual Art FOCUS Artesani	80			
12	Visual Art FOCUS Artesani	80			
12	Dance FOCUS I	92	91.33333333	Y	60
12	Dance FOCUS II	95			
12	Dance FOCUS III	87			
12	Visual Art FOCUS Artesani	84	84	Y	61
12	Visual Art FOCUS Artesani	84			
12	Visual Art FOCUS Artesani	84			
12	Visual Arts FOCUS II	96	96	Y	62
12	Visual Arts FOCUS III	96			
12	Dance FOCUS I	91	93.66666667	Y	63
12	Dance FOCUS II	94			
12	Dance FOCUS III	96			
12	Dance FOCUS I	97	97.33333333	Y	64
12	Dance FOCUS II	98			
12	Dance FOCUS III	97			
					52 yes
					12 no
					81.25%