

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

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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 Encantada Charter School

Authorizer: PED

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 Encantada Charter School (TECS) Academic Performance Report

Academic performance throughout the term of its charter, reflecting both the achievement of key goals and alignment with the state standards of excellence and accountability as outlined in the Assessment and Accountability Act. Despite facing some challenges, the school continues to demonstrate progress in academic performance and mission-specific goals, with several notable areas of growth.

Academic Performance Data

- **Reading Proficiency**

From the 2021-2022 to the 2022-2023 school year, Tierra Encantada saw a 10% increase in reading proficiency among its students. This improvement highlights the school's commitment to literacy and its focused interventions designed to support students in meeting state reading standards. The integration of structured literacy programs, tailored interventions, and additional academic support have played a critical role in achieving these gains.

- **Math Proficiency**

Math proficiency at TECS has also improved, with a 5% increase in proficiency from the 2021-2022 to the 2022-2023 academic year. This steady growth is a testament to the school's emphasis on strengthening math instruction, adopting evidence-based practices, and providing additional academic support to students through intervention periods and personalized learning strategies.

- **Science Performance**

In contrast to gains in reading and math, science proficiency experienced an 11% decrease during the same period (2021-2022 to 2022-2023). This decline is primarily attributed to challenges in filling a highly specialized, hard-to-fill science position. While the shortage impacted student performance, the school is actively working to address this gap by recruiting qualified staff and enhancing science instruction through community partnerships and curriculum development initiatives current 2024 data showed improvement.

Mission-Specific Goals

TECS has made significant strides in meeting its mission-specific goals, further demonstrating the school's alignment with its charter objectives.

- *Goal 1, though not consistently a primary target, was met in the 2021-2022 school year. Additionally, a recent analysis of student outcomes revealed a passing rate of over 80%. This strong performance is attributed to the school's structured approach, which includes integrated academic support through intervention periods built into the master schedule.*
- *Goal 2 was achieved in the 2022-2023 school year. Although the school has not met Goal 2 every year, the progress made in meeting it during the most recent academic year reflects the ongoing efforts to enhance student outcomes in areas identified as high priority for the school.*

Growth in Bilingual Seal Achievement

A key area of success at Tierra Encantada has been its substantial growth in students earning the State Bilingual Seal, which highlights the school's focus on promoting bilingualism and biliteracy. Over the course of the charter term, the percentage of students receiving the Bilingual Seal has increased from 68% to 75%, underscoring the school's success in promoting language proficiency.

This growth is supported by several key factors:

- *The CLEP Test: Students have demonstrated high success rates in passing the CLEP exam, which is a critical component of the requirements for earning the State Bilingual Seal.*
- *Community Service Hours: TECS has added a requirement for community service hours, which exceeds the minimal state standards for bilingual certification, ensuring that students not only meet but surpass expectations.*
- *Dedicated Bilingual Seal SLA Classes: The school has also introduced specialized Spanish Language Arts (SLA) classes, which provide targeted instruction and support for students aiming to achieve the bilingual seal. These classes have been essential in helping students excel in language acquisition and meet the high standards set for bilingual education.*

Key Interventions Driving Success

The school attributes its overall academic improvements and increased student success rates to several strategic initiatives:

- *Integrated Intervention Periods: Added to the master schedule, these periods provide students with targeted academic support tailored to their specific needs. This proactive approach helps address learning gaps and supports students in achieving proficiency in core subjects like reading, math, and science.*
- *Dual Credit Opportunities: The inclusion of dual credit hours within the master schedule, coupled with adult support, has allowed students to engage with more rigorous coursework, preparing them for postsecondary education and increasing their overall academic achievement.*

Conclusion

Tierra Encantada Charter School remains steadfast in its commitment to achieving academic excellence and meeting both state and charter-specific goals. The school is proud of the progress made, particularly in the areas of reading and math proficiency, as well as the remarkable growth in bilingual seal attainment. Through the strategic use of intervention periods, dual credit opportunities, and a focused approach to bilingual education, TECS is preparing its students for success in both academic and real-world environments, surpassing many state requirements along the way.

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:

During the 2019-20 and 2020-21 school years, Tierra Encantada Charter School adapted its approach to measuring student proficiency and growth due to the absence of state summative assessments. To ensure ongoing monitoring of student performance, the school relied heavily on MAP (Measures of Academic Progress) NWEA assessments. These interim and formative assessments provided valuable insights into students' academic progress, allowing educators to identify areas of need and adjust instruction accordingly.

The results of the MAPS NWEA assessments showed that, despite the disruptions caused by the pandemic, student proficiency either remained steady or experienced only slight declines. This stability was achieved through a series of strategic actions aimed at improving student outcomes. Specifically, the school implemented a schedule that incorporated more direct, individualized instruction during class periods. This was accomplished through online platforms, where teachers provided one-on-one or small group instruction to better address students' unique learning needs.

Additionally, teachers at Tierra Encantada offered extended support through online help sessions during professional development days and after school hours. These targeted interventions allowed students to receive extra assistance, ensuring that their learning continued even outside of regular class times.

The school's data-driven approach, combined with its emphasis on personalized instruction and additional support, proved successful in mitigating the potential negative impacts of the pandemic on student achievement. The ability to maintain consistent student performance throughout this challenging period highlights the effectiveness of these actions and the commitment of the school to fostering student growth despite unprecedented circumstances.

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:

Mission Specific Goal 1. *Tierra Encantada Charter School's performance during the contract term demonstrates a strong commitment to achieving the mission-specific goals outlined in the negotiated performance framework, with a particular focus on increasing Dual Credit enrollment and success. The school aimed to provide students with opportunities for college-level coursework, enhancing their academic rigor and preparing them for post-secondary success, as articulated in its mission-specific goals.*

Dual Credit Enrollment and Support *Throughout the contract term, the school actively enrolled students in Dual Credit courses, aligning its practices with the mission goals. This initiative required revising board policies to better reflect the evolving needs of the students and the goals of the mission. For instance, the school ensured that all students eligible for Dual Credit were enrolled accordingly, which led to notable increases in participation over the years.*

However, challenges arose during implementation. It became apparent that many students were underperforming in their Dual Credit courses due to gaps in "soft skills" (such as time management, organization, and study habits) and in mastering the academic rigor required by these college-level courses. As a result, Tierra Encantada identified the need to provide additional academic and soft-skill support to improve student success rates in these courses.

Revised Master Schedule to Incorporate Dual Credit Hours In response to the identified challenges, the school implemented a critical adjustment: the master schedule was revised to incorporate designated “Dual Credit” periods during the school day. This allowed students enrolled in Dual Credit courses to receive in-school support from teachers or staff members. The addition of this structured time during the day created a space for students to receive guidance on their coursework, manage their academic responsibilities, and develop necessary skills under supervision. Due to staffing issues, this has become a challenge to maintain but Tierra Encantada continues to move in this direction.

This modification resulted in several measurable improvements. Students began to show higher engagement and success rates in their Dual Credit courses, and their overall grades reflected this progress. Additionally, students reported feeling more confident in their ability to handle the demands of both high school and college-level coursework.

Improvement Actions and Their Success While the school did not meet its mission-specific goals in the initial years of the contract, substantial progress was made due to these interventions. The revision of the master schedule and the creation of support structures directly addressed the gaps that were inhibiting student success. As a result, by the end of the contract term, the school has improved college pass rate, thought not specific to the number of credit hours as specified by the Mission Specific Goals and its Dual Credit enrollment and completion goals, demonstrating significant improvement in pass rate.

Success of the improvement actions can be further verified during the renewal site visit, where the school will present evidence of:

- Revised policies supporting Dual Credit initiatives.
- Documented changes in the master schedule, showing the integration of "Dual Credit" hours.
- Student performance data over the contract term, indicating increases in both enrollment and academic success in Dual Credit courses.

Appendix A-2: Mission Goal Data. Raw data related to the school’s performance in Dual Credit enrollment and success rates, including grades and completion rates (masked to protect PII), are provided in Appendix A-2. This data reflects the school’s performance over each year of the contract term and supports the narrative provided here, highlighting both the challenges and the progress made in pursuit of the mission-specific goals.

In conclusion, Tierra Encantada Charter School has demonstrated substantial progress toward meeting its mission-specific goal of expanding and supporting Dual Credit enrollment. By recognizing areas for improvement and implementing targeted actions, the school has maintained consistent growth and is now poised to continue supporting student success in this area.

Mission Specific Goal 2. Tierra Encantada Charter School (TECS) has made progress toward meeting its mission-specific goals as outlined in the negotiated performance framework, particularly in the areas of Dual Language instruction and the pursuit of the New Mexico Bilingual Seal of Excellence. The school has consistently demonstrated its commitment to fostering bilingualism and biliteracy, with a focus on maintaining dual language instruction for students.

Achievement of Mission-Specific Goals (2022-2023). In the 2022-2023 academic year, TECS successfully met its mission-specific goals related to Dual Language. Despite staffing challenges and turnover during the contract term, the school remained steadfast in its commitment to ensuring that all students, regardless of background or proficiency level, participated in SLA classes and Dual Language programming. This consistency in offering SLA instruction, coupled with the dual language program, has been pivotal in maintaining high academic standards and fostering bilingualism.

Earning the Bilingual Seal of Excellence. A critical marker of TECS’s success is the number of students who earned the Bilingual Seal of Excellence. From 2020 to 2024, a total of 59% - 75% students earned the prestigious seal every year.. This accomplishment is a direct result of the school’s dedication to providing rigorous Spanish language instruction and its emphasis on dual language education. The Bilingual Seal

serves as recognition of students' proficiency in both English and Spanish, a key component of TECS's mission to promote bilingualism. Students earn the Bilingual Seal by successfully passing the CLEP, attend Bilingual Seal Spanish Language Arts Class, and the implementation of community service.

Excellence in Bilingual Education: BMEP Recognition. TECS's commitment to excellence in bilingual education has been recognized at the state level. The school was honored with the Excellence Bilingual Multicultural Education Program (BMEP) Recognition Award for both the 2022-23 and 2023-24 school years. This award highlights the school's exceptional work in implementing a robust bilingual program that aligns with New Mexico's BMEP standards. The recognition also underscores the quality of TECS's dual language instruction, which integrates Spanish language instruction into core content areas, providing students with meaningful bilingual educational experiences.

Dual Language Program and Student Performance. TECS's dual language program has been a cornerstone of its academic success. By offering Spanish language instruction in core content areas such as math, science, and social studies, the school ensures that students are exposed to and can develop fluency in both English and Spanish.

While challenges in staffing have occurred, TECS has been diligent in maintaining the integrity of its bilingual programming. Through ongoing professional development for teachers and collaborative support (through PLC's), the school has managed to minimize the impact of staff turnover on student learning outcomes. Furthermore, student data indicates that those who have consistent access to bilingual instruction perform well academically and show significant progress in both language development and core academic subjects.

Improvement Actions and Success Although the school faced challenges related to staffing inconsistency in its bilingual education program, the proactive steps taken by TECS have ensured that these obstacles did not hinder overall progress. The school implemented targeted recruitment and retention efforts to stabilize its bilingual teaching staff and invested in ongoing professional development to strengthen instructional practices. These actions have yielded positive results, with student performance in SLA classes improving and a steady number of graduates earning the Bilingual Seal of Excellence.

These improvement actions, coupled with the recognition from BMEP, serve as evidence of the school's success in addressing the challenges and maintaining the high standards set forth in its mission-specific goals.

Appendix A-2: Mission Goal Data. Raw data supporting this narrative, including masked student performance data and the number of graduates earning the Bilingual Seal of Excellence, is provided in Appendix A-2. This data spans the contract term and reflects the school's continuous efforts to meet and exceed its bilingual education goals.

Conclusion. Tierra Encantada Charter School has demonstrated progress toward meeting its mission-specific goals related to bilingual education and dual language instruction. By maintaining its commitment to Dual Language, SLA classes for all students, promoting the Bilingual Seal of Excellence, and earning state-level recognition through BMEP, the school has shown its dedication to fostering bilingualism and biliteracy. The improvement actions taken to address staffing challenges have proven successful, and the school is well-positioned to continue this trajectory of excellence in the years to come.

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:

The school implements its distinctive educational program by offering a dual language model (Goal #2), in line with its contract's Performance Framework Indicator 1.a. As part of this model, students are required to take Spanish Language Arts at all grade levels, and up to two additional content areas, such as Social Studies or Math, are taught in Spanish. This leaves other core subjects, including Science and English Language Arts, to be delivered in English. This balanced 50/50 bilingual structure ensures that students are immersed in both languages throughout their academic journey, helping them develop strong bilingual skills.

In support of its mission and educational program, the school has also innovated by integrating additional support systems for students enrolled in Dual Credit programs (Goal #1). Students participating in Dual Credit receive dedicated time within their regular school schedule to take a "Dual Credit" class. This class is supervised by a staff member who provides support in multiple areas, including course content assistance, navigating school learning platforms (e.g., Canvas), communication with college instructors, and accessing resources such as the college bookstore. By offering this structured support during the school day, the school maximizes student success and ensures that they are not left to navigate the challenges of Dual Credit courses entirely on their own.

*At Tierra Encantada Charter School (TECS), students actively engage in their academic journey through Student-Led Conferences, where they take ownership of their learning. A key component of this reflective process is **Passages**, a comprehensive portfolio that spans the years each student has attended TECS. Through Passages, students reflect on their successes, challenges, and the lessons learned along the way. The culmination of this experience is the **Senior Passage**, which captures their entire time at the school. This process encourages students to focus on personal growth, identify steps for future success, and articulate their own growth narratives.*

These initiatives highlight the school's commitment to fostering a bilingual, academically rigorous environment while also addressing the specific needs of students and families.

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:

First finding reply:

TECS will ensure that sufficient financial close and reporting procedures are established that include separate reviews and approval of year-end items to include accounts payable and accounts receivable during year end preparation of financial reporting by the preparer and the Business Office Management team. TECS management will verify account coding during cash receipt process and purchases to be reviewed for allowability by Fund.

Second finding reply:

Management will establish Internal controls to include full value of assets in internal controls related to capital assets to include review by a(n) individual(s) with sufficient skills, knowledge and experience. Management will review PSAB Supplement 12 – Capital Assets.

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:

During the contract term, Tierra Encantada has consistently met its governance responsibilities, particularly regarding the composition and functioning of the governing body. At no point did the membership on the governance board fall below the statutory minimum of five members, as required by our by-laws and state regulations.

There was one instance of a membership change during the contract period, but it did not impact the board's compliance with minimum membership requirements. Additionally, in the 2021-2022 school year, one board member did not complete the required training hours as indicated on the Multi-year Performance Framework Ratings. The school takes proactive measures to ensure full compliance. Specifically, we contract on-site governance training for all board members, to be conducted on a weekend and all board members are required to attend. This approach has been effective in preventing future non-compliance.

Our commitment to maintaining a compliant and well-trained governing board reflects Tierra Encantada's dedication to upholding governance standards and ensuring effective school oversight.

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:

The school protects the rights of all students (Performance Framework Indicator 4.a.) and complies with the Martinez-Yazzie mandate, the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act

(NMSA § 22-23B), and the Black Education Act (NMSA § 22-23C) through the implementation of The Empathy Project. This initiative is focused on fostering empathy, promoting cultural understanding, and ensuring that students' identities, cultures, and languages are supported and validated.

Protection of Student Rights Through The Empathy Project

The Empathy Project is at the core of TECS's commitment to ensuring that every student feels seen, respected, and supported. The project is designed to create an inclusive environment that promotes emotional well-being and cultural awareness by bridging gaps in understanding between students of diverse backgrounds. The Empathy Project's activities directly contribute to protecting students' rights by fostering mutual respect, reducing incidents of bullying, and encouraging the celebration of diversity.

Compliance with the Martinez-Yazzie Mandate

Through The Empathy Project, TECS ensures culturally and linguistically relevant instruction by:

- Educational Workshops that focus on empathy's role in supporting cultural diversity and linguistic identity.
- Interactive Activities that help students understand and appreciate each other's cultural and linguistic backgrounds through storytelling, role-playing, and perspective-taking exercises.
- Collaboration with Experts in cultural and linguistic education, ensuring that all students feel validated in their cultural identities and languages.

Indian Education Act Compliance

The Empathy Project aligns with the Indian Education Act by integrating Native American cultural awareness and educational resources into its programming. Specifically, TECS extends the project to:

- Cultural Awareness Activities that include the traditions, languages, and histories of Native American students, ensuring that their cultural identities are respected and celebrated.
- Community Engagement initiatives that invite Native American families and communities to participate in school events, strengthening ties between students and their cultural heritage.

Hispanic Education Act Compliance

The school complies with the Hispanic Education Act by using The Empathy Project to:

- Support Bilingual Education: The project includes storytelling platforms and artistic expression activities that encourage students to share their cultural and linguistic experiences, particularly for Spanish-speaking students.
- Artistic Expression: Hispanic students are encouraged to express their cultural identity through art, music, and poetry, enhancing their sense of belonging and pride in their heritage.

Black Education Act Compliance

Through The Empathy Project, TECS also meets the requirements of the Black Education Act by:

- Promoting Cultural Awareness: The project emphasizes the importance of recognizing and celebrating Black culture and history. This is achieved through workshops and interactive activities that foster an understanding of racial and cultural diversity.
- Service Learning and Storytelling: Black students are encouraged to share their personal experiences, contributing to a collective understanding of empathy, identity, and resilience.

Role of the Equity Council

The school's Equity Council is woven throughout The Empathy Project. The council monitors the project's alignment with equity goals and ensures that the school's policies and activities foster inclusivity and fairness for all students. The council advises on:

- The development of empathy-building activities that ensure every student's cultural, linguistic, and personal identities are validated.
- Regular feedback sessions to assess the effectiveness of The Empathy Project in creating a more equitable school environment.

Key Activities of The Empathy Project

1. Educational Workshops: Discussions on empathy's impact on relationships and its role in creating a peaceful and inclusive school culture.

2. *Interactive Activities: Hands-on exercises like role-playing, perspective-taking, and storytelling that allow students to experience empathy in action.*
3. *Collaboration with Experts: Psychologists and counselors offer guidance on empathy's role in fostering healthy relationships and a supportive school environment.*
4. *Community Engagement: TECS involves local organizations and families to promote empathy beyond the school walls, enriching the learning experience with community perspectives.*
5. *Artistic Expression: Students express empathy through creative outlets like painting, music, and poetry, promoting emotional connections across cultural boundaries.*
6. *Cultural Awareness: Empathy activities are designed to help students appreciate and understand different cultures, promoting a shared sense of humanity.*
7. *Storytelling Platforms: Students share personal stories that highlight empathy's role in their lives, fostering a deeper connection to their peers and their cultural identities.*
8. *Service Learning: Students engage in community service projects that teach empathy through action, fostering a sense of responsibility towards others.*
9. *Digital Campaigns: Social media platforms are used to amplify the messages of The Empathy Project, promoting online discussions around empathy and cultural understanding.*
10. *Measuring Impact: The school regularly evaluates the impact of the project through surveys and reflections to ensure it is meeting its goals of promoting empathy and inclusivity.*
11. *Sustaining the Momentum: Plans are made to integrate empathy-building activities into the school's culture, ensuring lasting change and continuous learning.*
12. *Reflective Sessions: Students and staff participate in reflection sessions to discuss the lessons learned from empathy-building activities, deepening the impact on the school community.*
13. *TECS partners: LANL Drone Program and Curriculum, Santa Fe Boys and Girls Club in partnership with Crew students in SEL Programs, UN Model English and Spanish, YMCA Learning by Hearings*

Conclusion

Through The Empathy Project, TECS not only complies with various legal mandates but also actively protects the rights of all students by creating an empathetic, inclusive, and culturally responsive school environment. This project is an essential part of the school's strategy to validate students' cultures, support their identities, and foster a deep sense of belonging, ensuring that every student feels valued and respected.

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:

1d: Tierra Encantada Charter School (TECS) implemented a Corrective Action Plan to address the concerns raised by the Language and Culture Division (LCD) regarding the English Learner (EL) identification process, as highlighted in the LCD's Technical Assistance and Focused Monitoring Review (TAFM) letter. The Corrective Action Plan was designed to ensure that the school follows the correct procedures for identifying EL students and placing the appropriate documentation in each student's file. The plan has since been reviewed by the LCD to confirm compliance and alignment with the required processes.

4b: Tierra Encantada Charter School recognizes the importance of improving its attendance rate to meet the 95% target. Currently, the attendance rate for the 2022-23 End of Year (EOY) is 94%. To address attendance challenges, the school has implemented a collaborative approach by working closely with Teen Court, which assists in addressing student attendance issues. Additionally, the school's Student Success Coordinator actively monitors attendance and works directly with parents to address concerns, provide support, and ensure students remain engaged and regularly attend school. These combined efforts aim to improve attendance and meet the established target.

2b: TECS will ensure that sufficient financial close and reporting procedures are established that include separate reviews and approval of year-end items to include accounts payable and accounts receivable during year end preparation of financial reporting by the preparer and the Business Office Management team. TECS management will verify account coding during cash receipt process and purchases to be reviewed for allowability by Fund.

Second finding reply:

Management will establish Internal controls to include full value of assets in internal controls related to capital assets to include review by a(n) individual(s) with sufficient skills, knowledge and experience. Management will review PSAB Supplement 12 – Capital Assets.

4c: Regarding the 2021-22 school year, Mr. O was placed on administrative leave in March and did not return to the classroom for the remainder of the year. His contract was not renewed, and since he remained on leave, he did not complete the necessary licensure requirements. Additionally, Ms. S was issued an Educational Assistant (EA) license, despite applying for a substitute license. However, she held a valid teaching license and was employed as a teacher at Tierra Encantada Charter School (TECS) under an approved waiver to complete coursework for Math licensure. Ms. S has since resigned from her position.

During the 2022-23 school year, licensure discrepancies identified by the Licensure Bureau were not resolved within the 120-day deadline. Despite extensive communication, a waiver was initially approved but later determined by the Licensure Bureau to be inappropriate. These licensure issues have since been fully addressed, with all staff now holding the appropriate licenses and/or waivers to complete the required licensure qualifications. The school remains committed to ensuring that all licensure requirements are met in compliance with state regulations.

7th grade NMSSA

Student List: MSSA/ASR, Tierra Encantada Charter School-001, 2021-2022, Spring, Grade 07

Language Arts Test Language	Language Arts Scale Score	Language Arts Achievement Level	Mathematics Test Language	Mathematics Scale Score	Mathematics Achievement Level
English	759	Nearing Proficiency	English	745	Novice
English	755	Nearing Proficiency	English	754	Nearing Proficiency
English	745	Nearing Proficiency	English	747	Novice
English	707	Novice	English	708	Novice
English	740	Nearing Proficiency	English	742	Novice
English	734	Nearing Proficiency	English	749	Nearing Proficiency
English	753	Nearing Proficiency	English	747	Novice
English	723	Novice	English	749	Nearing Proficiency
English	751	Nearing Proficiency	English	715	Novice
English	745	Nearing Proficiency	English	745	Novice
English	753	Nearing Proficiency	English	753	Nearing Proficiency
English	759	Nearing Proficiency	English	767	Proficient
English	766	Proficient	English	739	Novice
English	723	Novice	English	749	Nearing Proficiency
English	730	Novice	English	712	Novice
English	734	Nearing Proficiency	English	739	Novice
English	755	Nearing Proficiency	English	751	Nearing Proficiency
English	778	Advanced	English	757	Nearing Proficiency
English	758	Nearing Proficiency	English	759	Nearing Proficiency
English	740	Nearing Proficiency	English	715	Novice
English	727	Novice	English	728	Novice
English	734	Nearing Proficiency	English	702	Novice
English	707	Novice	English	734	Novice
English	758	Nearing Proficiency	English	767	Proficient
English	740	Nearing Proficiency	English	734	Novice
English	773	Proficient	English	756	Nearing Proficiency
English	734	Nearing Proficiency	English	749	Nearing Proficiency
English	758	Nearing Proficiency	English	754	Nearing Proficiency
English	730	Novice	English	747	Novice
English	714	Novice	English	742	Novice

8th grade NMSSA

Student List: MSSA/ASR, Tierra Encantada Charter School-001, 2021-2022, Spring, Grade 08

Language Arts Test Language	Language Arts Scale Score	Language Arts Achievement Level	Mathematics Test Language	Mathematics Scale Score	Mathematics Achievement Level	Science Test Language	Science Scale Score	Science Achievement Level
English	842	Nearing Proficiency	English	840	Novice	English	848	Nearing Proficiency
English	815	Novice	English	806	Novice	English	843	Novice
English	859	Nearing Proficiency	English	824	Novice	English	851	Nearing Proficiency
English	845	Nearing Proficiency	English	853	Nearing Proficiency	English	849	Nearing Proficiency
English	815	Novice	English	803	Novice	English	828	Novice
English	847	Nearing Proficiency	English	836	Novice	English	844	Novice
English	800	Novice	English	831	Novice	English	850	Nearing Proficiency
English	837	Novice	English	855	Nearing Proficiency	English	862	Proficient
English	842	Nearing Proficiency	English	846	Nearing Proficiency	English	848	Nearing Proficiency
English	820	Novice	English	855	Nearing Proficiency	English	848	Nearing Proficiency
English	870	Proficient	English	864	Proficient	English	864	Proficient
English	831	Novice	English	824	Novice	English	842	Novice
English	868	Proficient	English	851	Nearing Proficiency	English	835	Novice
English	831	Novice	English	809	Novice	English	850	Nearing Proficiency
English	849	Nearing Proficiency	English	853	Nearing Proficiency	English	854	Nearing Proficiency
English	831	Novice	English	840	Novice	English	837	Novice
English	839	Novice	English	809	Novice	English	844	Novice
English	831	Novice	English	813	Novice	English	843	Novice
English	824	Novice	English	848	Nearing Proficiency	English	844	Novice
English	820	Novice	English	836	Novice	English	840	Novice
English	815	Novice	English	813	Novice	English	846	Nearing Proficiency
English	837	Novice	English	824	Novice	English	850	Nearing Proficiency
English	824	Novice	English	859	Nearing Proficiency	English	844	Novice
English	828	Novice	English	813	Novice	English	838	Novice
English	820	Novice	English	824	Novice	English	839	Novice
English	870	Proficient	English	870	Proficient	English	871	Proficient
English	849	Nearing Proficiency	English	851	Nearing Proficiency	English	852	Nearing Proficiency
English	820	Novice	English	840	Novice	English	850	Nearing Proficiency
English	837	Novice	English	851	Nearing Proficiency	English	847	Nearing Proficiency
English	847	Nearing Proficiency	English	806	Novice	English	847	Nearing Proficiency
English	824	Novice	English	843	Nearing Proficiency	English	847	Nearing Proficiency
English	847	Nearing Proficiency	English	836	Novice	English	854	Nearing Proficiency
English	861	Proficient	English	840	Novice	English	846	Nearing Proficiency
English	824	Novice	English	849	Nearing Proficiency	English	847	Nearing Proficiency
English	800	Novice	English	836	Novice	English	844	Novice
English	855	Nearing Proficiency	English	843	Nearing Proficiency	English	848	Nearing Proficiency
English	855	Nearing Proficiency	English	849	Nearing Proficiency	English	849	Nearing Proficiency
English	837	Novice	English	853	Nearing Proficiency	English	851	Nearing Proficiency
English	859	Nearing Proficiency	English	836	Novice	English	844	Novice
English	834	Novice	English	831	Novice	English	848	Nearing Proficiency
English	800	Novice	English	813	Novice	English	847	Nearing Proficiency
English	851	Nearing Proficiency	English	843	Nearing Proficiency	English	854	Nearing Proficiency
English	878	Advanced	English	853	Nearing Proficiency	English	851	Nearing Proficiency
English	868	Proficient	English	846	Nearing Proficiency	English	853	Nearing Proficiency
English	855	Nearing Proficiency	English	849	Nearing Proficiency	English	851	Nearing Proficiency
English	861	Proficient	English	836	Novice	English	856	Nearing Proficiency
English	888	Advanced	English	859	Nearing Proficiency	English	869	Proficient
English	834	Novice	English	813	Novice	English	851	Nearing Proficiency
English	857	Nearing Proficiency	English	855	Nearing Proficiency	English	858	Nearing Proficiency
English	828	Novice	English	813	Novice	English	841	Novice
English	873	Advanced	English	843	Nearing Proficiency	English	861	Proficient
English	855	Nearing Proficiency	English	849	Nearing Proficiency	English	854	Nearing Proficiency
English	868	Proficient	English	846	Nearing Proficiency	English	862	Proficient
English	815	Novice	English	840	Novice	English	843	Novice
English	851	Nearing Proficiency	English	840	Novice	English	841	Novice
English	864	Proficient	English	857	Nearing Proficiency	English	861	Proficient
English	834	Novice	English	853	Nearing Proficiency	English	844	Novice
English	847	Nearing Proficiency	English	846	Nearing Proficiency	English	849	Nearing Proficiency

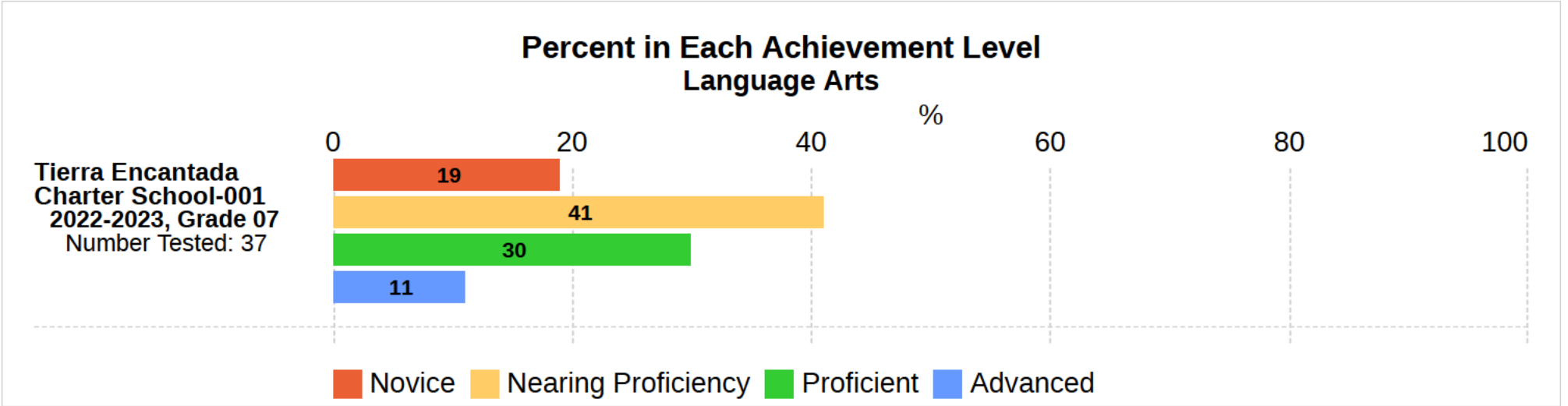
11th grade NMSSA Spring 21-22

Student List: MSSA/ASR, Tierra Encantada Charter School-001, 2021-2022, Spring, Grade 11			
Student ID	Science Test Language	Science Scale Score	Science Achievement Level
[REDACTED]	English	1156	Nearing Proficiency
[REDACTED]	English	1162	Proficient
[REDACTED]	English	1150	Novice
[REDACTED]	English	1165	Proficient
[REDACTED]	English	1177	Proficient
[REDACTED]	English	1158	Nearing Proficiency
[REDACTED]	English	1157	Nearing Proficiency
[REDACTED]	English	1162	Proficient
[REDACTED]	English	1172	Proficient
[REDACTED]	English	1165	Proficient
[REDACTED]	English	1153	Novice
[REDACTED]	English	1165	Proficient
[REDACTED]	English	1143	Novice
[REDACTED]	English	1155	Nearing Proficiency
[REDACTED]	English	1166	Proficient
[REDACTED]	English	1161	Proficient
[REDACTED]	English	1156	Nearing Proficiency
[REDACTED]	English	1159	Nearing Proficiency
[REDACTED]	English	1158	Nearing Proficiency
[REDACTED]	English	1162	Proficient
[REDACTED]	English	1149	Novice
[REDACTED]	English	1159	Nearing Proficiency
[REDACTED]	English	1156	Nearing Proficiency
[REDACTED]	English	1164	Proficient
[REDACTED]	English	1167	Proficient
[REDACTED]	English	1162	Proficient
[REDACTED]	English	1147	Novice
[REDACTED]	English	1146	Novice
[REDACTED]	English	1163	Proficient
[REDACTED]	English	1155	Nearing Proficiency
[REDACTED]	English	1151	Novice
[REDACTED]	English	1152	Novice
[REDACTED]	English	1163	Proficient
[REDACTED]	English	1161	Proficient
[REDACTED]	English	1160	Proficient
[REDACTED]	English	1151	Novice
[REDACTED]	English	1155	Nearing Proficiency
[REDACTED]	English	1165	Proficient
[REDACTED]	English	1159	Nearing Proficiency

Achievement Summary: MSSA/ASR, Tierra Encantada Charter School-001, 2022-2023, Spring, Grade 07

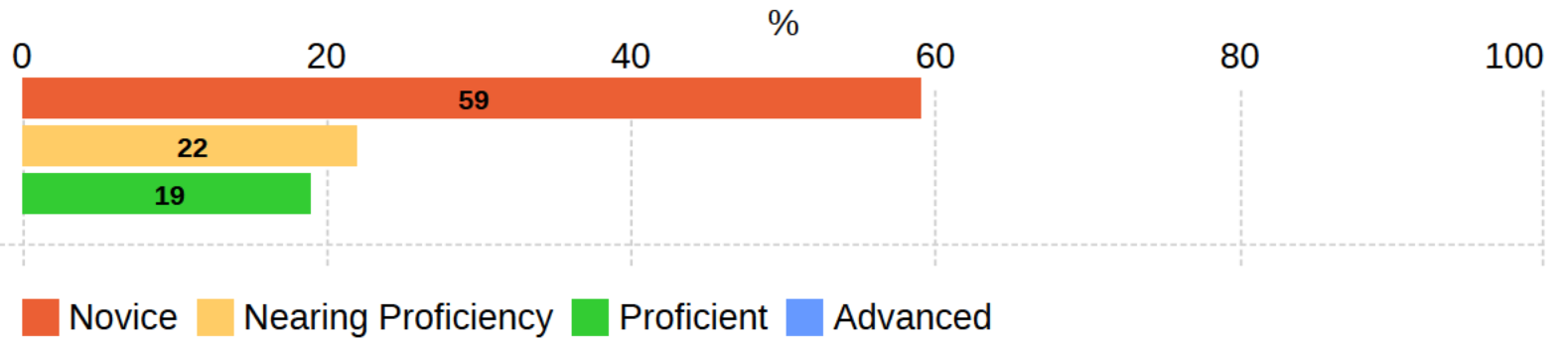
Sort By:

None



Percent in Each Achievement Level Mathematics

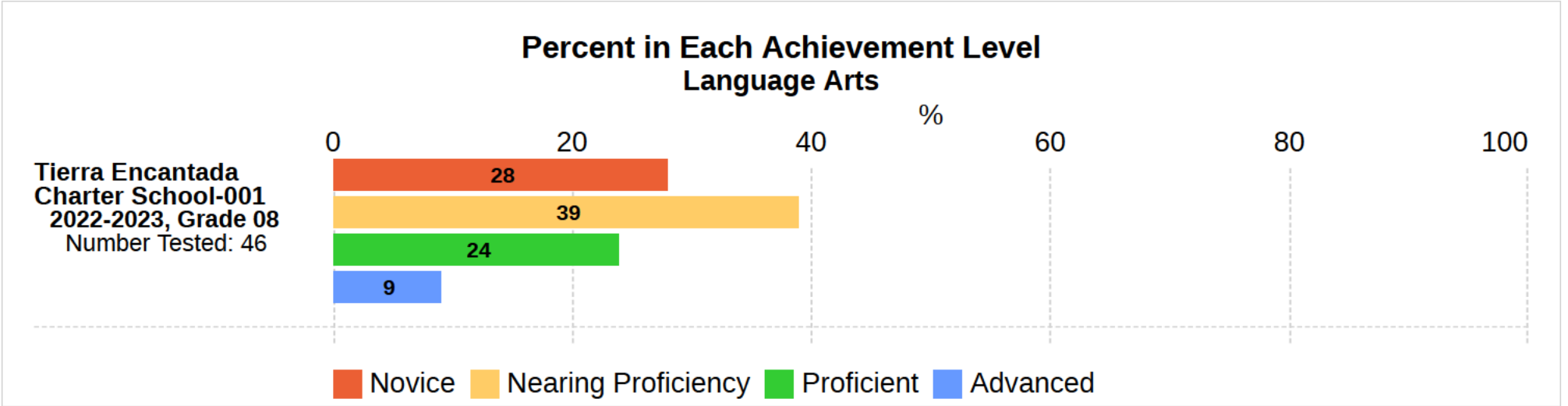
Tierra Encantada
Charter School-001
2022-2023, Grade 07
Number Tested: 37



Achievement Summary: MSSA/ASR, Tierra Encantada Charter School-001, 2022-2023, Spring, Grade 08

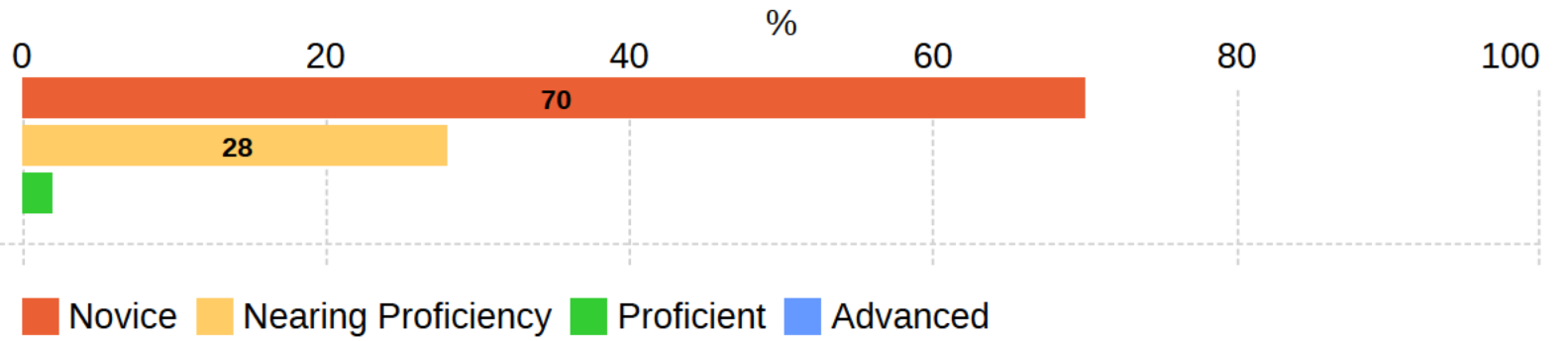
Sort By:

None



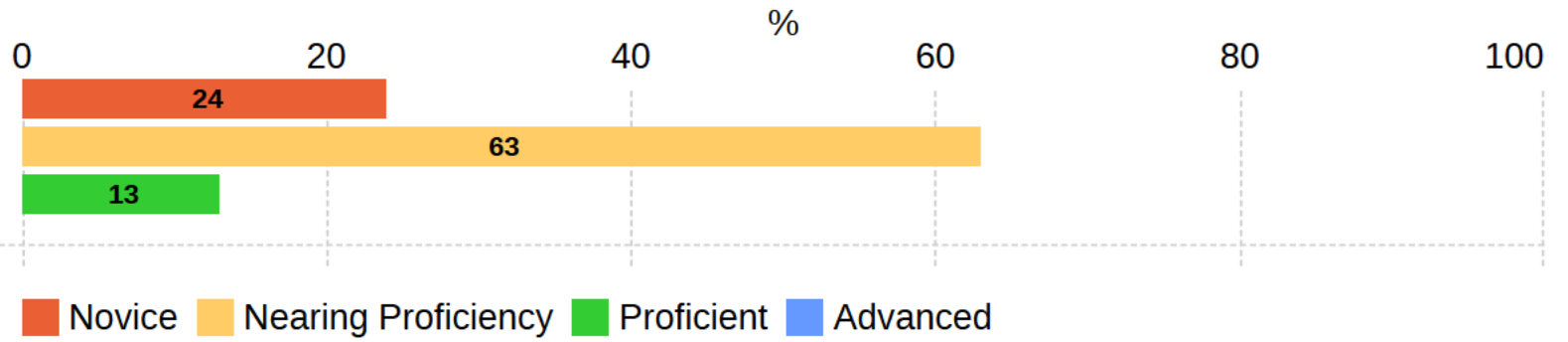
Percent in Each Achievement Level Mathematics

Tierra Encantada
Charter School-001
2022-2023, Grade 08
Number Tested: 46



Percent in Each Achievement Level Science

Tierra Encantada
Charter School-001
2022-2023, Grade 08
Number Tested: 46



Achievement Summary: MSSA/ASR, Tierra Encantada Charter School-565, 2022-2023, Spring, Grade 11

Sort By:

None

