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**Charter Schools Division
Renewal Analysis and Recommendation
November 1, 2024**

School Name: Tierra Adentro of New Mexico: The School of Academics, Arts, and Artesanía

School Address: 1781 Bellamah Avenue, NW Albuquerque, NM 87104

Head Administrator: Veronica Torres

Governing Board Chair: Sandy Martinez

Contract Term: 2020–2025

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or

(5) violated any provision of law from which the charter school was not specifically exempted.

Preliminary Renewal Recommendation

The Charter Schools Division (CSD) recommends Tierra Adentro of New Mexico: The School of Academics, Arts, and Artesanía be renewed with a charter contract term of five years, without conditions.

Part B: Progress Report

The school’s narratives in Part B are rated **Meets the Standards, Demonstrates Substantial Progress**, or **Failing to Demonstrate Progress** according to the rubric on pages 6-7 of the 2024 Charter School Renewal Application.

| Part B: Progress Report | |
|---|------------------------------------|
| Academic Performance | Rating |
| 1.a. Student Outcomes | Demonstrates Substantial Progress* |
| 1.b. Mission-Specific Goals | Meets the Standards |
| Organizational Performance | Rating |
| 2.a. Educational Program | Meets the Standards |
| 2.b. Financial Compliance | Demonstrates Substantial Progress |
| 2.c. Governance Responsibilities | Demonstrates Substantial Progress |
| 2.d. Equity and Identity | Meets the Standards |
| 2.e. Tribal Consultation | N/A |
| 2.f. Other Performance Framework Indicators | Demonstrates Substantial Progress |

** Results from 2023-24 Vistas data, scheduled to be released in November 2024, could change this rating in the final recommendation.*

1.a. Student Outcomes

Tierra Adentro of New Mexico (TANM) has had a Traditional designation on NM VISTAS for the last two years. In the 2021-22 school year, TANM opted to switch its interim assessment from NWEA MAP to iMSSA as iMSSA was aligned to MSSA. The school saw an increase in their math proficiency on the SAT and they had a 95% participation rate on all assessments given throughout the year. Since then the school has gone back to using NWEA and this school year they added science; testing is conducted at the beginning of the year, middle of the year and end of year. Science teachers are excited to have NWEA Science as they can build their curriculum around the data they get from NWEA. Professional development is heavy on data, with a contractor coming in to do data talks and review results with staff after the first round of testing. All of our teachers participate in professional development. Last year the school saw a

40% growth rate in NWEA scores. Every teacher has a data map that breaks down the data for their group of students. Learning loss during COVID resulted in sixth grade students coming in at lower proficiency levels than previously, requiring the school to pivot and meet students where they are. TANM increased the number of people on its crisis team and this year they have added a quiet room for students to reset. All teachers and some students are Automated External Defibrillator (AED) certified. We have nationally board certified and TESOL endorsed teachers on staff. TANM is also very proud to provide dual credit opportunities to its tenth graders. A lot of their students participate in dual credit and graduate with over twenty-five credit hours which puts them in Junior class status when they begin college in the fall after graduation.

1.b. Mission-specific Goals

Tierra Adentro has two mission-specific goals for their students. 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. 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. During COVID, TANM struggled to meet their goals. It was exceptionally difficult to grade student performances in dance and music. In the 2019-20 school year, grades were easy, every student passed without any exceptions. In the years post-COVID kids have had to get back in shape to perform and present their artwork in person- it was hard getting them back into their focus. Fortunately once we came back fully in person, students were nervous and excited about doing community events and overall performing.

2.a. Educational Program

As soon as you enter TANM you can see that it is truly fulfilling its educational program with fidelity. Students live the mission every day- the arts are not an elective, it is something that is practiced daily; in tenth grade students choose a focus. This school year students have an option to do a dual elective or as some students call it a “minor” with their “major” this came out of the student focus group in the Spring when the charter schools division conducted its annual site visit. TANM hosts between 20-25 community events throughout the year, with five of them being major school events hosted on campus. The school's hallways are lined with student artwork. TANM is fully inclusive from educational and cultural backgrounds. Their financial literacy class is done through CNM. Another addition to TANM has been the Bilingual seal program- they had three (3) students graduate with the seal last year which was in its first year of programming. School leadership hopes to have an increase in student participation in the seal as the years go on. The school has had to add a lot of social emotional learning (SEL) focus and their focus is on the whole child.

The school has also had an online option since before COVID, this option is specifically for those students that need severe credit recovery and who are looking to obtain their high school degree.

2.b. Financial Compliance

The school has had only two financial indicators over the contract term with ratings other than Meets the Standard, making Demonstrates Substantial Progress the highest rating CSD can give the school on this section. The school has sound fiscal processes, and has reported timely to the PED School Budget Bureau for the past three years. The school has not had more than two audit findings in any year of the contract term, and no repeat findings.

2.c. Governance Responsibilities

Throughout its contract term, TANM received four (4) “Working to Meeting” ratings on its performance framework indicators. For indicator 3.a. governance requirements, not all members completed the required training hours by June 30 for three consecutive years. Indicator 3.c. rating for reporting requirements in 2023-24 school year was due to not providing timely notifications. School leadership has taken swift adult actions to correct these issues which we noticed during the visit. The school is working to provide additional support in getting notifications submitted to the charter schools division on time.

2.d. Equity and Identity

TANM has participated in all state required training. The school is proud of its special education inclusion and restorative justice model. They have a program called “You Are Not Alone” (YANA) for SEL and inclusion support led by its students. The school does a lot of professional development surrounding equity and identity throughout the year. Restorative justice model, community building circles and we have student led conversations.

2.e. Tribal Consultation

The school does not fall under the Indian Education Act (NMSA 22-23A) or the 6.35.2 NMAC definition of a “historically defined Indian-impacted” school.

2.f. Other Performance Indicators

TANM had repeated findings on four different indicator ratings throughout their contract term. The first one was for indicator 1.b. state assessment requirements- in the 2021-22 school year the school’s assessment participation rate fell below the required 95% (schools participation rate was 88%). School leadership and their district testing coordinator were confused by the guidance that was received from the New Mexico Public Education Department regarding the testing accountability for students who didn’t participate in their hybrid option that school year. The school submitted an appeal for its testing requirements, but the appeal was not granted. In the 2022-23 school year TANM missed the state target of 95% by one percentage point, this was the first year that all students were fully back 100% in person. TANM also received a technical assistance and focused monitoring review letter from the Language and Culture Division (LCD) regarding findings of non-compliance identified during their spring visit. The school took swift action to remedy those findings and has been placed into compliance with the Language and Culture Division and as of 10.30.24, the school was cleared. For the first three years of its current contract term TANM received a consistent “working to meet standard” for indicator 3.a. Governance requirements. Since then the school has worked on processes for submitting their

notifications to the charter schools division in a timely manner. For indicator 4.b. attendance and retention, the school missed the target rate by 6% in the 2021-22 school year and by 4% in the 2022-23 school year. School leadership along with teachers have taken actions to get their students to come to school; they have created incentives and improved their communication with families.

| Unrated Sections of Application | |
|---------------------------------|-----------------------|
| Part D: Petitions of Support | Submitted as Required |
| Part E: Facilities | Submitted as Required |
| Part F: Change in Authorizer | N/A |

Site Visit Attendees

October 21, 2024

CSD Team: Lucy Valenzuela(lead), Kristen LaVolpa and Kelli Renken

CSD Remote: Kenneth Norris and Martica Davis

School Leadership: Veronica Torres (Executive Director) and Genevieve Lopez (Principal)

Governing Board: Liz Marshall and Sandy Martinez (Chair)