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Part A: Data Report and Current Charter Contract Terms

SIX DIRECTIONS INDIGENOUS SCHOOL

School Address: 2055 NM-602, Gallup NM, 87301

Head Administrator: Tamara Allison

Business Manager: Amber Peña

Authorized Grade Levels: 6-12

Mission:

The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

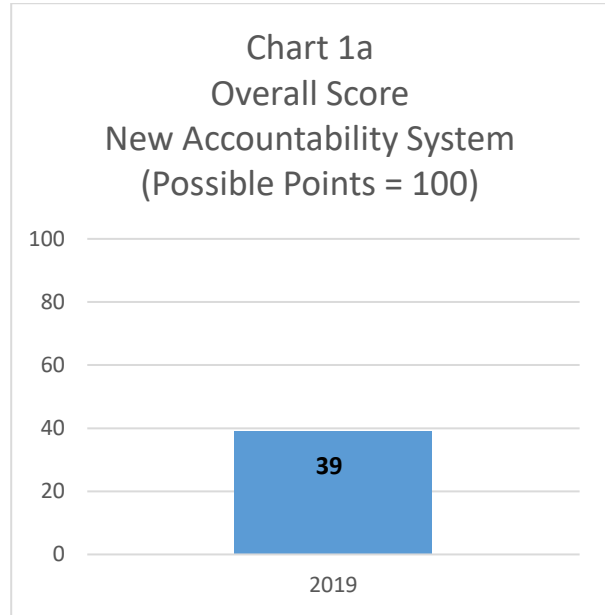
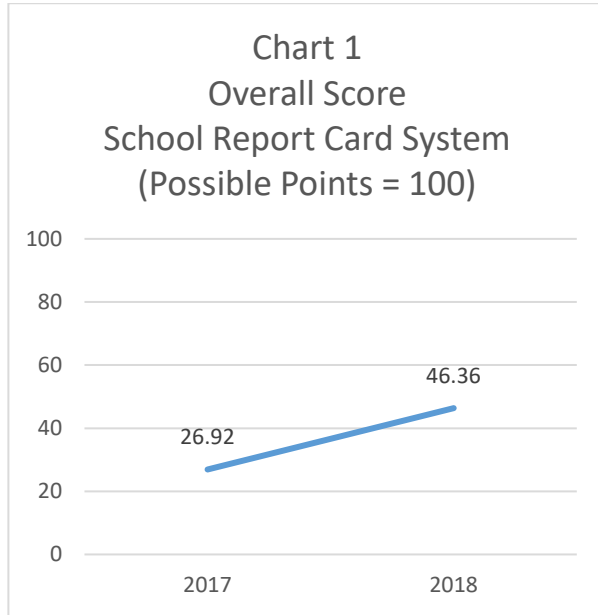
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2029, the data from the NM System of School Support and Accountability Reports is also provided.

For 2020, due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

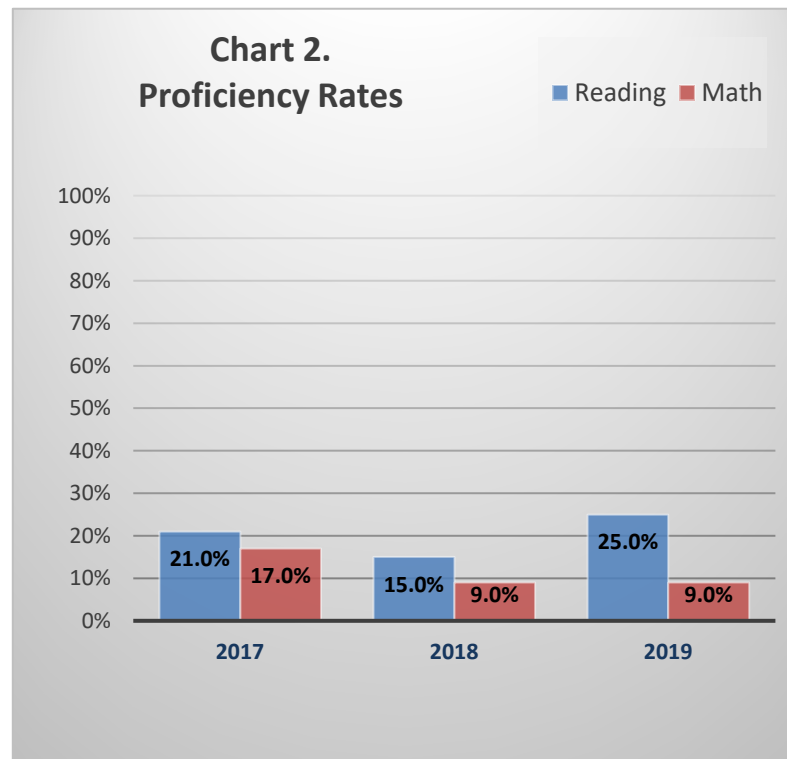
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

1a. Department's Standards of Excellence

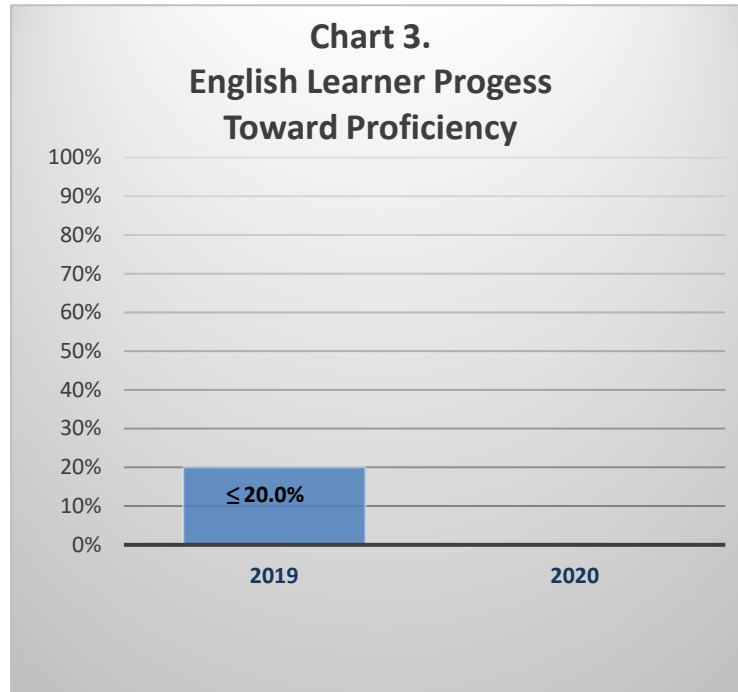
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



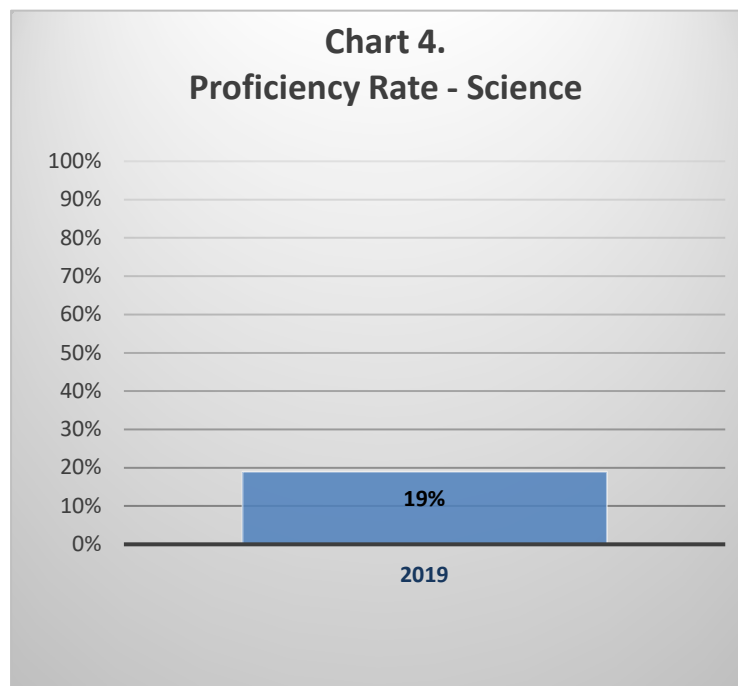
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2017-FY2019).



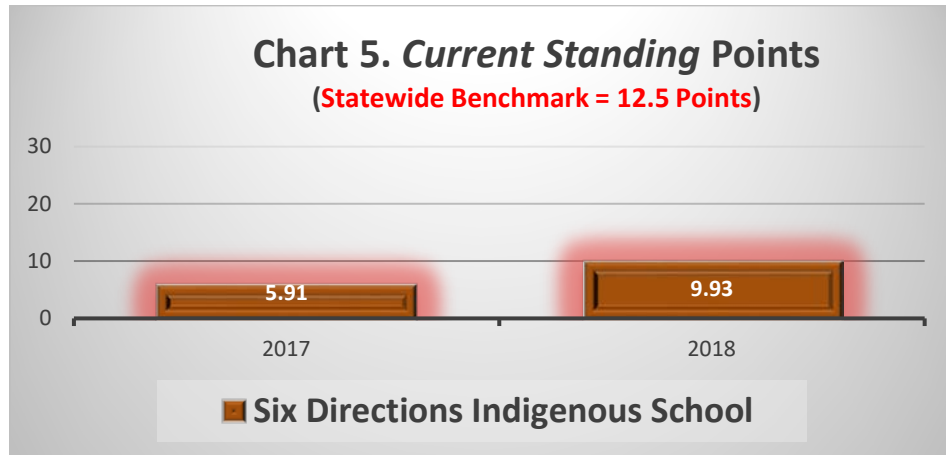
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



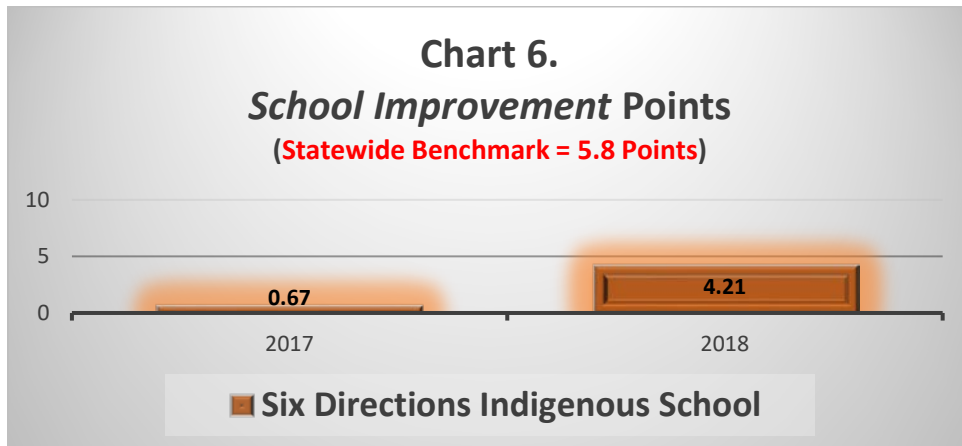
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5. **This measure is no longer available as of FY2019.**

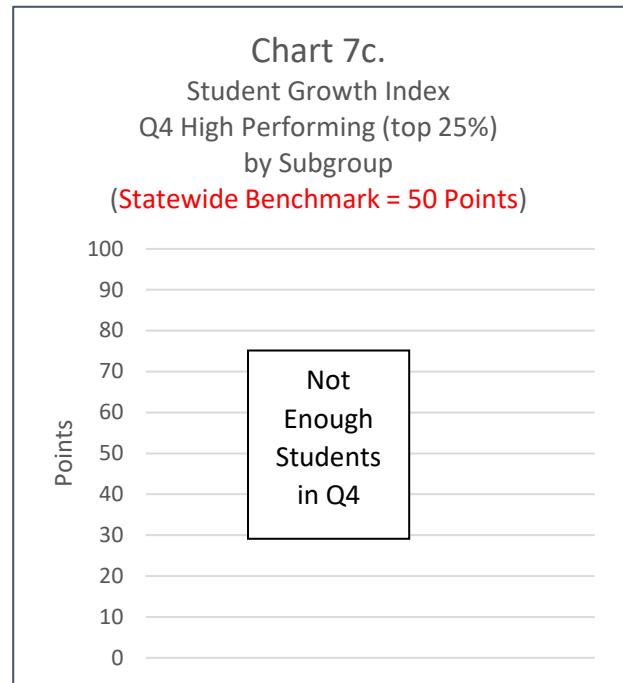
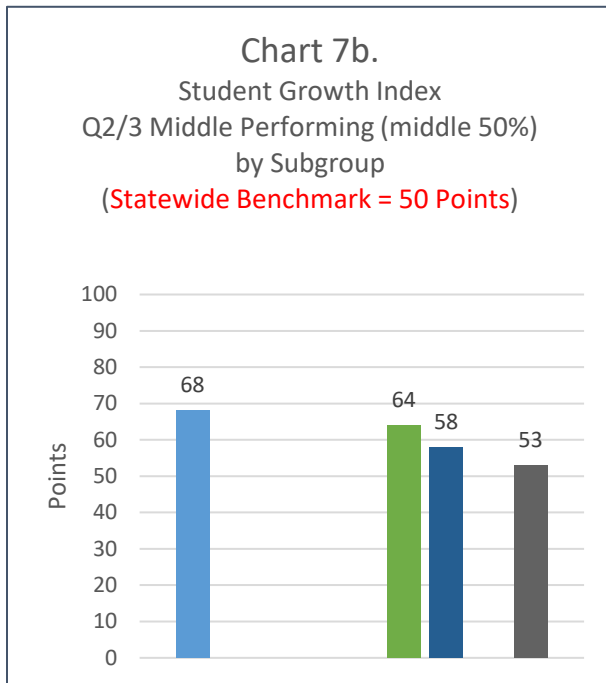
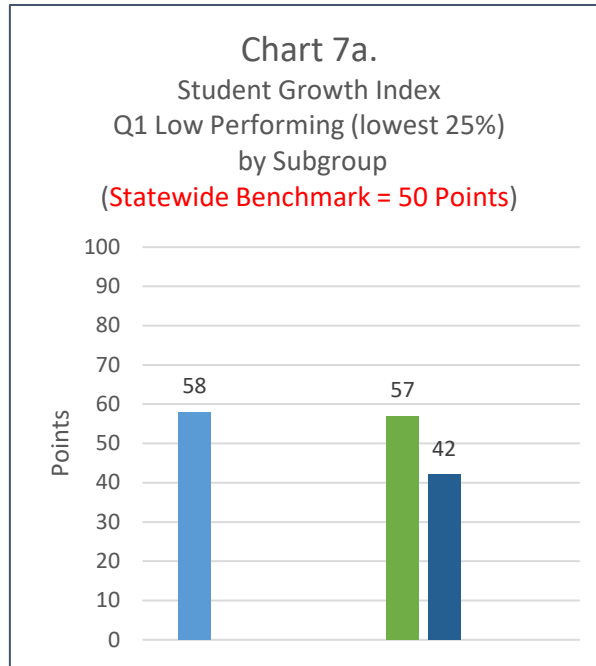


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is no longer available as of FY2019.**



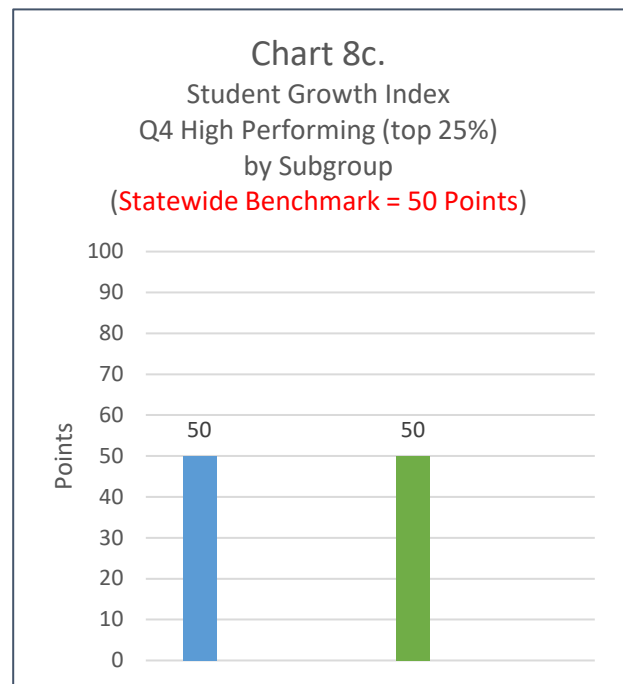
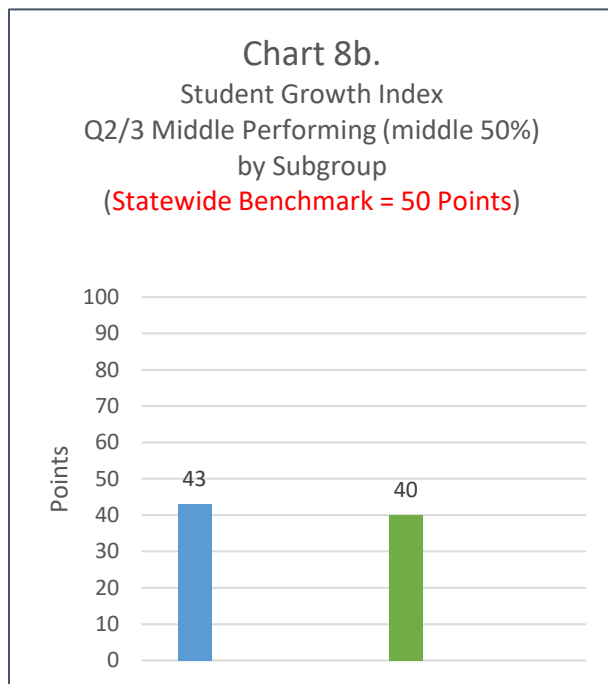
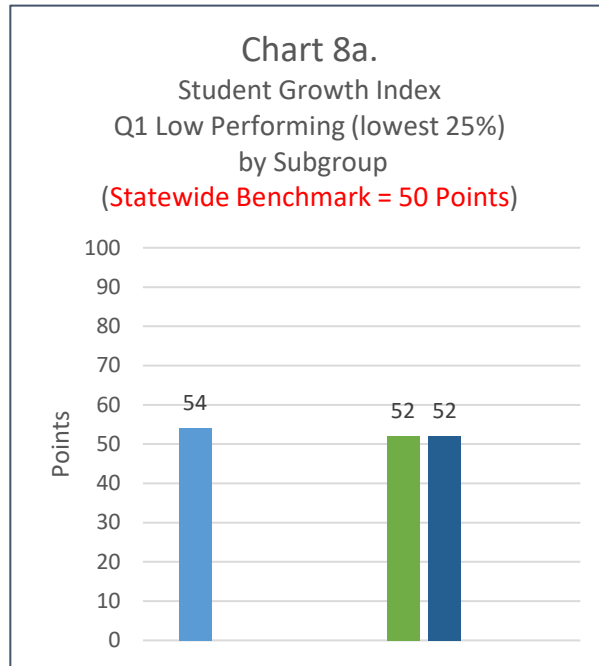
Growth Index for Reading FY2019

- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner

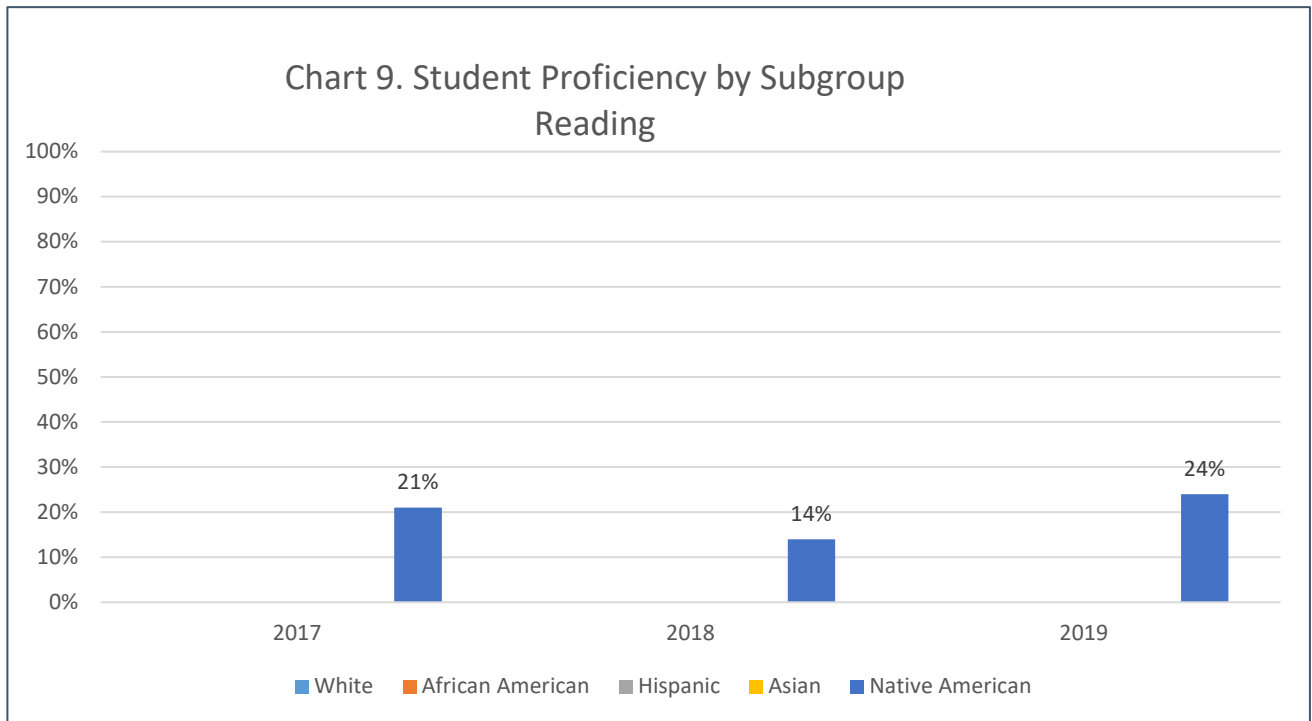


Growth Index for Math FY2019

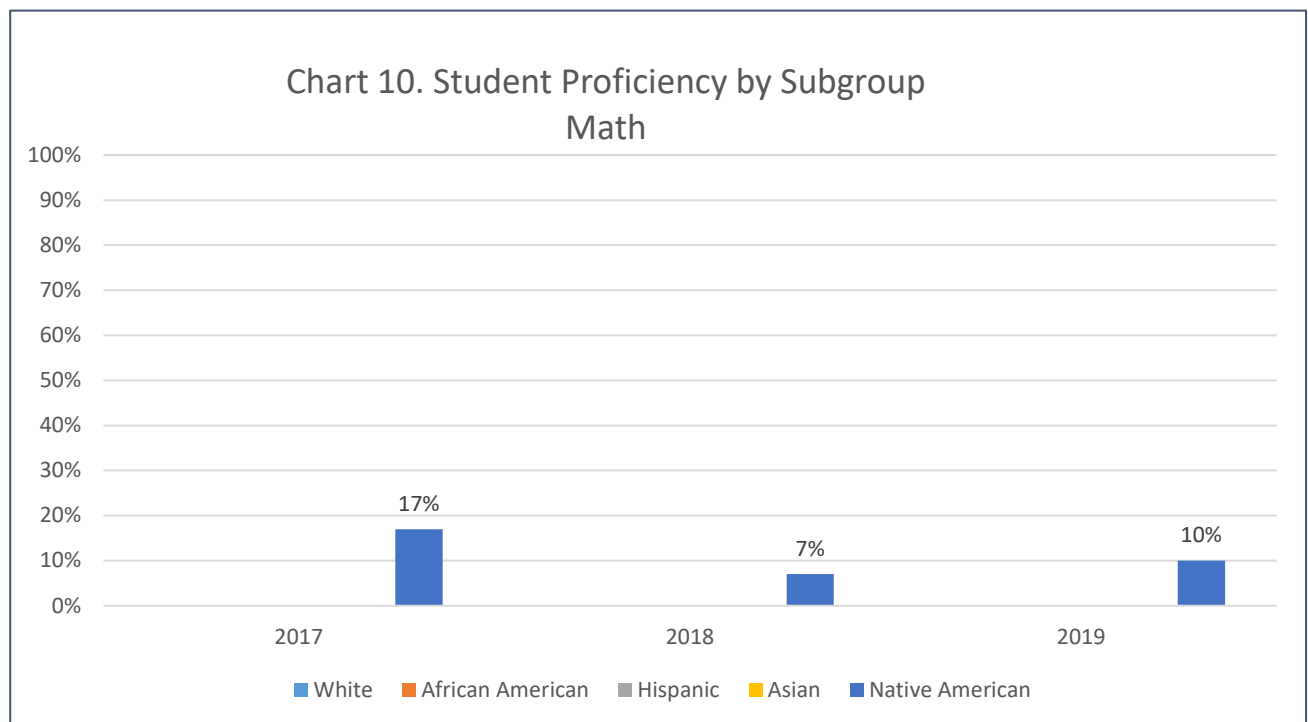
- Overall
- White
- African American
- Hispanic
- Asian
- Native American
- Economically Disadvantaged
- Students with Disabilities
- English Learner



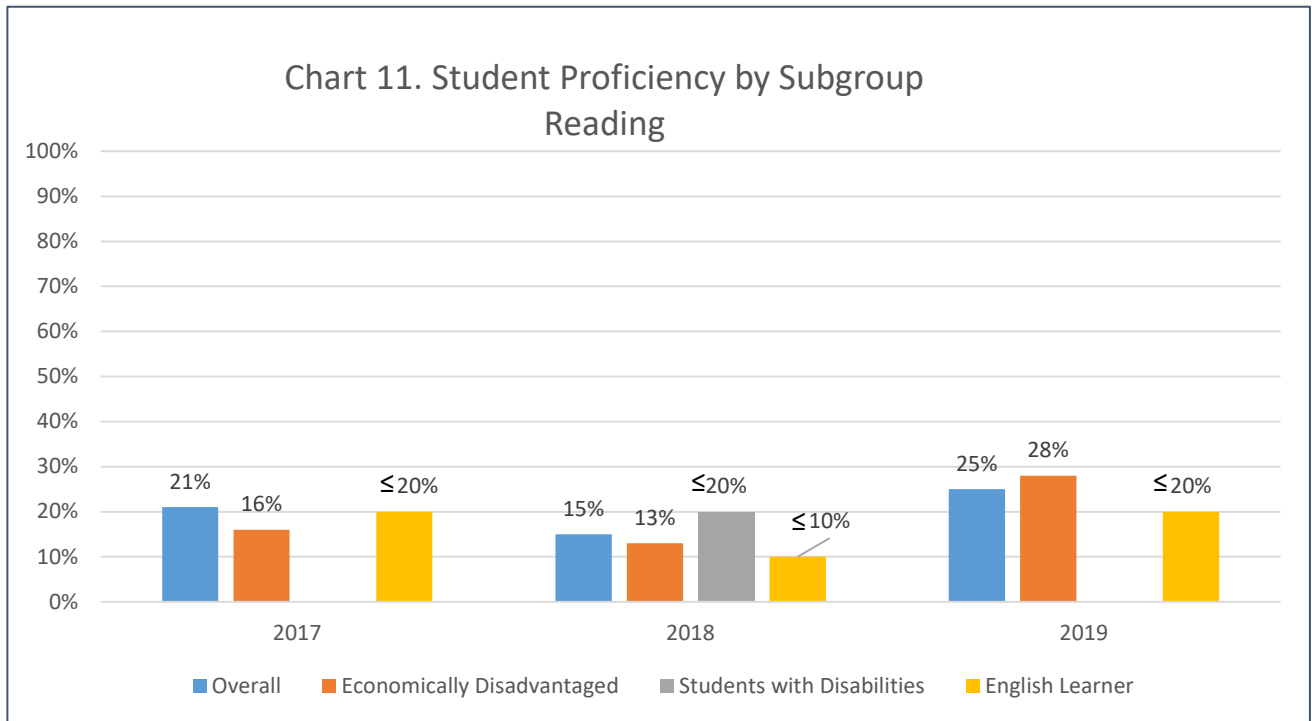
Race/Ethnicity Subgroups - Proficiency in Reading



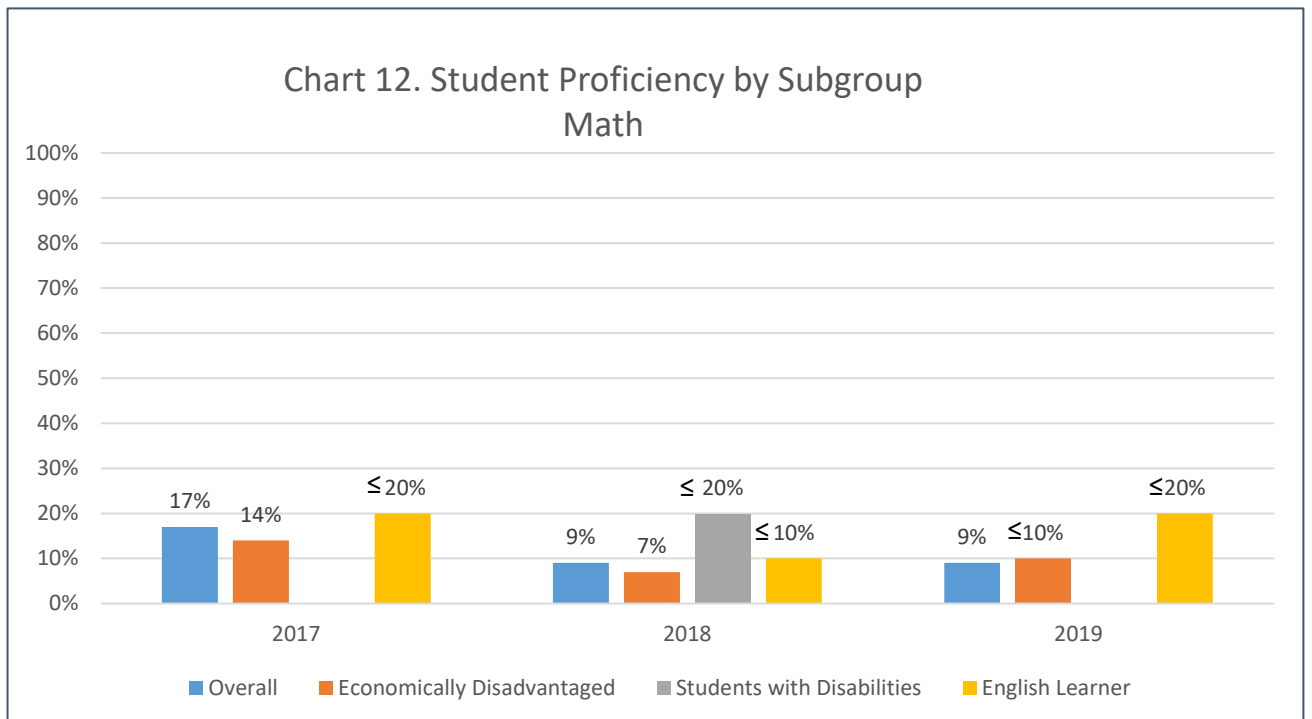
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



1b. Specific Charter Goals

This section includes analysis of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals / Mission Goals

2.a SHORT CYCLE ASSESSMENT IN MATH. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students. The school will use the complete NWEA MAP test and not the ‘survey’ nor the NM MAP test by NWEA.

2.b. SHORT CYCLE ASSESSMENT IN READING. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students. The school will use the complete NWEA MAP test and not the ‘survey’ nor the NM MAP test by NWEA.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2
2017	Falls Far Below	Falls Far Below
2018	Does Not Meet	Does Not Meet
2019	Falls Far Below	Falls Far Below

Due to the COVID-19 health emergency school closures in Spring 2020, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020.

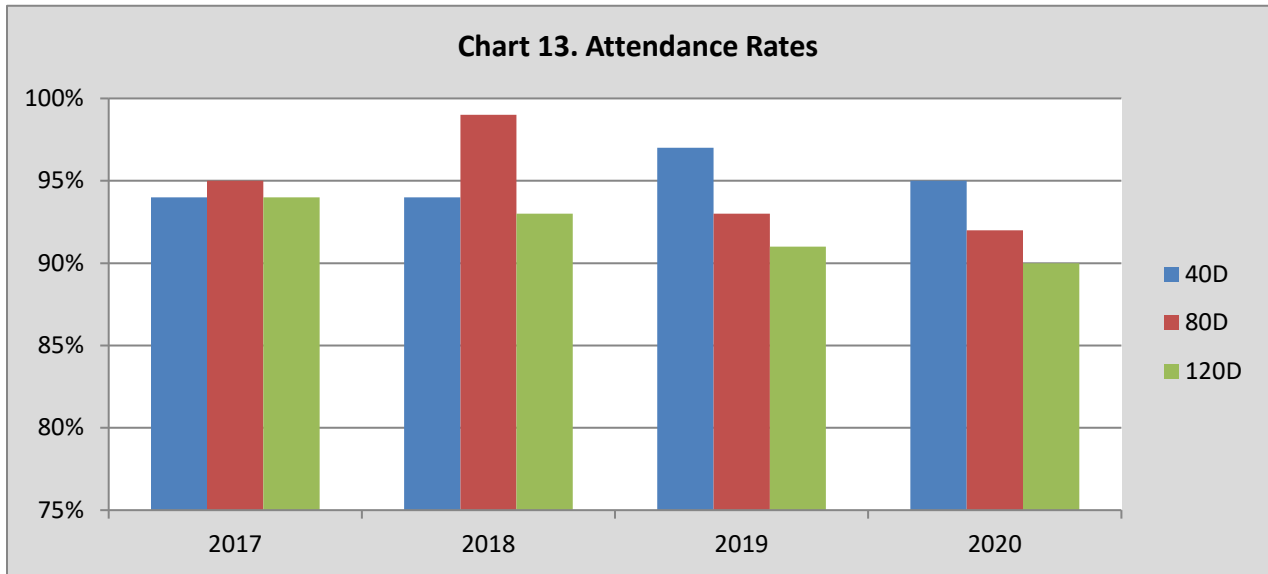
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary

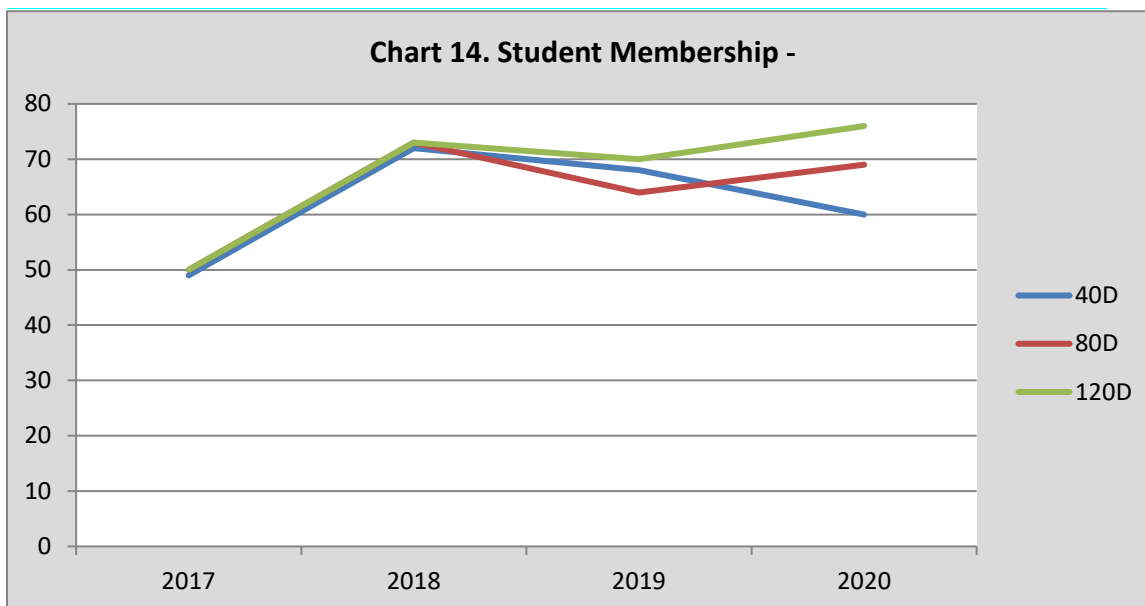


Student Membership (Enrollment)

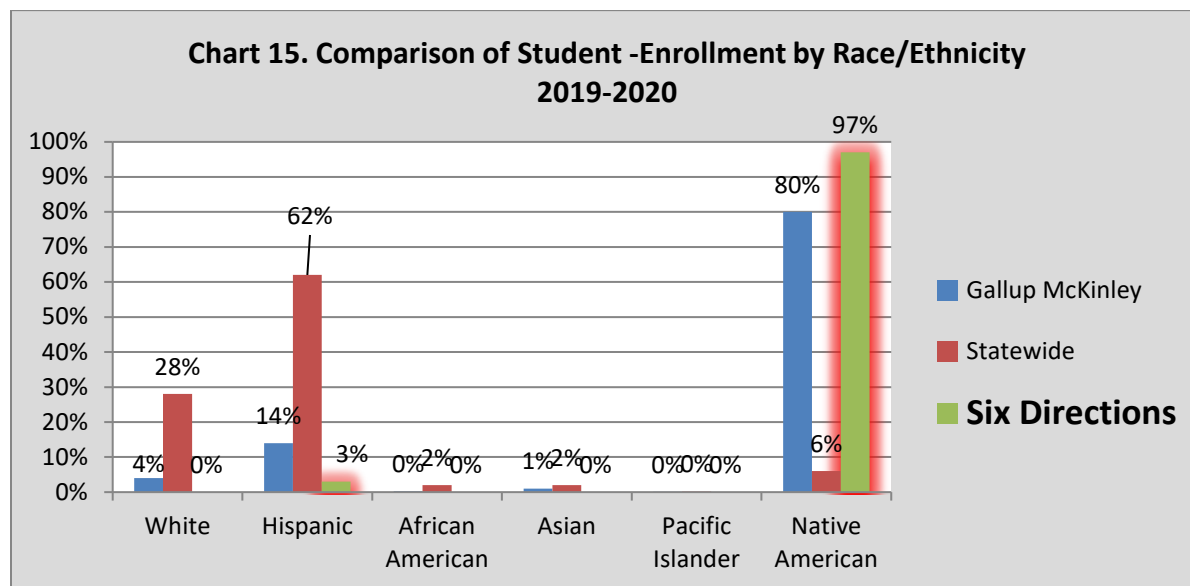
The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

2018 & 2019 Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages

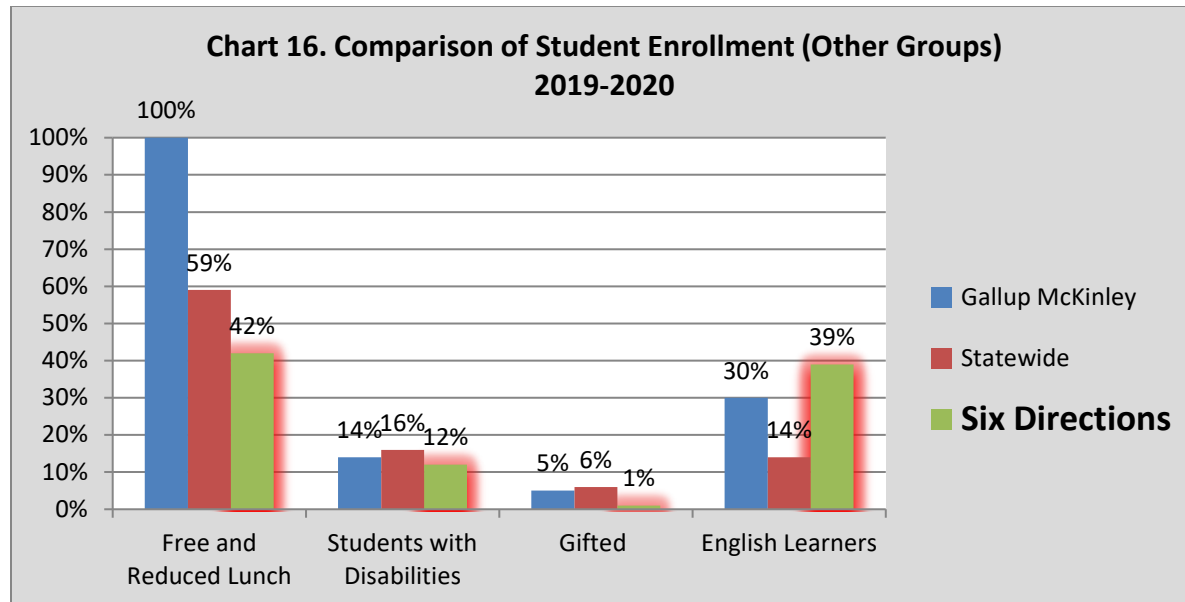


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

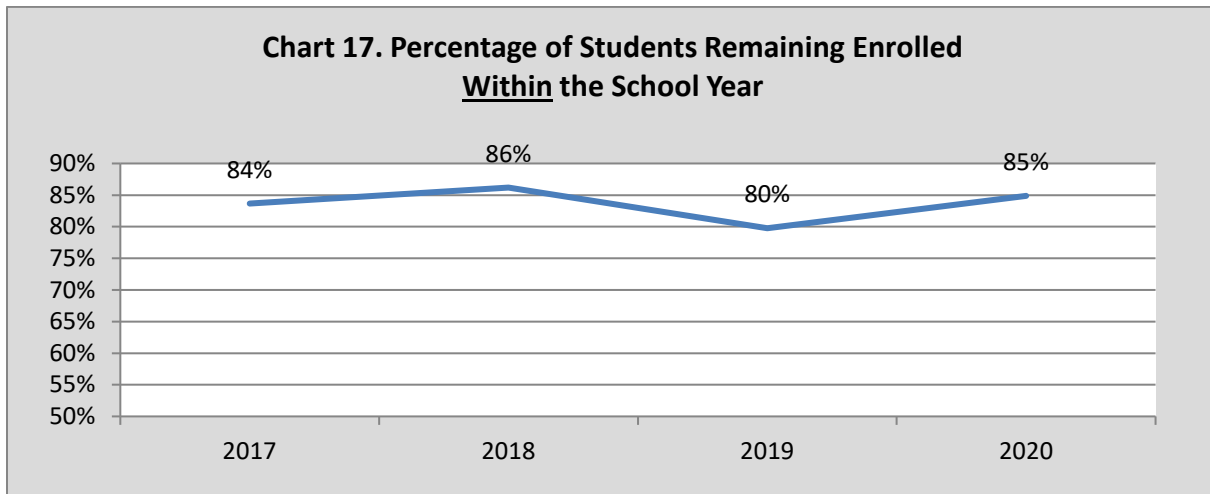


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

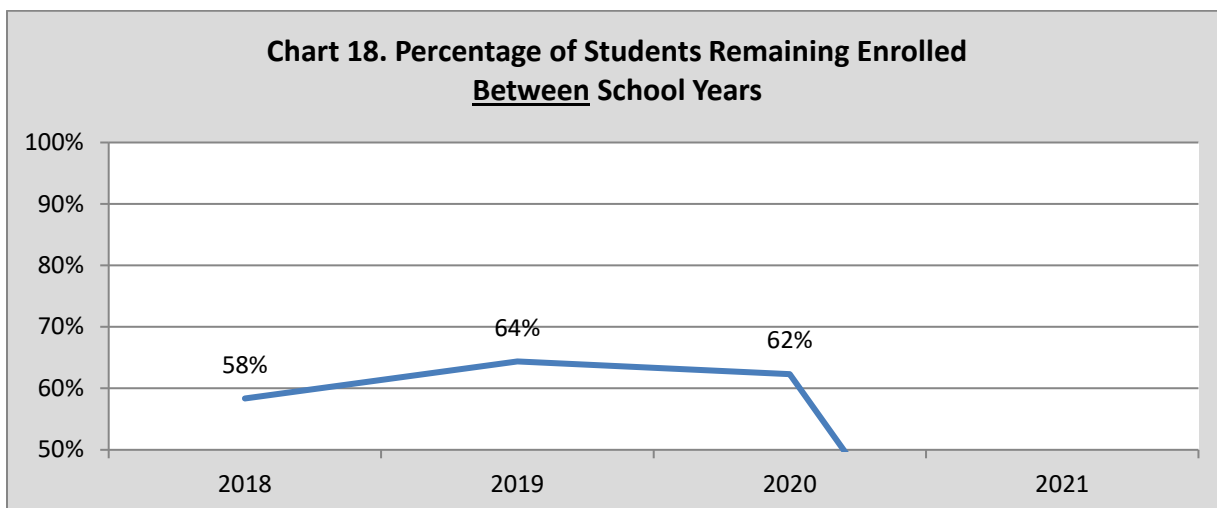
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set. 2021 data will be added after 40day Report.

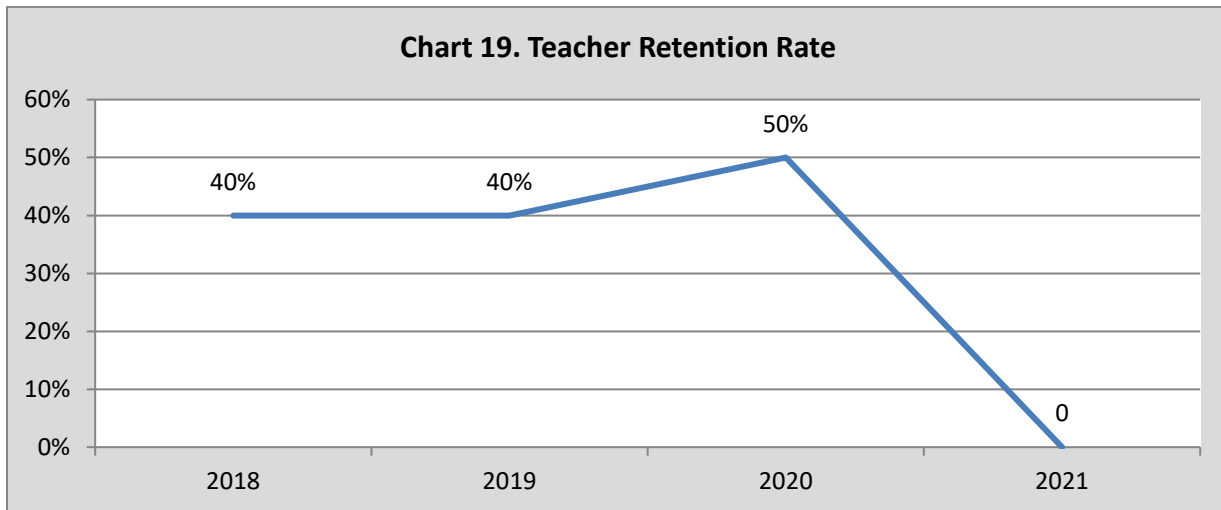


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year. 2021 data will be added after 40day Report.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY19	1	0	0
FY18	2	1	0
FY17	1	0	1

Summary of Most Recent Fiscal Report

In FY19, the school received the following audit finding:

2019-001 Untimely Payment Processing (Other Noncompliance)

Condition/Context: During our review of 26 disbursements, we noted 2 instances where the school failed to make timely payments of invoices, resulting in a total of \$86 in assessed late fees

Management's Response: The school does have processes in place to ensure timely processing of invoices and will review these processes with staff to ensure timely payment moving forward.

2b. Board of Finance

The school's Board of Finance was never suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Culturally Responsive Education

Educators will display cultural competence and utilize a curriculum that will recognize local funds of knowledge, values traditional knowledge and epistemology when appropriate, address authentic and local topics, and allow students to safely explore and confidently develop their own cultural identity. Content in the curriculum will affirm students' identities by giving attention to topics of importance for our students' communities and families and that allow them to see themselves in the curriculum. This will be evidenced by:

- Unit plans for Project-based learning that include authentic and local problems, products, and contents
- Unit plans for Project-based learning include Essential Questions that challenge students to make sense of their personal identity and community
- Professional development topics that include culturally responsive methodologies

Project-Based Learning and Skills Labs

Our core curriculum will be delivered through a project-based learning (PBL) methodology, whereby students are active participants in their learning, able to make mistakes, reflect, and grow as they apply Common Core/New Mexico State standards to a local context and to grapple with Enduring Understandings and Essential Questions that are relevant to students' cultural background.

Middle school students will have a block each day devoted to Humanities and a block each day related to STEAM. Teachers will design trimester-long thematic units using the Understanding by Design framework. This framework guarantees that project-based learning is not just the use of projects for the sake of it, but that there is intellectual rigor and deep meaning embedded in the work. Our school will prioritize projects that have local resonance, in which students use and explore our local community, local history, and local ecology to apply content standards in an authentic context.

High school students will have a reduced focus on group projects, and the focus will be more of an individual effort rather than group. Ultimately, the school will implement capstone project for seniors.

The middle school program will supplement and support the project based learning through the use of skills labs in math, reading, and writing. During this time, instruction will be differentiated and aligned to New Mexico Common Core State Standards. This will be evidenced by:

- Middle school grades' schedule includes Humanities and STEAM Project-Based Learning time and Skills Labs for math, reading, and writing weekly.
- Curriculum exists for Humanities and STEAM Project-Based Learning time and Skills Labs for math, reading, and writing.
- Student assessments for project based learning units will incorporate rubrics based in the identified outcomes for project based learning.

Student- Focused Term(s).

Restorative Practices

Our school culture generally and student discipline policies specifically will be designed with restorative practices in mind. Restorative practices denotes a focus on building community, creating safe and trusting relationships, ensuring fair processes and equal voice, and restoring relationships and harmony when wrongs have been committed. This commitment will be evidenced by:

- The use of community-building circles included in advisory procedures,
- The use of informal restorative conversation protocols and procedures to resolve conflict
- The use of formal Restorative Justice conferencing as a part of student discipline policies and procedures
- Professional development agendas include staff development in the use of Restorative Practices

Holistic Wellness and Positive Youth Development

SDIS commits to approaching student growth and health indicators through the frameworks of Positive Youth Development (PYO). PYO is a commitment to building youth strengths rather than focusing on preventing or fixing deficiencies. This will be evidenced by:

- The implementation of this framework in the Wellness course and/or in the Advisory setting, where students will set personal goals and reflect on their progress.
- Middle school schedule includes daily advisory utilizing topics as developed by teachers and school leadership

Teacher- Focused Term(s).

Staff Orientation

SDIS will provide at least 5 days of staff orientation and professional development before the first day of school. This orientation and PD will focus in particular on: 1) building background knowledge of SDIS's founding, mission, goals, and core values; 2) critiquing and finalizing PBL curricula; 3) building knowledge and skill related to delivering a project-based learning curriculum; 4) building knowledge and skill with Skills Labs curricula; 5) building knowledge and capacity to implement Restorative Practices procedures; 6) building fluency with SDIS policies and procedures that are pertinent to staff. This will be evidenced through a plan and agenda for summer PD that includes at least 5 days on all of the above topics.

Ongoing Staff Professional Development

SDIS commits to ongoing professional development. This will include data days once twice a year when staff will analyze student short-cycle data and develop short-term strategic plans for meeting student needs. This will also include regular professional development time with staff focused on building capacity as designers and implementers of project-based learning curriculum. In particular, teachers will implement critique and improvement protocols for improving curriculum design. This will be evidenced through:

- School calendar includes "Data Days" focused on professional development utilizing data .
- Weekly schedule includes time for professional development with agendas that include critique and improvement protocols for improving curriculum design.

Parent- Focused Term(s).

Communication about student progress:

In addition to report cards, individual student progress will be shared with parents during student-led conferences between family, teachers and the student. Student grades, student goal accomplishment and information about relevant assessment data like PARCC or NWEA will be shared during the conferences. The advisor will be the point

person for conferences. At the same time, students themselves will reflect on and share their personal wellness goals progress. This will be evidenced by:

- An SDIS-specific report card
- School schedule includes student-led conferences at the end of each trimester
- Advisory curriculum includes student reflection and preparation for student-led conferences.

Family Advisory Committee

SDIS will form the Family Advisory Committee (FAC) as a standing committee of the Governing Council. The FAC will meet monthly at the school site to assess the school's performance, bring forth concerns, propose ideas for the betterment of the school, learn and implement Restorative Practices, build community, and support the overall growth of the school. The FAC will advise the Head Administrator and the Governing Council directly. In addition, the FAC will elect a member of its body to serve as a Governing Council member by the end of the second year of operation, thus ensuring the parent and family perspective is included in major decision-making at the school. The first two years of operations will be used to build membership in the FAC, establish its operating norms and values, and build family-members' capacity to realize the goals of the committee. This will be evidenced through FAC meeting agendas and minutes.

Showcase Nights

Part of our curricular design is to value the importance of public displays of learning. At the end of each trimester we will host a Family and Community Showcase Night in which students get to show off their final projects for their families and other stakeholders. This is a way to ensure families are welcomed into our school in a non-threatening setting that is not attached to conferences, SPED meetings, SAT meetings, etc. It is also an important aspect of project-based learning frameworks for students to authentically share their learning in public settings. This will be evidenced by:

- School calendar shows Showcase Nights
- Announcements for Showcase Nights

Governance Structure.

The Parties agree that the following are key provisions regarding the School's governance structure. Members shall be comprised of the community at large, and after the second year of operation will include a minimum of one and not more than two Six Directions Indigenous School family members from the Family Advisory Committee. Leadership on the GC will include the Chair, Assistant Chair, Keeper of Finances, and Keeper of Record. In addition to the required standing committees, the school will have additional standing committees including Family Advisory Committee (FAC) and Indigenous Education Committee.

3b. Organizational Performance Framework

Six Directions	2016-2017	2017-2018	2018-2019	2019-2020
Category I. Academic Performance Framework				
I-A.00 NM A-F School Grading System	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework				
II-A.00-06 Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Mea	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
Category III. Organizational Performance Framework				
III-A.00 Educational Plan: material terms of the approved charter application	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Pending
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Pending
III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Not Applicable	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Not Applicable	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Pending
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
VI-A.03 4d. General Info: Staff Turnover, if applicable				
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Pending
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework				
School Specific Terms: data on any terms specified in the school's Performance Framework	Falls Far Below (or Does Not Meet) Standard	Not Rated	Falls Far Below (or Does Not Meet) Standard	Pending

3c. Governing Body Performance

The school has 5 members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school’s Governing Body.

Name	Role	Service Start Date	Membership Status	FY20 Training Requirements*	Hours Completed	Hours Missing
Oliver Tapaha		6/14/2017	Active	8	8	0
Karen Malone		7/17/2019	Active	8	8	0
Susan Estrada		6/30/2016	Active	8	0	8
Lane Towery	Chair	2/19/2018	Active	8	10	0
Wilhelmina Yazzie		8/21/2019	Active	10	10	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.