Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance, contractual, organizational, and governance responsibilities of the charter school, including achieving the school or mission specific goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

The following rubric will be used to evaluate the narratives in Part B:

Meets the Standards	• In **each** year of the contract term, the school has a demonstrated record of meeting **all** standards, which is supported by evidence.	
Demonstrates Substantial Progress	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	• The school **does not** have a demonstrated record of meeting all standards in each of the years in the contract term, *however*… • An evaluation of *all* data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) demonstrates at least two years of sustained improvement toward meeting the standard.	• The school **does not** have a demonstrated record of meeting all standards in each of the years in the contract term, *however*… • The narrative describes **specific adult** (teacher, leader, board) **actions taken** to **improve performance and outcomes** by **addressing the root cause** of the inadequate performance; AND • The **site visit** team can verify the **implementation of reported improvement actions** by evaluating **specific evidence** at the school site that is **observable, verifiable, and readily available**; AND • The narrative identifies **measurable successes** during the most recent year **resulting from the improvement actions taken;** AND • An evaluation of the data and **evidence supports the observable and reported successes**.
Failing to Demonstrate Progress	• The school **does not** have a demonstrated record of meeting all standards in each of the years of the contract term. • An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. AND ONE OR MORE OF THE FOLLOWING: • The narrative is focused on **describing circumstances connected to the poor performance and/or excuses for the poor performance** (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of "at-risk" students, a lack of funding, teacher/administrator turnover, etc.), and/or **either does not describe specific adult improvement actions taken** or describes **minimal adult improvement actions taken;** or • The site visit team is not able to verify implementation of the reported adult improvement actions because there is no **observable, verifiable** evidence presented during the site including renewal site visit; or • The narrative **fails to identify any measurable successes** during the most recent year, or evaluation of the **data and evidence directly contradicts reported successes.**	

1. Innovative and Distinctive Education Program

Some of the purposes of the Charter Schools Act are to encourage different and innovating teaching and educational programs that improve student achievement, and encourage parental and community involvement. 1978 NMSA §22-8B-3.

a. School or Mission Specific Unique, Innovative, and Significant Contributions

The school shall provide a narrative on how the school has fulfilled its mission and how the equity council has influenced any decisions for the 2020-2021 SY.   These contributions may include:
1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs
5. Encouraging parental or community involvement
6. School's Equity Plan
7. Monitoring students' social emotional and behavioral development

Native American students have experienced a decades-long educational achievement gap, which can be linked all the way back to the boarding school era--spanning 1860s to 1970s--as a direct contributor to ongoing systemic trauma. SDIS uses a holistic approach to student development and healing, investing in our students' growth intellectually, culturally, socially, and physically, with a goal of helping our students become grounded in their cultural identity, and confident in their inherent knowledge and important contributions to the community. Studies of Culturally Responsive Indigenous Education by scholars including Dr. Greg Cajete and Teresa McCarty, show that its benefits include enhanced self-esteem, social and emotional health, healthy identity formation, respect for tribal elders, stronger connection to community, and academic achievement. Our commitment to Culturally Responsive Indigenous Education is a deliberate strategy intended to increase academic achievement, and align our work with our mission.

Informed by this understanding, as well as year-long community conversations around what we dream for the education of our children, SDIS created a program that our community requested, and that responds directly to families' desires for their children to develop a strong understanding of their culture and language, and readiness to succeed in a career and be an active member in both their local community and in the broader world. Based on our outreach efforts, we wrote a mission statement for a school founded in Navajo and Zuni culture and tradition that states SDIS will, through a commitment to Culturally Responsive Indigenous Education and interdisciplinary Project-Based Learning, 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.

1) Teaching Methods - Culturally Responsive Indigenous Education

SDIS' unique instructional approach provides culturally responsive foundational development and Project-Based Learning for grades 9-11 (adding 12th grade in 2021-22). We utilize an innovative method of curriculum development known as Understanding by Design (UbD)—a framework for improving student achievement through standards-driven curriculum development, instructional design, assessment, and professional development. Understanding by Design is based on the following key ideas:

- A primary goal of education is the development and deepening of student understanding. Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts.
- Effective curriculum development reflects a three-stage design process called "backwards design," avoiding common issues in teaching where no clear priorities and purposes are apparent to students.
- A key part of a teacher's job is ongoing active research for continuous improvement. Student and school performance gains are achieved through regular reviews of results, followed by targeted adjustments to curriculum and instruction.
- Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These "six facets" provide conceptual lenses through which students reveal their understanding.
- Teachers, schools, and districts benefit by using technology and other approaches to collaboratively design, share, and critique units of study.

SDIS teaching staff utilizes UbD to write curricula for both middle and high school courses. The use of UbD as a curricular framework ensures that lessons are deliberate, rigorous, culturally authentic, and aligned to our mission. Curricula are based on Common Core State Standards and New Mexico Content Standards, and integrate culturally specific and innovative approaches.

Foundational elements of our Indigenous Education approach include the following:
Project-Based Learning **–** SDIS integrates Project-Based Learning (PBL) into our pedagogy in direct alignment with our mission, to give weight to the value of traditional knowledge and epistemologies, address authentic and local topics, and allow students to safely explore what it means to them to identify as Native in the contemporary world. PBL allows for students to expand on state content and common core standards, and apply them in a real life, culturally relevant context.

Our PBL is based on the idea of Culturally Responsive Learning, a framework described by Gloria Ladson-Billings (1995) which enumerates three pillars: cultural competence, critical consciousness, and academic achievement. This approach emphasizes local content, a key aspect of SDIS' curricular approach. We use a

more specific version of this model called culturally responsive Indigenous education. This curriculum is developed through use of Essential Questions--an aspect of UbD--that help align instruction with our Indigenous values and ways of life. Keeping our curriculum centered around local content and culturally specific topics helps drive lessons home, as students are able to see how academic subjects have real connections with their daily lives. The number of examples of culturally responsive schooling for Native youth are sadly few, despite the fact that studies have repeatedly shown that when students feel their identity is affirmed and their community is viewed from a strengths-based perspective, they not only perform better academically, they also develop more pride, hopefulness, and overall better social and emotional health. For this reason, culturally responsive Indigenous education is central to everything we do at SDIS.

PBL is specifically implemented through quarterly Cross-Curricular Unit Plans complemented by Essential Questions. Students use guiding questions to dig deeply into a topic or theme that connects their academic skills across all courses to localized context, and culminates with end products that help them to connect and apply their learnings.

As an example, in the first quarter of the 2020-21 Academic Year, SDIS students are investigating the theme of Cultural Self-Identity, and Family and Community Relationships, to work toward an understanding of the Essential Question, "How does the strength and knowledge of my ancestors and Indigenous community play a role in my life today?"

Guiding questions help students develop socio-cultural consciousness and agency by encouraging critical thinking and action-taking around issues of equity, power, and (de)colonization. Sample guiding questions for the current quarter include:

- How do the talents and knowledge passed down from my family and ancestors relate to the strength within myself and things I am proud of? How can I share and pass down these things to future generations for a positive impact?
- Empowerment from the past: How does my self-identity and family/community connections add/strengthen my/our resiliency?
- Personal/family strengths & role-models: What things am I proud of within myself, my family, and my ancestors? What talents and knowledge do I and family members possess that can be shared and passed down to future generations for a positive impact? Who are my positive role-models? What strengths do I share with them? What can I learn from them?
- Pan-Indian/common experiences: What experiences are the same for Native people of different tribal nations? What has happened in the past, and today, that is affecting Native Americans? Who are role-models from different tribes?

The current quarter's PBL theme informs the lesson plans across ELA, math, science, social studies, Diné and Zuni Language, and physical education, resulting in the end products/assessments listed below in Table 1.

Table 1

End Product of Unit: What is the culminating activity, large end project for this theme?

Final Projects/Products by Content Area:

ELA Piece: Research and study about Native American history and culture, so that in the long run, students can write an informative paper about what is important to them when it comes to their culture and history. Students can use their research and knowledge to write an informative paper about Native American history, culture, and current issues. **Grades 6-8:** Present a Paper and discuss their Native American role model. Present a paper about an important NA historical event or issue. Read and respond to "When The Rain Sings" by Lee Francis, Read "Education of Little Tree." **Grades 9-11:** Present a paper and discuss their Native American role model. Present a paper about an important NA historical event or issue.	**Math Piece: Understanding mean, mode and median** **Grades 6-8:** A mean, mode and median graph on family height **Grades 9-11**: A mean, mode and median graph on family height https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/626/Mean%20Median%20Mode%20Practice%20WS.pdf https://www.youtube.com/watch?v=QzcgSCmWcVo&t=310s
Science Piece: **Grades 6-8:** Students investigate music to understand the science of soundwaves. The music they use in their investigations will connect to their personal identities and self-expression. **Theme Connection:** Self-expression and identity through music is used to investigate how soundwaves work. **Grade 9:** Students research designs of traditional houses within different Indigenous cultures and the natural resources used to create them. Students research natural resources that can be used for insulation to create their own structure with their own materials that insulates heat from the sun. **Theme Connection:** Family/cultural knowledge of traditional methods of shelter required for survival and way of life to apply to their own shelter they create.	**Social Studies Piece:** **Grades 6-8:** Able to research and present material on an important NA event using books, internet, etc. **Grades 9-11:** Able to research and present material on an important NA event using books, internet, etc.

Grades 10-11: Students use understandings of traditional/natural sources of energy (solar), ancestral ways of life without electricity, and information about new sources of energy (nuclear energy) to develop a stance in a debate on how to approach energy needs. **Theme Connection:** Family/ancestral/cultural knowledge of traditional ways of life (without electricity) where the sun was the main source of energy. Focus will be on essential values or knowledge required to live this way and how it connects to the community, cultural/religious knowledge, and/or their own personal values of how to be a good person and community member.	
Navajo/Zuni Piece: Clan system and relationship with others; genealogy (family tree) w/ Diné terms for family **Family research and presentation. Identifying your family tree, Oral presentation.** **Grades 6-8:** Reciting clans, show and tell family tree, Tell some clan history, stories etc. **Grades 9-11:** Reciting clan with more information (names, location), Talk about their findings on genealogy.	**Electives Piece:** **Indigenous Wellness** **Grades 6-8:** **6th**: Critique of Self-Identity project via google classroom/meets. **7th**: Able to establish healthy conversation/ communication with family members by a asking family-member to elaborate on their "self-identity." Creating a self-identity photo project. **8th**: Presentation/critique on a story/memory they've shared with their family, from each member, to create a collage (virtually/physically) **Physical Education:** Positive reinforcement of self-identity through engaging and maintaining good physical and mental health goals

Senior Capstone - We look forward to guiding our first class of seniors through capstone projects in the 2021-22 school year. Seniors will have opportunities to reflect on themselves and their communities while designing a final Senior Project in alignment with a community need or a deep passion of the student. Students will also have an opportunity to reflect on the progression of their own learning over their years at SDIS. Students will use this self-reflection process to create an informed and realistic plan for the future, and demonstrate the actions they are taking toward the realization of their goals and the implementation of their plan. In this way, we will ensure that our students realize our mission fully—that they are engaged in their communities and have a personal plan for succeeding in post-secondary opportunities.

Native Language and Culture - Language and culture are critical components of Culturally Responsive Indigenous Education, and are core aspects of supporting students in identity development and connection to community. As a school located in an area that draws heavily from both Navajo and Zuni tribes, all SDIS' students participate in Diné or Zuni language classes throughout middle and high school—a unique offering within the Gallup area.

The goal of our language program is to ensure students build foundational language ability so that they are empowered to pursue fluency if they so choose. A secondary goal is that students who have multiple tribal identities (as many youth in Gallup do) are introduced to cultural practices of multiple Indigenous groups. We work with the Department of Diné Education (DODE) and the Zuni Language Board, as well as local educators at the secondary and university levels to deliver a rich curriculum for our students.

2) Measures of Student Achievement

SDIS Mission-Specific Indicators for measuring student achievement include the following:

NWEA Short Cycle Assessment Math and Reading – The use of a short-cycle assessment as an indicator of our success toward our mission aligns with our commitment to developing students who are successful in post-secondary opportunities. We will use NWEA MAP to assess student growth toward proficiency each school year, assessed in the fall, winter, and spring.

Holistic Wellness Indicators – Students use the SDIS Wellness Wheel to self-assess their personal health and wellness, and set goals each year in each area of wellness—academic, social/emotional, cultural, and physical. Students' advisors also work with each student to set appropriate goals and determine when goals are met. Students set their goals in the fall for completion in the spring.

Attendance – As an indicator of whether or not students are on track to be able to succeed in post-secondary educational opportunities, we use attendance as a proxy goal. Middle school attendance rates have high correlation with high school performance and graduation rates. Our specific goal will be an average of 95% attendance or better for each student.

In addition to these mission-specific indicators, teachers provide lesson and end of unit assessments throughout the year to gauge student progress. Additional standardized tests include NWEA MAP, ACCESS for English Language Learners Alternate ACCESS, Dynamic Learning Maps (DLM), SAT School Day with Essay, NM Assessment of Science Readiness (NM-ASR), NM Measures of Student Success and Achievement (NM-MSSA), and PSAT 10. Project-Based Learning will culminate with sharing learnings with families each quarter. A 90-Day Plan is created to promote data-driven decision making and lesson planning responsive to demonstrated student needs.

3) Professional Development for Teachers

SDIS has a target for providing two weeks of Professional Development (PD) prior to the start of the school year (this year we provided 88.5 hours over three weeks in August 2020). Educators also attend two hours of PD weekly throughout the school year, where lesson and unit plans are transparently reviewed and feedback to align across courses is invited. Based on unit data, class-wide trends will be identified to inform and improve the teacher's practice while individual students not meeting the expectations will be triggered for remediation or support both within the core curriculum and after school during a scheduled hour each day.

This peer-based process around feedback and thought-partnership supports continuous improvement and has helped to develop a transparent, supportive, and non-competitive climate at SDIS.

In addition, the Head Administrator consistently will review unit lesson plans, review Google Classroom assignments and student grades, and conduct classroom walkthroughs at least quarterly followed by direct feedback and open conversation (in-person when possible, during distance learning by video conference and email).

4) Learning Programs

Cottonwood Gulch has partnered with SDIS to provide students with an opportunity to explore their Indigenous homelands, to learn technical outdoor skills, and to learn place-based science in the field with our educators. This partnership started through a teambuilding-focused camping trip in the fall of 2018 to Cottonwood Gulch's base camp in Thoreau, and since has included day trips, team building activities at the school, and several overnight programs. Despite having to delay a full-school plan for the year due to COVID-19, our 8th grade students are able to participate in Cottonwood Gulch's Students in Wilderness Initiative (SIWI) program in 2020-21, a year-long experience aligned with NM standards (CCSS, NM STEM Ready) focused on investigating the histories of public lands, "big W" Wilderness areas, environmental science, social justice, and what personal stories and connections students have to public lands. While the program is typically a hybrid of in-person classroom sessions, field days, and overnight expeditions with our educators, it has started off with virtual classroom sessions because of the pandemic, with the hope that students will be able to participate in outdoor learning expeditions in the early spring.

This year, SDIS is also able to offer online elective classes via Edgenuity, providing a broad range of access to areas of interest for our students. SDIS students also benefit from college engagement enrichment through trips to college campuses, supported through the Davis New Mexico Scholarship Fund, and support from the U.S. Department of Education Native Youth Community Program (subgranted to SDIS through the NACA Inspired Schools Network).

5) Family Engagement and Community Involvement

SDIS is a community-led school and seeks to instill a sense of community connectedness and responsibility in each of our students. Senior capstone projects provide an opportunity for students to identify, analyze, and work to improve upon a community need. Diné and Zuni Language Classes help students deepen their own cultural competence, and give them the confidence to contribute to community events and governmental structures.

SDIS is strengthened by support and feedback from our community through:

- A Governing Council that represents the diverse perspectives of the community at large, including professionals who contribute their expertise, as referenced in our charter, and including at least one SDIS parent member.
- Our staff roles include a Community Development Specialist, who works to build trusting and transparent relationships between SDIS and families, Tribal leadership, and other community entities, and helps integrate the community into our decision-making process.
- A Family Advisory Committee, supported by the Governing Council, will be enhanced for the 2020-21 school year, with meetings held twice each semester to invite parents in providing feedback about the school's performance, discuss concerns, offer ideas for family engagement, and contribute to

solutions. Family members will also be asked to review the bylaws and provide a vision for this committee moving forward.

- Community feedback is gathered with an annual community impact survey to gauge the school's alignment to mission and goals.
- Membership in the NACA-Inspired Schools Network (NISN), which facilitates collaboration with other Indigenous-led schools and school leaders.

6) Equity Practices

SDIS' entire approach is founded on providing equity for Native American students through proven approaches that deeply value the cultural and personal knowledge that each student brings to their education. In 2020-21, our Equity Council is comprised of our Core Team, which includes Dr. Tamara Alison, Head Administrator; Tyla Kanteena, Lead STEAM Teacher; Scott Peina, IT Specialist and Education Assistant; Paige Belinte, Web & Media Specialist and Edgenuity/Electives teacher; Wesley Bobelu, Math Teacher; and Melissa Teller, Leader Intern.

As a small school, our Professional Development sessions progress the work of the Equity Council, which includes consistently monitoring readiness assessments, informing intentional approaches to promote equity, and ensuring our approaches are based on culturally and linguistically responsive frameworks. The Head Administrator shares this equity-informed work with the Governing Council, and highlights funding needs that will support equity.

Specific practices addressing equity have been incorporated into the planning of SDIS from the outset, and are revised and improved based on our Equity Council work. These include:

Positive Youth Development: SDIS is designed through the framework of Positive Youth Development (PYD), which is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. PYD differs from other approaches to youth in that it rejects an emphasis on trying to correct what is "wrong" with children's behavior or development. Programs and practitioners seek to empathize with, educate, and engage children in productive activities.

Restorative Justice: During our outreach and planning period, a common theme were stories of personal pain or harm in school and deep frustration with the heavy use of suspensions and expulsions. SDIS determined that, rather than rely on punitive punishments, we will use restorative justice in alignment with traditional notions of justice and community health. Informal restorative justice conversation protocols and procedures adhering to the NM Student Rights and Responsibilities Act are used as often as possible to resolve conflict, with a goal of helping students to take ownership of their mistakes, recognize how their actions impacted others, and to restore community. The practice is based on three tiers:

- Tier 1 is the building of a community based on our core values, including trusting relationships between staff and students, so that school is a safe and productive place for everyone, and where the emotional incentives for disrespect, bullying, or willful defiance are largely removed.

- Tier 2 is characterized by the use of restorative processes such as talking circles, mediation, and family-group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.
- Tier 3 supports the successful re-entry of youth following suspension, truancy, expulsion or incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

These approaches have been successful, with no students being expelled in 2019-20, and police involvement avoided in one behavioral incident.

Student Supports: SDIS offers a small-school setting and a culture built on our core value of relationships. Many of our students have come to us from other schools in which they have not received the wrap-around support needed to succeed. With this in mind, we provide direct instruction for foundational academic skills in math, reading, and writing, and provide opportunities for individuals and small groups to receive support in learning gap areas. Teachers also offer individualized support, with an hour set aside at the end of the student day to work on skill development.

Universal Lunch and School Breakfast Program: A healthy breakfast and lunch is provided to all enrolled students at no cost to families through the Community Eligibility Provision. SDIS works with a contracted food service management company, and also partners with the AmeriCorps' FoodCorps program to provide nutritional education to our students. During this season of virtual learning, parents are able to pick up lunches on Mondays for the entire week at Hozho Academy, helping families to save on gas by only having to make one trip every seven days.

Post-Secondary Prep: SDIS offers a culture oriented around college-going. Through ELA coursework and Advisory, students receive college engagement programming, test prep, support developing a personal plan for post-secondary success, and help navigating application and financial aid systems. Students also participate in annual trips to local colleges and universities.

Specific Equity Supports Informed by the Equity Plan and Applied to Distance Learning Needs: With forced distance learning due to the COVID-19 pandemic, SDIS administered three separate surveys (one in June and two in July) to identify family technology needs and desires for virtual learning. In response, we created two back-to-back online days for each student, with advisory on Fridays, breaks in-between classes, and integrated times for outreach and extra instructional support. From 3:30pm – 4:30pm Monday to Thursday (MS students M/T, and HS students W/R), and 9:30am – 12:30pm Fridays, teachers, with the help of an AmeriCorps member, make phone calls to parents/guardians to check in on students not attending online sessions or not turning in assignments, and provide extra instructional assistance to small groups of students. Teachers keep a log of calls and students they worked with during these times, and a technology issue form is provided via the website or fillable over the phone for families to indicate if they are having issues accessing coursework. Each student was provided with a laptop, hot spot (Cellular One jet packs), and some school supplies.

Calendars and Schedule: SDIS' school calendar integrates culturally relevant days.

7) Holistic Wellness and Monitoring Students' Social Emotional and Behavioral Development

The SDIS program holds holistic health and wellness in equal importance with intellectual growth, and uses the following teaching methods to comprehensively support our students:

Advisory: Students participate in a daily advisory course (weekly during distance learning in response to COVID-19), designed as a small, family-like group to build close relationships between peers and with teachers, and to make sure students have a safe and comfortable home base while at school. Advisors receive and collate students' report cards and guide students in preparing for Student Led Conferences. Advisors also help students make choices about their coursework, and serve as a point person to communicate with families. The advisor is notified about any behavioral infractions of one of their advisees and will be the first to respond, and the advisor's room is open if students need a safe place to sit on a difficult day.

Within Advisory, the SDIS Wellness Wheel is used as a framework for helping students to gauge their holistic well-being, reflect on their progress, and inform their personal goals and individualized learning plans. An example of a mental/emotional wellness goal is, "I want to better monitor and self-control my frustration when I get problems wrong in math class." An intellectual wellness goal is, "I will improve my score on the Six Traits writing rubric by a full point this trimester."

SDIS Wellness Wheel

b. Equity and Identity within the Culture of the School including Student Support

This item of the renewal application allows schools the opportunity to include additional information that is not already collected, but that should be considered when making a determination about the renewal of its charter. The school will create a representation that highlights how their school environment is inclusive, reflective of the community, validates students' cultures and identities, and supports all students' sense of belonging.

Note: If your school wishes to display visual art or performance art (such as sculpture, painting, recorded performance or live performance by students), your school will be given no more than 15 minutes at its renewal hearing to present the representation. If a school wishes to submit a narrative, it shall be submitted along with the renewal application.

SDIS is a community-led and community-engaged school. Our 78 students in grades 6-11 reflect the Gallup community, representing 79% Navajo, 19% Zuni, and 1% Hispanic. We offer both Zuni and Navajo language classes, and Project-Based Learning includes a focus on Place-Based and Land-Based Learning, to help our students become invested in their community, cultures, and opportunities.

SDIS built early relationships with a number of organizations to further our work and interconnection with the community. The NACA (Native American Community Academy) Inspired Schools Network (NISN) has been a strong supporter of our work through the design and launch process, and provides ongoing access to Indigenous Education resources, including Indigenized curricula and approaches that validate students' cultures and identities. The goal of NISN is not to create cookie-cutter schools, but rather to engage the community in order to provide a responsive education that values the knowledge, language, and culture where we live. Throughout the transitions SDIS has weathered, NISN has provided ongoing professional development to help our new teachers and administrators understand the Whole Child approach of Indigenous Education, ensuring that academic growth is balanced with cultural, physical, and social/emotional growth. This is also a two-way relationship, with an SDIS educator presenting a culturally relevant lesson and student work at an NISN Indigenous Education Symposium on October 16.

One of SDIS' earliest contributions to the community was the annual celebration of Indigenous People's Day. In 2016 we were in fact the first organization in Gallup to officially observe this day. Our students put on a day of celebrating Indigenous knowledge, language, and culture which culminated in traditional dancing (pictured at the top of subsection a). Our 50 students quadrupled that day as over 200 people joined with us to participate in and view the dance performances. The tradition has continued and expanded over the past four years, with students and families volunteering countless hours, and many community members taking part. The City of Gallup passed Resolution/Proclamation R2016–40 that year, declaring the second Monday of October as "Indigenous Peoples' Day" into perpetuity, and the efforts of SDIS have helped to highlight the importance of celebrating this remembrance.

Upon our launch, SDIS joined in programming with Project Venture, an evidence-based program developed by the National Indian Youth Leadership Project (NIYLP) of Gallup, NM. The program is built on Positive Youth Development, based on traditional wisdom and Indigenous values, with a focus on engaging youth through adventure (hiking, backpacking, ropes course, rappelling, rock climbing, mountain biking, canoeing, kayaking) in order to reconnect contemporary Indigenous youth with the Natural World. SDIS has continued to implement outdoor experiential land-based opportunities through a partnership with Cottonwood Gulch

(described above), and has participated in annual camping trips to complement our curriculum, build school culture, and help our students to recognize their inherent connection to the land as they develop an understanding of their role in stewarding this resource.

Partnerships promoting community health are also important, and help our students to be aware of topics affecting not only themselves, but the larger community. From 2018-2020, the Navajo Health Education Program was presented to the school on a quarterly basis about the importance of self care - mentally, emotionally, physically, and spiritually. In 2017-18, McKinley County DWI provided education around DWI awareness and prevention, and the County Sheriff's office provided drug abuse prevention and awareness education, while also bringing their canines to demonstrate how dogs are used to help the community. The Gallup Indian Medical Center Health Promotion office has provided resources during a Health Fair, Indigenous Day, and an Art Night for families. In 2019-20, Anadale Tutors shared with our students information about health through sustainable energy, providing educational activities such as building and cooking with your own solar oven, and inviting solar experts to work with SDIS students during the second semester.

Advisory and Wellness coursework are important elements used to ensure our programming is actively helping our students to become grounded in their identity, develop a strong sense of cultural connection, and feel safe and supported at school. Students weekly complete a progress reflection, asking students to self-score themselves on their attendance and punctuality during the week, share any difficulties with virtual learning, consider the main skills they gained over the week, and strategize to attain the results they want to see. Weekly advisory check-ins utilize the holistic health of the Wellness Wheel--intellectual, physical, social/emotional, and relational, and include lessons designed to help students set goals, determine what their preferred study habits are, and think about careers they might be interested in. Weekly programming also works in social emotional concepts, helping students to develop a growth mindset and reflect on perseverance; learn coping skills, strategies for regulating emotions, and solving problems; discuss valuing differences in others, practicing positive self-talk and empathy; physical health around exercise, preventing drug and alcohol use, avoiding damaging relationships; and practicing reflection and grounding in their cultural values and identities. Toward the end of the first quarter this year, students will apply their

reflections and learnings to their Next Step Plan, and work with their advisor to review career pathways, course choices, and areas of growing interest.

Through the last four years of charter school launch and growth, SDIS has modeled perseverance and commitment as we have built trust with our students and family; developed meaningful relationships within the community; and put the processes into place that are enabling our students to grow into strong students and leaders who are invested in their community and culture.

2. Academic Performance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school… failed to meet or make substantial progress toward achievement of student performance standards identified in the charter contract.

a. School Support and Accountability

Any school that has not maintained a "C" or better letter grade in SY2017 and SY2018 OR is not identified in the top 75% of all schools in SY2019 and SY2020 on the NM System of School Support and Accountability, must provide a narrative that describes the improvement actions targeted to improve the student outcomes **(school/adult/leader/teacher actions)** and the success of those actions **(student academic successes/improved outcomes)**.

Implementation of the described improvement actions should be verifiable through documented evidence at the site including renewal site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions _and_ the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix E and reference the appendix by name in this narrative. (Appendix E – Academic Data)

Schools that have maintained a "C" or better letter grade in _SY2017 and SY2018_ and were identified in the top 75% of all schools in SY2019 and SY2020 in the NM System of School Support and Accountability _AND have not received a "D" or "F" in any indicator of the state report card during SY2017 and SY2018_ do NOT complete this Section.

While SDIS has not met all of its academic goals, SDIS students are longitudinally demonstrating growth as they become more confident in their identity, culture, and academic abilities. Under the current leadership and intensive work to develop strong improvement plans, the Head Administrator, Governing Council, and talented educational staff are positioned to demonstrate substantial progress over the next five years.

Based on state standards of excellence, SDIS has ranked Falls Far Below, impacted by transitional assessments as SDIS' leadership was also transitioning. SDIS received out of 100 points 26.92 points (grade F) in 2016-17 and 46.36 points (grade D) in 2017-18. In 2018-19, SDIS demonstrated an overall score of 39 on the New Accountability System, and qualified as a school in need of Comprehensive Improvement. SDIS has struggled to find the right fit in a Head Administrator, working over four years with two interim Administrators and one planned long-term Administrator who was ultimately not the right fit. With each transition, there has been a period of ramp-up, followed by intensive improvement planning. Learning from these experiences, SDIS' Governing Council took a full year to both conduct an in-depth campaign to fully vet the applicants, and developed a strong Administrator observation plan, in order to ensure SDIS has the continuous and accountable leadership that our students deserve. Following are highlights of our Improvement Plans and learnings as SDIS has matured.

2016-17 Improvement Actions

In SDIS' first year of operation, under an interim Head Administrator and Director of Operations, improvement planning was informed by class performance and assessment results (it should be noted that a Head Administrator was hired in November 2016, and then released March 2017, providing disruption to the year). The following analyses were made:

Reading: Based on assessments, targeted interventions were focused on six students, three 6th graders and three 7th graders. These students had NWEA RIT scores between 178–210 in Math, and 166–183 in Reading.

Math: There is a wide divide between RIT levels/grade-levels and greater differentiation is needed. Because reading is more easily differentiated, and students read in multiple course periods, the focus for differentiation between BOY and MOY NWEA tests was focused on math. The lead STEAM teacher broke down the Learning Continuum by grade-level for each student, and provided differentiated instruction accordingly. Wednesdays were set aside for differentiation and remediation.

2017-18 and 2018-19 Improvement Actions

The 2016-17 Interim Head Administrator resigned by choice, and a long-term, highly credentialed Head Administrator was brought on. Under this Administrator, SDIS began a systematic data-based review to identify areas in need of reform and approaches to promote strong student outcomes. This process was further accelerated following poor student outcomes reflected in PARCC scores and the 2016-17 NMPED Report Card, in which SDIS earned an F. Our comprehensive needs assessment included a multi-tier process based on the 90-Day Plan framework. SDIS used the following information to develop an improvement plan, and successfully applied for a Comprehensive Schools Improvement grant.

During this process two teachers demonstrating need for improvement chose to resign, and two new instructors were hired to provide culture and language, including cross-curriculum integration with core courses.

Root Cause Analysis:

Data analysis and setting student achievement goals highlighted several root causes contributing to underperformance of SDIS students; the associated need is indicated as the title of each section:

1) Data-Driven Instruction: During the 2016-17 school year, the focus was primarily on the lowest performing students, with less emphasis on differentiation for mid-, and high-achieving student subgroups amongst teachers in all classes. Backward planning was also missing from the curriculum process to assist in the alignment of Common Core and materials taught, and to provide clear student objectives for future assessments to measure. The root cause for this was understaffing and staff turnover. This analysis is based on the evidence that NWEA results during the year were significantly higher than PARCC results, and the 2016-17 NMPED report card grading process for which the school earned an F, demonstrating a lack of correlation between interim assessments and Common Core.

2) Tier II Interventions: Students did not receive differentiated instruction and Tier II interventions as needed in the 2016-17 school year. This was due to staff turnover during the year, which resulted in lack of sufficient capacity for the remaining staff.

3) Professional Development: Professional Development was not provided regularly. This was due to a root cause of incomplete staff not allowing for cross-curricula peer collaboration and support. The 2016-17 school year began with only two core teachers; a third was hired in January 2017. SDIS faced understaffing and did our best to focus on all the levels of differentiation with help from the Head Administrator to provide pull-out support and Professional Development.

Results and Outcomes

In 2017-18, SDIS was able to grow its staff to four teachers, two Educational Assistants, and two AmeriCorps members, including one teacher rated Highly Effective, and one who was newly licensed.

The following improvements were implemented from Spring 2018 through Spring 2019:

Student Academic Improvements

(1)   To support Professional Development, the Head Administrator developed a year-long Professional Development plan to support skill development in backward planning of curriculum design, behavioral management, and classroom observation. Informal classroom observation was increased to twice weekly, and formal observation to twice quarterly, with a goal of establishing Professional Development goals, and baseline measurements for teaching effectiveness.
(2)   SDIS set a goal of using Professional Development to help teachers develop scaffolding materials to help students access grade level content, and how to differentiate learning objectives and materials.
(3)   Extended learning time through after school tutoring was budgeted to further provide struggling students with the supports they need to progress to grade level. Two certified teachers and one Educational Assistant provided Out of School Time tutoring over 28 weeks.
(4)   An RtI class was created for each of four tiers of need for 6th grade students, and six tiers for 7th/8th grade students, to meet the needs of students ranging from severely underperforming to gifted. During this class, students practiced skills specially tailored to their current level of achievement in Math and Reading as identified by their most recent NWEA performance. Students were grouped by grade level equivalents, with the most accomplished and experienced teachers instructing the lowest performing students with direct modeling and practice in small groups, and the least experienced supporting at-grade level or above-grade level student groups with a flipped classroom model. Seventh and 8th grade students were combined in

Reading and Math to close the gap of missing skills and provide support for gifted students requiring advanced instruction, based on NWEA MAP results.

Outcomes:

● Student proficiency by grade level (measured through NWEA MAP) in Math grew from Winter 2018 to Spring 2019 in most grades, growing from 20% to 21% in 6th grade, 10% to 39% in 7th, 16% to 24% in 8th, and dropped in 9th from 49% to 38%. In Reading, proficiency by grade level similarly grew in 6th grade from 27% to 28%, in 7th it grew from 27% to 37%, in 8th it grew from 28% to 44%, and in 9th it grew from 57% to 66%.

● Students moved from Low and Low Average to Average or higher in 2018-19 in grade 7 (7 students moved up), and grade 8 (3 students moved up). Grades 6 and 9 increased in the lowest tiers, with some potential variance due to the impact of new students enrolling midyear.

A 90-Day Plan Math Goal was developed for Math in 2018-19. The goal was for 50% of students identified as above grade level to show 15 point growth in NWEA RIT Math scores by Spring 2019, and for 50% of students identifying as intensive/below grade level to show 10 point growth.

While these goals were extremely optimistic (NWEA Growth Norms are 1.54 points in 6th grade from the Winter to Spring assessment, making the goal of 15 points of growth extremely unlikely), the following data exhibits the low proficiency levels many students enroll with, and the large amount of ground that students were able to gain toward proficiency. Overall, students have demonstrated strong progress due to the intensive supports provided, as well as the small, individualized climate afforded at SDIS.

● 6th grade (10 students) - Half were in the intensive range scoring significantly below grade level (the lowest at 164, equivalent to 1st grade). By EOY, three (40%) demonstrated strong growth. Highest performers also progressed in alignment with the mean growth.

6th Grade Math RIT Growth 2018-19 *222.1 Mid-Year Mean Norm*	RIT Score Change from Winter to Spring *(3.26 Growth Norms typical)*	Growth
Lowest Performers (For context, 173.8 is the 1st grade mid-year mean norm, 186.4 is the 2nd grade mean norm, 198.2 is 3rd grade, and 208.7 is 4th grade)	172 to 187	**+15**
	176 to 185	**+9**
	190 to 190	+0
	201 to 199	-2
	202 to 222	**+20**
Highest Performers (226.3 is 8th grade, 230.3 is 9th)	227 to 231	+4
	225 to 228	+3

● 7th grade (19 students) - Twelve students were considered "bubble kids"—they needed light assistance to reach proficiency. Four were intensive and performing at the 4th grade level. By EOY, 66% of lowest performers showed exceptionally strong growth. Both high performers progressed beyond the growth mean. Of the "bubble" students, all progressed to the Spring RIT Norm +/- 2 points.

7th Grade Math RIT Growth 2018-19 226.1 Mid-Year Mean Norm	RIT Score Change from Winter to Spring (2.47 Growth Norms typical)	Growth
Lowest Performers	196 to 220	**+24**
	196 to 185	-11
	193 to 208	**+15**
	4th student transferred	
Highest Performers	243 to 248	**+5**
	231 to 240	**+9**

● 8th grade (18 students) - Nine students were considered intensive, performing at a 4th grade level, 3 were below grade level, and 6 performed at or near grade level. Of intensive students 7 were tested over both periods, and 5 demonstrated progress above the typical growth norm (71% met goal); 2 students declined. Of the highest performers, one demonstrated extremely strong growth (50% goal met), one declined but remained above grade level, and one student transferred. Remediation and intervention are key components to close the gap for students.

8th Grade Math RIT Growth 2018-19 229.1 Mid-Year Mean Norm	RIT Score Change from Winter to Spring (1.78 Growth Norms typical)	Growth
Lowest Performers	184 to 186	**+2**
	192 to 208	**+16**
	197 to 190	-7
	200 to 209	**+9**
	202 to 207	**+5**
	203 to 214	**+11**
	204 to 195	-9
Highest Performers	242 to 235	-7
	230 to 243	**+13**

● 9th grade (16 students) - The 9th grade class is SDIS' strongest class with 6 students performing above grade level, 8 students nearing grade level, and 2 students below grade level. Results included the lowest performer growing above the typical growth norm (the other student transferred), and 4 of the 5 highest performers demonstrated strong growth above the growth norm (one student transferred).

9th Grade Math RIT Growth 2018-19 *232.2 Mid-Year Mean Norm*	RIT Score Change from Winter to Spring *(1.17 Growth Norms typical)*	Growth
Lowest Performers	199 to 203	**+4**
Highest Performers	250 to 259	**+9**
	240 to 235	-5
	239 to 244	**+5**
	238 to 250	**+12**
	234 to 239	**+5**

A 90-Day Plan ELA Goal was developed for English Language Arts/Reading. The ELA goal was for 50% of students identified as above grade level to show 15 point growth (or 7 point benchmark) in NWEA RIT Reading scores by Spring 2019, and for 50% of students identified as intensive/below grade level to show 10 point growth (or 6 point benchmark).

● 6th grade (10 students) – This grade struggled in reading, and over half were performing below a 3rd grade level. Two students were nearing grade level, and one was above level. Three of 8 students (38%) demonstrated strong growth, while 5 students declined. The highest performer stayed consistent, and a second student at grade level rose to high performer.

6th Grade ELA RIT Growth 2018-19 *214.2 Mid-Year Mean Norm*	RIT Score Change from Winter to Spring *(1.54 Growth Norms typical)*	Growth
Lowest Performers (For context, note that 171.5 is 1st grade, 184.2 is 2nd grade, and 195.6 is 3 3rd grade)	206 to 214	**+8**
	179 to 176	-3
	181 to 206	**+25**
	175 to 173	-2
	194 to 177	-17
	183 to 167	-16
	203 to 211	**+8**

	190 to 179	-11
Highest Performers (221 is 10th grade; 222.7 is 11th)	222 to 222 215 to 221	**0** **+6**

● 7th grade – Seven students were considered intensive, the majority were nearing proficiency, and 4 were above proficiency. Of the 7 intensive students, all demonstrated growth, with 6 of the 7 aligned with or above the 7th grade growth norms. One student fell by -17. The four highest performing students maintained above grade level, but 3 of the 4 fell; this indicates additional differentiated instruction for highest performers is needed.

7th Grade ELA RIT Growth 2018-19 *216.9 Mid-Year Mean Norm*	**RIT Score Change from Winter to Spring** *(1.25 Growth Norms typical)*	**Growth**
Lowest Performers	199 to 205 188 to 200 192 to 193 197 to 180 197 to 202 169 to 172 197 to 200	**+6** **+12** **+1** -17 **+5** **+3** **+3**
Highest Performers	223 to 219 221 to 227 238 to 232 231 to 228	-4 **+6** -6 -3

● 8th grade (17 student) – Students are equally divided with 8 intensive and 9 nearing grade level. Of lowest performers, 5 of 6 demonstrated growth at or above the growth norm, and 3 students transferred prior to Spring testing. Two students moved from below grade level to high performer.

8th Grade ELA RIT Growth 2018-19 *219.1 Mid-Year Mean Norm*	**RIT Score Change from Winter to Spring** *(0.99 Growth Norms typical)*	**Growth**
Lowest Performers	177 to 181 186 to 198 190 to 191 195 to 199 200 to 206 204 to 200 3 students unenrolled prior to Spring testing	**+4** **+12** +1 **+4** **+6** -4
Highest Performers	208 to 226	**+18**

	218 to 228	**+10**

- 9th grade (16 students) - This grade needed additional support, as 5 fell in the intensive ranges with 6 nearing grade level, and 5 above grade level. Small group time increasingly focused on Common Core standards that were not yet mastered, and by Spring, the lowest performers demonstrated strong growth above growth norms, with the highest performing students maintaining above grade level norms.

9th Grade ELA RIT Growth 2018-19 *221.3 Mid-Year Mean Norm*	RIT Score Change from Winter to Spring *(0.6 Growth Norms typical)*	Growth
Lowest Performers	194 to 196 205 to 210 208 to 212 209 to 218 216 to 228	**+2** **+5** **+4** **+9** **+12**
Highest Performers	232 to 244 240 to 237 234 to 235 255 to 247 231 to 223	**+12** -3 **+1** -8 -8

Overall, a note again that small group size can have dramatic effects on group scoring, resulting in large margins of error with the potential for high variability, especially when contexts such as staff turnover (at the teacher level and administrative level) and changing structures are considered. It is likely that negative growth scores seen in some test results represent students' responses to these factors. With the highly-vetted, stable leadership now in place, SDIS is working to ensure all students are supported and growth in grade proficiencies will be consistently addressed to promote exponential growth.

Strong Longitudinal Growth

A further analysis of 2018-19 NWEA Reading scores for 8th and 9th graders who began at SDIS in 6th and 7th grade and have remained immersed in SDIS' unique programming for 2+ years, shows that out of 14 students, 12 saw consistent improvement year over year, with strong RIT score gains ranging between +9 to +33 points from their first year at SDIS through the Winter 2019 semester; the other two students have consistently remained above grade level.

- Four students in this group began their first year from 21 to 40 points below grade level, and during their tenure at SDIS, have made notable progress in closing the gap; their scores now range only 3 to 14 points below level.
- Six of these students began their first year at SDIS below grade level and are now at or above grade level--most notably, one student began 7th grade at SDIS 28 points below level, and now exceeds grade level.

Data demonstrates that culturally responsive education can have longitudinal impact for students who have struggled academically in other settings. We are convinced that our innovative, culturally responsive programming, when paired with improved structure and consistency, will yield increasingly strong results. We will not rest until all of our students are performing at their best.

School/Leader/Teacher Actions

(1)   SDIS enrolled the 2017-2019 Head Administrator in NMPED's Principals Pursuing Excellence (PPE), beginning with the 2018-19 SY, with the goal of strengthening her leadership skills, as well as helping the school to be eligible for Teachers Pursuing Excellence (TPE) programs in future years.

(2)   Instructional team support and accountability was provided through classroom observation, weekly one-on-one administrator-teacher curriculum meetings during each teacher's two-hour planning block, and weekly two-hour Professional Development for the full instructional team. Each of these opportunities are used to review lesson plans, refine curriculum, discuss student behavioral or academic challenges , and plan cross-curricular interaction to more fluidly incorporate Zuni and Navajo language and culture into core courses of ELA, Math, Science, and Social Studies.

Outcomes:

●   The intensified teacher observations, critical feedback, and general school environment created by our previous Administrator created some stress among instructional staff, resulting in significant turnovers; and required ongoing hiring throughout the Administrator's two year tenure. As many as three different teachers taught ELA and Math classes during that time, resulting in confusion and shifting standards.

●   Due to escalating issues indicating the Head Administrator was not the best fit for SDIS, the Governing Board made the difficult decision to not renew the Administrator's contract after the 2018-19 school year.

2019-20 Improvement Activities

Following the termination, an Interim Head Administrator stepped in to afford the SDIS Governing Council the time needed to conduct a thorough recruitment and hiring process. As a transition year, improvement focused on weekly Professional Development led by the Head Administrator, with content leads providing core expertise. When students were struggling, they were provided with one on one instruction during teachers' free periods, and were referred to Out of School Time tutoring for small group instruction in ELA and Math as needed. Tutoring was facilitated by certified teachers and Title I staff (about 5 students participated for one hour each day), and intervention was supported by the Lead Teacher.

2020-21 Improvement Activities

After a year-long recruitment effort, the Governing Council enthusiastically hired Dr. Tamara Allison as Head Administrator for the 2020-21 school year. She holds an Ed.D. in Educational Leadership and Innovation from Arizona State University, an M.A. in Educational Leadership from Western New Mexico University, and a BA in English from the University of New Mexico. She is certified as a Level 3b PreK-12 Administrator, and brings to SDIS 14 years of experience as a principal at both the elementary and secondary school levels, most recently with Tohatchi High School. Her career has demonstrated a commitment to interactive, hands-on instructional strategies to teach grade level standards and intervention, data analysis, and instructional strategic planning and implementation. As a former department head of English, she worked with a team to align curriculum to standards and developed a freshman writing program for all 9th grade teachers to use as intervention; as a result the passing rate of the writing portion of the high school exit exam increased from 50% to 90%.

In 2020-21 under Dr. Allison's leadership, SDIS is developing a strong and resilient team of educators, including five licensed teachers (STEAM, ELA, Math, Zuni, Navajo), three Educational Assistants/SPED Assistant, a Community Development Specialist/Federal Programs Liaison, and Administrative Assistant, and Consultant Special Education Coordinator. A Humanities teacher is actively being recruited. After significant turnover between 2017 and 2019, seven of the current staff have now been with SDIS for two years or

longer. Three weeks of professional development were conducted prior to the school year, to help build a strong team and proactively address plans for the 2020-21 school year.

In the current year, the instructional team collaboratively reviewed the past four years of NWEA MAP, PARCC/TAMELA, and WIDA data to develop improvement goals. The team shared their historical perspectives, contributing to the current 90-Day plan analysis.

Math – Summative Proficiency in the 2018-19 school year overall grew by 2 points, from 9% to 11%. The 10th grade demonstrated 0% proficiency; overall, proficiency levels have seen a net decline. Short Cycle Assessment via NWEA MAP for 2019-20 school year demonstrated an increase in the percent of cohorts who met projections across all grade levels, as compared to 2018-19 NWEA data (the lowest year for students meeting their growth projections). 2019-20 school year growth was the lowest for new incoming 6th grade students at 33%.

Causes: (1) Students did not receive a consistent program of math instruction due to frequent teacher turnover (3 different math teachers in 2018-19); (2) Students during the first semester had difficulty understanding the math teacher's instruction, as instruction was from the perspective of a civil engineer rather than a secondary education approach. A new instructor was not hired until January 2020.

Root Cause: Instruction did not adequately assess or address learning gap areas/pre-requisite skills, and steps for solving problems were not broken down and paced to effectively aid in/foster student learning. Due to barriers in hiring long-term math instructors, students were behind in the standards that needed to be mastered by MOY.

Focus Areas: Data-Driven Instruction (DDI) and Tier 1 modeling—Professional Development will focus on helping educators to work with students to break down the steps, checking for understanding (steps known and not known), and provide additional help (further breakdown, explanation and examples); Administrator will help teachers understand how to identify gap areas and take action to address them (re-teaching of pre-requisite skills). Educators will be supported in using DDI (focused on NWEA short cycle assessment, student work, and class assessments) to identify the standards learned and ongoing student needs.

SDIS will have its first senior class in the 2021-22 school year. The benchmark this year is to have student Next Step Plans completed and course audits completed. Audits will determine coursework needs in particular for our junior class as they prepare for graduation next year. By June 2021, 100% of Next Step Plans and Course Audits will be completed for students in grades 8-11. 8th grade students will complete their Next Step Plans during ELA, and high school students will complete theirs during Advisory.

Actions: 1) Strategies for modeling in guided steps, 2) Strategies for checking for understanding and providing additional instruction via a whole class mini-lesson and individual/small groups to address learning gaps, 3) Analyzing data such as student work, class assessments, and short cycle assessments and developing next step actions.

Reading – Summative assessments (2019-20) overall increased from 15% to 25% proficiency. Eighth grade was especially concerning at 0% proficiency. For NWEA short cycle assessment, in 2019-20 based on half-year data (Fall to Winter), two grade cohorts increased year over year the percent of students meeting RIT growth projections (7th to 8th grade growing 24% to 55%, and 9th grade to 10th grade growing 42% to 50%). New incoming 6th grade students tested the lowest at 20%, and 7th grade and 8th grade students had not yet reached their prior year proficiency as of the Winter 2019 assessment.

Causes: SDIS' ELA classes had two ELA teachers in 2019-20.

Root Cause: Consistent instruction was not provided in grade level standards. More guided instruction needs to be provided to 6th graders in how to complete assignments. Checking of understanding needs to be done to identify performance gap areas and to provide feedback and additional instruction to address learning gaps.

Focus Areas: DDI – Analyzing data will be a focus area, to include student work, class assessments, and short cycle assessments. Educators will be supported in identifying gap areas and taking action to address them (re-teaching of pre-requisite skills/learning gap areas). Tier 1 focus will include (1) Identifying and providing instruction of standards in all quarters at the grade instructional level; (2) Supporting educators in learning to model/show how to complete the instructional activity (e.g., how to conduct research, how to write a paragraph and a multi-paragraph writing piece, and how to improve the content, grammar, and mechanics of a writing piece), and providing samples and direction guides (guiding questions and a checklist) that help a student to do the assigned activity; and (3) Checking for understanding by identifying what parts students know and don't know, and providing feedback and additional instruction as needed. Tier II (SAT) process will focus on individualized support using research based interventions and frequent progress monitoring. School leadership will focus on supporting educators with DDI, observations and feedback, standards aligned instruction, and ongoing weekly Professional Development.

SDIS has set a goal of 10% growth from BOY to EOY, as we feel this goal is appropriate for all groups, including SPED, Native American, Economically Disadvantaged, and English Learners, for all grades, in Math and ELA.

b. School or Mission Specific Charter Goals

Pursuant to 1978 NMSA, §22-8B-9.1 each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school or mission specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did <u>not</u> meet all of their goals in each year of the contract term, provide a narrative that addresses the <u>improvement actions </u>**(school/adult/leader/teacher actions)** <u>targeted to improve the school's performance on that school or mission specific goal </u> and the <u>success of those actions </u>**(student academic successes/improved outcomes)**. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school or mission specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the renewal site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions _and_ the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the renewal site visit or during the "desk audit" review of the application. If providing data, please attach in Appendix A and reference the appendix by name in the narrative. (Appendix A – Mission Goal Data)

Schools that have met all of their school or mission specific goals in each year of the contract term do <u>NOT</u> provide a narrative.

Students come to SDIS for a strong, standards-based education that is fully integrated with Indigenous culture and language within a small, close-knit, and place-based community. Many students come to SDIS after failing to thrive at their district school, and have fallen behind in their proficiencies. SDIS embraces each of our students, and our approach is designed to provide the individualized supports that will help each student to thrive. Our data demonstrates that there is still room for much growth. And it also demonstrates that in both math and reading, SDIS grade cohorts--though inconsistent--are in fact experiencing strong conditional growth. This means that, based on NWEA MAP results, students at SDIS are growing academically at a higher rate than is expected, based on the rate of growth seen nationally by students who start at the same proficiency level. With the strong educational plan our new and reinvigorated staff is implementing, we are paving the way for a new season of strong and consistent growth.

SDIS has selected the NWEA MAP short term assessment in Mathematics and Reading as strong, academically-oriented mission-specific indicators in order to consistently monitor academic growth and grade level proficiency. The assessments are administered in the Fall, Winter, and Spring of each year to provide feedback that can be addressed within each school year.

The NWEA MAP is a nationally normed study, based on a normed group from 2015. NWEA MAP uses the Rasch Unit (RIT) as an equal interval scale that allows for mathematical calculations without the need for statistical adjustment.

SDIS specifically looks at two indicators; meeting the goal on either of these indicators would qualify as "meets standards":

- **Growth** – Growth is measured based on the statistical expectation that students will grow academically a certain number of RIT scores based on the Peer work done in the 2015 norming study. Growth is determined from Fall to Spring, with success measured by students meeting or exceeding the projected RIT in the Winter or Spring assessment. Also included is the School Conditional Growth Percentile which measures how well the grade level grew relative to peers on average. The 50th percentile matches peer growth. Less than 50 is less than average growth. More than 50 is greater than average growth, and is a measure of growth toward proficiency.
- **Grade Level Proficiency** – Grade level reports look at the grade level RIT, showing the percent of students who demonstrate average, high average, and high for grade level proficiency, based on nationally normed peer groups by grade level.

The school set the following goals based on Full Academic Year (FAY) students:

- **Exceeds standard**: 85%+ FAY students meet or exceed the projected RIT score OR test proficient or advanced on the Winter or Spring NWEA MAP according to the grade level proficiency report.
- **Meets standard:** 75-84% of FAY students meet or exceed their projected RIT score OR test proficient or advanced on the Winter or Spring NWEA MAP.
- **Does not meet:** 60-74% of FAY students meet or exceed their projected RIT score OR test proficient on the Winter or Spring NWEA MAP.
- **Falls far below standard:** Less than 60% of FAY students meet or exceed their projected RIT score OR test proficient on the Winter or Spring NWEA MAP.

A) Academic-Specific Indicator 1 – NWEA Short Cycle Assessment Math (Full NWEA MAP). 3 cycles annually.

Growth (Fall to Spring Results):

MATH Grade	2016-2017 School Conditional Growth Percentile (goal 50%+)	2016-2017 % Students Met RIT Score Projection (goal 70%+)	2017-2018 School Conditional Growth Percentile (goal 50%+)	2017-2018 % Students Met RIT Score Projection; goal 70%+ (met/all students)	2018-2019 School Conditional Growth Percentile (goal 50%+)	2018-2019 % Students Met RIT Score Projection (goal 70%+)	2019-2020* School Conditional Growth Percentile (goal 50%+)	2019-2020* % Students Met RIT Score Projection (goal 70%+)
Overall		67%		54%		40%		55%
6	69%	58%	80%	67%	78%	38%	16%	33%
7	98%	74%	99%	67%	78%	56%	86%	62%
8			20%	33%	10%	20%	81%	60%
9					7%	46%	97%	55%
10							97%	50%

*2019-20 results are only based on Fall to Winter results due to COVID-19 closure during the Spring

In 2016-17, SDID does not meet its goal, based on only 60-69% of students meeting or exceeding their projected RIT score.

● In 2016-17, the school demonstrated **strong conditional growth** in grades 6 and 7, when compared against other national peers for the grade level, with 50% being the norm; grades 6 and 7 respectively performed better than 69% and 98% of their peers nationally.
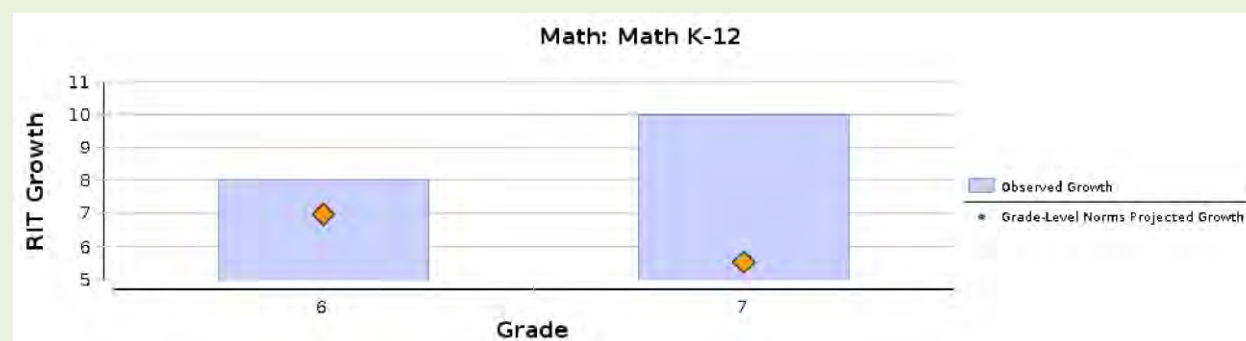
In 2017-18, SDIS falls far below its goal, based on less than 60% of students achieving their projected RIT score.

● In 2017-18, the school did demonstrate continued **exceptionally strong conditional growth** in 6th and 7th grades, when compared against other national peers for the grade level, with 50% being the norm; grades 6 and 7 performed better than 80% and 99% of their peers nationally. Grade 8 performed below national peers, at 20%.
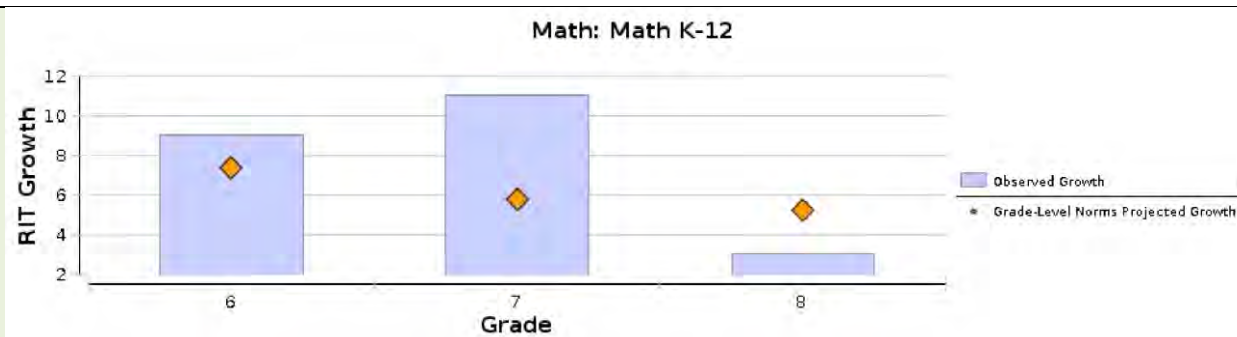
Math: Math K-12

In 2018-19, SDIS falls far below its goal, based on less than 60% of students achieving their projected RIT score. These scores begin to reflect the impact of leadership conflict over the 2017-2019 time period, with scores demonstrating drops in all grade levels.

● In 2018-19, the school did demonstrate **positive conditional growth** in 6th and 7th grades, when compared against other national peers for the grade level, with 50% being the norm; grades 6 and 7 therefore performed better than 78% of peers nationally. Grades 8 and 9 performed below national peers, and 10% and 7% respectively.

Mathematics
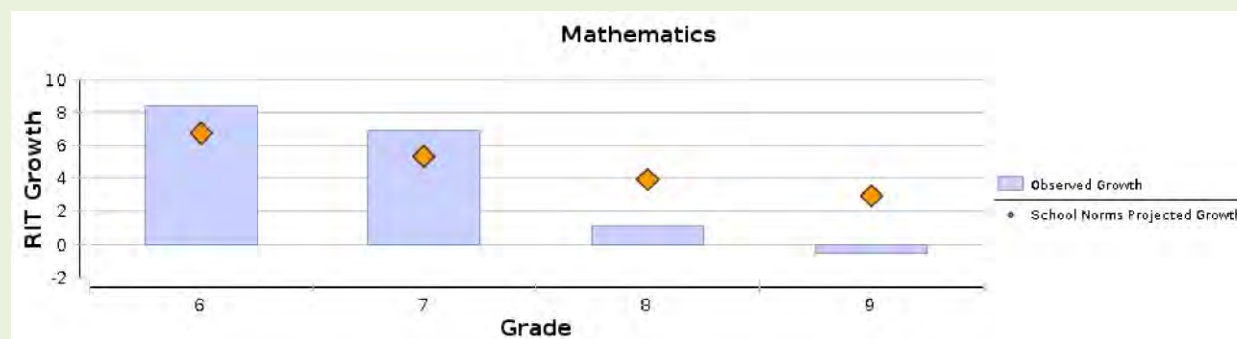
In 2019-20, SDIS does not meet its goal, based on only 60-69% of students meeting or exceeding their projected RIT score. It is important to note that these scores however only reflect growth over half the year (Fall 2019 to Winter 2020); a Spring test was not assessed due to COVID-19. It is anticipated that scores would have been higher based on a full year of growth. Looking at cohort growth from 2018-19 to 2019-20, **all cohorts demonstrated strong year over year growth**: 6th grade growing from 38% to 62%, 7th grade growing from 56% to 60%, 8th grade growing from 20% to 55%, and 9th grade growing from 46% to 50%.

This half-year data begins to demonstrate the change in leadership, albeit interim, with scores again demonstrating growth in all grades 7-10. The scores indicate that after the transitional 6th grade of entry, scores increase year over year as the impacts of culturally based education take effect, under the influence of strong leadership.

● In 2019-20, the school once again demonstrated **exceptionally strong conditional growth** in 7th, 8th, 9th, and 10th grades, when compared against other national peers for the grade level, with 50% being the norm; grade 7 performed better that 86% of peers nationally, grade 8 at 81%, grade 9 at 97%, and grade 10 at 97%. The incoming grade 6 was the only class which demonstrated struggle at 16%.

Mathematics

RIT Growth axis: 4.5, 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0
Grade axis: 6, 7, 8, 9, 10

Legend: Observed Growth; School Norms Projected Growth
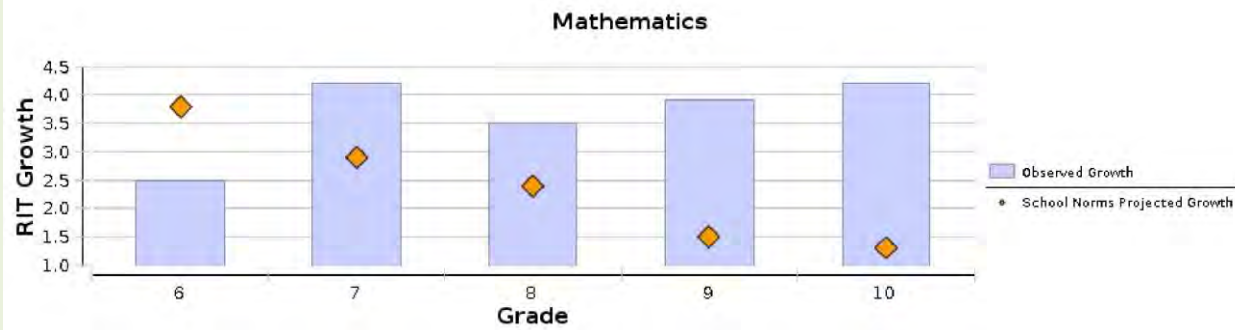
The contrast of very strong School Conditional Growth Percentiles (comparison of grade level peers nationally) to weaker Students Meeting RIT Projections (comparison of individual students by level nationally) highlights the low level of grade level proficiency with which students enter SDIS. Administrative weakness and turnover has impacted student progress. Both strong administration and strong and consistent improvement plans are now in place to support the progress of each student at SDIS.

Grade Level Proficiency

In order to show grade level proficiency, SDIS tracks the percent of students who test at "average," "high average," or "high" as identified by the Winter or Spring NWEA MAP Grade or Class report.

2018-19

MATH	2018-19 Winter (# of students)						2018-19 Spring (# of students)					
Grade	Lo	LoAvg	Avg	HiAvg	Hi	TOTAL MEETS	Lo	LoAvg	Avg	Hi Avg	Hi	TOTAL MEETS
6	70% (7)	10% (1)	10% (1)	10% (1)	0% (0)	20%	71% (10)	7% (1)	14% (2)	7% (1)	0% (0)	21%
7	59% (13)	32% (7)	0% (0)	5% (1)	5% (1)	10%	38% (8)	24% (5)	24% (5)	10% (2)	5% (1)	39%
8	58% (11)	26% (5)	11% (2)	5% (1)	0% (0)	16%	59% (10)	18% (3)	18% (3)	6% (1)	0% (0)	24%
9	36% (5)	14% (2)	21% (3)	21% (3)	7% (1)	49%	31% (5)	31% (5)	13% (2)	19% (3)	6% (1)	38%
TOTAL	55%	23%	9%	9%	3%	21%	49%	21%	18%	10%	3%	31% (+10%)

2019-20

MATH	2019-20 Winter (# of students)						2019-20 Spring				
Grade	Lo	LoAvg	Avg	HiAvg	Hi	TOTAL MEETS	Lo	LoAvg	Avg	Hi Avg	Hi
6	50% (3)	33% (2)	17% (1)	0% (0)	0% (0)	17%	No Spring test due to COVID-19 school closure				
7	53% (8)	13% (2)	13% (2)	20% (3)	0% (0)	33%					
8	35% (7)	30% (6)	20% (4)	10% (2)	5% (1)	35%					
9	42% (5)	17% (2)	25% (3)	17% (2)	0% (0)	42%					
10	11% (1)	33% (3)	44% (4)	11% (1)	0% (0)	55%					
TOTAL	39%	24%	23%	13%	2%	38%					

Based on grade level proficiency, SDIS students did not reach the goal of 70% or more testing within the "average," "high average," or "high" categories in either the Winter or Spring 2018-19 Math assessment or the 2019-20 Winter Math assessment. The 2018-19 assessments do demonstrate a positive progression, with 10% more students testing "average," "high average" and "high" in the Spring, as compared to the previous Winter (an increase of 7 students). Due to school closure on March 13, 2020 for COVID-19, the school was waived from assessing the Spring 2019-20 NWEA MAP, so a Winter to Spring comparison is not possible.

In 2020, NWEA conducted a new norming study, and historical files have been removed from their system so that results from 2015-2020 are not compared against the new 2020 norming study. For many reasons, NWEA MAP advises against comparing performance of a student on one set of MAP Growth test norms to his or her performance on another set of MAP Growth test norms (i.e., 2015 versus 2020 norms). NWEA strongly advises educators to use the 2020 MAP Growth norms, especially when reviewing data longitudinally, because these norms provide the most current and accurate reference for MAP Growth scores. Unfortunately, due to this change, NWEA has purged historical reports from their database, and SDIS' 2016-17 and 2017-18 reports are no longer accessible. SDIS is sharing in this report the last two years which we were able to access from our stored files.

Growth (Fall to Winter Results):

READING Grade	2016-2017		2017-2018		2018-2019		2019-2020*	
	School Conditional Growth Percentile (goal 50%+)	% Student Met RIT Score Projection (Goal 70%+)	School Conditional Growth Percentile (goal 50%+)	% Student Met RIT Score Projection (Goal 70%+)	School Conditional Growth Percentile (goal 50%+)	% Student Met RIT Score Projection (Goal 70%+)	School Conditional Growth Percentile (goal 50%+)	% Student Met RIT Score Projection (Goal 70%+)
Overall		73%		51%		38%		42%
6	96%	61%	19%	44%	1%	43%	1%	20%
7	99%	83%	99%	67%	1%	24%	1%	31%
8			10%	44%	65%	50%	96%	55%
9					42%	42%	3%	38%
10							97%	50%

2019-20 results are only based on Fall to Winter results due to COVID-19 closure during the Spring

In 2016-17, SDID "**meets**" its goal, based on 70-84% of students meeting or exceeding their projected RIT score.

● In 2016-17, the school demonstrated **exceptionally strong conditional growth** in grades both 6 and 7, when compared against other national peers for the grade level, with 50% being the norm; grades 6 and 7 respectively performed better than 96% and 99% of their peers nationally.
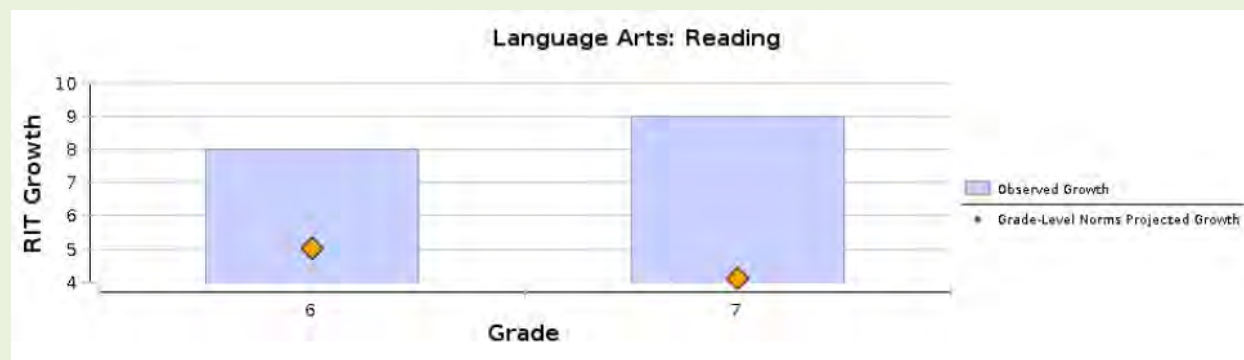
In 2017-18, SDIS falls far below its goal, based on less than 60% of students achieving their projected RIT score. Grade 7 provided a contrast at did not meet, missing the "meets" score by just 3 percentage points. While Math scores weren't as stark, Reading scores overall begin to reflect the impact of leadership conflict and educator turnover during the 2017-2019 time period, with scores demonstrating drops in all grade levels.

● In 2017-18, the school did demonstrate continued **exceptionally strong conditional growth** in grade 7, when compared against other national peers for the grade level, with 50% being the norm; grade 7 performed better than 99% of their peers nationally. Grades 6 and 8 however performed far below national peers, at 19% and 10% respectively. Note that due to small enrollment by grade level, percentages can vary significantly based on just a few students.
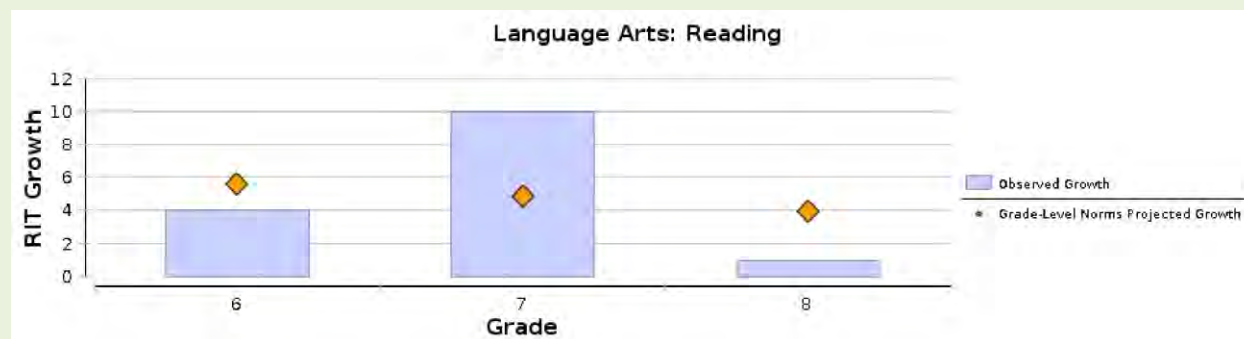
In 2018-19, SDIS falls far below its goal in all grades, based on less than 60% of students achieving their projected RIT score. These scores sharply reflect the impact of leadership conflict over the 2017-2019 time period.

● In 2018-19, the school did demonstrate **positive conditional growth** in grades 8 and 9, when compared against other national peers for the grade level, with 50% being the norm; grades 8 and 9 performed better respectively than 77% and 55% of peers nationally. Grades 6 and 7 performed far below national peers, both at 1%, demonstrating the impact of poor administration on both incoming 6th graders and rising 7th graders. Note that due to small enrollment by grade level, percentages can vary significantly based on just a few students.
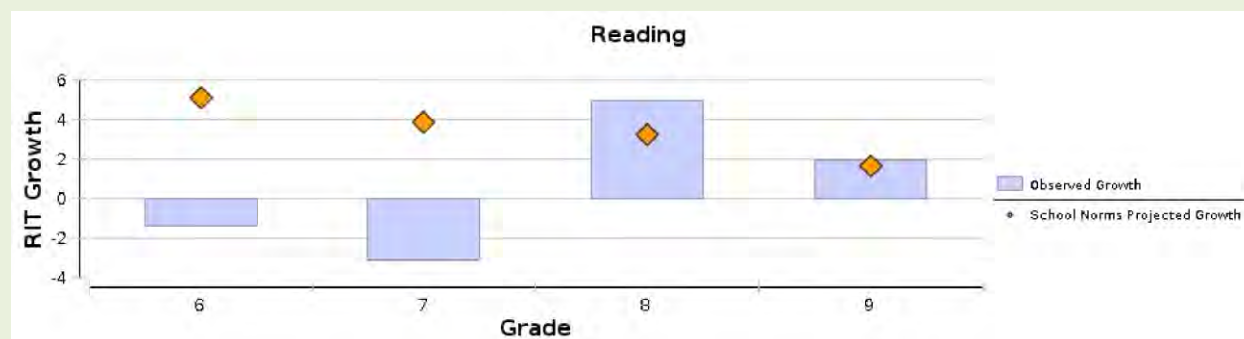
In 2019-20, SDIS falls far below its goal, based on less than 60% of students meeting or exceeding their projected RIT score. It is again important to note that this data only reflects Fall 2019 to Winter 2020 results due to school closure in the Spring because of COVID-19. This half-year data for Reading also begins to demonstrate the change in leadership, albeit interim, with scores demonstrating growth for some grades. In this truncated period, 2018-19 to 2019-20 cohort year over year scores rose for 7th grade (24% to 55%) and 9th grade (42% to 50%); 6th grade and 8th grade had not yet increased the percentage of students who met their project as of Winter 2018/19.

● In 2019-20, the school demonstrated **exceptionally strong conditional growth** in grades 8 and 10, at 96% and 97% respectively. This is especially notable for the rising 8th grade class, which only scored 1% as 7th graders in the previous year, and now demonstrated a 95 percentage point jump in conditional growth. But this strong progress is contrasted by exceedingly poor scores in grades 6 (1%), 7 (1%), and 9 (3%), when

compared against other national peers for the grade level. This is especially concerning for rising 7th graders who failed to thrive for two years, and rising 9th graders who saw a 76 percentage point drop from their 77% score in the previous year. The change in 9th grade is partially informed by a loss of 6 students after the 8th grade year, and scores being based on only 8 students.
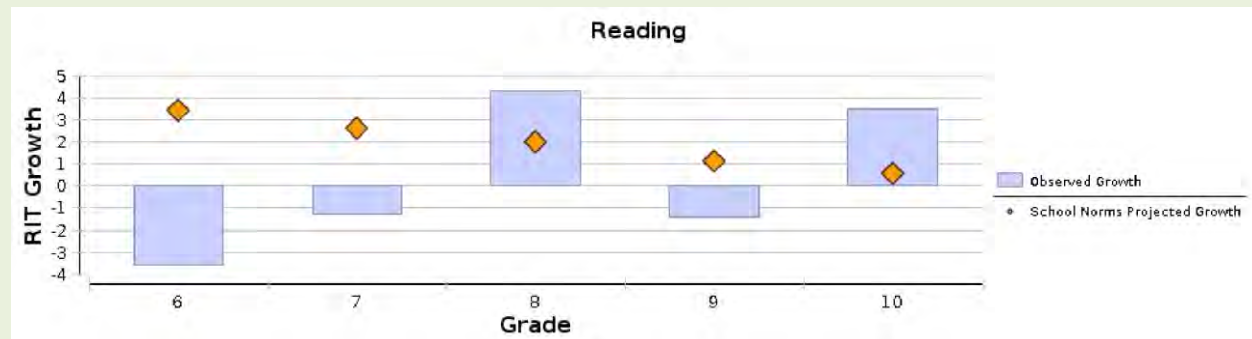
The contrast again of positive School Conditional Growth Percentiles (comparison of grade level peers nationally) to weaker Students Meeting RIT Projections (comparison of individual students by level nationally) highlights the low level of grade level proficiency with which students enter SDIS, and also provides a visual of the impact of administrative challenges. Both strong administration and strong and consistent improvement plans are now in place to support the progress of each student at SDIS.

Grade Level Proficiency

2018-19

READING	2018-19 Winter (# of students)						2018-19 Spring (# of students)					
Grade	Lo	LoAvg	Avg	HiAvg	Hi	TOTAL MEET	Lo	LoAvg	Avg	Hi Avg	Hi	TOTAL MEET
6	55% (6)	18% (2)	18% (2)	9% (1)	0% (0)	27%	50% (7)	21% (3)	14% (2)	14% (2)	0% (0)	28%
7	55% (12)	18% (4)	9% (2)	9% (2)	9% (2)	27%	45% (10)	18% (4)	18% (4)	14% (3)	5% (1)	37%
8	50% (9)	22% (4)	28% (5)	0% (0)	0% (0)	28%	44% (7)	13% (2)	25% (4)	13% (2)	6% (1)	44%
9	21% (3)	21% (3)	14% (2)	29% (4)	14% (2)	57%	7% (1)	27% (4)	33% (5)	13% (2)	20% (3)	66%
TOTAL	46%	20%	17%	11%	6%	34%	37%	19%	22%	13%	7%	42% (+8%)

2019-20

READING	2019-20 Winter (# of students)						2019-20 Spring				
Grade	Lo	LoAvg	Avg	HiAvg	Hi	TOTAL MEET	Lo	LoAvg	Avg	Hi Avg	Hi
6	67% (4)	17% (1)	17% (1)	0% (0)	0% (0)	17%					
7	47% (7)	20% (3)	20% (3)	13% (2)	0% (0)	33%		No Spring Test due to COVID-19 school closure			
8	25% (5)	35% (7)	20% (4)	15% (3)	5% (1)	40%					
9	44% (4)	22% (2)	33% (3)	0% (0)	0% (0)	33%					
10	20% (1)	40% (2)	20% (1)	20% (1)	0% (0)	40%					
TOTAL	38%	27%	22%	11%	2%	35%					

Based on grade level proficiency, SDIS students did not reach the goal of 70% or more testing within the Average, High Average, or High category in either the Winter or Spring 2018-19 Reading assessment or the 2019-20 Winter Reading assessment. The 2018-19 assessments do demonstrate a positive progression, with students testing average, high average and high in Spring a total of 8 percentage points higher than in the Winter (an increase of 7 students). Due to school closure on March 13, 2020 for COVID-19, the school was waived from assessing the Spring 2019-20 NWEA MAP so a Winter to Spring comparison is not possible.

Again, due to the NWEA switch to an updated 2020 norming study, as well as its purging of historical reports, SDIS' 2016-17 and 2017-18 reports are no longer accessible. SDIS is sharing in this report the last two years which we were able to access from our stored files.

3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…failed to meet generally accepted standards of fiscal management.

a. Audit Report Summary

Every charter school is subject to the Audit Act. (1978 NMSA §22-8B-4; 1978 NMSA 22-8-1 *et. seq*.) The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings.

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY17	5	1) Cash disbursements were not in accordance with SDIS' established internal control structure. Rating: material weakness	1) Fiscal year 2017 was the first year of operations for SDIS. The School transitioned through several Business Managers and transitioned to a new accounting system which resulted in some significant technical difficulties. Our current Business Manager has been on staff for three years, and is thoroughly familiar with our internal control structure, and our accounting system. This finding was resolved and did not occur in the audit the following year.
		2) At the time of the audit, the school was transitioning to a new Chief Procurement Officer, and so, did not yet have a certified, trained CPO. Rating: compliance	2) In 2017, school administration agreed to ensure a new Chief Procurement Officer was trained and registered with the New Mexico General Services Department. However, this finding was not resolved before the audit of FY18.
		3) Documentation for a small number of employees, including payroll, certifications and background check documents, was not on file at the time of the audit or lacked needed signatures. Rating: compliance	3) After this audit, school administration and management worked together to correct the issues through staff trainings and management oversight. This finding was resolved and did not occur in the audit the following year.
		4) The SDIS Audit Committee was found to not have the required membership. Rating: compliance	4) SDIS had two Governing Council members serving on the Audit Committee in 2016-17, but due to transition of Business Managers and Administration, failed to appoint the community and parent members. SDIS is now in compliance with this statute.
		5) At the time of the audit, our capital asset inventory had not yet been completed. Rating: compliance	5) School administration and management, along with the SDIS Governing Council, committed to working together to correct this issue through stronger management oversight. This improvement action proved effective, as the finding was resolved prior to the next year's audit.

FY18	2	1) Due to staff turnover, our Chief Procurement Officer position was unfilled, and SDIS was found to be in need of a registered, trained CPO. Rating: compliance 2) One outstanding check was not cancelled in a timely manner. Rating: compliance	1) This finding was caused by staff turnover and managerial oversight. Shortly after the 2018 audit, an eligible staff member was identified, certified and trained, and the issue was resolved prior to the 2019 audit. 2) This finding was due to a miscommunication between the school and a vendor. Once the miscommunication was clarified, the issue was resolved before the following year's audit.
FY19	1	1) Two payments were not made in a timely manner, incurring a total of $86 in late fees. Rating: compliance	1) SDIS does have solid protocols in place to ensure timely processing of invoices, and staff have been required to review these policies to ensure timely payments moving forward, and a resolution of this finding before our next audit.

Financial Performance Framework Findings

Accounting Principles:
SDIS has consistently met standards for Accounting Principles, and has received a PED rating of "Meets Standard" because the school did not have any significant deficiencies or material weaknesses in 2019's external audit findings.

Financial Compliance:
At the time of 2019's site visit, SDIS was transitioning to a new Chief Procurement Officer who was not yet registered with the NM Purchasing Department. Additionally, two staff member files did not contain all of the needed documents, and our documentation did not reflect the required membership for the Audit and Finance Committees. These findings resulted in PED issuing a rating of "Falls Far Below Standard" on this measure.

The rating was maintained in January 2020, because, although the school provided evidence of the Chief Procurement Officer's certification, and development of the required committees, the school did not provide sufficient evidence of a Corrective Action Plan to address audit findings from previous years.

In February 2020, PED noted a 2019 audit finding (not a material weakness of significant deficiency) in which SDIS did not make two payments in time, resulting in a total of $86 in assessed late fees. The PED team also observed that, although SDIS' Finance Committee was in compliance, our Audit Committee did not have all required members.

Our Business Manager and new Head Administrator are aware of these findings, and the requested follow-up to rectify the findings. The finding of lack of required Audit Committee membership resulted from a documentation error on our part, as four of the required six Audit Committee members are a parent, a

community member, the Head Administrator, and the Business Manager, and the Governing Council had not documented their participation on the Audit Committee in their meeting minutes. The Governing Council appointed members on September 21, 2020 and has documented the appointments in the meeting minutes; we will provide evidence that we have corrected and formalized the members serving on the Audit Committee to align with statutory requirements before the end of October.

b. Board of Finance

Pursuant to 1978 NMSA §22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to 1978 NMSA §22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the Commission to revoke or refuse to renew the charter of the state-chartered charter school.

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 **(school/adult/leader/board actions)** on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions **(improved practices and outcomes)**.

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 provided in an appendix (Appendix B – Board of Finance) and verifiable through evidence at the renewal site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

N/A

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school…committed a material violation of any of the conditions, standards, or procedures set forth in the charter… *or*…violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms of Comprehensive Educational Program

Pursuant to 1978 NMSA §22-8B-9, each charter contract must contain material terms of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms, or in some contract versions, the components of the comprehensive educational program.

If a school received a rating of "working to meet standard" or "falls far below standard" for Indicator 1.a in its Web-EPSS annual report for any year within the contract term, the school must describe the improvement actions the school made to address the deficiencies.

Operational Structure
SDIS adheres to the material terms of our charter contract. Our length of school day is 6 hours and 55 minutes in length four days of the week, and one day per week is 4 hours and 54 minutes long (ending early to allow time for staff professional development). We work to provide 180 instructional days over the year. While instructional hours have consistently been met or exceeded, our calendar was one day short of our stated goal of 180 instructional days, due to counting the observance of Shalako (a day to honor our student's heritage and traditions) as a floating holiday rather than a uniform no-school day. For the upcoming 2020-21 school year, SDIS is providing 190 instructional days as part of our re-entry plan, in addition to all observed holidays, and in years in which we can hold school normally, we will consistently provide 180 instructional days (Shalako has been changed to a no-school day, to ensure an accurate count). SDIS has been adding a grade level each year, and in the 2020-21 academic year, we serve grades 6-11 with an enrollment of 80 students. This enrollment is within the capacity of 190 students approved by the PFSA, and lower than our cap of 300 students, in alignment with our charter. Grade 12 will be introduced in the 2021-22 school year, and enrollment growth will continue to be a priority to support the continuous growth of supportive educational programs.

Mission
The Six Directions Indigenous School mission is as follows: Through a commitment to culturally relevant Indigenous education and interdisciplinary Project-Based Learning, we 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.

We remain committed to our mission of being the providers of culturally relevant Indigenous education and interdisciplinary Project-Based Learning (PBL) to the students of Gallup and the surrounding areas, who would not otherwise have access to these unique educational programs. Our vision for SDIS is to create a place where students—many of whom have experienced generational and direct racial/identity trauma—have a safe space to master the skills needed to succeed in adulthood, while forming meaningful connections to their own identity, the natural world, their history, and community. (Please see Part B, Section 1 for additional discussion of implementing SDIS' mission specific indicators)

Educational Program
Our commitment to the mission is what drives our innovative educational programs, including Culturally Responsive Education and PBL, which are provided through a trauma-informed lens. These concepts intersect and enhance one another, providing a holistic experience in which students gain the tools they need to succeed in school and in life.

Culturally responsive education: SDIS educators are continuously supported in designing and implementing culturally integrated curriculum that recognizes and values traditional knowledge and epistemology, addresses authentic and local topics, and allows students the freedom to safely explore and develop their individual cultural identities. During professional development and individual coaching sessions, teachers are asked to present their PBL unit plans to the instructional team, inviting transparent review and constructive feedback that ensures our teachers and teaching assistants understand the content being taught across all coursework, can contribute their own unique insights to each other's unit plans, and are continuously growing and stretching themselves.

The Head Administrator together with the Lead Teacher uses weekly professional development sessions and classroom observation to ensure that:

● 	 PBL unit plans include authentic and local problems, products, and contents.
● 	 PBL unit plans include Essential Questions that challenge students to make sense of their personal identity and community.

The Head Administrator also works to ensure that professional development topics include Culturally Responsive methodologies.

Project-Based Learning is implemented as a deliberate part of our curriculum, where each day students attend schedule blocks devoted to humanities and STEAM subjects. Teachers design quarter-long thematic units using the backward planning Understanding by Design (UbD) framework. UbD guarantees that PBL is embedded with intellectual rigor and deep meaning. PBL learning mirrors traditional methods of Indigenous teaching, as it emphasizes learning by doing, and connection with community. Daily Skills Labs are used to

ensure our students have a strong grasp of Math, Writing, and Reading concepts. Lab instruction is individualized to students' skill levels, and informed by formative assessment results. PBL programming then provides opportunities for students to exercise their new skills learned during Labs.

In SDIS' 2018-19 annual plan, reviewers did not feel they adequately observed PBL instruction, and were unable to determine the Essential Questions informing learning and how activities reflected PBL. This is one issue leading up to SDIS not renewing the contract for the former Head Administrator after the 2018-19 school year. At the site tour on February 25, 2020, SDIS was able to demonstrate PBL approaches throughout the curriculum, and received a "Meets Standard" rating.

Evidence for this approach includes:

- Development and implementation of a yearly schedule that includes Humanities and STEAM PBL and Skills Labs for Math, Reading, and Writing.
- Developed curriculum that supports Humanities and STEAM PBL and Skills Labs.
- Student assessments for PBL units that incorporate rubrics based in the identified outcomes for PBL.

Student Focused Terms
SDIS strives to provide supports for students that go far beyond what is offered in typical school settings. The student focused terms of our education program include Restorative Justice practices, holistic wellness and positive youth development, all of which contribute to our mission to create a learning environment where students are fully supported.

Restorative Justice: SDIS' culture and student discipline policies have been designed with Restorative Justice in mind. The goal is to 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.

The Head Administrator and instructional team ensure Restorative Justice is being implemented in alignment with our mission, by monitoring the following forms of evidence:

The use of community-building circles as an element of Advisory Course.
The use of informal Restorative conversation protocols and procedures to resolve conflict.
The use of formal Restorative Justice conferencing as part of student discipline policies and procedures.
Professional development agendas that include staff development in the use of Restorative practices.

Holistic Wellness and Positive Youth Development: SDIS approaches student growth and health indicators through the frameworks of Positive Youth Development (PYD). PYD is a commitment to building youth strengths rather than focusing on preventing or fixing deficiencies. The Head Administrator and Instructional Team monitor the following evidence to ensure approaches are aligned with the PYD framework:

Wellness programming, incorporated into Advisory, supports students in setting personal goals and reflecting on their progress.
The schedule includes daily advisory (weekly during virtual learning) addressing topics reflecting PYD principles.

Teacher Focused Terms
We recognize that our teachers and staff are our most valuable asset in implementing all educational and supportive actions at SDIS. Our teacher focused terms include staff orientation and ongoing professional development so that our teachers can fully support students academically and otherwise.

Staff Orientation: SDIS provides at least two full weeks of orientation and professional development before the first day of school—88.5 hours were provided over 13 days in August prior to the 2020-21 school year. During this time, we focus on building relationships and staff culture; ensuring staff are prepared to implement our program in advisory, and academic delivery including areas such as cross-curricular PBL; using Understanding by Design to develop lesson plans; the map for advisement and standards/skills, and understanding of how to approach coursework through the lenses of holistic wellness, PYD, Restorative Justice, and culturally responsive Indigenous education.

- A plan and agenda for summer professional development is developed annually to ensure this commitment is delivered.

Professional Development: SDIS provides two hours of weekly professional development to insure continuous improvement is supported throughout the year. We have also built in two professional development non-

instructional days during the year—held on September 21, 2020 and January 18, 2021 in the current school year. We feel this time commitment, especially as a young and small school, is critical for building staff culture, and providing adequate time for reflection and improvement as needed. During this time, teachers do data reflection, reconfigure groups by skill level, review each other's unit plans, and reflect on our strengths and weaknesses as a school given a broad set of data (i.e., attendance, grades, short cycle assessment data, school culture survey data, and work samples).

Parent Focused Terms
We pride ourselves on our focus around community and the importance of staying connected to our culture and traditions. Honoring and including our families and community is a critical element of this focus. Our parent focused terms include communication between school and families about student progress, the presence of a Family Advisory Committee, and moving forward we will host Showcase events, all of which give our students' families a sense of connection to their child's education, and helps us stay connected to the SDIS community.

Communication about student progress: To ensure we stay in communication with our students' families, advisors compile a narrative of student progress to be shared with families, and individual student progress is shared with families via report cards each quarter. Students themselves reflect on their personal health and wellness, their goals, and their progress, and share this with their family during a quarterly Student-Led Conference (SLC), with guidance from their advisor. These SLCs focus on setting goals and making plans for the coming quarter, and inform Next Step Plans. In addition to conferences and report cards, families can access student grades and attendance information through a Remind link on the school's website. During distance learning, communication is supported through scheduled time for daily individualized help and family outreach (one hour daily, M/W for MS and T/R for HS). Checks in will also occur through a virtual open-house/orientation, monthly student/family virtual meetings, and parent-teacher conferences. Forms of evidence include:

- An SDIS-specific report card
- SLCs included in the school schedule
- Advisory curriculum that includes student reflection and preparation for SLCs

Family Advisory Committee (FAC): Family Advisory Committee (FAC): The SDIS Governing Council (GC) bylaws include support of a FAC, with attendance by at least one GC member. The FAC meets monthly to assess the school's performance, bring forth concerns, and propose ideas for the betterment of the school. The Committee advises the Head Administrator and the Governing Council directly to help them stay in touch with families and the community. Evidence of the FAC's involvement will be provided via FAC meeting agendas and minutes. At the September 2020 Governing Council meeting, we created a 2020-21 standing committee schedule plan, with one committee meeting held before each Governing Council meeting on a rotating basis. The FAC committee will elect its leadership, review their mandate in the by-laws, and report to the full GC on their progress.

Showcase Events: Part of our curricular design is to value the importance of public displays of learning. At the end of each quarter, we plan to host a Family and Community Showcase event in which students share their PBL projects with families and community members. Showcase Events will be designed to help families feel welcomed into our school in a non-threatening, informal setting. Evidence for Showcase Events include:

- School calendar shows Showcase Events
- Announcements for Showcase Events

Annual Report section 1.a: NM A-F Grading System/System of School Support & Accountability and Required Academic/Mission Specific Performance Indicators
In our first year of operations (SY 2016-17), PED gave us a rating of Falls Far Below Standard, as we had received a school letter grade of F. The following year (2017-2018) demonstrated improvement, as we were able to provide evidence of school improvement actions, and increased our school letter grade to a D, with an increase in nearly 20 points on the Overall Score (26.92 points in 2017, 46.36 points in 2018). SDIS received a rating of Does Not Meet Standard. In 2019, under the new school assessment system, we received a rating of Falls Far Below Standard, based on an Overall Score of 39 out of 100. Students enrolling at SDIS in 6th grade typically test below proficiency, and targeted intervention and supports are required to help students progress to level.

SDIS' work has been slowed due to difficulties in recruiting and finding the right fit with an administrator. We had an Interim Head Administrator in 2016-17, with a Head Administrator hired November 2016, and

terminated March 2017. A long-term Head Administrator was hired in 2017, and served through the 2017-18 and 2018-19 SY. In 2018 SDIS applied for Comprehensive Improvement Schools support through NMPED, and received funding to enroll the Head Administrator in Principals Pursuing Excellence, as well as to hire additional tutors and instructional coaching staff to support improvement. Unfortunately, this improvement process was halted, as the Governing Council felt compelled to take decisive action and not renew the Administrator's contract due to growing evidence of a poor fit with SDIS' vision. In 2019-20, SDIS contracted with an Interim Head Administrator, to enable the Governing Council to invest the needed into conducting a thorough hiring process, developing a strong Administrator Observation and Review process, and ensuring that the school is positioned for long-term and continuous success. After a rigorous process, SDIS enthusiastically hired Dr. Tamara Allison, and is working diligently to make sure all of SDIS Material Terms are fully executed in order to create long-term consistency for the school as we support our students in progressing toward proficiency, becoming fully prepared for post-secondary education, and developing holistic health grounded in identity and culture.

Ongoing improvement work includes working with a Principal Coach, Mr. Aaron Billie, through the NACA Inspired Schools Network, continuous improvement of curriculum and lesson plans informed by data, applying additional funding toward college engagement activities, and targeted professional development and coaching with our staff led by the Head Administrator and Lead Teacher in order to ensure that all teachers are fully supported and SDIS is making substantial progress toward mission objectives.

b. Organizational Performance Framework

Pursuant to NMSA §22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated "working to meet standard" rating or <u>any</u> "falls far below standard" rating for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative <u>explaining the improvement actions made</u> **(school/adult/leader/board actions)** to meet all legal compliance requirements and the <u>effectiveness of those actions</u> **(improved practices and outcomes)** in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any Office of Civil Rights complaints, formal special education complaints or NM Attorney General complaints or enforcement action, or, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix (Appendix C – Complaint Communications), and describe the current status of the complaint. I**f 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.

Schools that do not have any repeated "working to meet standard" ratings or <u>any</u> "falls far below standard" ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section.

Since our first year of operations, we have addressed areas where we have fallen short, and worked to rectify any governance or organizational findings. Despite challenges in staff turnover with four Head Administrators over five school years, SDIS remains aligned and dedicated to our core mission, continues to be led by our Founder who serves as Chair of the Governing Council, and is working to continuously improve our processes to consistently demonstrate compliance with all requirements. Our commitment is to provide a fulfilling, holistically structured, and supportive environment in order to successfully meet the community-informed needs of our students, families, and staff.

Organizational Performance Framework findings (from site visits conducted in 2019 and 2020), and SDIS improvement plans are as follows:

III-A.00: 1a) Education Plan: Mission & Material Terms
Rating: Meets Standard in 2019-20

III-A.01: 1b) Education Plan: Applicable Educational Requirements
Rating: Falls Far Below Standard in 2018-19, *Pending for 2019-20*

SDIS earned an Attendance Success Initiative (ASI) award in 2019, and exceeded the statutorily required number of instructional hours in 2019-20. However, a review of the school's calendar and schedule resulted in a rating of "Falls Far Below Standard" in 2018-19 due to a finding that the school fell one instructional day short from what is indicated in the school's charter contract, instructional hour record-keeping contained some inaccuracies, and that some student cumulative files did not contain copies of student outcome reports of state-mandated assessments. PED's team asked that we follow up on this rating by providing evidence that the school's academic calendar aligned with charter contractual requirements, as well as provide an action plan to ensure all state-mandated assessment outcome reports are more consistently maintained.

Currently pending, the PED team identified SDIS' District Test Coordinator, but did not observe the required Fall 2019 and Winter 2020 "Test Coordinator Assessment and Security Training" certificate. The PED team also was unable to review student Next Step Plans (NSP).

SDIS has responded as follows: (1) In 2020-21, SDIS is providing an additional 10 days of instruction (190 total) as part of our Assurances for Re-entry Plan, and Shalako—a cultural celebration—has been included in the calendar as a full holiday and is not included in our instructional day count. (2) SDIS has developed and submitted to PED a Next Step Plan template and an action plan for how the school will ensure that Next Step Plans are completed and signed each year. (3) SDIS will submit to PED and keep on file the required certificate for our District Test Coordinator, demonstrating appropriate test protocol and training.

III-A.02: 1c) Education Plan: Protecting Student's Rights
Rating: Working to Meet Standard in 2018-19, *Pending for 2019-20*

McKinney Vento Act: SDIS' McKinney Vento liaison provided a Beginner Level I training certificate, but needs to further provide a Level 2 McKinney Vento training certificate. SDIS' McKinney Vento Dispute Resolution policy requires some edits to fully align with federal requirements, and the PED team did not observe Housing Questionnaire(s) within each student registration packet. McKinney Vento informational posters were also not observable, as they had been requested, but not yet received.

Student Cumulative File Review: The PED team reviewed nine student cumulative files, and observed copies of SSN and birth certificates, which are recommended to not be kept on file.

School Response: By October 30, SDIS will provide PED with confirmation of a Level 2 McKinney Vento training certificate for the liaison; a revised and Governing Council-approved McKinney Vento Dispute policy to clarify the dispute levels; evidence of poster and flyers posted; and an action plan describing how the school is handling SAT to include the name of the coordinator, as well as the action steps, responsible parties, and timelines for all aspects of the SAT process.

III-A.03: 1d) Education Plan: Students with Special Needs
Rating: Falls Far Below Standard in 2018-19, *Pending for 2019-20*

PED evaluators gave a "Falls Far Below Standard" on this measure in 2019-20 due to record-keeping/calculation issues with student IEP files. Requested follow-up included a detailed action plan for how the school will manage its special needs caseload, and a detailed action plan for how the school will ensure all student IEPs are completed thoroughly. These action plans were provided to PED, in an effort to raise this score, however the rating was held at this level because the plan provided reflected that, at the time, we were unable to provide the required teaching support to all special needs students due to an apparent shortage of qualified special education teachers in our area. SDIS' caseload indicated .40 FTE while the Special Education consultant was contracted at .10 FTE.

In 2020-21, as documented in SDIS' Assurances for Re-entry Plan, SDIS has secured a contractor to coordinate special education services. The contractor, with the support of a SPED Assistant at SDIS, will run virtual special education meetings and assist in program compliance. She provide teachers with information as to who is receiving special education services in their classes, as well as pertinent information like students' designation, strengths, IEP goals, areas of need, IEP accommodations and modifications, and IEP commitments. This information is to be used by teachers as they plan and provide accommodations and modifications to students in their classes. The contractor will also provide teacher training in these two areas and other needed areas. The contractor will have access to the students' Google Classrooms to check on students' assignments and class work turned in, and will have access to teacher lesson plans. Teachers and an education assistant will provide instruction that addresses the IEP goals, with training and support from the SPED contractor; she will also review lesson plans and course work contained in Google Classroom, and meet with teachers monthly via Google Meets to discuss accommodation and modifications being provided and student performance and progress. The Head Administrator will conduct Classroom Walk Throughs (CWT) during Google Meet sessions and provide feedback, including that of support being provided to special education students.

There is a shortage of qualified educators to provide special education services in the Gallup area. SDIS will carefully assess the current caseload with the contractor and work to increase hours as possible to adequately meet the needs of our students.

III-A.04: 1e) Education Plan: English Learners
Rating: Working to Meet Standard in 2018-19, *Pending for 2019-20*

The PED team requested additional documentation of SDIS' ELL processes, to include evidence that the schools WIDA ACCESS test administrator holds the appropriate training certificate, and to investigate the status of all students listed on the STARS ELP Error Report and make notes regarding the results and how any errors were created. One student listed as EL has a 5.0 in STARS. The school has also been asked to create an action plan outlining (a) how EL status will be determined for each student who enrolls; (b) how documentation of their EL eligibility will be filed within each student cumulative folder; (c) how parents will be notified annually about ELL eligibility and services; and (d) how exited students will be progress monitored for success.

SDIS is reviewing its policy, and updating the action plan to ensure full support and identification of EL students and consistent communication to families.

III-A.05: 1f) Educational Plan: Complying with the compulsory attendance laws
Rating: Meets Standard in 2019-20

III-A.06: 1g) Education Plan: Recurrent Enrollment
Rating: Working to Meet Standard in 2018-19, *Pending for* 2019-20

The PED gave a rating of "Working to Meet Standard" because the school's recurrent enrollment, as of the site visit on February 25, 2020, is 62.32%, whereas the goal set by the PEC in the Organizational Performance Framework is 85% or above.

Since we received this rating, we have increased our recurrent enrollment to 83%, based on 76 students enrolled on the last day of school in 2019-20, and 63 students returned this year.

IV-A.00 2a) Business Management/Oversight: Financial Compliance
Rating: Falls Far Below Standard in 2018-19, *Pending for 2019-20*

SDIS received one FY19 audit finding of untimely payment processing, due to two instances (out of 26

disbursements reviewed) where timely payment was not made, resulting in $86 in assessed late fees. SDIS' Business Manager and Chief Procurement Officer have worked together to review the policy, and the Corrective Action Plan and policy has been shared with the PED team.

The PED Team also reviewed Governing Council meeting minutes from October 15, 2019 which indicated two Governing Council members were seated on the Audit Committee, but did not list the full membership. SDIS has provided full Audit Committee membership information to PED, which includes six members as aligned with our contract and bylaws. SDIS will ensure that full committee membership is documented for transparency.

IV-A.01: 2b) Business Management & Oversight: following GAAP
Rating: Meets Standards in 2019-20

V-A.00: 3a) Governance & Reporting: OMA, policies and training
Rating: Falls Far Below Standard in 2018-19, *Pending for* 2019-20

During the February 25, 2020 site visit, our Anti-Nepotism Policy could not be located though it was complete; we have since provided this policy to PED. One Governing Council member failed to complete any of the required training hours, despite knowing of this requirement via onboarding training, the Governing Council Job Description, at least quarterly reminders, and in-person requests to members who were short of the required hours. As a result, Governing Council member S. Estrada's resignation was accepted, and two new Governing Council members were voted in. SDIS has submitted an action plan to PED detailing our procedures to inform of and hold Governing Council members responsible for obtaining the required yearly training hours (8 for continuing members, and 10 for new members).

V-A.01: 3b) Governance & Reporting: Evaluation of Head Administrator
Rating: Working to Meet Standard in 2018-19, *Pending for* 2019-20

During the February 25, 2020 site visit, the interim Head Administrator was unable to locate the evaluation of the previous Head Administrator. A permanent Head Administrator is now in place, and the Governing Council has developed a detailed Head Administrator Evaluation protocol, and a monthly timeline, with completion to inform contract renewal annually. This documentation, as well as the rigorous process we followed to hire the current Head Administrator, has been shared with PED.

VI-A.00: 4a) Employees: Staff Credential Requirements
Rating: Falls Far Below Standard in 2018-19, *Pending for* 2019-20

We received a 2018-19 rating of "Falls Far Below Standard" due to two files lacking evidence of licensure certificates, and not following up prior to the deadline.

We are in the process of auditing our files to ensure all documentation of licensure is up to date for teachers and administration, and have provided our detailed action plan to PED demonstrating SDIS' commitment to being fully compliant in our record documentation.

VI-A.01: 4b) Employees: Employee Rights
Rating: Falls Far Below Standard in 2018-19, *Pending for* 2019-20

During the site visit, all salaries were found to meet or exceed the state minimum salary schedule, and Teacher Professional Development Plans were in line. Of five files reviewed, two were missing evidence of official transcripts, and two were missing employment verification. Mentorship was not currently required as no newly hired educators were new to the profession. SDIS' follow-up includes auditing all personnel files to ensure they are complete and compliant, and demonstrating the timeline of this process via a detailed action plan provided to PED outlining how the school will ensure official transcripts and employment verification are maintained within the personnel files for all teachers that are included within the school's T&E funding formula.

VI-A.02: 4c) Employees: Background Checks
Rating: Meets Standard in 2018-19, *Pending for 2019-20*

In February 2020, PED found that a review of personnel files revealed that two files did not contain documentation of background checks. Requested follow-up included evidence of a detailed action plan to

ensure pre-employment background checks are obtained for all school personnel (including licensed and non-licensed staff), and evidence of a compliant background check for one employee. SDIS will submit by October 30, 2020 a detailed process for ensuring that background check documentation is compliant including an audit of all personnel files, and will provide the requested background check so that all files are in compliance.

VII-A.00: 5a) School Environment: Facilities and Emergency Drills
Rating: Falls Far Below Standard in 2018-19, *Pending for* 2019-20

PED found SDIS failed to conduct a shelter-in-place or evacuation drill during the first four weeks of the 2019-20 school year. In response, SDIS will prepare a detailed action plan for how the school will ensure it is familiar with the recently updated emergency drill requirements, and conducts all required emergency drills as required by law. SDIS will also provide PED with a draft schedule of emergency drills once students return to campus for in-person schooling.

VII-A.01: 5b) School Environment: Health and Safety
Rating: Falls Far Below Standard in 2018-19, *Pending for* 2019-20

At the time of the site visit in February 2020, revisions to SDIS' School Safety Plan had not been approved by the Safe and Healthy Schools Bureau; they were subsequently approved on May 28, 2020 and SDIS' School Safety Plan is fully compliant through the current academic year. SDIS' current Master Immunization Log reviewed in February 2020 included current records for all enrolled students as required, however it indicated that several students who did not have approved exemptions were not up-to-date on their immunizations. As requested, SDIS will provide to PED by the stated deadline a list of students who are not in compliance with immunizations and an action plan for getting all students up-to-date on immunizations.

VII-A.02: 5c) School Environment: Handling of Information Appropriately
Rating: Meets Standards in 2019-20

School Specific Terms:
Rating: Falls Far Below 2018-19, *Pending* 2019-20

A) Appropriate Use of Assessment Data: Use of Short Cycle Assessment Program, and training of leadership

SDIS administered the NWEA Short Cycle Assessment in the fall, winter, and spring of 2018-19, and the fall and winter in 2019-20 (with no spring assessment due to school closure on 3/13/20 in response to the COVID-19 pandemic).

On August 21, 2019, SDIS Head Administrator Tony Archuleta attended the Governing Council meeting where Tom Genné, Director of Data, Analysis, and Reporting with the NACA Inspired Schools Network, provided instruction on how to interpret SDIS' 2019 data, including the Short Cycle Assessment NWEA for math, reading, and science, as well as the TAMELA, NM SBA Science Testing, and NM WIDA Testing.
Attachments include: 2019-8-21 GC Minutes, and a copy of the Review of 2019 Assessments handout provided to the GC at that meeting.

Governing Board Instruction: On August 21, 2019, Tom Genné, Director of Data, Analysis, and Reporting with the NACA Inspired Schools Network, provided instruction to the GC on how to interpret SDIS' 2019 data, including the Short Cycle Assessment NWEA for math, reading, and science, as well as the TAMELA, NM SBA Science Testing, and NM WIDA Testing.

School Training of Educators in Interpreting the NWEA: The Head Administrator also shared the data with staff during Professional Development the week of September 22, 2019, and NWEA data reports (projected growth and grade level reports) have been used to group students according to the math and ELA standards needed to be learned.

B) Roll Out of a "School Climate Survey":

SDIS has consistently used surveys to measure "school climate." The Tripod Survey was assessed in 2016-17, providing robust feedback on student perceptions of teachers' skills under the headings of Care, Confer, Captivate, Clarify, Consolidate, Challenge, and Classroom Management. It provides good feedback about school climate, trust, and perceptions of safety. The survey assigns teachers scores in each of these areas as well as a "7C" comprehensive score, which demonstrated fairly consistent approaches of SDIS staff, with 7C scores ranging from 292 to 308 across four teachers. As an example, overall highs and lows of each of the 7Cs are included below:

CARE:

High: My teacher in this class makes me feel that s/he really cares about me – 73%
Low: My teacher seems to know if something is bothering me – 43%
CONFER:
High: My teacher gives us time to explain our ideas – 57%
Low: Students speak up and share their ideas about class work – 48%
CAPTIVATE:
High: My teacher makes lessons interesting / I like the ways we learn in this class – Tied at 68%
Low: This class does not keep my attention; I get bored – 36%
CLARIFY:
High: If you don't understand something, my teacher explains it another way – 79%
Low: When s/he is teaching us, my teacher thinks we understand even when we don't – 49%
CONSOLIDATE:
High: My teacher asks questions to be sure we are following along when s/he is teaching – 74%
Low: My teacher takes the time to summarize what we learn each day – 53%
CHALLENGE:
High: My teacher doesn't let people give up when the work gets hard – 80%
Low: In this class, my teacher accepts nothing less than our full effort – 63%
CLASS MGMT:
High: Student behavior in this class makes the teacher angry – 11%
Low: Student behavior in this class is under control – 33%

This sample of responses demonstrate that CHALLENGE scores are strong, with the lowest still well above 50%, indicating students perceive their educational program as rigorous. Areas for growth focus include CONFER and CLASS MGMT.

The Tripod also revealed successes in building a safe school culture from the beginning of the school's existence. For example, on "This school feels like a safe place to me," 55% agreed or strongly agreed while 20% disagreed for a net positive rate of 35%. On "When it comes to being punished at this school, I expect to be treated fairly," 56% responded positively versus 14% negatively, for a 42% net positive score. On "Adults at this school treat me just as fairly as they treat other students," the responses were 60% positive vs 9% negative for a net positive rate of 51%. And on "I treat adults at this school with respect, even if I don't know them," students responded 77% positive versus 7% negative for a net 71% score.

In 2017-18, 2018-19, and 2019-20, SDIS administered a "school climate" survey called the Quad. This survey was developed by Sandra Wechsler and Eli Il Yong Lee, principals of locally based SWEL, specifically for schools affiliated with the NACA Inspired Schools Network. This is a cloud-based survey designed around principles of Indigenous Education. The survey is completed by students, as well as parents, teachers, administrators, and community partners. Quad results average responses on a 5 point scale, with 4-5 demonstrating high confidence, and 3 or lower demonstrating an area for improvement.
 A comparison of Quad responses over the three year period of 2017 – 2020 provides the following trends in student responses of areas ranking consistently high:
My school provides opportunities to learn my own language – 4.71
I know what it takes to achieve my goals – 4.62
I feel that I have someone who expects me to do well – 4.49
My teachers expect a lot from me academically – 4.49
I want to go to college – 4.44
I understand my own unique identity – 4.29

Other high stakeholder comments include:
Teacher: I received sufficient high-quality professional development this school year – 4.75
Teacher: Leadership decision making is aligned with school mission and values – 4.75
Admin: My school solicits feedback, questions, or concerns from teachers, partners, students, and families – 4.57
Admin: Our school spending and investments are aligned with the mission and priorities of the school – 4.67

Areas that require growth and improvement include:
Student: I feel prepared for college – 3.21
Teacher: My wellness is authentically supported and valued; I feel that I can work hard without burning out – 3.38
Our tools and processes to track and monitor the college-readiness of students are robust – 3.33

The areas of greatest improvement include:
Admin: The school provides high-quality information and resources on the prerequisites for college entrance – 1.0 in 2018 to 4.33 in 2020 (net change 3.33)
Admin: The school has a high quality college achievement program that supports students through the college application process – 1.0 in 2018 to 4.0 in 2020 (net change 3.0)

Teacher: I received sufficient high-quality professional development this school year (3.86 in 2018 to 4.75 in 2020 (.89 net change)
Student: I have access to healthy food at school – 3.51 in 2018 to 4.10 in 2020 (.59 net change)

Areas of decline, which specifically demonstrate SDIS' struggle to find a high-quality, permanent Head Administrator (now in place) include:
Admin: There are structures and systems at this school to help new teachers succeed – 4.0 in 2018 to 3.33 in 2020 (-.87 net change)
Teacher: My wellness is authentically supported and valued; I feel that I can work hard without burning out – 4.14 in 2018 to 3.38 in 2020 (-.76 net change)
Teacher: I feel like I am part of a team and my opinions matter at the school – 5.0 in 2018 to 4.0 in 2020 (-1.0 net change)
Admin: The SAT process adequately identifies the appropriate supports needed by students in General Ed in a systemic and efficient way – 5.0 in 2018 to 2.67 in 2020 (-2.33 net change)

SDIS planned to again administer the Tripod in 2019-20, in addition to the Quad, but was not able to complete the assessment in person due to closure in response to the COVID-19 pandemic; at-home participation was not possible due to geographical limitations of internet service at the time. In 2020-21, with a new administrator in place who is committed to providing feedback for continuous improvement and professional development, SDIS has signed a contract and will administer the Tripod Survey in order to access the rich classroom level feedback it provides. SDIS will also continue to participate in the Quad for ongoing longitudinal data that may be readily compared with other Indigenous Education schools.

Leadership Training on Climate Surveys: An All School Leadership training was held on November 8, 2019, provided by the NACA Inspired Schools Network, to train school leadership in the reporting available and how to interpret the Quad reports. This information was subsequently passed on to educators through the weekly Professional Development.

Governing Council Training on Climate Surveys: On April 15, 2020, the SDIS GC reviewed the Quad report, compiled on March 29, 2020, discussed the data presented, and asked the Head Administrator to use the data to inform strategic planning around school climate for 2020-21.

c. Governance Responsibilities*

Pursuant to 1978 NMSA §22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA §22-8-12.3, Boards must maintain audit and finance committees that meet statutory requirements.

Further, pursuant to NMAC 6.80.5.8, and 6.80.5.9, each charter school governing body member must annually complete certain hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA §22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:
- the membership of their boards, at all times, during the term of the contract (with roles and service terms for all members), this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

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.

The SDIS Governing Council (GC) By Laws enable the GC to establish the number of members, which shall consist of at least five (5) and not more than nine (9) members, and include one to two SDIS parent members. Public notice is released annually that meetings will be held at 6:00 p.m. on the Third Monday of each month at 2055 NM-602 Gallup, NM 87301, or as indicated in the meeting notice. The agenda is made available at least seventy-two hours prior to the meeting, and is posted visibly at the SDIS offices and on the school's website at http://www.sixdirectionsschool.org/.

The SDIS Governing Council has maintained membership requirements with a five member membership. No member of our Governing Council has served on the Council of another charter school, or on any local school boards during this time.

SDIS maintains five standing committees: Family Advisory Committee (FAC), Finance Committee, Facilities Committee, Audit Committee, and Indigenous Education Committee (added in 2017-18). Parent and Community members are designated to participate in the Audit Committee, and our Head Administrator and Business Manager participate as non-voting members on our Finance, Audit, and Facilities (Administrator only) Committees. The Facility committee did not have a second Governing Council member in 2017-18, but has been consistently filled in all other years. SDIS did not consistently have a family and community member on the Audit committee in 2016-17 and 2017-18. This was corrected beginning 2018-19 and is now consistent. Other committees are responsible for directly appointing additional community members and do so following the first quarter of each year. The Head Administrator and Business Manager, as non-voting members, attend committee meetings. With a goal of further strengthening our committees, the Governing Council has included committees as a priority in the 2020-21 annual plan. Specifically, we have: (1) added two new Governing Council members to increase our overall capacity, (2) fully named our members with documentation in the minutes to ensure transparency, (3) created a schedule of committee meetings for the rest of the year in our annual plan, and (4) are in the process of reviewing and updating our bylaws to ensure the processes best meet SDIS' needs based on learnings over the past four years of operation.

The majority of membership changes have typically occurred during the summer, when SDIS' fiscal year concludes (June 30), with formal board membership confirmed in September of each year. No vacancies have extended beyond 45 days at any time during the contract term, and we have been successful in filling positions prior to a member leaving.

New and renewed members and Officers have typically elected by the Governing Council at the first regular meeting of the Governing Council following the start of the school year, with members assuming their elected position immediately; however, the Governing Council is free to add members any time during the year. In 2020, this meeting was held September 21.All members have remained current on required trainings during the contract term, with two exceptions:

- Samuel Crowfoot, who served a two-year term from 2017-19, was unable to attend trainings due to work and family obligations. Recognizing this, we accepted Mr. Crowfoot's resignation at the end of his term in 2019.

- Susan Estrada has been a member since 2016. In fiscal year 2019-20, Susan did not complete the required trainings. Her term ended June 2020, and we accepted her resignation after the September 2020 meeting, once new members had been elected.

For 2020-21, SDIS' GC developed a Governing Council Training Completion Action Plan to demonstrate SDIS' process to hold GC members accountable. The training requirement (10 hours for new members and 8 hours for returning members) is included in the GC Job Description, and discussed clearly during the onboarding training. The Chair personally tracks training completion, and reminds and encourages members at least quarterly in person and via email to participate in upcoming PED trainings, and provides links to register.

SDIS' Governing Council has had challenges in identifying the right Head Administrator to help the school fully realize our mission. SDIS launched with an able but interim Head Administrator, then

hired a permanent Head Administrator in 2017. It took time to realize certain areas of compliance were not being met, and this person was terminated in 2019. The GC then hired an interim Head Administrator to begin the 2019-20 academic year in order to invest the time needed to develop and execute a rigorous process that would result in the right candidate. After a full-year process, SDIS was successful in recruiting and hiring Dr. Tamara Allison—a Head Administrator who is passionate about SDIS' mission, is a successful relational and cultural leader, brings 14 years of administrative experience, and is proficient in school operations, strategic planning, and time management.

To ensure the Governing Council is effective in its role of holding the administrator accountable and fully meeting the needs of the school, a number of changes have been spurred by our experience over the past two years:

- A Governing Council job description was created to ensure responsibilities are clear
- Two Governing Council members were replaced
- A Governing Council onboarding program was developed
- An annual calendar is maintained that denotes annual priorities and recurring items to be completed each year.

Additionally, a Head Administrator Evaluation Tool has been adapted to develop, support, and enhance the behaviors of culturally responsive school leaders. The framework was adapted from the work of Khalifa, Gooden, and Davis (2016), who conducted a comprehensive literature review of principal behaviors used with minoritized students, or "individuals from racially oppressed communities that have been marginalized" (p. 1275). The SDIS evaluation tool is unique to the roots of the Pueblo of Zuni and the Diné/Navajo cultural values, and it encompasses six domains: Community Leader, Critical Conscious Leader, Data-Driven Leader, Instructional Leader, Transformative Leader, and Organizational Leader. Observation is built around a year-long monthly timeline that tasks the Administrator from September to December with gathering two to three relevant evidence/artifacts for each of the six domains, and using them to build a narrative about her approach. In January, the GC will review the submitted narrative, and, in February, will meet with the Administrator to facilitate questions, seek clarification about any areas, and provide an opportunity for the Administrator to highlight personal and professional successes, challenges, and next steps. In March the GC will convene to review the process and make a recommendation to rehire or not rehire the Head Administrator for the subsequent school year. In April, a GC member will schedule a time to meet with the Head Administrator to provide evaluation feedback, comments, and recommendations. The Head Administrator will sign and date the evaluation, and will be given a copy, with a copy also placed in the administrator's file. This will ensure SDIS's GC has the process needed to fully support the Administrator through reflection, narrative, and coaching, and is fully knowledgeable about successes, challenges, and opportunities for leadership of the school as each year progresses.

Six Directions Indigenous School Governing Council		
Membership 2016-17		
Member Name	**Role**	**Term Ends**
Ben Soce	Chair	June 2018
Philmer Bluehouse	Vice Chair	June 2019
Madeline Leyba	Keeper of Finances	June 2019
Susan Estrada	Keeper of Records	June 2018
Neomi Gilmore	Member	June 2019
Membership 2017-18		
Ben Soce	Chair	June 2018

Sam Crowfoot	Vice Chair	June 2019	
Oliver Tapaha	Co-Keeper of Finances	June 2019	
Dr. Tamarah Pfeiffer	Co-Keeper of Finances	June 2019	
Susan Estrada	Keeper of Records	June 2020	
Membership 2018-19			
Lane Towery	Chair	June 2020	
Sam Crowfoot	Vice Chair	June 2019	
Dr. Tamarah Pfeiffer	Co-Keeper of Finances	June 2019	
Oliver Tapaha	Co-Keeper of Finances	June 2019	
Susan Estrada	Keeper of Records	June 2020	
Membership 2019-20			
Lane Towery	Chair	June 2020	
Oliver Tapaha	Vice Chair	June 2021	
Karen Malone	Keeper of Finances	June 2021	
Wilhelmina Yazzie	Keeper of Records	June 2021	
Susan Estrada	Member	June 2020	
Membership 2020-21			
Lane Towery	Chair	June 2022	
Oliver Tapaha	Vice Chair	June 2021	
Karen Malone	Keeper of Finances	June 2021	
Wilhelmina Yazzie	Keeper of Records	June 2021	
Zowie Banteah-Yuselew	Member	June 2022	
Sheryl Livingston	Member	June 2022	

Standing Committees	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Finance					
Keeper of Finances	Madeline Leyba	Oliver Tapaha	Dr. Tamarah Pfeiffer	Karen Malone	Karen Malone
GC Chair	Ben Soce	Ben Soce	Lane Towery	Lane Towery	Lane Towery
GC Member (when GC is 6 or more members)					Zowie Banteah-Yuselew
Business Mgr (non-voting)	Carmen Cavnar	Matt Welk (-11/17), Kay Girdner (-1/18), Donna Overson (-6/18), Amber Peña	Amber Peña	Amber Peña	Amber Peña
Administrator (non-voting)	Tom Genné	Stephanie Vicente	Stephanie Vicente	Tony Archuleta	Dr. Tamara Allison

Audit					
Keeper of Finances	Madeline Leyba	Oliver Tapaha	Dr. Tamarah Pfeiffer	Karen Malone	Karen Malone
GC Chair	Ben Soce	Ben Soce (oversight)	Oliver Tapaha (Vice Chair)	Lane Towery	Oliver Tapaha (Vice Chair)
Parent			Sheryl Livingston	Sheryl Livingston	Sheryl Livingston
Community		Susan Estrada	Garret Waltz	Garret Waltz	Garret Waltz
Business Mgr (non-voting)	Carmen Cavnar	Matt Welk (- 11/17), Kay Girdner (-1/18), Donna Overson (- 6/18), Amber Peña	Amber Peña	Amber Peña	Amber Peña
Administrator (non-voting)	Tom Genné	Stephanie Vicente	Stephanie Vicente	Tony Archuleta	Dr. Tamara Allison
Facilities					
GC Chair	Ben Soce	Ben Soce	Lane Towery	Lane Towery	Lane Towery (oversight)
GC Member	Susan Estrada		Susan Estrada	Susan Estrada	Karen Malone
Administrator (non-voting)	Tom Genné	Stephanie Vicente	Stephanie Vicente	Tony Archuleta	Dr. Tamara Allison
Indigenous Education					
GC Member		Tamarah Pfeiffer	Susan Estrada	Wilhelmina Yazzie	Wilhelmina Yazzie
GC Member		Susan Estrada	Sam Crowfoot	Oliver Tapaha	Oliver Tapaha
GC Member					Zowie Banteah-Yuselew
Family Advisory Committee					
GC Member	Philmer Bluehouse	Sam Crowfoot	Lane Towery	Lane Towery	Lane Towery
GC Member		Ben Soce	Sam Crowfoot	Wilhelmina Yazzie	Wilhelmina Yazzie and Sheryl Livingston

SDIS created an ad hoc Head Administrator hiring committee in 2019-2020 with Governing Council members Lane Towery and Oliver Tapaha, parent members Sheryl Livingston and Zowie Banteah-Yuselew, and staff member Renee Cleveland. This committee membership led to Ms. Livingston and Ms. Banteah-Yuselew becoming full Governing Council members in 2020-21, having demonstrated strong performance and commitment through this committee, and developing a full understanding of the role of Governing Council membership.

* **All schools must provide a response for this section of the application.**

Appendix A

Mission Goal Data

1. NWEA MAP Student Growth Summary – Spring 2016-2017

2. NWEA MAP Student Growth Summary – Spring 2017-2018

3. NWEA MAP Grade Report (Grades 6-9) – Winter 2018-2019

4. NWEA MAP Grade Report (Grades 6-9) – Spring 2018-2019

5. NWEA MAP Student Growth Summary – Spring 2018-2019

6. NWEA MAP Grade Report (Grades 6-10) – Winter 2019-2020

7. NWEA MAP Student Growth Summary – Winter 2019-2020

Six Directions Indigenous School
State Charter Renewal Application 2020

Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
District: NACA Inspired Schools Network

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2016 - Spring 2017
Weeks of Instruction: Start - 6 (Fall 2016)
End - 32 (Spring 2017)

Grouping: None
Small Group Display: Yes

SDIS

Math: Math K-12

Grade (Spring 2017)	Growth Count‡	Fall 2016			Spring 2017			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	19	206.2	15.6	12	214.2	15.0	15	8	1.8	7.0	0.50	69	19	11	58	60
7	23	209.7	13.7	10	219.3	14.2	21	10	1.4	5.5	2.14	98	23	17	74	75

Math: Math K-12
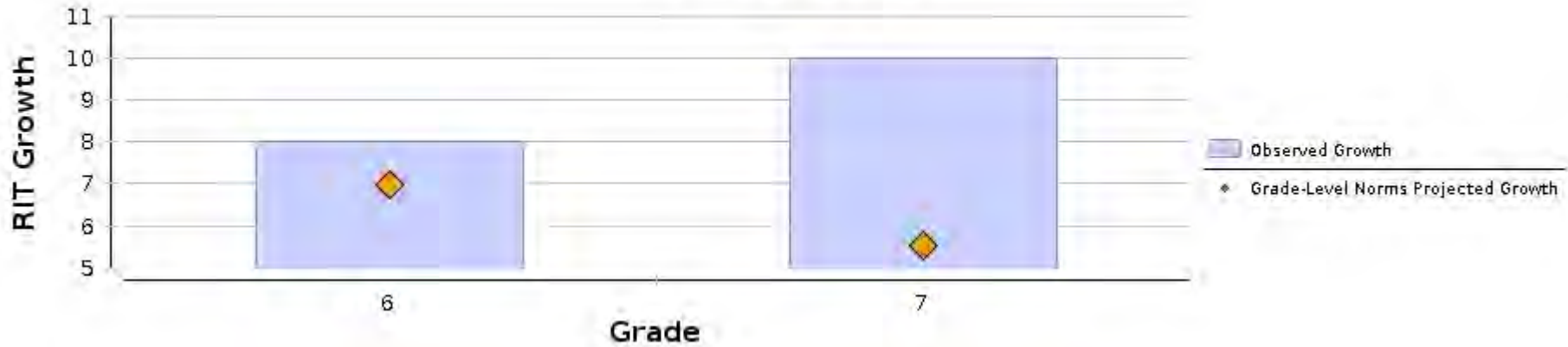
Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by School

Term:	Spring 2016-2017
District:	NACA Inspired Schools Network

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2016 - Spring 2017
Weeks of Instruction:	Start - 6 (Fall 2016)
	End - 32 (Spring 2017)
Grouping:	None
Small Group Display:	Yes

SDIS

Language Arts: Reading

		Comparison Periods						Growth		Growth Evaluated Against					
		Fall 2016			Spring 2017					Grade-Level Norms			Student Norms		
Grade (Spring 2017)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	18	203.2	16.7	15	211.1	14.3	27	8	2.5	5.0	1.77	96	18	11	61	72
7	23	204.5	14.7	8	213.1	14.7	23	9	1.5	4.1	2.76	99	23	19	83	74

Language Arts: Reading

Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

SDIS

Math: Math K-12

Grade (Spring 2018)	Growth Count‡	Fall 2017			Spring 2018			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	15	201.2	11.2	4	210.4	12.7	7	9	2.1	7.4	0.84	80	15	10	67	57
7	15	203.0	14.0	2	213.5	20.1	8	11	2.6	5.8	2.30	99	15	10	67	72
8	18	216.1	15.8	18	219.3	16.4	14	3	1.1	5.2	-0.85	20	18	6	33	37

Math: Math K-12
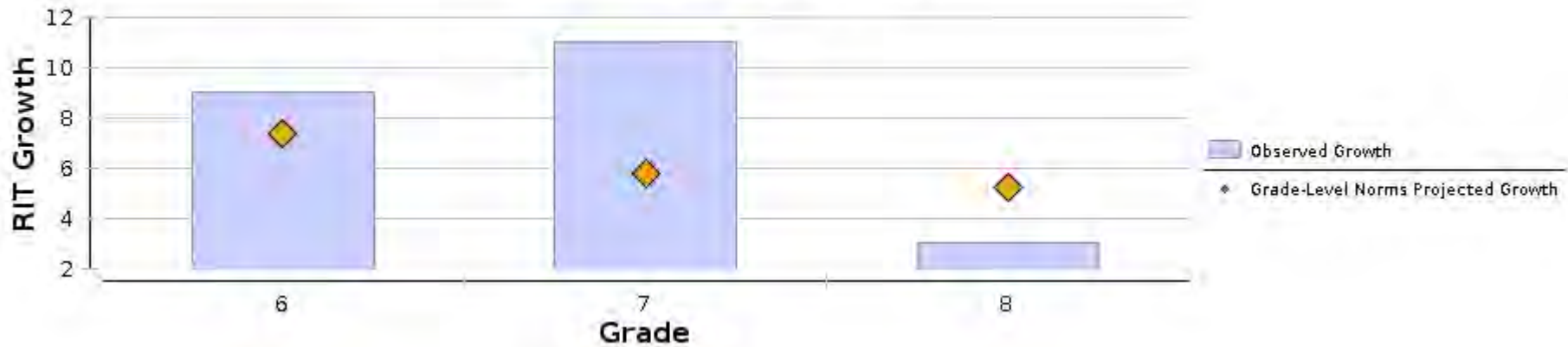
Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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MAP GROWTH

Aggregate by School

Term:	Spring 2017-2018
District:	NACA Inspired Schools Network

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2017 - Spring 2018
Weeks of Instruction:	Start - 4 (Fall 2017)
	End - 32 (Spring 2018)
Grouping:	None
Small Group Display:	Yes

SDIS

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2017			Spring 2018			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	16	202.9	11.9	15	207.0	12.7	11	4	2.1	5.6	-0.87	19	16	7	44	42
7	15	198.3	18.8	1	208.6	15.9	9	10	2.3	4.9	3.10	99	15	10	67	63
8	18	212.7	16.9	25	214.0	14.7	16	1	2.4	3.9	-1.30	10	18	8	44	46

Language Arts: Reading — RIT Growth vs Grade bar chart (Observed Growth; Grade-Level Norms Projected Growth)

nwea

Term:	Winter 2018-2019
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2015
Weeks of Instruction:	20 (Winter 2019)
Grouping:	None
Small Group Display:	Yes

Mathematics

Summary

Total Students With Valid Growth Test Scores	10
Mean RIT	201.2
Standard Deviation	18.1
District Grade Level Mean RIT	207.6
Students At or Above District Grade Level Mean RIT	3
Norm Grade Level Mean RIT	222.1
Students At or Above Norm Grade Level Mean RIT	2

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	7	70%	1	10%	1	10%	1	10%	0	0%	195-**201**-207	18.1

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

  ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been identified as invalid.   ***7 High level of rapid guessing has invalidated test.

Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.
* This data is not available for reporting. Please refer to help and documentation for more information.
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Reading

Summary

Summary	
Total Students With Valid Growth Test Scores	11
Mean RIT	196.6
Standard Deviation	16.5
District Grade Level Mean RIT	205.9
Students At or Above District Grade Level Mean RIT	4
Norm Grade Level Mean RIT	214.2
Students At or Above Norm Grade Level Mean RIT	3

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	6	55%	2	18%	2	18%	1	9%	0	0%	191-**197**-202	16.5

Term:	Winter 2018-2019
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2015
Weeks of Instruction:	20 (Winter 2019)
Grouping:	None
Small Group Display:	Yes

Mathematics

Summary

Summary	
Total Students With Valid Growth Test Scores	22
Mean RIT	209.9
Standard Deviation	13.4
District Grade Level Mean RIT	213.4
Students At or Above District Grade Level Mean RIT	9
Norm Grade Level Mean RIT	226.1
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Mathematics	13	59%	7	32%	0	0%	1	5%	1	5%	207-**210**-213	13.4

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Grade Report

Grade 7

Reading

Summary	
Total Students With Valid Growth Test Scores	22
Mean RIT	205.4
Standard Deviation	14.9
District Grade Level Mean RIT	209.1
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	216.9
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	12	55%	4	18%	2	9%	2	9%	2	9%	202-**205**-209	14.9

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Mathematics

Summary

Total Students With Valid Growth Test Scores	19
Mean RIT	209.8
Standard Deviation	14.5
District Grade Level Mean RIT	215.1
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	229.1
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Mathematics	11	58%	5	26%	2	11%	1	5%	0	0%	206-**210**-213	14.5

Explanatory Notes

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Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

  ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been identified as invalid.   ***7 High level of rapid guessing has invalidated test.

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Grade Report

Grade 8

Term:	Winter 2018-2019
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2015
Weeks of Instruction:	20 (Winter 2019)
Grouping:	None
Small Group Display:	Yes

Reading

Summary	
Total Students With Valid Growth Test Scores	18
Mean RIT	204.6
Standard Deviation	12.5
District Grade Level Mean RIT	205.8
Students At or Above District Grade Level Mean RIT	9
Norm Grade Level Mean RIT	219.1
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	9	50%	4	22%	5	28%	0	0%	0	0%	202-**205**-208	12.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

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Grade Report

MAP GROWTH

Grade 9

Term:	Winter 2018-2019
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2015
Weeks of Instruction:	20 (Winter 2019)
Grouping:	None
Small Group Display:	Yes

Mathematics

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	223.1
Standard Deviation	16.4
District Grade Level Mean RIT	220.7
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	232.2
Students At or Above Norm Grade Level Mean RIT	5

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Mathematics	5	36%	2	14%	3	21%	3	21%	1	7%	219-**223**-228	16.4

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Term:	Winter 2018-2019	**Norms Reference Data:**	2015
District:	NACA Inspired Schools Network	**Weeks of Instruction:**	20 (Winter 2019)
School:	SDIS	**Grouping:**	None
		Small Group Display:	Yes

Reading

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	221.8
Standard Deviation	16
District Grade Level Mean RIT	215
Students At or Above District Grade Level Mean RIT	9
Norm Grade Level Mean RIT	221.3
Students At or Above Norm Grade Level Mean RIT	7

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	3	21%	3	21%	2	14%	4	29%	2	14%	217-**222**-226	16

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

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Grade Report

Grade 6

Mathematics

Summary

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	205.6
Standard Deviation	14.9
District Grade Level Mean RIT	204.5
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	225.3
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Mathematics	10	71%	1	7%	2	14%	1	7%	0	0%	202-**206**-210	14.9

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MAP GROWTH

Grade 6

Term:	Spring 2018-2019
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2015
Weeks of Instruction:	32 (Spring 2019)
Grouping:	None
Small Group Display:	Yes

Reading

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	197.3
Standard Deviation	19.5
District Grade Level Mean RIT	200.1
Students At or Above District Grade Level Mean RIT	8
Norm Grade Level Mean RIT	215.8
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	7	50%	3	21%	2	14%	2	14%	0	0%	192-**197**-203	19.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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MAP GROWTH

Grade 7

Term:	Spring 2018-2019
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2015
Weeks of Instruction:	32 (Spring 2019)
Grouping:	None
Small Group Display:	Yes

Mathematics

Summary	
Total Students With Valid Growth Test Scores	21
Mean RIT	218.1
Standard Deviation	15
District Grade Level Mean RIT	217.9
Students At or Above District Grade Level Mean RIT	10
Norm Grade Level Mean RIT	228.6
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Mathematics	8	38%	5	24%	5	24%	2	10%	1	5%	215-**218**-222	15

Explanatory Notes

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Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above the valid range.   ***3 The overall RIT score for this test is below the valid range.

 ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been identified as invalid.   ***7 High level of rapid guessing has invalidated test.

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Grade Report

Grade 7

Term:	Spring 2018-2019	**Norms Reference Data:**	2015
District:	NACA Inspired Schools Network	**Weeks of Instruction:**	32 (Spring 2019)
School:	SDIS	**Grouping:**	None
		Small Group Display:	Yes

Reading

Summary	
Total Students With Valid Growth Test Scores	22
Mean RIT	206.2
Standard Deviation	15.8
District Grade Level Mean RIT	207.1
Students At or Above District Grade Level Mean RIT	10
Norm Grade Level Mean RIT	218.2
Students At or Above Norm Grade Level Mean RIT	6

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	10	45%	4	18%	4	18%	3	14%	1	5%	203-**206**-210	15.8

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Grade Report

MAP GROWTH

Grade 8

Term:	Spring 2018-2019	**Norms Reference Data:**	2015
District:	NACA Inspired Schools Network	**Weeks of Instruction:**	32 (Spring 2019)
School:	SDIS	**Grouping:**	None
		Small Group Display:	Yes

Mathematics

Summary	
Total Students With Valid Growth Test Scores	17
Mean RIT	212.9
Standard Deviation	16.1
District Grade Level Mean RIT	211.5
Students At or Above District Grade Level Mean RIT	8
Norm Grade Level Mean RIT	230.9
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Mathematics	10	59%	3	18%	3	18%	1	6%	0	0%	209-**213**-217	16.1

Explanatory Notes

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MAP GROWTH

Grade 8

Term:	Spring 2018-2019
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2015
Weeks of Instruction:	32 (Spring 2019)
Grouping:	None
Small Group Display:	Yes

Reading

Summary	
Total Students With Valid Growth Test Scores	16
Mean RIT	210.8
Standard Deviation	15.3
District Grade Level Mean RIT	207.4
Students At or Above District Grade Level Mean RIT	9
Norm Grade Level Mean RIT	220.1
Students At or Above Norm Grade Level Mean RIT	5

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	7	44%	2	13%	4	25%	2	13%	1	6%	207-**211**-215	15.3

Explanatory Notes

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MAP GROWTH

Grade 9

Term:	Spring 2018-2019	**Norms Reference Data:**	2015
District:	NACA Inspired Schools Network	**Weeks of Instruction:**	32 (Spring 2019)
School:	SDIS	**Grouping:**	None
		Small Group Display:	Yes

Mathematics

Summary	
Total Students With Valid Growth Test Scores	16
Mean RIT	226.5
Standard Deviation	16.4
District Grade Level Mean RIT	229.4
Students At or Above District Grade Level Mean RIT	5
Norm Grade Level Mean RIT	233.4
Students At or Above Norm Grade Level Mean RIT	5

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Mathematics	5	31%	5	31%	2	13%	3	19%	1	6%	222-**227**-231	16.4

Explanatory Notes

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MAP GROWTH

Grade 9

Term:	Spring 2018-2019	**Norms Reference Data:**	2015
District:	NACA Inspired Schools Network	**Weeks of Instruction:**	32 (Spring 2019)
School:	SDIS	**Grouping:**	None
		Small Group Display:	Yes

Reading

Summary	
Total Students With Valid Growth Test Scores	15
Mean RIT	223.4
Standard Deviation	13.5
District Grade Level Mean RIT	221.3
Students At or Above District Grade Level Mean RIT	9
Norm Grade Level Mean RIT	221.9
Students At or Above Norm Grade Level Mean RIT	9

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading	1	7%	4	27%	5	33%	2	13%	3	20%	220-**223**-227	13.5

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term:	Spring 2018-2019
District:	NACA Inspired Schools Network

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2018 - Spring 2019
Weeks of Instruction:	Start - 4 (Fall 2018)
	End - 32 (Spring 2019)
Grouping:	None
Small Group Display:	Yes

SDIS

Math: Math K-12

		Comparison Periods								Growth Evaluated Against					
		Fall 2018			Spring 2019			Growth		Grade-Level Norms			Student Norms		
Grade (Spring 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	8	203.4	15.6	7	211.8	16.9	10	8	2.6	7.5	0.42	66	8	3	38	43
7	16	212.0	11.7	17	218.9	13.9	20	7	1.7	6.2	0.36	64	16	9	56	57
8	15	214.8	15.3	15	215.9	14.6	8	1	2.0	5.2	-1.71	4	15	3	20	41
9	13	227.5	14.3	54	227.0	18.1	38	0	2.7	3.6	-2.12	2	13	6	46	27

Math: Math K-12

Legend: Observed Growth; Grade-Level Norms Projected Growth

Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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MAP GROWTH

Aggregate by School

Term: Spring 2018-2019
District: NACA Inspired Schools Network

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 32 (Spring 2019)

Grouping: None
Small Group Display: Yes

SDIS

Language Arts: Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | |
| | | Fall 2018 | | | Spring 2019 | | | Growth | | Grade-Level Norms | | | Student Norms | | |
Grade (Spring 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	7	196.9	14.3	3	195.4	22.5	1	-1	3.9	6.0	-4.30	1	7	3	43	38
7	17	208.2	15.1	20	205.1	14.0	3	-3	2.6	4.4	-4.29	1	17	4	24	13
8	14	208.2	15.2	11	213.1	14.9	13	5	1.7	4.1	0.38	65	14	7	50	50
9	12	222.9	14.5	66	224.8	14.8	64	2	1.4	2.3	-0.21	42	12	5	42	49

Language Arts: Reading
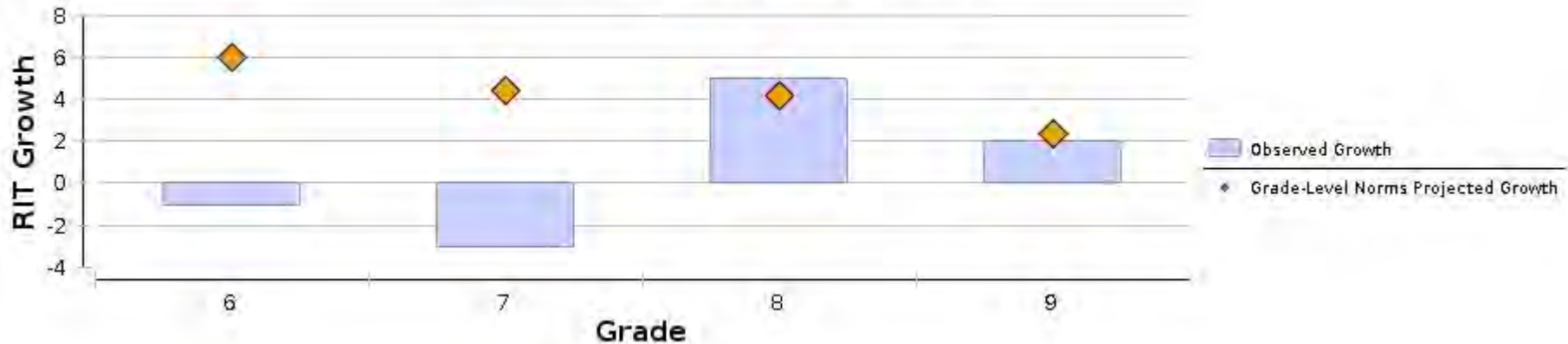
Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Grade Report

Grade 6

Term: Winter 2019-2020
District: NACA Inspired Schools Network
School: SDIS

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 20 (Winter 2020)
Grouping: None
Small Group Display: Yes

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	6
Mean RIT	204.7
Standard Deviation	14.5
District Grade Level Mean RIT	208.6
Students At or Above District Grade Level Mean RIT	3
Norm Grade Level Mean RIT	219.6
Students At or Above Norm Grade Level Mean RIT	1

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	3	50%	2	33%	1	17%	0	0%	0	0%	198-**205**-211	14.5

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Grade Report

Grade 6

Term:	Winter 2019-2020
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	20 (Winter 2020)
Grouping:	None
Small Group Display:	Yes

Language Arts: Reading

Summary

Total Students With Valid Growth Test Scores	6
Mean RIT	195.3
Standard Deviation	14.5
District Grade Level Mean RIT	202.2
Students At or Above District Grade Level Mean RIT	2
Norm Grade Level Mean RIT	213.8
Students At or Above Norm Grade Level Mean RIT	0

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	4	67%	1	17%	1	17%	0	0%	0	0%	189-**195**-202	14.5

Grade Report

Grade 7

Term:	Winter 2019-2020	**Norms Reference Data:**	2020 Norms.
District:	NACA Inspired Schools Network	**Weeks of Instruction:**	20 (Winter 2020)
School:	SDIS	**Grouping:**	None
		Small Group Display:	Yes

Math: Math K-12

Summary

Total Students With Valid Growth Test Scores	15
Mean RIT	212.7
Standard Deviation	13.8
District Grade Level Mean RIT	216.5
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	224
Students At or Above Norm Grade Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	8	53%	2	13%	2	13%	3	20%	0	0%	209-**213**-216	13.8

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration

Explanatory Notes

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MAP GROWTH

Term:	Winter 2019-2020
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	20 (Winter 2020)
Grouping:	None
Small Group Display:	Yes

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	15
Mean RIT	203.8
Standard Deviation	15.8
District Grade Level Mean RIT	210
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	217.1
Students At or Above Norm Grade Level Mean RIT	3

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	7	47%	3	20%	3	20%	2	13%	0	0%	200-**204**-208	15.8

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration

Explanatory Notes

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MAP GROWTH

Grade 8

Term:	Winter 2019-2020
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	20 (Winter 2020)
Grouping:	None
Small Group Display:	Yes

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	20
Mean RIT	218.6
Standard Deviation	13.2
District Grade Level Mean RIT	220.4
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	228.1
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	7	35%	6	30%	4	20%	2	10%	1	5%	216-**219**-222	13.2

Explanatory Notes

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   ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been identified as invalid.   ***7 High level of rapid guessing has invalidated test.

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MAP GROWTH™

Term:	Winter 2019-2020
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	20 (Winter 2020)
Grouping:	None
Small Group Display:	Yes

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	20
Mean RIT	213.9
Standard Deviation	12.6
District Grade Level Mean RIT	214.3
Students At or Above District Grade Level Mean RIT	10
Norm Grade Level Mean RIT	220.5
Students At or Above Norm Grade Level Mean RIT	5

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	5	25%	7	35%	4	20%	3	15%	1	5%	211-**214**-217	12.6

Explanatory Notes

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Grade Report

MAP GROWTH

Grade 9

Term:	Winter 2019-2020
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	20 (Winter 2020)
Grouping:	None
Small Group Display:	Yes

Math: Math K-12

Summary

Total Students With Valid Growth Test Scores	12
Mean RIT	219.6
Standard Deviation	16
District Grade Level Mean RIT	216.1
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	228.7
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	5	42%	2	17%	3	25%	2	17%	0	0%	215-**220**-224	16

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration

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MAP GROWTH

Term:	Winter 2019-2020
District:	NACA Inspired Schools Network
School:	SDIS

Norms Reference Data:	2020 Norms.
Weeks of Instruction:	20 (Winter 2020)
Grouping:	None
Small Group Display:	Yes

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	9
Mean RIT	204.1
Standard Deviation	18.1
District Grade Level Mean RIT	204.9
Students At or Above District Grade Level Mean RIT	5
Norm Grade Level Mean RIT	220.5
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	4	44%	2	22%	3	33%	0	0%	0	0%	198-**204**-210	18.1

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration
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Grade Report

Grade 10

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	9
Mean RIT	227.4
Standard Deviation	7.1
District Grade Level Mean RIT	223.1
Students At or Above District Grade Level Mean RIT	8
Norm Grade Level Mean RIT	231.2
Students At or Above Norm Grade Level Mean RIT	2

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	1	11%	3	33%	4	44%	1	11%	0	0%	225-**227**-230	7.1

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration
███████████	████	████	████	████
███████████	████	████	████	████
███████████	████	████	████	████
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Page   1   of   4

nwea

Term:	Winter 2019-2020	**Norms Reference Data:**	2020 Norms.
District:	NACA Inspired Schools Network	**Weeks of Instruction:**	20 (Winter 2020)
School:	SDIS	**Grouping:**	None
		Small Group Display:	Yes

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	5
Mean RIT	213.6
Standard Deviation	16.4
District Grade Level Mean RIT	217.2
Students At or Above District Grade Level Mean RIT	2
Norm Grade Level Mean RIT	222.9
Students At or Above Norm Grade Level Mean RIT	1

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	1	20%	2	40%	1	20%	1	20%	0	0%	205-**214**-222	16.4

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration
███████████	███	███	███	███	███
███████████████	███	███	███	███	███
██████████████████	███	███	███	███	███
███████████████	███	███	███	███	███
████████	███	███	███	███	███

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either he test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result.   ***2 The overall RIT score for this test is above he valid range.   ***3 The overall RIT score for this test is below the valid range.

   ***4 The standard error for this test is below acceptable limits.   ***5 The standard error for this test is above acceptable limits.   ***6 The test has been iden ified as invalid.   ***7 High level of rapid guessing has invalidated test.

Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.
* This data is not available for reporting. Please refer to help and documenta ion for more information.
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Student Growth Summary Report

Aggregate by School

Term:	Winter 2019-2020
District:	NACA Inspired Schools Network

Norms Reference Data:	2020 Norms.
Growth Comparison Period:	Fall 2019 - Winter 2020
Weeks of Instruction:	Start - 4 (Fall 2019)
	End - 20 (Winter 2020)
Grouping:	None
Small Group Display:	Yes

SDIS

Math: Math K-12

		Comparison Periods								Growth Evaluated Against					
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms		
Grade (Winter 2020)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	6	202.2	12.1	5	204.7	14.5	3	3	4.1	4.4	-1.52	6	6	2	33	29
7	13	206.3	13.9	5	210.5	13.4	6	4	1.7	3.5	0.61	73	13	8	62	58
8	20	215.1	13.7	16	218.6	13.2	17	4	1.1	3.1	0.28	61	20	12	60	56
9	11	218.1	15.4	20	222.0	14.3	25	4	1.9	2.2	1.50	93	11	6	55	56
10	6	223.7	10.0	30	227.8	8.8	37	4	2.6	2.1	1.72	96	6	3	50	62

Math: Math K-12

Legend:
- Observed Growth
- Grade-Level Norms Projected Growth

MAP ™
GROWTH

Aggregate by School

Term:	Winter 2019-2020	**Norms Reference Data:**	2020 Norms.
District:	NACA Inspired Schools Network	**Growth Comparison Period:**	Fall 2019 - Winter 2020
		Weeks of Instruction:	Start - 4 (Fall 2019)
			End - 20 (Winter 2020)
		Grouping:	None
		Small Group Display:	Yes

SDIS

Language Arts: Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | |
| | | Fall 2019 | | | Winter 2020 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
Grade (Winter 2020)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	5	199.4	10.2	7	195.8	16.2	1	-4	3.8	4.0	-7.65	1	5	1	20	6
7	13	202.7	13.3	6	201.4	15.5	1	-1	2.4	3.2	-4.47	1	13	4	31	36
8	20	209.6	13.9	14	213.9	12.6	20	4	1.8	2.7	1.35	91	20	11	55	59
9	8	207.0	11.4	11	205.6	18.7	6	-1	3.2	1.9	-2.96	1	8	3	38	34
10	2	219.0	18.4	39	222.5	9.2	48	4	6.5	1.5	2.13	98	2	1	50	59

Language Arts: Reading
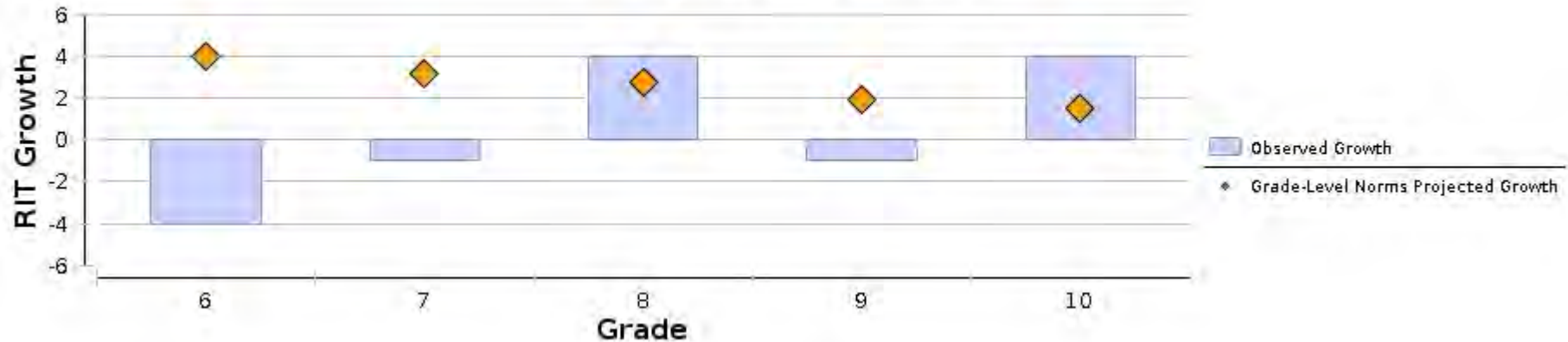
Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Appendix E

Academic Data

1. School Grading Report Card 2017

2. School Grading Report Card 2018

3. PARCC Assessment 2018-2019

4. TAMELA Results 2019

5. Six Directions Indigenous School Data Profile

6. SDIS 90 Day Offline Planning, 2020-21, S1

7. NM DASH Worksheet 2.2

8. 30WORKSHEET 2.2

9. SDIS Four-Year Comparison

Six Directions Indigenous School
State Charter Renewal Application 2020

Final Grade 2017

F

Overall Score 26.92

Six Directions Indigenous School

District: State Charters

Grade Range: 6 - 7   Code: 568001
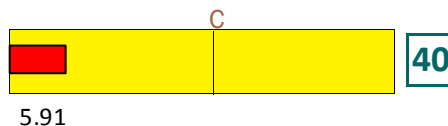
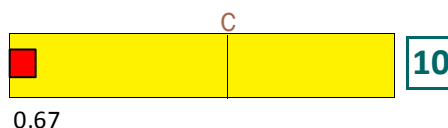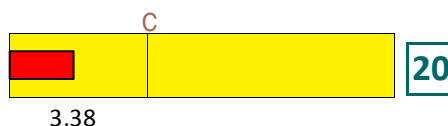|	C - State benchmark established in 2012	Possible Points	This School Earned
Current Standing Are students performing on grade level? Did they improve more or less than expected?	C ■ ▬▬▬ 5.91	40	**F**
School Improvement Is the school as a whole making academic progress?	C ■ ▬▬▬ 0.67	10	**F**
Improvement of Higher-Performing Students Are higher-performing students improving more or less than expected?	C ■ ▬▬▬ 3.38	20	**D**
Improvement of Lowest-Performing Students Are the lowest-performing students improving more or less than expected?	C ■ ▬▬▬ 6.02	20	**F**
Opportunity to Learn Do students and families believe their school is a good place to attend and learn?	C ■ ▬▬▬ 4.84	10	**NA** Attendance only
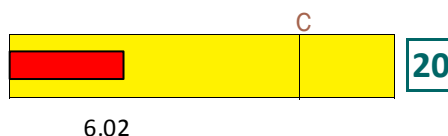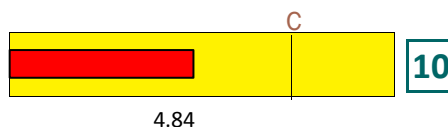
Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+   5.00

This School's History
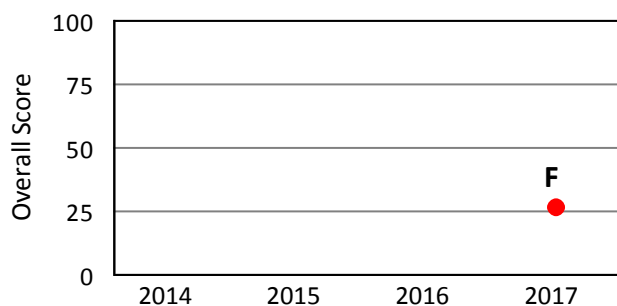
Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at http://ped.state.nm.us/SchoolGrading.

This school did not give the OTL survey. Overall points were adjusted accordingly.

Final Points

Elementary and Middle Schools	
75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	F

Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	IStation (beginning 2017)	Early Literacy	KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficient (%)	21	21	21	-	-	-	-	21	16	-	≤ 20
Points Proficiency	2.66										
Points Student Growth	0.28										
Math Proficient (%)	17	21	≤ 20	-	-	-	-	17	14	-	≤ 20
Points Proficiency	2.13										
Points Student Growth	0.84										
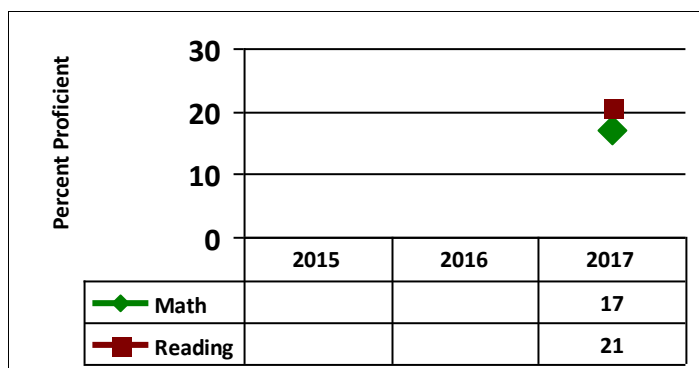
Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

	2015	2016	2017
Math			17
Reading			21

School Improvement	School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	Reading	Math
Growth Index	-2.17	-1.18
Points	0.08	0.59

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth	Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero This group performed higher than expected.

Near Zero This group performed as expected based on their academic history.

Below Zero This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing	-0.94	0.15	-0.53	-	-	-	-	-0.13	-0.23	-	-0.32
Points	1.74										
Lowest-Performing	-0.86	-	-	-	-	-	-	-	-	-	-
Points	1.95										
Math Growth											
Higher-Performing	-0.98	0.33	-0.26	-	-	-	-	0.08	-0.04	-	0.39
Points	1.64										
Lowest-Performing	-0.23	-	-	-	-	-	-	-	-	-	-
Points	4.07										

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected

Reading		Math	
Lowest-Performing	Higher-Performing	Lowest-Performing	Higher-Performing

Reading Lowest-Performing: -0.86 (2017)
Reading Higher-Performing: -0.94 (2017)
Math Lowest-Performing: -0.23 (2017)
Math Higher-Performing: -0.98 (2017)

2015 2016 2017   2015 2016 2017   2015 2016 2017   2015 2016 2017

Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	92	92	92	-	-	79	-	93	94	84	92
Points	4.84										

Surveys

Score (Average)	NA
Points	NA
Number of Surveys	NA

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

☑ Student and Parent Engagement   ☐ Truancy Improvement

☐ Extracurricular Activities   ☑ Using Technology

Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%)	96
Math (%)	96

School exempt from penalty because of size

Additional Information

Similar Schools

This shows how an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.

Rank Among Similar Schools

Current Standing	
School Improvement	
Growth, Higher-Performing Students	
Growth, Lowest-Performing Students	
Opportunity to Learn	

Ranks Lower   Ranks Higher

This school was compared to 47 similar schools.
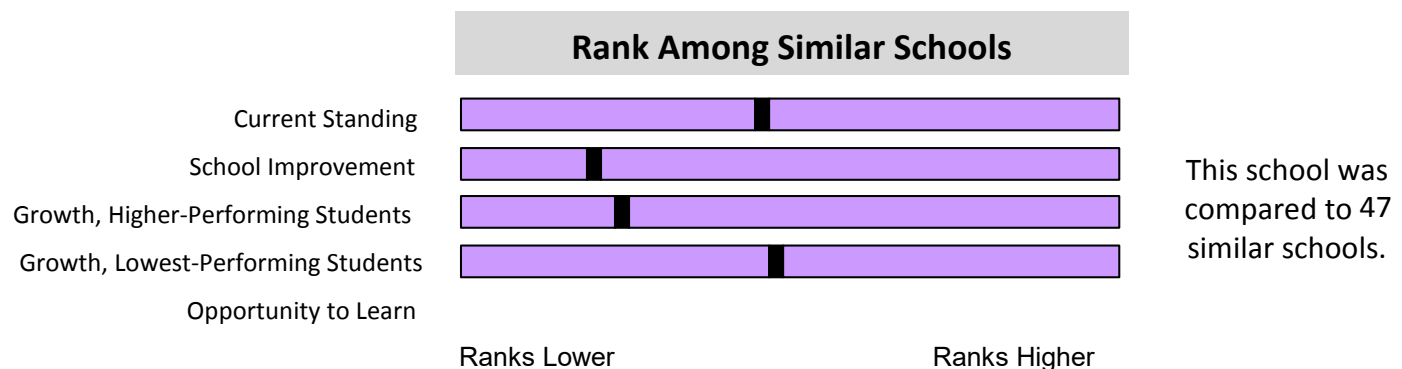
A listing of these schools is posted at http://ped.state.nm.us/SchoolGrading/SimilarSchools.

School History

Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2017 (%)	21	21	21	-	-	-	-	21	16	-	≤20
	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
	2015 (%)	-	-	-	-	-	-	-	-	-	-	-
Math Proficiency	2017 (%)	17	21	≤20	-	-	-	-	17	14	-	≤20
	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
	2015 (%)	-	-	-	-	-	-	-	-	-	-	-

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at http://ped.state.nm.us/SchoolGradingTechnicalGuide. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.

School Grading Report Card 2018

Final Grade 2018

D

Overall Score 46.36

Six Directions Indigenous School

District: Six Directions Indigenous School

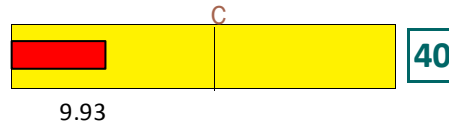Grade Range   6 - 8   Code: 568001

C - State benchmark established in 2012 | Possible Points | This School Earned
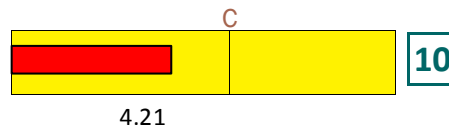
Current Standing

Are students performing on grade level? Did they improve more or less than expected?

C | **40** | **F**
9.93

School Improvement

Is the school as a whole making academic progress?

C | **10** | **D**
4.21

Improvement of Higher-Performing Students

Are higher-performing students improving more or less than expected?

C | **20** | **B**
9.95

Improvement of Lowest-Performing Students

Are the lowest-performing students improving more or less than expected?

C | **20** | **F**
7.95

Opportunity to Learn

Do students and families believe their school is a good place to attend and learn?

C | **10** | **A**
9.33
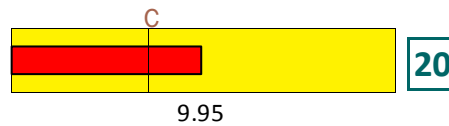
Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+   4.99

This School's History
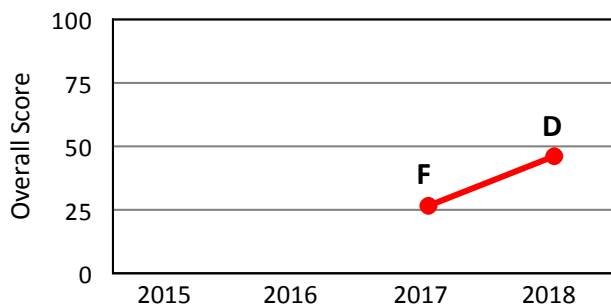
Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-6909 to learn more. For information about other schools in your community, please visit the School Grading web page at http://aae.ped.state.nm.us/SchoolGrading.html.

Elementary and Middle Schools	
75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	F

Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	IStation (beginning 2017)	Early Literacy	KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading	Proficient (%)	15	24	≤ 10	-	-	-	-	14	13	≤ 20	≤ 10
	Points Proficiency	1.83										
	Points Student Growth	3.88										
Math	Proficient (%)	9	14	≤ 10	-	-	-	-	7	7	≤ 20	≤ 10
	Points Proficiency	1.14										
	Points Student Growth	3.08										
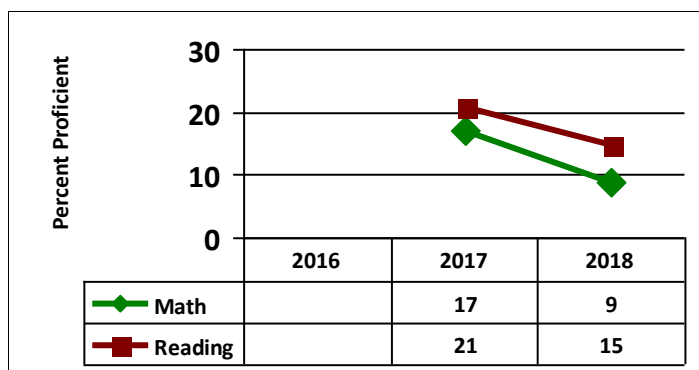
	2016	2017	2018
Math		17	9
Reading		21	15

Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement	School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	Reading	Math
Growth Index	-0.14	-0.26
Points	2.22	1.99

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth	Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero — This group performed higher than expected.

Near Zero — This group performed as expected based on their academic history.

Below Zero — This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing	0.42	0.02	-0.35	-	-	-	-	-0.13	-0.10	-	-0.41
Points	6.64										
Lowest-Performing	-0.94	-	-0.35	-	-	-	-	-0.27	-0.33	-	-0.27
Points	1.73										
Math Growth											
Higher-Performing	-0.44	0.18	0.39	-	-	-	-	0.20	0.19	-	0.18
Points	3.32										
Lowest-Performing	0.31	0.34	0.07	-	-	-	-	0.15	0.22	-	-0.31
Points	6.22										

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected

Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	95	95	95	-	-	-	-	95	95	95	95
Points	5.00										

Surveys

Score (Average)	39.01
Points	4.33
Number of Surveys	87

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- ☑ Student and Parent Engagement
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☑ Using Technology

Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%)	100
Math (%)	100

School exempt from penalty because of size

Additional Information

<table>
<tr><td>School History</td><td colspan="13">Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.</td></tr>
</table>

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2018 (%)	15	24	≤ 10	-	-	-	-	14	13	≤ 20	≤ 10
	2017 (%)	21	21	21	-	-	-	-	25	29	-	-
	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
Math Proficiency	2018 (%)	9	14	≤ 10	-	-	-	-	7	7	≤ 20	≤ 10
	2017 (%)	17	21	≤ 20	-	-	-	-	21	16	-	≤ 20
	2016 (%)	-	-	-	-	-	-	-	-	-	-	-

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at http://aae.ped.state.nm.us/SchoolGradingLinks/1718/Technical Assistance for Educators/Technical Guide 2018.pdf. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total shown under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.

2018-19 SDIS	READING		MATH		SCIENCE	
	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
All Students	65	25	65	11	22	18
Female	34	38	34	12		
Male	31	≤ 10	31	≤ 10	13	23
Hispanic						
American Indian	64	25	64	11	20	≤ 20
Economically Disadvantaged	30	27	30	≤ 10	11	≤ 20
Students with Disabilities	11	≤ 20	11	≤ 20		
English Language learners	18	≤ 20	18	≤ 20		

SDIS TAMELA RESULTS - 2019

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students. Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC Fall ELA and Math; Transitional Assessment for Math and ELA (TAMELA) Spring; and 5) IStation Reading. This document complies with New Mexico student group classifications, and serves to provide the public with assessment performance data that is historically comparable with reports produced prior to the implementation of the Every Student Succeeds Act. Consequently, the figures here will differ slightly from Achievement figures available via the New Mexico Student Spotlight.

Code	State or District	School	Grade	Group	READING Count	READING Proficient & Above %	MATH Count	MATH Proficient & Above %	SCIENCE Count	SCIENCE Proficient & Above %
568001	Six Directions Indigenous School	Six Directions Indigenous School	6	All Students	12	≤ 20	12	≤ 20		
568001	Six Directions Indigenous School	Six Directions Indigenous School	6	Female						
568001	Six Directions Indigenous School	Six Directions Indigenous School	6	Male						
568001	Six Directions Indigenous School	Six Directions Indigenous School	6	American Indian	12	≤ 20	12	≤ 20		
568001	Six Directions Indigenous School	Six Directions Indigenous School	6	Economically Disadvantaged						
568001	Six Directions Indigenous School	Six Directions Indigenous School	6	Students with Disabilities						
568001	Six Directions Indigenous School	Six Directions Indigenous School	6	English Language Learners						
568001	Six Directions Indigenous School	Six Directions Indigenous School	7	All Students	20	≤ 20	20	≤ 20	22	18
568001	Six Directions Indigenous School	Six Directions Indigenous School	7	Female						
568001	Six Directions Indigenous School	Six Directions Indigenous School	7	Male	14	≤ 20	14	21	13	23
568001	Six Directions Indigenous School	Six Directions Indigenous School	7	Hispanic						
568001	Six Directions Indigenous School	Six Directions Indigenous School	7	American Indian	19	21	19	21	20	≤ 20
568001	Six Directions Indigenous School	Six Directions Indigenous School	7	Economically Disadvantaged	11	≤ 20	11	≤ 20	11	≤ 20
568001	Six Directions Indigenous School	Six Directions Indigenous School	7	Students with Disabilities						
568001	Six Directions Indigenous School	Six Directions Indigenous School	7	English Language Learners						
568001	Six Directions Indigenous School	Six Directions Indigenous School	8	All Students	16	25	16	≤ 20		
568001	Six Directions Indigenous School	Six Directions Indigenous School	8	Female						
568001	Six Directions Indigenous School	Six Directions Indigenous School	8	Male						
568001	Six Directions Indigenous School	Six Directions Indigenous School	8	American Indian	16	25	16	≤ 20		
568001	Six Directions Indigenous School	Six Directions Indigenous School	8	Economically Disadvantaged						
568001	Six Directions Indigenous School	Six Directions Indigenous School	8	Students with Disabilities						
568001	Six Directions Indigenous School	Six Directions Indigenous School	8	English Language Learners						
568001	Six Directions Indigenous School	Six Directions Indigenous School	9	All Students	17	47	16	≤ 20		
568001	Six Directions Indigenous School	Six Directions Indigenous School	9	Female	11	73	11	≤ 20		
568001	Six Directions Indigenous School	Six Directions Indigenous School	9	Male						
568001	Six Directions Indigenous School	Six Directions Indigenous School	9	American Indian	17	47	16	≤ 20		
568001	Six Directions Indigenous School	Six Directions Indigenous School	9	Economically Disadvantaged						
568001	Six Directions Indigenous School	Six Directions Indigenous School	9	Students with Disabilities						
568001	Six Directions Indigenous School	Six Directions Indigenous School	9	English Language Learners						
568001	Six Directions Indigenous School	Six Directions Indigenous School	10	All Students						
568001	Six Directions Indigenous School	Six Directions Indigenous School	10	Male						
568001	Six Directions Indigenous School	Six Directions Indigenous School	10	American Indian						
568001	Six Directions Indigenous School	Six Directions Indigenous School	10	Economically Disadvantaged						
568001	Six Directions Indigenous School	Six Directions Indigenous School	10	English Language Learners						

Six Directions Indigenous School Data Profile

Achievement Data

Achievement data for this school district is based on three years of reading, math and science scores, which represent percent proficient in each area. In 2017-2018 the PARCC test was used for assessing academic achievement, and 2019 the TAMALA test was used.

<u>**Reading Achievement Data**</u>

Group	2017		2018			2019		
	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	47	21	75	15	-6	38	11	-4
American Indian Students	42	21	70	14	-7	38	11	-3

Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/

Math Achievement Data

Group	2017		2018			2019		
	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	47	17	77	9	-8	27	33	24
American Indian Students	42	17	70	7	-10	26	31	24

Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/

Science Achievement Data

Group	2017		2018			2019		
	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	24	42	27	33	-9	22	18	-15
American Indian Students	21	43	26	31	-12	20	≤ 20	

≤ masking rules prevents Pct difference

Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/

4 Year Graduation Rate 2017-2018, 2018-2019 (N/A)

Student Enrollment 120 day snapshot 2019-2020

Group	Enrollment	Pct American Indian
All Students	76	98.7%
American Indian Students	75	

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>State Reports>Assessment>Student Snapshot
Template Extract

Student Dropout rate 2018-2019 (one year lagged) 0.0%

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>District and Location Reports>Dropout
Reports>Final Dropout Rates

For further information please contact
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SDIS 90 Day Offline Planning, 2020-21, S1
Work 4.1

Goal	Plus	Delta	Patterns Trends	Perf Challenges	The Per Chal	Causes	Root Cause	2 Focus Areas	Actions
Math Summative	In 2018-19, the overall number of student proficient increased by 2%. It went fr 9%P in 2017-18 to 11%P in 2018-19.	The 8th graders (current 10th gr) had 0% proficient on PARCC in '18-'19.	There was 8% decrease in proficiency in 2017-18 (fr 17%P to 9%P) and 2 % increase in proficiency in 2018-19 (fr 9%P to 11%P).	The number of students proficient has been low for 2 consecutive years. In 2017-18, 9% of students overall scored proficient and in 2018-19, 11% scored proficient.	9% and 11% of students scored proficient for 2 consecutive years.	1) Students did not receive a consistent program of math instruction due to frequent teacher turn over (3 teachers in 2018-19 SY). 2) students not able to understand teacher's instruction who was a civil engineer vs math teacher of S1 '18-'19.	Instruction did not asess or address learning gap areas/pre-requisite skills and steps for solving problems not broken down and paced to aid in/foster student learning.	Tier 1--modeling/I do--show how by breaking down steps, checking for understanding (steps did and did not know), and providing additional help (further breakdown and explanation and examples); DDI--identifying gap areas and take action address them (re-teaching of pre-requisite skills)	1) Strategies for modeling in guided steps, 2) Strategies for checking for understanding and providing additional instruction via whole class mini lesson and individual/small group to address learning gap 3) Analyzing data like student work, class assessments, and SCA & developing next step actons
Math SCA NWEA	19-20Y, % that met projected growth increased for all grade levels, fr 38 to 62 for 7th gr, 56 to 60 for 8th gr, 20 to 55 for 9th gr, and 46 to 50 for 10th gr.	19-20Y, 33% 6th graders met proj growth, which was lower than other grade levels. There is no NWEA data to compare to previous year being students start at SDIS at 6th grade.	The lowest number of students meeting projected growth was in the 2018-19 SY. These scores increased for grades 7-10 in 2019-20Y.	New incoming students, grade 6, had the least meet the projected growth or 33% Met Proj.	New incoming students, grade 6, had the least meet the projected growth or 33% Met Proj.	1) In 2019-20Y, the current math teacher was not hired until Jan. 2020 and did not provide instruction to them for S1 of that SY.	Not enough math standards were taught and mastered by MOY 2019-20Y.	Tier 1--identify and provide instruction of standards of all quarters; DDI--Tier 1--modeling/I do--show how by breaking down steps, checking for understanding (steps did and did not know), and providing additional help (further breakdown and explanation and examples); DDI--identifying gap areas and take action address them (re-teaching of pre-requisite skills and learning gap areas)	4) Develop curriclum maps for courses, which identify standards and activities and assessments related/aligned to standards 5) Develop and implement unit lesson plans that provide more specific detail of activities and assessments related/aligned to standards
Rd Summative	19-20Y, overall went fr 15 to 25%P, an increase of 10%.	In 2018-19, 6th graders (current 8th graders) had 0%P in reading.	In 2018-19, though 0% of 6th graders were proficient, there were higher proficiency rates for 7th (22.7%P), 8th (23.5%P), & 9th (50%P) grades.	The current 8th had 0%P in reading.	The current 8th had 0%P in reading.	Teacher turn over ocurred in the ELA dept. in the 2018-19Y. 4 different teachers taught that year.	Consisent instruction was not provided in grade level standards.	DDI--Analyzing data like student work, class assessments, and SCAs. Identify gap areas and take action to address (re-teaching of re-requisite skills/learning gap areas).	1. Data analysis steps for analyzing various data and developing next step action plans

Rd SCA NWEA									
Rd SCA NWEA	In 2019-20Y, there were increases in met proj growth for 8th (current 9th gr) and 10th grade (current 11 gr). 8th grade increased fr 24 to 55% proj met and 9th from 42 to 50% proj met.	19-20Y, 7th gr (current 8th gr) decreased fr 43 to 31% met proj growth. 9th gr (current 10th gr) decreased from 50 to 38% met proj growth.	In 2019-20Y, there were increases in met proj growth for 8th and 10th grade, but there were decreases for 7th and 9th grade.	19-20Y, 7th gr (current 8th gr) decreased fr 43 to 31% met proj growth. 9th gr (current 10th gr) decreased from 50 to 38% met proj growth.	19-20Y, 7th gr (current 8th gr) decreased fr 43 to 31% met proj growth. 9th gr (current 10th gr) decreased from 50 to 38% met proj growth.	Though students had two consistant ELA teachers in 2019-20 SY, the teachers were new. One had been hired in S2 of 2018-19 and the other was new that year. The new teacher also took excessive amounts of leave. Lesson plans and assignments of the first teacher show the lack of providing adequate guided instruction in showing students how to do the assignments. There is evdience in lesson plans for data analysis forms of these two teachers identifying performance gap areas and and in provided feedback and additional instruction to address learning gap areas.	More guided instruction needs to be provided to students in how to do the assignments. Checking for understanding and analyzing data like student work and assessments needs to be done to identifying performance gap areas and and in provided feedback and additional instruction to address learning gap areas.	Tier 1--1) Identify and provide instruction of standards in all quarters at the grade instructional level. 2) Model/show how to complete the instructional activity (ex. how to to conduct research, how to write a paragraph & multi-paragraphy writing piece, how to improve content and grammar and mechanics of a writing piece). Provide samples and direction guides (guiding questions and checklist) that guide is showing student how to do the activty assigned.	1. Developing curriclum maps and unit lesson plans, 2) Strategies for modeling, 3) Providing work guides, 3) strategies and steps for checking for understanding and providing feedback and additional instruction, 4) developing rubrics to guide students in meeting criteria
								Tier 1 continued--3) check for understanding like identify what parts students know and don't know and provide feedback and additional instruction (further directions, explanation, and examples).	

NM DASH Worksheet 2.2: High School Student Achievement Goals and Benchmarks (Grades 9–12) (REQUIRED)*

This worksheet is designed to help organize Summative and Benchmark grade-level goals. The worksheet **is required for grades 9–12 and will be uploaded** to the NM DASH Process Management Tool Goals page. Add rows as needed.

High School Student Achievement Goal and Benchmarks (Grades 9–12)			
Graduation Rate	**2018–19** Graduation Rate Results	2020–21 Graduation Rate Goal (Cohort 2021 – H4)	**Benchmarks:** How will you know you are on track to meet the Graduation Rate goal? (EWS, Course Completion, Demonstration of Readiness, etc.)
N/A	N/A	N/A	SDIS will have its first senior class in the 2021-22 SY. The benchmark this year is to have student Next Step Plans completed and course audits completed. Audits will determine coursework needs in particular for our junior class as they prepare for graduation next year.
Summative Goal Statement to be entered in NM DASH Process Management Tool**: (9-11)** By June 2021, students will be assisted in setting academic goals and will know what courses they have met and still need to be on track for graduation.			**Benchmark Goal Statement to be entered in** NM DASH Process Management Tool**:** By June 2021, 100% of Next Step Plans and Course Audits will be completed for students grades 9-11.

SMART Goal Criteria Checklist		Y/N
Specific	**Is the goal clearly defined?**	Y
Measurable	**Are multiple concrete criteria identified for measuring progress toward attainment of goal?**	Y
Ambitious & Attainable	**Does the goal stretch the school?**	Y
Relevant	**Does the goal relate to student learning and achievement? Is it data-based?**	Y
Time-bound	**Is the timeframe appropriate for accomplishment of the goal(s)?**	Y

*Excerpt from NM DASH Process Guide for Schools available in the NM DASH Resource Library

SIX DIRECTIONS INDIGENOUS SCHOOL

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Reading Achievement

Four-Year Comparison: All Students and American Indian Students

	SY 2016-2017				SY 2017-2018				SY 2018-2019				SY 2019-2020			
Grade	Met Proj	Count	Exp Gwth	obsv Gwth	Met Proj	Count	Exp Gwth	obsv Gwth	Met Proj	Count	Exp Gwth	obsv Gwth	Met Proj	Count	Exp Gwth	obsv Gwth
6th	61%	11/18	5.0	8	44%	7/16	5.6	4	43%	3/7	6	-1	20%	1/5	4	-4
7th	83%	19/23	4.1	9	67%	10/15	4.9	10	24%	4/17	4.4	-3	31%	4/13	3.2	-1
8th					44%	8/18	3.9	1	50%	7/14	4.1	5	55%	11/20	2.7	4
9th									42%	5/12	2.3	2	38%	3/8	1.9	-1
10th													50%	1/2	1.5	4
11th																

Key: % students that met projected growth, expected growth, observed growth

Math Achievement

Four-Year Comparison: All Students and American Indian Students

Grade	SY 2016-2017				SY 2017-2018				SY 2018-2019				SY 2019-2020			
	Met Proj	Count	Exp Gwth	obsv Gwth	Met Proj	Count	Exp Gwth	obsv Gwth	Met Proj	Count	Exp Gwth	obsv Gwth	Met Proj	Count	Exp Gwth	obsv Gwth
6th	58%	11/19	7	8	67%	10/15	7.4	9	38%	3/8	7.5	8	33%	2/6	4.4	3
7th	74%	17/23	5.5	10	67%	10/15	5.8	11	56%	9/16	6.2	7	62%	8/13	3.5	4
8th					33%	6/18	5.2	3	20%	3/15	5.2	1	60%	12/20	3.1	4
9th									46%	6/13	3.6	0	55%	6/11	2.2	4
10th													50%	3/6	2.1	4
11th																

Key: % students that met projected growth, expected growth, observed growth

Methods

During SY 2018–2019, SY 2017-2018, SY 2018-2019, and SY 2019-2020 grades 6th-10th were tested in reading and math using the New Mexico NWEA that include: Transitional Assessment in Math and Language Arts. As a rule, growth for groups with fewer than 10 students are masked and they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. Testing data is reported as the percentage of students who "meet the projected growth" and " met and/or exceeded the observed growth". The charts summarize the test results for all assessments for all students based on fluctuating enrollment numbers and amount of students that completed the assessment.

Reading Achievement

In comparing sixth grade level reading score results for the category "students that met projected growth" over the four school year period 2016-2017, 2017-2018, and 2018-2019, 2019-2020 reading assessment results indicate that students increased by 6% from SY 2016-2017 to SY 2017-2018; but increased by 12% from SY 2018-2019 to SY 2019-2020. Due to the COVID-19 Public Health Emergency, standardized testing was suspended for EOY SY 2019-2020.

In comparing seventh grade level reading score results for the category "students that met projected growth" over the over the four school year period 2016-2017, 2017-2018, and 2018-2019, 2019-2020 reading assessment results indicate that students decreased by 39% from SY 2016-2017 to SY 2017-2018; but increased by 6% from SY 2018-2019 to SY 2019-2020. Due to the COVID-19 Public Health Emergency, standardized testing was suspended for EOY SY 2019-2020.

Math Achievement

In comparing sixth grade level math score results for the category "students that met projected growth" over the four school year period 2016-2017, 2017-2018, and 2018-2019, 2019-2020 math assessment results indicate that students increased by 9% from SY 2016-2017 to SY 2017-2018; but increased by 35% from SY 2018-2019 to SY 2019-2020. Due to the COVID-19 Public Health Emergency, standardized testing was suspended for EOY SY 2019-2020.

In comparing seventh grade level math score results for the category "students that met projected growth" over the four school year period 2016-2017, 2017-2018, and 2018-2019, 2019-2020 math assessment results indicate that students decreased by

41% from SY 2016-2017 to SY 2017-2018; but increased by 4% from SY 2018-2019 to SY 2019-2020. Due to the COVID-19 Public Health Emergency, standardized testing was suspended for EOY SY 2019-2020.