



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

RYAN STEWART, ED.L.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

## 2021 Charter School Renewal Recommendation – Six Directions Indigenous School

### PED RECOMMENDATION

Though an argument could be made for a recommendation of non-renewal of the contract, the PED recognizes the recent growth under the new head administrator and would like to support the school's continued progress. The PED recommends **a renewal term of five (5) years with contract conditions (or a corrective action plan) that include specific goals for each of the first three (3) years to insure improvement regarding:**

- **continued growth in reading for all students**
- **significant growth in math for all students**
- **academic proficiency rates in both reading and math**
- **evidence that action steps have been implemented leading to compliance in organizational performance**

The school earned 39 points in 2018-2019, the most recent school year with state assessment data, on the cusp of the middle 50%. (The cutoff for Spotlight School designations was 53.33; the lowest 25% were at or below 40 points.) The school is identified as a school in need of Comprehensive Support and Improvement. Both reading and math proficiencies are below the local district and statewide averages. The school was unable to meet the charter goals throughout the contract term.

Due to the high numbers of COVID cases in the area, the school intends to provide virtual learning for the entire 2020-2021 school year. Middle school students, grades 6-8, attend 6 classes on Monday and Tuesday and a Friday advisory class. High school students, grades 9-11, attend 7 classes Wednesday and Thursday and a Friday advisory class. Students take core classes of ELA, social studies, science, math, Indigenous language (Navajo or Zuni), and elective classes with high school students working toward fulfilling high school credits. Outreach and instructional support is provided at the end of the school day and on Friday's between 8:30 a.m. to 1 p.m.

In 2019-2020, the school's organizational performance ratings did improve over prior years yet

*continued on next page*

*continued from page 1*

continued attention is required for the school to meet the standards. The school leadership has been unstable with several changes in Head Administrator during the contract term. The school has demonstrated a commitment to address all weaknesses via the hiring of new Head Administrator and contracted support. The new administration has instituted many procedures and processes to address academic, organizational and financial compliance concerns in a short amount of time.

A rating of meeting the standards was earned in five (5) of 18 indicators, working to meet the standard in 13 indicators, and falls far below for one (1) indicator. Those areas include, but are not limited to:

- Repeat noncompliance regarding protecting the rights of students with special needs including inconsistent/incorrect calculations when determining levels of service (hours), lack of a licensed professional onsite to provide direct services to students, and direct service logs
- Repeat noncompliance with protecting the rights of EL students, specifically proper identification, resolution of reporting errors, and annual notification to parents
- Repeat concerns regarding recurrent enrollment (64.38% and 62.32% for the last two years)
- Noncompliance due to the lack of a SAT referral and intervention program
- Repeat noncompliance with governance and reporting, specifically lack of annual evaluations of the head administrator and at least one Governing Board member not completing hours of mandatory training each year
- Repeat noncompliance with conducting all required emergency drills and tracking immunization status for all students
- Repeat concerns regarding personnel files including evidence of NMPED licensure, official transcripts, employment verifications, and mentorship documentation; in 2019-2020 at least one teacher's file did not contain a background check

The school's most recently published financial audit report indicates only one (1) finding of "other noncompliance".

The school's membership shows improvement over last year and is currently exceeding their 2021-budgeted membership. In the two previous years, the school's operating expenses exceeded operational revenue, decreasing the cash reserves proportionately. The current year budgeted operational expenses also exceed budgeted operational revenue. Although current membership numbers are encouraging, keeping operational expenses within operational revenue is a concern based on past and anticipated spending.

The school spent an average of 45.25% of its annual operating budget on instructional costs (categories 1100, 2100, and 2200) over the last four (4) years, which is over 20% lower than the 68% recommended per 2020 NM HB002. The percentage of operating budget spent on administrative support has averaged 34.5% with an average funded membership of 66 students. Enrollment has increased (from 50 to 78 students) during the contract term and the percentage spent on administrative support has declined, both of which are positive changes.

The school does not have the support of a foundation.

**EVALUATION SUMMARY**

Section	Indicator	Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	Department’s Standards of Excellence	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Meets the Standard</i>
2.c	Financial Performance	<i>Some concerns</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	Material Terms	<i>Demonstrates Substantial Progress</i>
3.b	Organizational Performance Framework	<i>Failing to Demonstrate Progress</i>
3.c	Governance Responsibilities	<i>Failing to Demonstrate Substantial Progress</i>

**NMPED Accountability Data 2018-2019**

	Overall	Reading Proficiency	Math Proficiency	Science Proficiency	English Learner Progress
<b>Six Directions Indigenous School</b>	39	25	9	19	<=20
Local District	48	31	17	23	21
Statewide	-	34	21	40	29

**Public Education Commission (PEC) Performance Framework**

Six Directions	2016-2017	2017-2018	2018-2019	2019-2020
<b>Category I. Academic Performance Framework</b>				
I.A.01 NM 6-7 School Grading System	Not Applicable	Not Applicable	Not Applicable	Not Applicable
I.A.01 Required Academic Performance Indicators	Not Applicable	Not Applicable	Not Applicable	Not Applicable
I.A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>				
II.A.00-04 Operating Budget/Audit/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Notes	Meets (or Exceeds) Standard			
<b>Category III. Organizational Performance Framework</b>				
III.A.00 Educational Plan: material terms of the approved charter application	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III.A.01 Educational Plan: applicable education requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III.A.02 Educational Plan: protecting the rights of all students	Working to Meet Standard			
III.A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard			
III.A.04 Educational Plan: protecting the rights of English Language Learners (TEJL II)	Working to Meet Standard			
III.A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III.A.06 Educational Plan: meet their enrollment/demographic goals	Not Applicable	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
IV.A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Working to Meet Standard			
IV.A.01 Business Management & Oversight: following generally accepted accounting principles	Not Applicable	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V.A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V.A.01 Governance and Reporting: holding management accountable	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VI.A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI.A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI.A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VII.A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VII.A.01 School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VIII.A.00 School Environment: handling information appropriately	Meets (or Exceeds) Standard			
<b>Category IV. Organizational Performance Framework</b>				
School Specific Items: data on any items specified in the school's Performance Framework	Not Applicable	Not Applicable	Working to Meet Standard	Working to Meet Standard



# SIX DIRECTIONS INDIGENOUS SCHOOL

2055 NM-602

Gallup, NM 87301

Phone: 505-863-1900 Fax: 505-863-8826

November 27, 2020

Dear Public Education Commission,

Thank-you for providing SDIS with its preliminary report. Below are responses to sections 1a, 1b, 3a, 3b, and 3c.

## 1a: Standards of excellence

1. As far points for the overall standing, there was a 19.44 point increase from 2017 to 2018 (Part A, p.3).
2. For 2019, though the overall standing was 1 point below the cut off of 40 pts., reading proficiency rates increased from 2018 by 10%, from 15% to 25% (Part A, p.3).
3. Though below the 12.5 state benchmark, there was a 4.02 increase in the current standing points, from 5.91 in 2017 to 9.93 in 2018. And though below the 5.8 benchmark, there was a 3.54 increase in school improvement points, from .67 to 4.21 (Part A, p.5).
4. There was growth in both groups in reading, for overall students in lowest 25% was 8 pts. above the 50 pt. benchmark and middle 50% was 18 pts. above the 50 pt. benchmark (Part A, p. 6).
5. There was growth in 2 of 3 groups for math. Students in lowest 25% were 4 pts. above the 50 pt. benchmark and those in the top 25% met the 50 pt. benchmark. However, the middle 50% was 7 pts. below the 50 pt. benchmark (Part A, p. 7).
6. Proficiency numbers for ELLs were close to overall proficiency numbers for reading and exceeded overall numbers in math. In reading for 2017, there was a 1% difference (21% overall and 20% ELL), 2018 a 5% difference (15% overall and 10% ELL), and 2019 a 5% difference (25% overall and 20% ELL). For math in 2017, ELL numbers were 3% higher than the overall (17% overall and 20% ELL), 2018, 1% higher than the overall (9% overall and 10% ELL), and 2019, 11% higher than the overall (9% overall and 20% ELL).

## 1b: Specific charter goals

1. On chart 18, it shows that 62% of students re-enrolled in 2020, followed by the line declining to 50% in the same year. Due to the pandemic, we had some students not re-enroll to attend school closer to their residence. I am not sure if

this is reflected in the 65% re-enrollment number of 2020 or the declining line after this number to the 50% mark (chart 18, p. 13).

2. Teacher retention is an area SDIS would like to improve. It has been challenging for schools in the Gallup area and Navajo Nation to fill vacancies due to the national teacher shortage and shortage of housing. This year, the challenge is partly due to the timing of the vacancies, one occurred right before school started and the other in mid September after school started.

### 3a, Material terms

1. Culturally responsive education--Teachers have been planning and implementing culturally relevant lesson activities as part of their curriculum maps/unit plans during time provided in professional development. Training and work time was provided 3 weeks before school started and will be provided before quarter 3 and 4.
2. Project-based learning and skills labs--In addition, teachers planned and implemented a cross curricular project based learning plan for semester 1. For semester 1, the theme is self-identity and family and community relationships, and the essential question is, "How does the strength and knowledge in my ancestors and Indigenous community play a role in my life today?" Due to virtual learning, skills labs have been modified. Instead, teachers will identify gap areas of students and provide instruction in gap areas during class and during outreach/extra help times. Middle school students take 6 classes and high school students, 7 classes. There is no longer a block for humanities and STEAM, instead English language and social studies are taken as separate classes and math and science classes are separate as well. Unit lessons are developed for each quarter versus trimester. As stated, curriculum for courses will be developed during PD.
3. Restorative practices--With no physical student-to-student interaction of classes being virtually provided, restorative practices have occurred through the larger community circle of advisory classes. Each grade level has a specific advisory teacher. Advisory class topics include weekly reflection, development and implementation of goals, taking surveys (including social-emotional surveys), and college and career readiness activities. During this time, students also prepare and present at student led conferences. Teachers discuss and suggest/decide on advisory topics. In addition, teachers have restorative conversations and conferences as needed with students. Resolving conflict between students and conferences regarding discipline policies and procedures has not been an issue with virtual learning.
4. Staff orientation--Teachers were provided 3 weeks of orientation before school started on Aug. 25 and afterward and included actions listed in this section: SDIS mission, delivering and implementing PBL, restorative practices through advisory

class activities and conversations/conferences as needed, and policies and procedures pertinent to staff.

5. Ongoing staff development--Time will be provided during PD for curriculum development, 90 day planning and implementation (tier 1 and data analysis goals), and all other work needed by the site.
6. Communication about student progress--The actions listed in this section are being implemented: report cards, student led conferences, assessment results, and student reflection.
7. Family advisory committee--SDIS is looking forward to developing and building the membership of a FAC where norms, goals, and roles will be established and a member will attend Governing Council meetings. They will meet 3-4 times a year rather than monthly, be presented information, and give their own input/ feedback on assessments, the 90 day plan, budgets, and policies as well as bring forth concerns and propose ideas for the betterment of the school. SDIS will have a FAC membership in place by December 18 and have it's first meeting at the end of semester 1 in January.
8. Showcase night--Teachers will select noteworthy work from students to be showcased online on the school website at the end of semester 1 and later in the spring and end of school year. The link announcing the showcase will be provided to parents on Facebook and Remind App. SDIS is working on having a showcase up by December 18.

### 3b, Organizational performance framework

1. Framework item scores/ranking was made available in September 2020 and actions have been and are being taken to address them. Since October, the ranking has improved with the number of red areas decreasing from 2018-19 and since September.
2. I would like to be provided specific information as to why SDIS ranked "falls far below" on III.A.04 - Educational Plan: Protecting the rights of ELL (Title III). This area was ranked "working to meet" last year, then fell to "falls far below" this year, though SDIS was responsive in the area and provided all the elements requested.
3. This is the data that was provided:

1) The school is 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 corrected. The report should be uploaded to this indicator – with student names redacted; AND

2) The school should provide action plans (including timelines, persons responsible and action steps) that outline (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. Please provide a copy of the annual parent letter template and the progress monitoring sheet.

4. SDIS will continue to take action to earn meets or exceeds standards for the 2020-21 SY for all categories.

Section 3c: Government responsibilities

The current composition of the Governing Council is incorrect. As of 9/21, the GC should be:

Name	Role	Service Start Date
Dr. Oliver Tapaha	Assistant Chair	6/14/17
Lane Towery	Chair	2/19/18
Karen Malone	Keeper of Finances	7/17/19
Wilhelmina Yazzie	Keeper of Records	8/21/19
Zowie Banteah	Member	9/21/20
Sheryl Livingston	Member	9/21/20

The staff is working hard to address performance ranking areas and to operate according to the contract charter.

Best Regard,  
 Tamara Allison, Head Administrator [tamara@sixdirectionsschool.org](mailto:tamara@sixdirectionsschool.org)



### Certificate Of Completion

Envelope Id: 63941EFFF3AE45DEA1459E30533F887C	Status: Completed
Subject: Prelim renewal report response SDIS	
Source Envelope:	
Document Pages: 4	Signatures: 1
Certificate Pages: 1	Initials: 0
AutoNav: Enabled	Envelope Originator:
Enveloped Stamping: Disabled	Tamara Allison
Time Zone: (UTC-08:00) Pacific Time (US & Canada)	tamara@sixdirectionsschool.org
	IP Address: 64.207.219.9

### Record Tracking

Status: Original	Holder: Tamara Allison	Location: DocuSign
11/27/2020 2:46:18 PM	tamara@sixdirectionsschool.org	

### Signer Events

Tamara Allison  
tamara@sixdirectionsschool.org  
Head Administrator  
Security Level: Email, Account Authentication (None)

### Signature

Signature Adoption: Drawn on Device  
Using IP Address: 73.26.140.117

### Timestamp

Sent: 11/27/2020 2:46:19 PM  
Viewed: 11/27/2020 2:46:22 PM  
Signed: 11/27/2020 2:46:51 PM  
Freeform Signing

**Electronic Record and Signature Disclosure:**  
Not Offered via DocuSign

### In Person Signer Events

### Signature

### Timestamp

### Editor Delivery Events

### Status

### Timestamp

### Agent Delivery Events

### Status

### Timestamp

### Intermediary Delivery Events

### Status

### Timestamp

### Certified Delivery Events

### Status

### Timestamp

### Carbon Copy Events

### Status

### Timestamp

### Witness Events

### Signature

### Timestamp

### Notary Events

### Signature

### Timestamp

### Envelope Summary Events

### Status

### Timestamps

Envelope Sent	Hashed/Encrypted	11/27/2020 2:46:19 PM
Certified Delivered	Security Checked	11/27/2020 2:46:22 PM
Signing Complete	Security Checked	11/27/2020 2:46:51 PM
Completed	Security Checked	11/27/2020 2:46:51 PM

### Payment Events

### Status

### Timestamps



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

RYAN STEWART, ED.L.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

### Preliminary Analysis of Renewal Application and Site Visit

**School Name:** Six Directions Indigenous School  
**School Address:** 2055 NM-602, Gallup, NM 87301  
**Head Administrator:** Tamara Allison  
**Business Manager:** Amber Peña  
**Authorized Grade Levels:** Grades 6 – 12 (presently serving grades 6-11)  
**Authorized Enrollment:**  
**Contract Term:** July 1, 2016 – June 30, 2021  
**Mission:** *"The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities."*

### **Summary of Performance**

**Academic.** The school's academic performance has been evaluated under two different accountability systems throughout the term of its contract; A-F School Grading Report in school years 2016-2017 and 2017-2018 & the New Mexico System of School Support and Accountability in school years 2018-2019 and 2019-2020.

Six Directions Indigenous School's (SDIS) academic performance evidenced an overall decline between school years 2016-17 to 2017-18, with the same low percentage in math and an improvement in reading between school years 2017-18 to 2018-19. In 2018-19, SDIS demonstrated a 25% reading proficiency compared to the State's 34% overall reading proficiency rate, while the school's math proficiency rate was 9% compared to the State proficiency rate of 21%.

The school's Overall Academic Performance during the contract term was an **F letter grade, D letter grade, and Traditional Support School** designation, respectively. The school has been identified as a school in need of **Comprehensive Support and Improvement (CSI)**. In 2018-2019, the school earned 39 overall points (below the cutoff of 40), placing it in the lowest 25% of all public schools in New Mexico.

The school received a "*Falls Far Below Standard*" rating on its mission specific goals during the first year of its contract, 2016-2017, "*Does Not Meet Standard*" rating on its mission specific goals in 2017-2018, and another "*Falls Far Below*" rating in 2018-19.

Pending the charter contract renewal decision, the Charter School Division will recommend that the school be required to implement a rigorous academic improvement plan approved by the Public Education Commission.

**Financial.** Over the course of the contract, the school received eight (8) audit findings derived from published audited financial statements from 2016-2017 through 2018-2019. The findings consist of one (1) repeat finding, one (1) material weakness, zero (0) significant deficiencies and seven (7) noncompliance. In the most recent reporting year, 2018-2019, the school received one (1) audit finding classified as noncompliance, which was not a repeat. SDIS is on quarterly reporting status. Business Manager services are provided by the Vigil Group. For the most part, the Business Manager is responsive and submits reports in a timely manner. Although there have been few instances of expenditures or encumbrances in excess of budget authority, the majority of quarterly budget reports are able to be approved with no issues.

SDIS has not achieved the projected membership anticipated at the contract's inception; however, this year's first reporting period membership numbers are encouraging. In the first two years of the contract, the school built up a healthy cash balance. During the most recent two years, the school appears to be chipping away at the reserves. The school leadership will need to keep a close eye on spending and be prepared to make decisions to cut expenses while continuing to prioritize spending in the classroom.

**Organizational.** During the most recent year evaluated (2019-20), the school received one "*Falls Far Below Standard*" indicator rating. SDIS received 13 "*Working to Meet Standard*" indicator ratings; 12 of which were a repeated "*Working to Meet Standard*" (or "*Falls Far Below*") rating from the previous academic year. The school has demonstrated improvement in its organizational framework in the most recent year (2019-2020) in large part due to the new administration and contracted support that were instituted since July 1, 2020. Throughout the first three years of the contract term, the school did not correct compliance concerns in many indicators despite repeated ratings of "*Falls Far Below*".

Pending the charter contract renewal decision, the Charter School Division will recommend that the school be required to implement a rigorous organizational improvement plan approved by the Public Education Commission in order to insure that the school continues to address areas in need of improvement and reaches "*Meets Standard*" in most, if not all, areas.

<b>PART A:</b>	<p><b>Data analysis provided by CSD</b></p> <p>Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term</p>
<b>PART B:</b>	<p><b>Progress Report provided by the School</b></p> <p>Please see Part B for the school’s self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the 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.</p>

**The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on October 21, 2020.**  
*Ratings are based on the rubric provided in the application.*

Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<p><b>Department’s Standards of Excellence—</b></p> <p>Overall NM School Grade</p> <p style="padding-left: 20px;">2016-2017: F letter grade</p> <p style="padding-left: 20px;">2017-2018: D letter grade</p> <p>NM System of School Support and Accountability</p> <p style="padding-left: 20px;">2018-2019: Traditional School with a need for Comprehensive Support and Improvement (CSI)</p> <p style="padding-left: 20px;">2019-2020: No data available for any schools</p>	<i>Failing to Demonstrate Substantial Progress</i>
1.b	<p><b>Specific Charter Goals</b></p> <p>Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative.</p> <ul style="list-style-type: none"> <li>• Academic growth or proficiency in Math</li> <li>• Academic growth or proficiency in Reading</li> </ul>	<i>Failing to Demonstrate Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<p><b>Audit</b></p> <p>Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section.</p> <p><i>[Organizational Performance Framework 2a and 2b]</i></p> <p><i>[Organizational Performance Framework 2a-2e]</i></p>	<i>Demonstrates Substantial Progress</i>
2.b	<p><b>Board of Finance</b></p> <p>Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).</p>	<i>Meets the Standard</i>

2c	<p><b>Additional Financial Information</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="background-color: #ffffcc; text-align: center;">SIX DIRECTIONS INDIGENOUS SCHOOL</th> </tr> <tr> <th colspan="5" style="text-align: center;">MEMBERSHIP</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Enrollment CAP</td> <td style="text-align: right;">300</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">2021 Budgeted MEM</td> <td style="text-align: right;">73</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Actual 40D 10-01-2020</td> <td style="text-align: right;">78</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Funded Membership</td> <td style="text-align: right; border: 1px solid black;">50</td> <td style="text-align: right;">73</td> <td style="text-align: right;">67</td> <td></td> </tr> <tr> <th colspan="5" style="text-align: center;">OPERATIONAL EXPENSES vs. OPERATIONAL REVENUE</th> </tr> <tr> <th></th> <th style="text-align: right;">2016-17</th> <th style="text-align: right;">2017-18</th> <th style="text-align: right;">2018-19</th> <th style="text-align: right;">2019-20</th> </tr> <tr> <td style="background-color: #d9ead3;">Direct Inst</td> <td style="text-align: right;">1000</td> <td style="text-align: right;">186,013</td> <td style="text-align: right;">246,804</td> <td style="text-align: right;">308,231</td> <td style="text-align: right;">367,627</td> </tr> <tr> <td style="background-color: #d9ead3;">Student Sup</td> <td style="text-align: right;">2100</td> <td style="text-align: right;">16,542</td> <td style="text-align: right;">7,966</td> <td style="text-align: right;">29,933</td> <td style="text-align: right;">17,634</td> </tr> <tr> <td style="background-color: #d9ead3;">Instrtnl Sup</td> <td style="text-align: right;">2200</td> <td style="text-align: right;">0</td> <td style="text-align: right;">286</td> <td style="text-align: right;">695</td> <td style="text-align: right;">0</td> </tr> <tr> <td style="background-color: #fce5cd;">Central Admi</td> <td style="text-align: right;">2300</td> <td style="text-align: right;">59,470</td> <td style="text-align: right;">171,736</td> <td style="text-align: right;">179,756</td> <td style="text-align: right;">198,358</td> </tr> <tr> <td style="background-color: #fce5cd;">School Admi</td> <td style="text-align: right;">2400</td> <td style="text-align: right;">77,189</td> <td style="text-align: right;">1,152</td> <td style="text-align: right;">3,273</td> <td style="text-align: right;">1,189</td> </tr> <tr> <td style="background-color: #fce5cd;">Central Svcs</td> <td style="text-align: right;">2500</td> <td style="text-align: right;">1,746</td> <td style="text-align: right;">65,421</td> <td style="text-align: right;">70,123</td> <td style="text-align: right;">80,748</td> </tr> <tr> <td>Maint/Ops</td> <td style="text-align: right;">2600</td> <td style="text-align: right;">39,267</td> <td style="text-align: right;">123,422</td> <td style="text-align: right;">136,390</td> <td style="text-align: right;">150,498</td> </tr> <tr> <td>Food Svc</td> <td style="text-align: right;">3100</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Other</td> <td style="text-align: right;">other</td> <td style="text-align: right;">0</td> <td style="text-align: right;">35,983</td> <td style="text-align: right;">52,951</td> <td style="text-align: right;">28,009</td> </tr> <tr> <td>Total Operating Exp</td> <td></td> <td style="text-align: right; border-top: 1px solid black;">380,226</td> <td style="text-align: right; border-top: 1px solid black;">652,770</td> <td style="text-align: right; border-top: 1px solid black;">781,351</td> <td style="text-align: right; border-top: 1px solid black;">844,063</td> </tr> <tr> <td>Total Operational Rev</td> <td></td> <td style="text-align: right;">442,995</td> <td style="text-align: right;">858,642</td> <td style="text-align: right;">661,566</td> <td style="text-align: right;">829,175</td> </tr> <tr> <td>Surplus</td> <td></td> <td style="text-align: right;">62,769</td> <td style="text-align: right;">205,872</td> <td style="text-align: right;">(119,785)</td> <td style="text-align: right;">(14,888)</td> </tr> <tr> <td>Year End CASH balance</td> <td></td> <td style="text-align: right;">68,911</td> <td style="text-align: right;">274,786</td> <td style="text-align: right;">155,000</td> <td style="text-align: right; background-color: #ffffcc;">140,112</td> </tr> <tr> <th colspan="5" style="text-align: center;">DISTRIBUTION OF EXPENSES</th> </tr> <tr> <td style="background-color: #d9ead3;">Instructional Cost</td> <td></td> <td style="text-align: right;">202,554</td> <td style="text-align: right;">255,056</td> <td style="text-align: right;">338,859</td> <td style="text-align: right;">385,261</td> </tr> <tr> <td style="background-color: #d9ead3;">% of total operating exp</td> <td></td> <td style="text-align: right;">53%</td> <td style="text-align: right;">39%</td> <td style="text-align: right;">43%</td> <td style="text-align: right;">46%</td> </tr> <tr> <td style="background-color: #d9ead3;">Per student membership</td> <td></td> <td style="text-align: right; background-color: #d9ead3;"></td> <td style="text-align: right;">\$5,101</td> <td style="text-align: right;">\$4,674</td> <td style="text-align: right;">\$5,750</td> </tr> <tr> <td style="background-color: #fce5cd;">Admin Support</td> <td></td> <td style="text-align: right;">138,405</td> <td style="text-align: right;">238,310</td> <td style="text-align: right;">253,152</td> <td style="text-align: right;">280,295</td> </tr> <tr> <td style="background-color: #fce5cd;">% of total operating exp</td> <td></td> <td style="text-align: right;">36%</td> <td style="text-align: right;">37%</td> <td style="text-align: right;">32%</td> <td style="text-align: right;">33%</td> </tr> <tr> <td style="background-color: #fce5cd;">Per student membership</td> <td></td> <td style="text-align: right; background-color: #d9ead3;"></td> <td style="text-align: right;">\$4,766</td> <td style="text-align: right;">\$3,492</td> <td style="text-align: right;">\$4,184</td> </tr> </tbody> </table>		SIX DIRECTIONS INDIGENOUS SCHOOL					MEMBERSHIP					Enrollment CAP	300				2021 Budgeted MEM	73				Actual 40D 10-01-2020	78				Funded Membership	50	73	67		OPERATIONAL EXPENSES vs. OPERATIONAL REVENUE						2016-17	2017-18	2018-19	2019-20	Direct Inst	1000	186,013	246,804	308,231	367,627	Student Sup	2100	16,542	7,966	29,933	17,634	Instrtnl Sup	2200	0	286	695	0	Central Admi	2300	59,470	171,736	179,756	198,358	School Admi	2400	77,189	1,152	3,273	1,189	Central Svcs	2500	1,746	65,421	70,123	80,748	Maint/Ops	2600	39,267	123,422	136,390	150,498	Food Svc	3100	0	0	0	0	Other	other	0	35,983	52,951	28,009	Total Operating Exp		380,226	652,770	781,351	844,063	Total Operational Rev		442,995	858,642	661,566	829,175	Surplus		62,769	205,872	(119,785)	(14,888)	Year End CASH balance		68,911	274,786	155,000	140,112	DISTRIBUTION OF EXPENSES					Instructional Cost		202,554	255,056	338,859	385,261	% of total operating exp		53%	39%	43%	46%	Per student membership			\$5,101	\$4,674	\$5,750	Admin Support		138,405	238,310	253,152	280,295	% of total operating exp		36%	37%	32%	33%	Per student membership			\$4,766	\$3,492	\$4,184
SIX DIRECTIONS INDIGENOUS SCHOOL																																																																																																																																																																	
MEMBERSHIP																																																																																																																																																																	
Enrollment CAP	300																																																																																																																																																																
2021 Budgeted MEM	73																																																																																																																																																																
Actual 40D 10-01-2020	78																																																																																																																																																																
Funded Membership	50	73	67																																																																																																																																																														
OPERATIONAL EXPENSES vs. OPERATIONAL REVENUE																																																																																																																																																																	
	2016-17	2017-18	2018-19	2019-20																																																																																																																																																													
Direct Inst	1000	186,013	246,804	308,231	367,627																																																																																																																																																												
Student Sup	2100	16,542	7,966	29,933	17,634																																																																																																																																																												
Instrtnl Sup	2200	0	286	695	0																																																																																																																																																												
Central Admi	2300	59,470	171,736	179,756	198,358																																																																																																																																																												
School Admi	2400	77,189	1,152	3,273	1,189																																																																																																																																																												
Central Svcs	2500	1,746	65,421	70,123	80,748																																																																																																																																																												
Maint/Ops	2600	39,267	123,422	136,390	150,498																																																																																																																																																												
Food Svc	3100	0	0	0	0																																																																																																																																																												
Other	other	0	35,983	52,951	28,009																																																																																																																																																												
Total Operating Exp		380,226	652,770	781,351	844,063																																																																																																																																																												
Total Operational Rev		442,995	858,642	661,566	829,175																																																																																																																																																												
Surplus		62,769	205,872	(119,785)	(14,888)																																																																																																																																																												
Year End CASH balance		68,911	274,786	155,000	140,112																																																																																																																																																												
DISTRIBUTION OF EXPENSES																																																																																																																																																																	
Instructional Cost		202,554	255,056	338,859	385,261																																																																																																																																																												
% of total operating exp		53%	39%	43%	46%																																																																																																																																																												
Per student membership			\$5,101	\$4,674	\$5,750																																																																																																																																																												
Admin Support		138,405	238,310	253,152	280,295																																																																																																																																																												
% of total operating exp		36%	37%	32%	33%																																																																																																																																																												
Per student membership			\$4,766	\$3,492	\$4,184																																																																																																																																																												
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>																																																																																																																																																																	
3.a	<p><b>Material Terms</b></p> <p>All schools must provide a response for this section of the application.</p> <ul style="list-style-type: none"> <li>• Culturally Responsive Education</li> <li>• Project-Based Learning and Skills Labs</li> <li>• Restorative Practices</li> <li>• Holistic Wellness and Positive Youth Development</li> <li>• Staff Orientation and ongoing Professional Development</li> <li>• Communication with Parents</li> <li>• Family Advisory Committee</li> <li>• Showcase Nights</li> <li>• Governing Council to have at least 6 members including the positions of Chair, Asst Chair, Keeper of Finances, and Keeper of Record. One, but not more than two, members must be from the Family Advisory Committee.</li> </ul>	<i>Demonstrates Substantial Progress</i>																																																																																																																																																															
3.b	<p><b>Organizational Performance Framework</b></p> <p>Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section.  <i>[Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c]</i>  <i>[Organizational Performance Framework 1b-1f, 4a-4e, and 5a-5d]</i></p>	<i>Failing to Demonstrate Substantial Progress</i>																																																																																																																																																															

	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in an Appendix, referenced in narrative by name.	
3.c	<p><b>Governance Responsibilities</b></p> <p>All schools must provide a response for this section of the application.</p> <p><i>[Organizational Performance Framework 3a and 3b]</i></p> <p><i>[Organizational Performance Framework 3a-3c]</i></p>	<i>Failing to Demonstrate Substantial Progress</i>

Parts C, D, and E were provided by the school.

<b>PART C:</b>	<p><b>Financial Statement</b></p> <p>A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.</p>
<b>PART D</b>	<p><b>Petitions</b></p> <ol style="list-style-type: none"> <li>1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit. Number: <u>12</u> out of <u>12</u> Percentage: <u>100%</u></li> <li>2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit. Number: <u>70</u> Percentage: <u>90%</u></li> </ol>
<b>PART E:</b>	<p><b>Description of the Charter School Facilities and Assurances</b></p> <p>A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.</p> <ol style="list-style-type: none"> <li>1. A copy of the facility lease agreement as Appendix D</li> <li>2. A narrative description of its facilities and attach the school's Facility Master Plan, if available, as Appendix H</li> <li>3. Attach a copy of the building E Occupancy certificate(s) Dated 28 Feb 2003 Maximum Occupancy (if listed): Not noted</li> <li>4. Most recent facility NMCI Score 6.18% (2016) indicating that the school <b>meets</b> the requirements of Subsection C of 22-8B-4.2 NMSA 1978</li> <li>5. If the charter school is relocating or expanding, provide assurances that the facilities comply with the requirements of Section 22-8B-4.2 NMSA 1978  <input type="checkbox"/> Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)</li> </ol>
<b>PART F:</b>	<p><b>Amendment Requests</b></p> <p>The school has not requested or been granted any amendment request(s) during the current contract term.</p>

## Six Directions Indigenous School Stakeholder Interviews

Stakeholder interviews were conducted on October 21, 2020 via Zoom. The exact number of participants for each group interviewed was too difficult to track as individuals from all four groups were joining in and out of all 4 interviews.

Parents of students attending Six Directions Indigenous School were pleased with the school that it is an indigenous school and very relevant to their community, teaching the children about their heritage and actually incorporating it into all aspects of their learning. Parents expressed that the smaller school environment was beneficial to their students, explaining that they felt teachers were supportive and responsive to their students' needs, even now with the remote learning. One parent expressed that they would like to see more higher education opportunities incorporated into the school for the older students. Parents felt that the staff and teachers do a good job at keeping them informed about what is going on with their students. Parents feel that their students feel comfortable at the school and are thus, overall, receiving what they need in order to thrive academically.

The focus on Native American language, arts, beliefs, culture and the smaller size of the school seemed to be the consensus among the students interviewed. Many students expressed that coming from a traditional public school, this was a "fresh start". Another student expressed they "were not being challenged enough in regular public school". Students expressed that if they need extra help, all they need to do is ask and that help is available to them. When asked what they would change about the school, the responses were: I would not change a thing, everything is perfect, a wish that the school was bigger so more students could take advantage of it, and one wanted better curriculum for the classes.

Two of the four board members present were founding members of the school. All four board members present were fully supportive of the mission and indicated the extreme importance of the school. The board president stated that the biggest lever to ensure the mission of the school was being implemented was the oversight of the head administrator. This included, but was not limited to, evidence of curriculum, evidence of test scores, and evidence of parent and student surveys. This year the board has adopted a new head administrator evaluation, geared towards culturally responsive leadership with several domains. They are very excited to utilize the new head administrator tool this year for the first time. The board noted that the academic data gauge has changed almost every year since they have been a school and there is a huge lag in academic data. However, they were awaiting some testing data from last fall, again referring to the head administrator as the primary indicator for the overall health of the school. When asked about strengths of the school, some of the responses were the small size of the school, interpersonal relationship between students and teachers, emphasis of mission statement to provide a quality education to the students, and the creativeness during remote learning.

The teachers were a lively bunch and almost all of them participated in all four (4) of the school's stakeholder interview sessions. Teachers were excited about the school's mission and noted how the curriculum is aligned to the mission and it was interesting to see how teachers incorporated indigenous education into their lesson plans. Teachers loved watching the students be creative in learning their own culture from the people that live within the community and building relationships. As quoted by one teacher, "It's a motivation to continue working here." A weakness of the school, as expressed by one teacher, included transportation when school is open. Many students live in outlying areas and that sometimes makes it difficult for students to get to school. Another teacher noted that they would like to see more resources such as a sports facility and maybe a computer lab. Teachers feel that they are made aware of changes timely by the school, that overall they feel like they are a part of the school, and they can express their input.



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

RYAN STEWART, Ed L.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

## Part A: Data Report and Current Charter Contract Terms

---

### SIX DIRECTIONS INDIGENOUS SCHOOL

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

**Head Administrator:** Tamara Allison

**Business Manager:** Amber Peña

**Authorized Grade Levels:** Grades 6 - 12 (presently serving grades 6-11)

**Mission:**

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

## SECTION 1. ACADEMIC PERFORMANCE

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

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

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

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

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

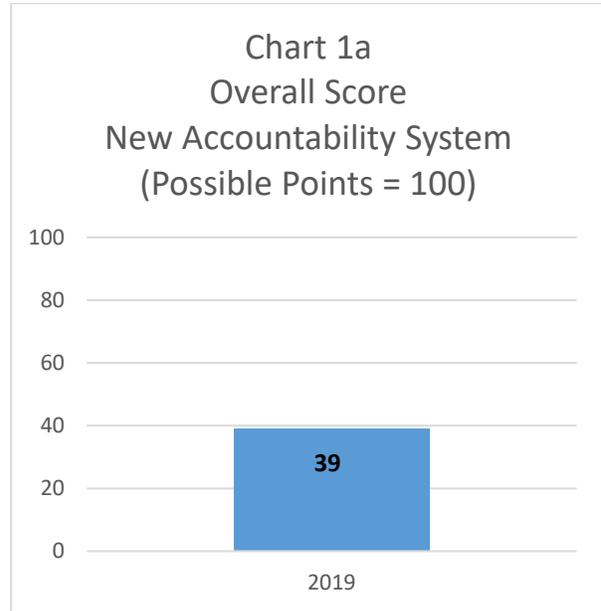
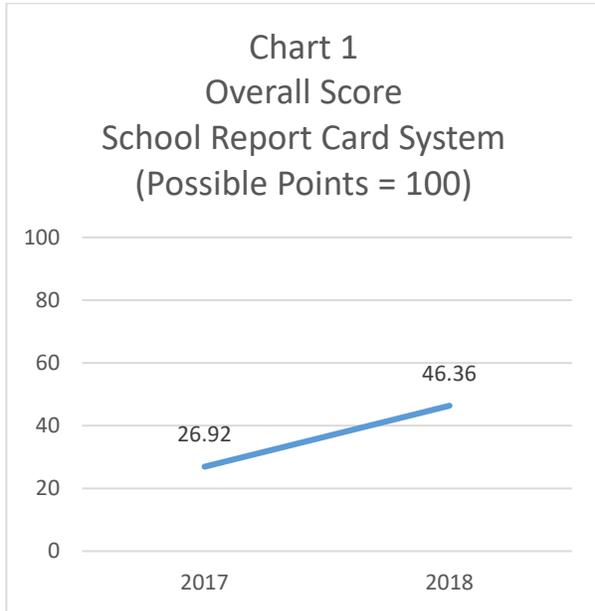
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2016-2017 and 2017-2018 (under the A-F Grading System) with data pulled directly from School Report Cards. For 2018-2019, data from the NM System of School Support and Accountability Reports is also provided.

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

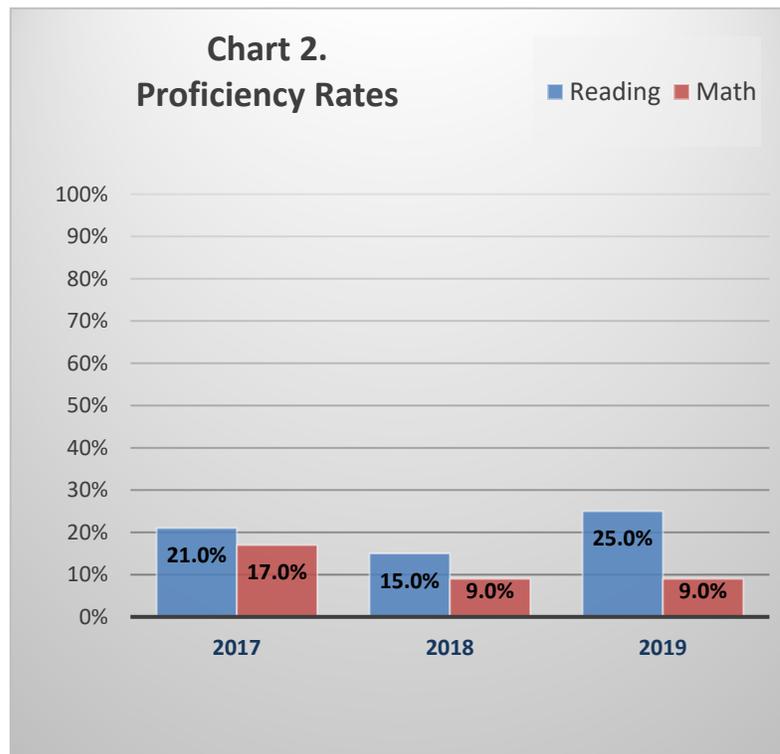
REMINDER: The Public Education Commission has requested that schools include 2019-2020 short-cycle assessments, if any, and a brief explanation of how the school intends to address learning loss in the Part B Progress Report submitted by the school as part of the renewal application.

## 1a. Department's Standards of Excellence

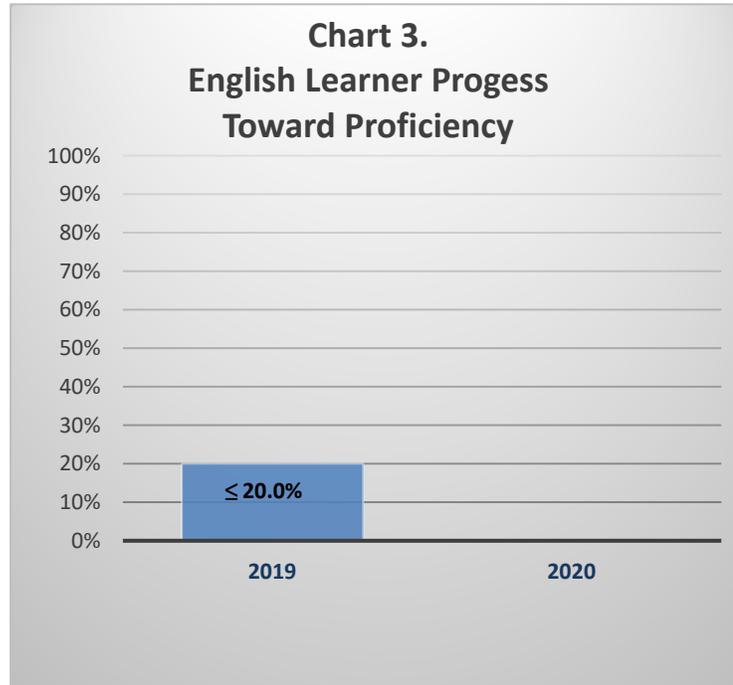
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2017-FY2019).



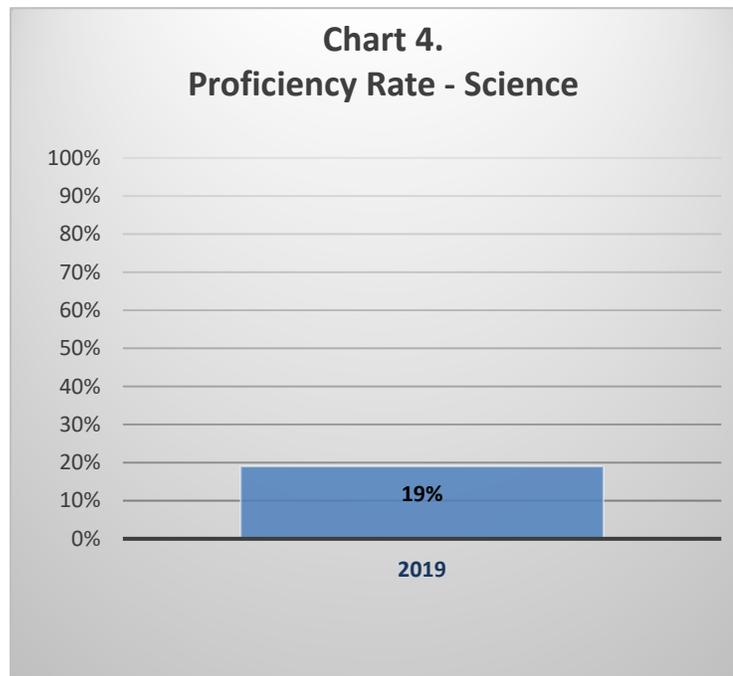
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **Reading and Math** in each of the years in which state assessment data is available (FY2017-FY2019).



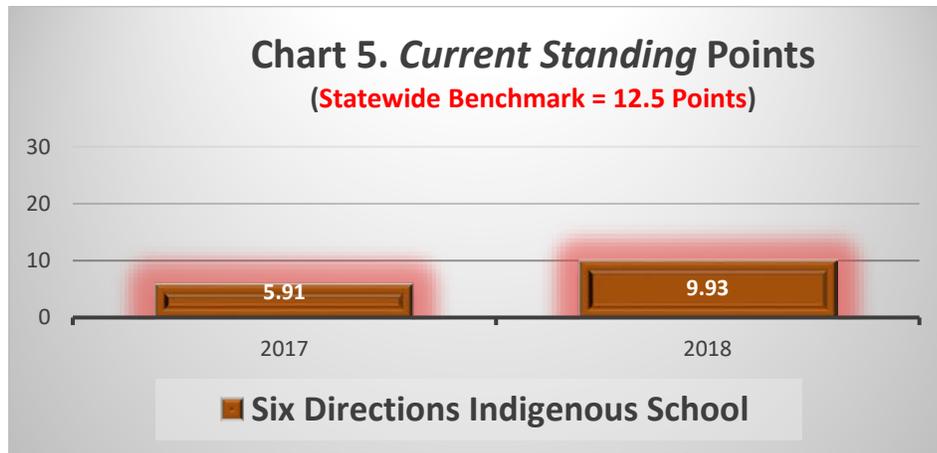
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency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



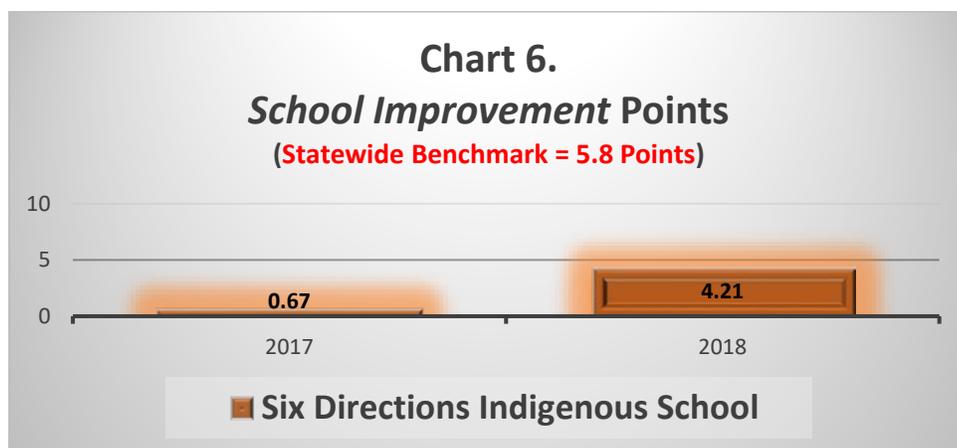
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science. *Please note, the State’s overall science proficiency rate was reported as 40% for the 2018-19 academic year.*



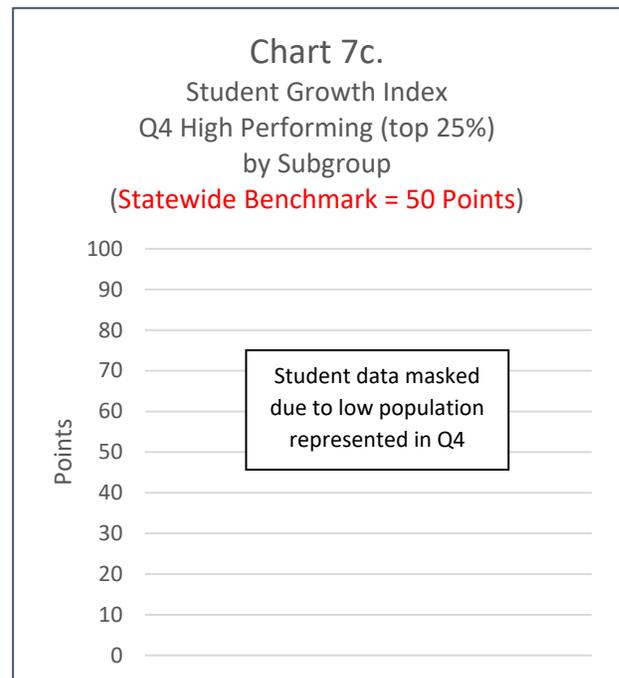
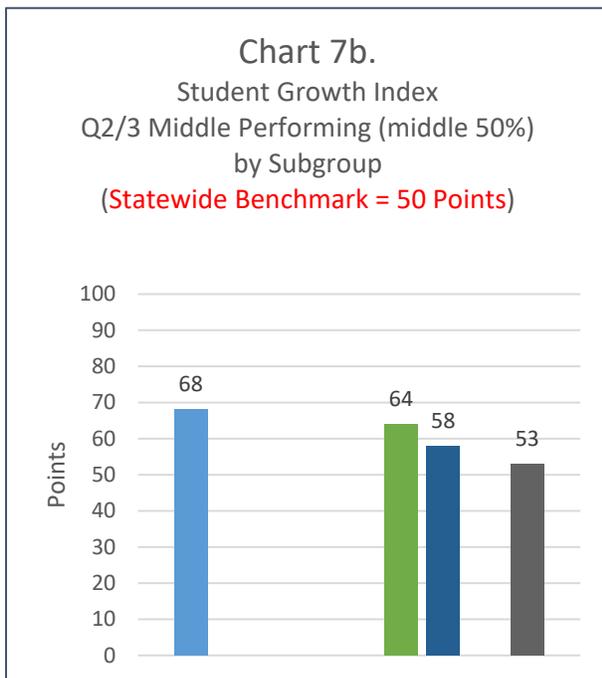
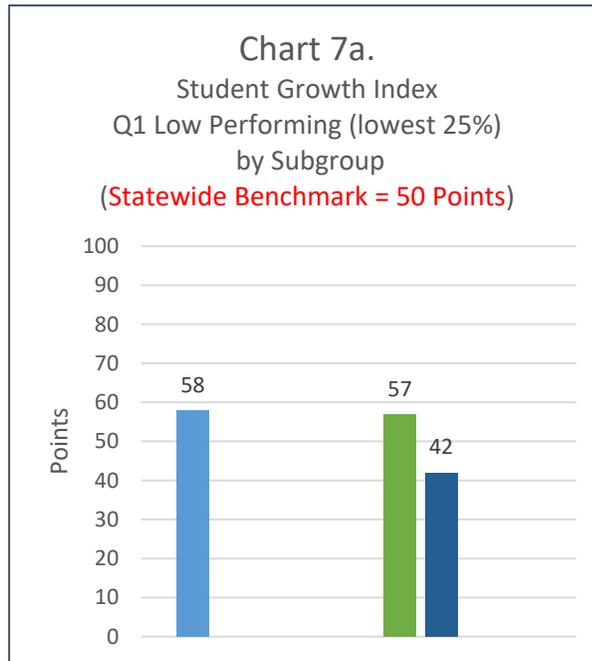
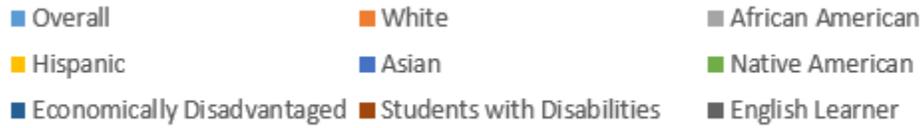
**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for two years are provided in Chart 5. As of FY19, this measure is no longer available.



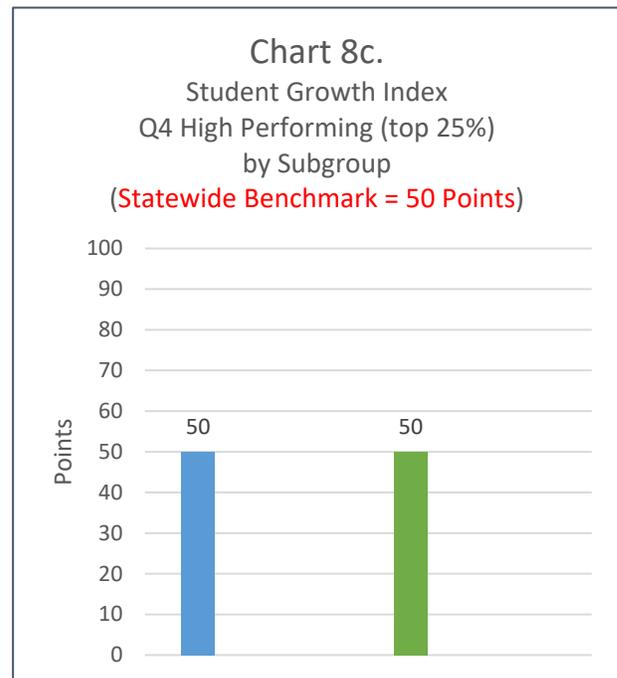
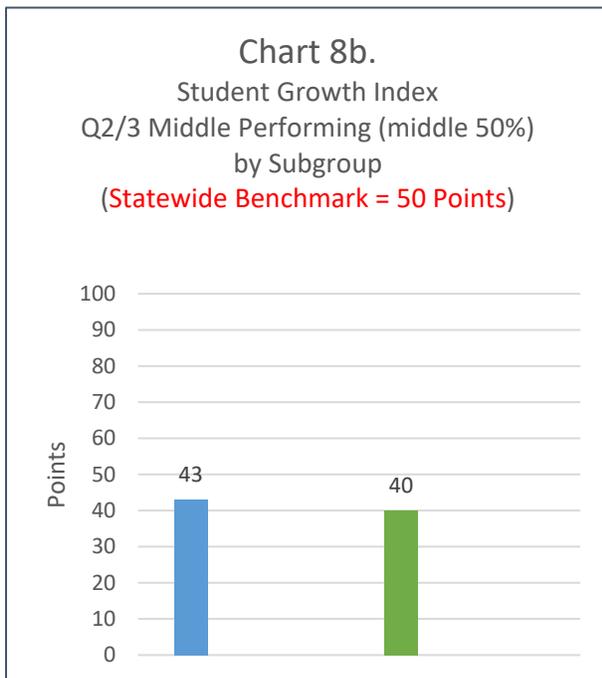
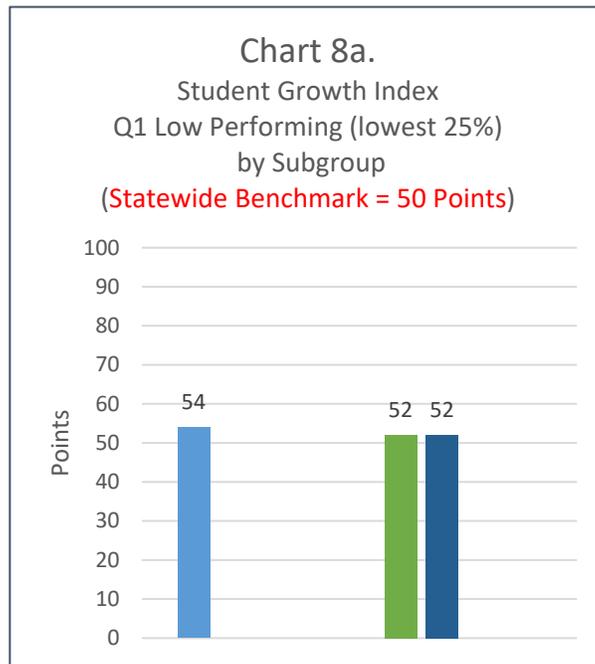
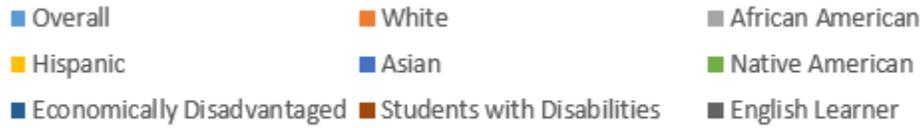
**School Improvement:** The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. As of FY19, this measure is no longer available.



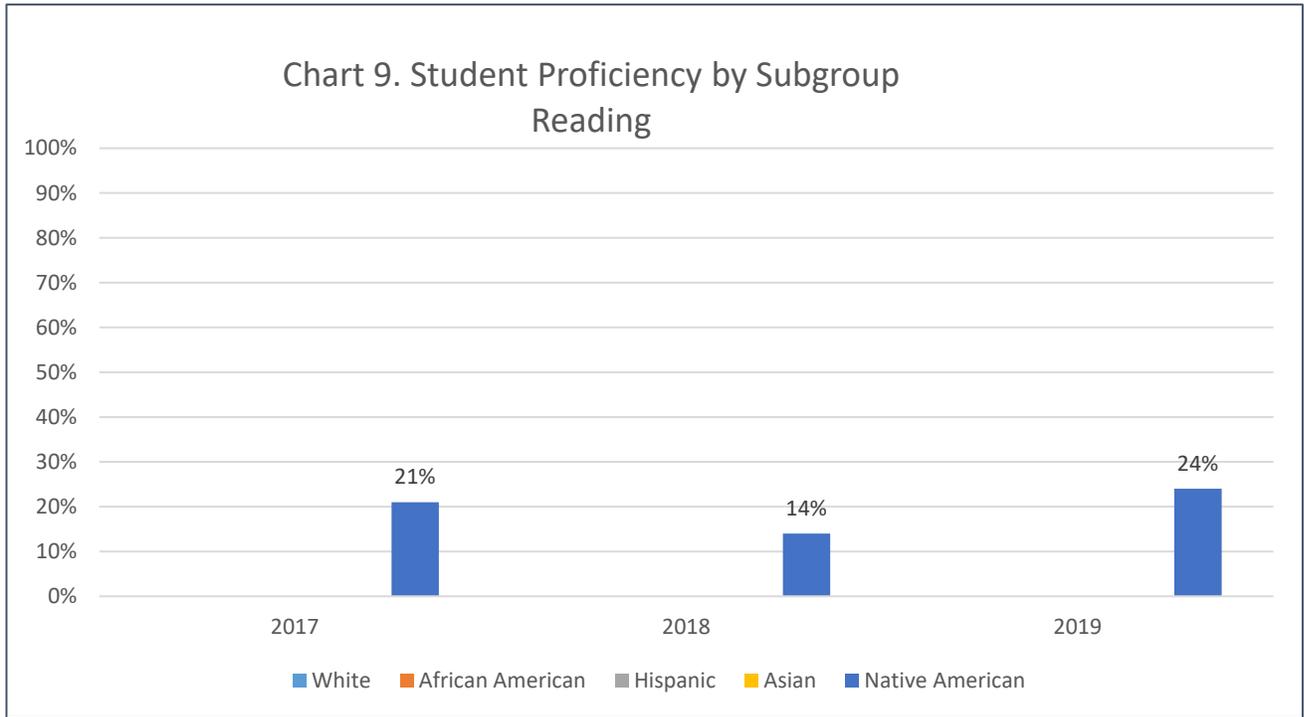
**Growth Index for Reading FY2019**



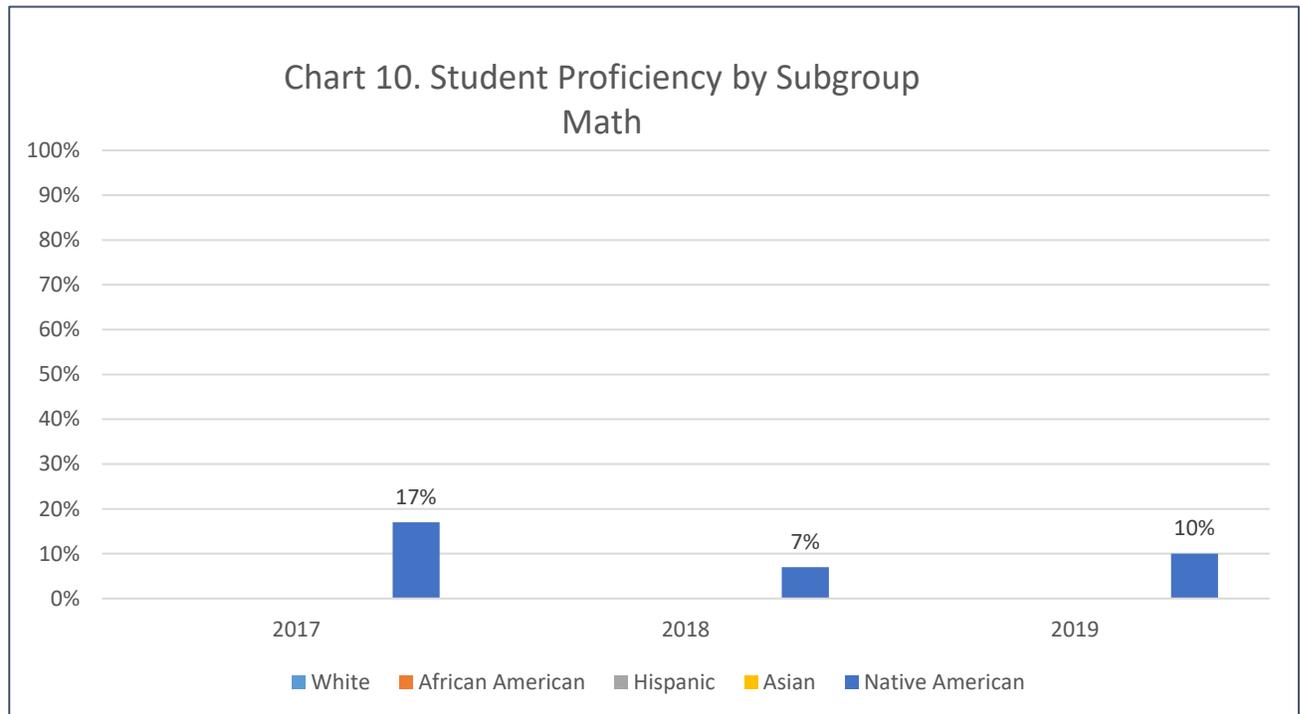
**Growth Index for Math FY2019**



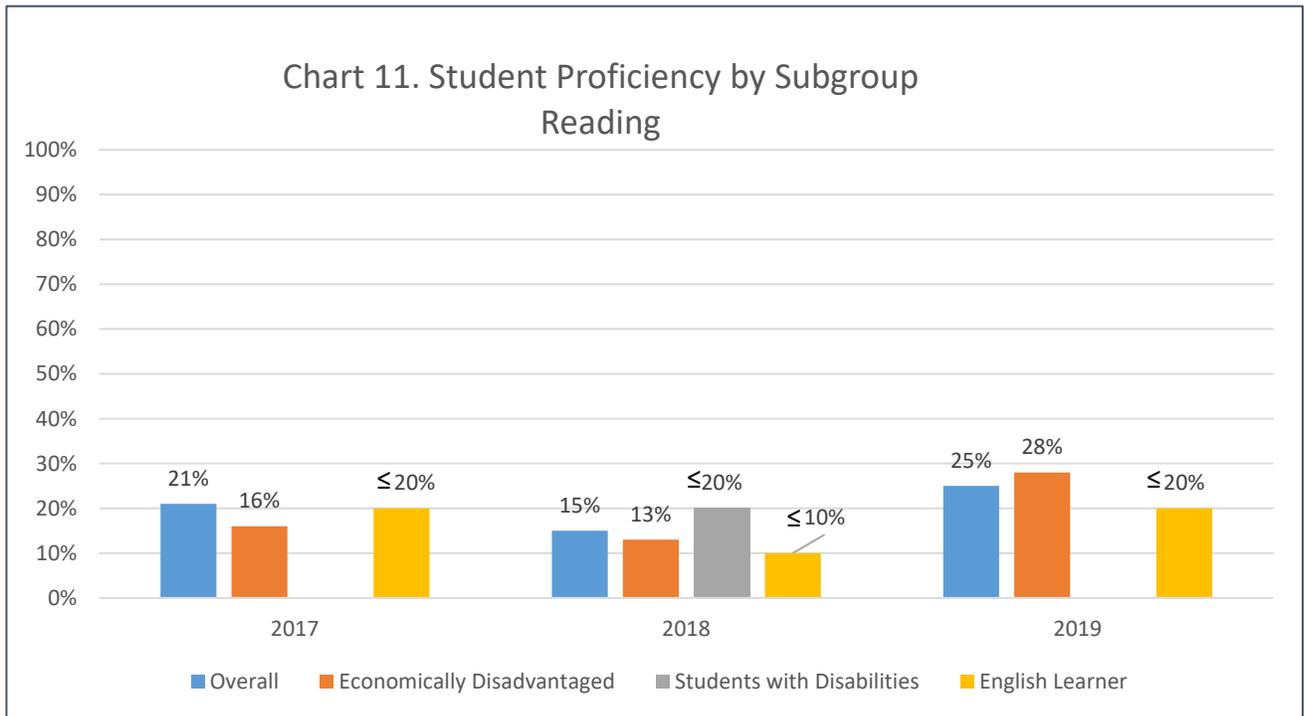
**Race/Ethnicity Subgroups - Proficiency in Reading**



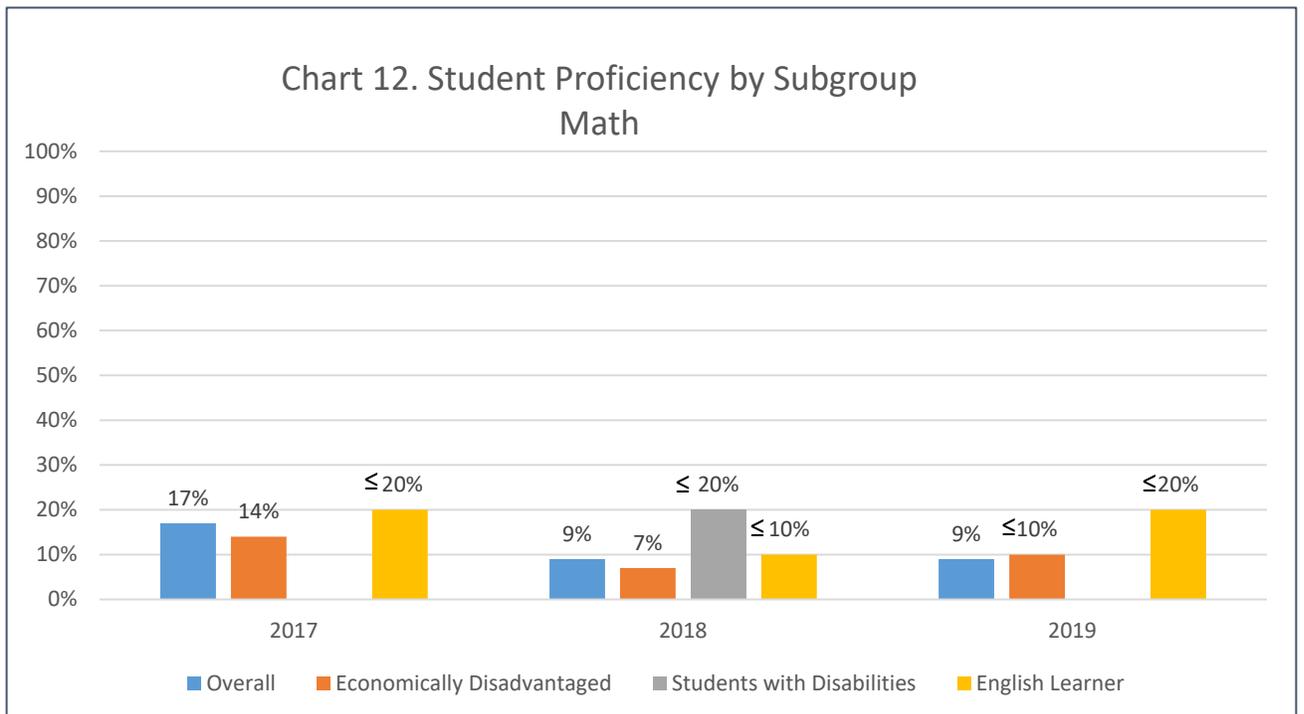
**Race/Ethnicity Subgroups - Proficiency in Math**



**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**



## 1b. Specific Charter Goals

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

### Charter Specific Goals / Mission Goals

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

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

Figure 2. Progress towards Charter Specific Goals.<sup>1</sup>

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

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

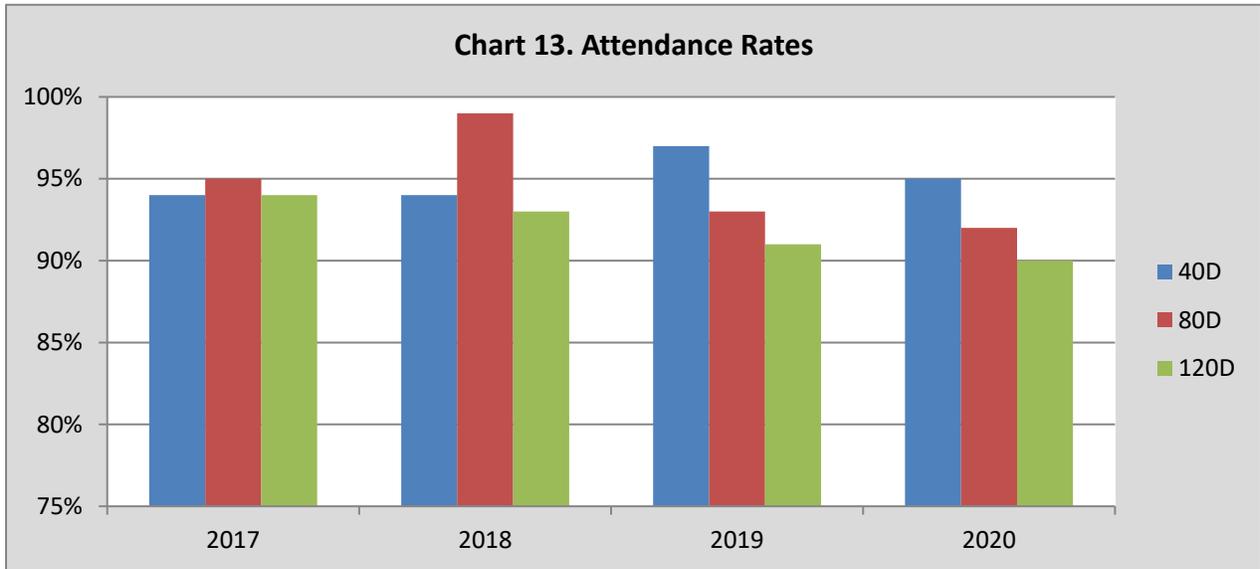
<sup>1</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

### 1c. Student Attendance and Enrollment

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

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

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

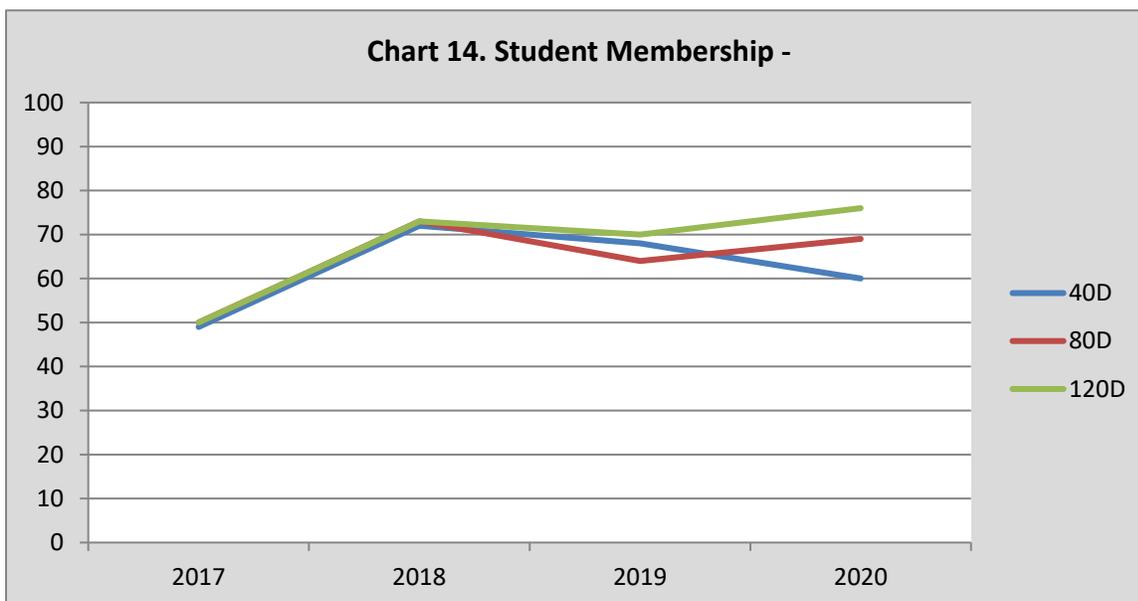


**Student Membership (Enrollment)**

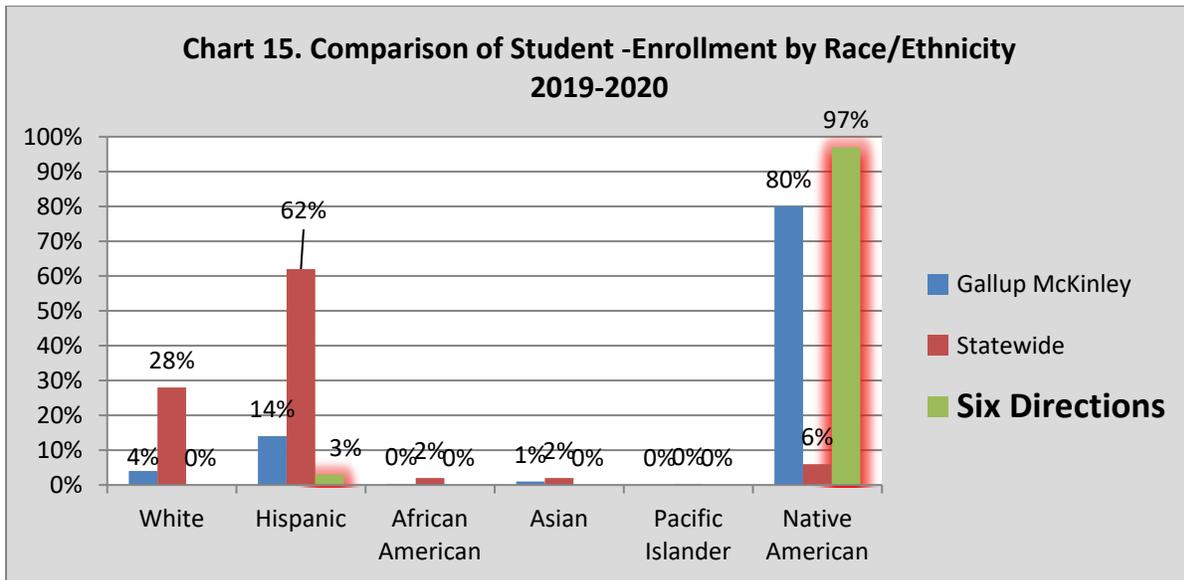
The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

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

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

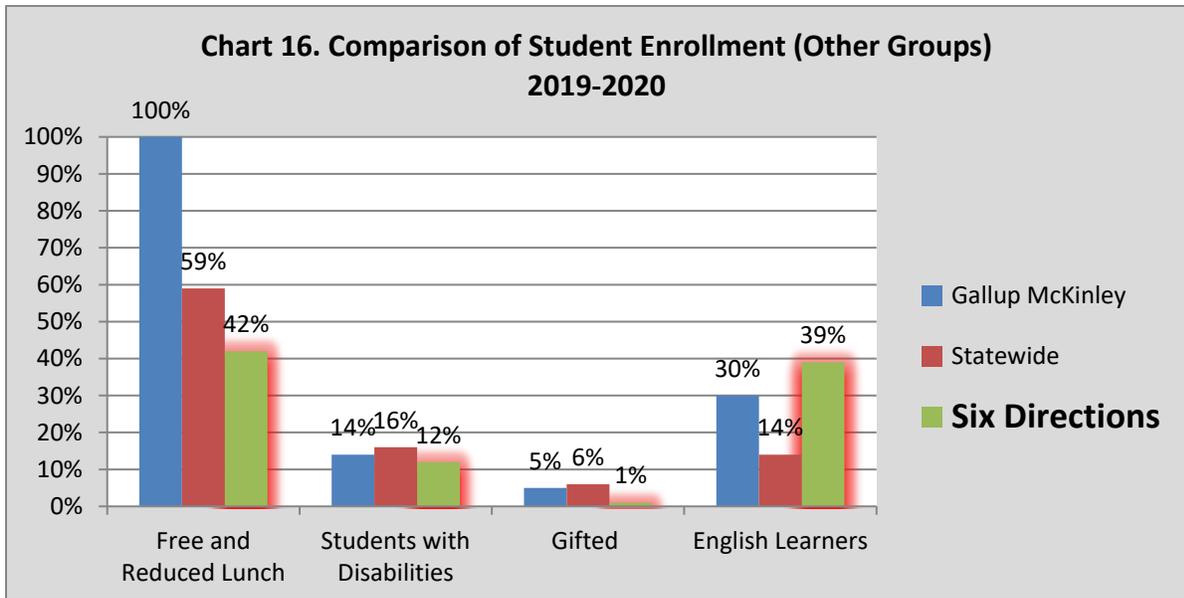


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

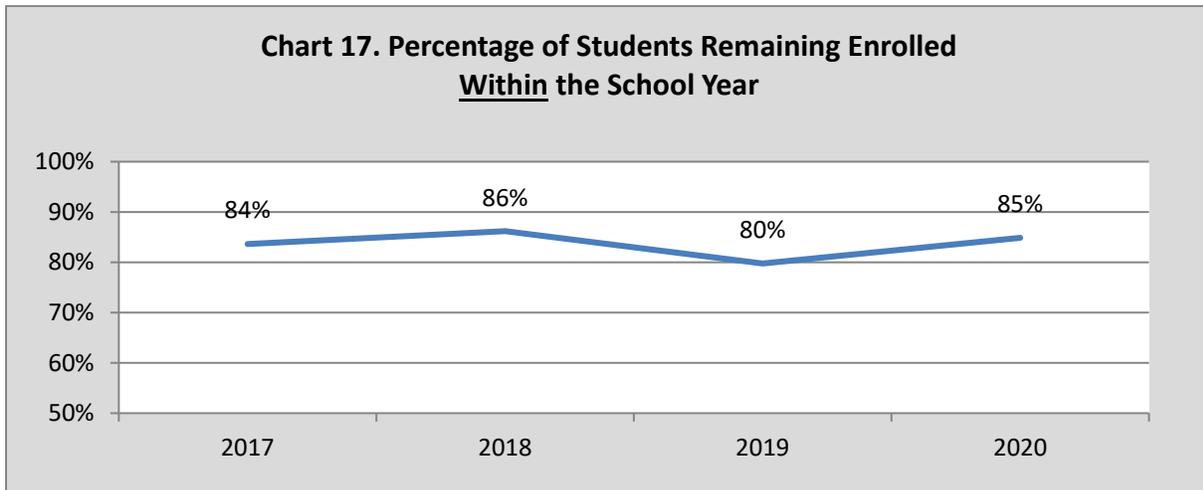


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

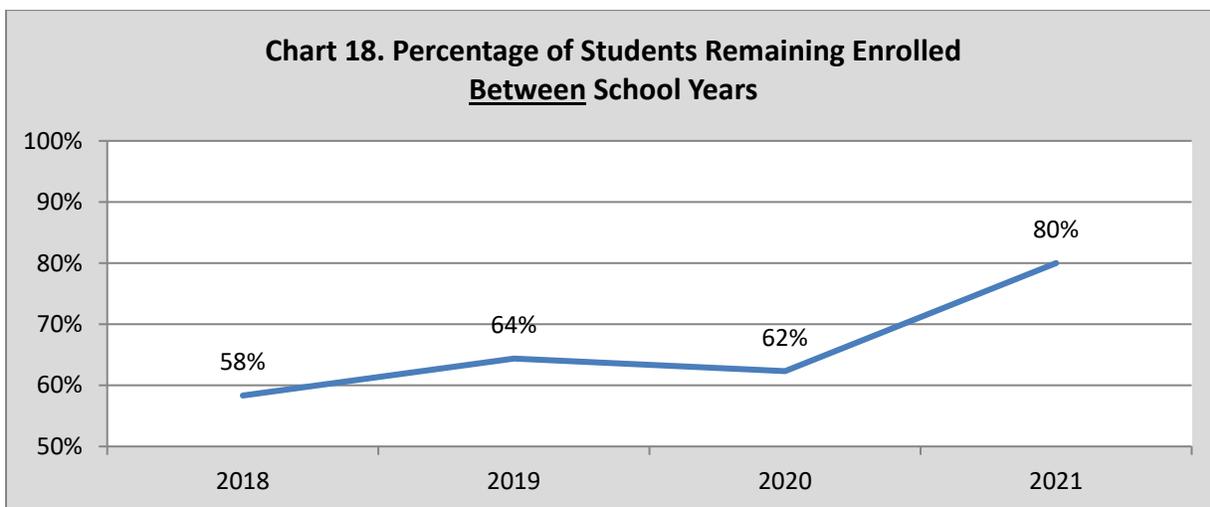
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 17, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



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

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set, illustrated in Chart 18.

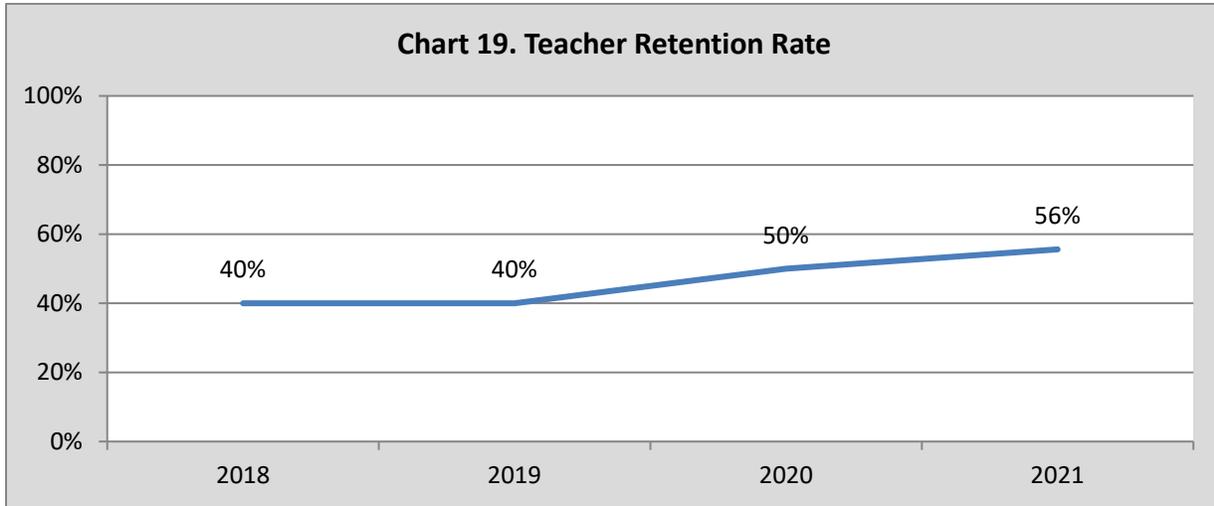


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

## 1d. Teacher Retention Rate

Chart 19 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

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



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

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audits

*Figure 3. Fiscal compliance over term of contract.*

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

### *Summary of Most Recent Fiscal Report*

In FY19, the school received the following audit finding:

#### **2019-001 Untimely Payment Processing (Other Noncompliance)**

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

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

### 2b. Board of Finance

The school's Board of Finance has not been suspended during the term of its contract.

## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### 3a. Educational Program of the School

#### **Culturally Responsive Education**

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

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

#### **Project-Based Learning and Skills Labs**

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

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

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

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

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

#### **Student- Focused Term(s).**

### **Restorative Practices**

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

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

### **Holistic Wellness and Positive Youth Development**

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

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

### **Teacher- Focused Term(s).**

#### **Staff Orientation**

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

#### **Ongoing Staff Professional Development**

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

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

### **Parent- Focused Term(s).**

#### **Communication about student progress:**

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

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

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

### **Family Advisory Committee**

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

### **Showcase Nights**

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

- School calendar shows Showcase Nights
- Announcements for Showcase Nights

### **Governance Structure.**

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

### 3b. Organizational Performance Framework

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

### 3c. Governing Body Performance

The school had five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who served on the school’s Governing Body in 2019-2020.

Name	Role	Service Start Date	Membership Status	FY20 Training Requirements*	Hours Completed	Hours Missing
<b>Oliver Tapaha</b>	Asst Chair	6/14/2017	Active	8	8	0
<b>Karen Malone</b>	Keeper of Finances	7/17/2019	Active	8	8	0
<b>Susan Estrada</b>		6/30/2016	Resigned 9/21/2020	8	0	8
<b>Lane Towery</b>	Chair	2/19/2018	Active	8	10	0
<b>Wilhelmina Yazzie</b>	Keeper of Records	8/21/2019	Active	10	10	0

*Zowie Banteah was designated to the school’s board on 9/21/2020.*

*Sheryl Livingston was designated to the school’s board on 9/21/2020.*

\*Training requirements reduced by any approved exemptions.



## **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:

<p><b>Meets the Standards</b></p>	<ul style="list-style-type: none"> <li>In <b>each</b> year of the contract term, the school has a demonstrated record of meeting <b>all</b> standards, which is supported by evidence.</li> </ul>	
<p><b>Demonstrates Substantial Progress</b></p>	<p>Demonstration Through Data</p> <ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></li> <li>An evaluation of <i>all</i> 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.</li> </ul>	<p>Demonstration Through Systemic Improvement Plan</p> <ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i></li> <li>The narrative describes <b>specific adult</b> (teacher, leader, board) <b>actions taken to improve performance and outcomes</b> by <b>addressing the root cause</b> of the inadequate performance; AND</li> <li>The <b>site visit</b> team can verify the <b>implementation of reported improvement actions</b> by evaluating <b>specific evidence</b> at the school site that is <b>observable, verifiable, and readily available</b>; AND</li> <li>The narrative identifies <b>measurable successes</b> during the most recent year <b>resulting from the improvement actions taken</b>; AND</li> <li>An evaluation of the data and <b>evidence supports the observable and reported successes.</b></li> </ul>
<p><b>Failing to Demonstrate Progress</b></p>	<ul style="list-style-type: none"> <li>The school <b>does not</b> have a demonstrated record of meeting all standards in each of the years of the contract term.</li> <li>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:</li> <li>The narrative is focused on <b>describing circumstances connected to the poor performance and/or excuses for the poor performance</b> (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 <b>either does not describe specific adult improvement actions taken</b> or describes <b>minimal adult improvement actions taken</b>; or</li> <li>The site visit team is not able to verify implementation of the reported adult improvement actions because there is no <b>observable, verifiable</b> evidence presented during the site including renewal site visit; or</li> <li>The narrative <b>fails to identify any measurable successes</b> during the most recent year, or evaluation of the <b>data and evidence directly contradicts reported successes.</b></li> </ul>	

## **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

### **School response:**

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 12<sup>th</sup> 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:**

<p><b>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.</b></p> <p><b>Grades 6-8:</b> Present a Paper and discuss their Native American role model. Present a paper about an important NA historical event or issue.</p> <p>Read and respond to “When The Rain Sings” by Lee Francis, Read “Education of Little Tree.”</p> <p><b>Grades 9-11:</b> Present a paper and discuss their Native American role model. Present a paper about an important NA historical event or issue.</p>	<p><b>Math Piece: Understanding mean, mode and median</b></p> <p><b>Grades 6-8:</b> A mean, mode and median graph on family height</p> <p><b>Grades 9-11:</b> A mean, mode and median graph on family height</p> <p><a href="https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/626/Mean%20Median%20Mode%20Practice%20WS.pdf">https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/626/Mean%20Median%20Mode%20Practice%20WS.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=QzcgSCmWcVo&amp;t=310s">https://www.youtube.com/watch?v=QzcgSCmWcVo&amp;t=310s</a></p>
--	--

<p><b>Science Piece:</b></p> <p><b>Grades 6-8:</b> 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.</p> <p><b>Theme Connection:</b> Self-expression and identity through music is used to investigate how soundwaves work.</p> <p><b>Grade 9:</b> 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.</p> <p><b>Theme Connection:</b> Family/cultural knowledge of traditional methods of shelter required for survival and way of life to apply to their own shelter they create.</p>	<p><b>Social Studies Piece:</b></p> <p><b>Grades 6-8:</b> Able to research and present material on an important NA event using books, internet, etc.</p> <p><b>Grades 9-11:</b> Able to research and present material on an important NA event using books, internet, etc.</p>
--	--

<p><b>Grades 10-11:</b> 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.</p> <p><b>Theme Connection:</b> 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.</p>	
<p><b>Navajo/Zuni Piece: Clan system and relationship with others; genealogy (family tree) w/ Diné terms for family</b></p> <p><b>Family research and presentation. Identifying your family tree, Oral presentation.</b></p> <p><b>Grades 6-8:</b> Reciting clans, show and tell family tree, Tell some clan history, stories etc.</p> <p><b>Grades 9-11:</b> Reciting clan with more information (names, location), Talk about their findings on genealogy.</p>	<p><b>Electives Piece:</b></p> <p><b>Indigenous Wellness</b></p> <p><b>Grades 6-8:</b></p> <p><b>6th:</b> Critique of Self-Identity project via google classroom/meets.</p> <p><b>7th:</b> 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.</p> <p><b>8th:</b> Presentation/critique on a story/memory they’ve shared with their family, from each member, to create a collage (virtually/physically)</p> <p><b>Physical Education:</b> Positive reinforcement of self-identity through engaging and maintaining good physical and mental health goals</p>
<p><u>Senior Capstone</u> - 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.</p>	

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 8<sup>th</sup> 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.

**School response:**

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.**

**School response:**

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 6<sup>th</sup> graders and three 7<sup>th</sup> 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 6<sup>th</sup> grade students, and six tiers for 7<sup>th</sup>/8<sup>th</sup> 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 8<sup>th</sup> 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 6<sup>th</sup> grade, 10% to 39% in 7<sup>th</sup>, 16% to 24% in 8<sup>th</sup>, and dropped in 9<sup>th</sup> from 49% to 38%. In Reading, proficiency by grade level similarly grew in 6<sup>th</sup> grade from 27% to 28%, in 7<sup>th</sup> it grew from 27% to 37%, in 8<sup>th</sup> it grew from 28% to 44%, and in 9<sup>th</sup> 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 6<sup>th</sup> 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.

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

<b>6<sup>th</sup> Grade Math RIT Growth 2018-19</b> <i>222.1 Mid-Year Mean Norm</i>	<b>RIT Score Change from Winter to Spring</b> <i>(3.26 Growth Norms typical)</i>	<b>Growth</b>
<b>Lowest Performers</b>  (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	<b>+15</b>
	176 to 185	<b>+9</b>
	190 to 190	+0
	201 to 199	-2
	202 to 222	<b>+20</b>
<b>Highest Performers</b>  (226.3 is 8th grade, 230.3 is 9th)	227 to 231	+4
	225 to 228	+3

- 7<sup>th</sup> grade (19 students) - Twelve students were considered “bubble kids”—they needed light assistance to reach proficiency. Four were intensive and performing at the 4<sup>th</sup> 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.

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

- 8<sup>th</sup> grade (18 students) - Nine students were considered intensive, performing at a 4<sup>th</sup> 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.

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

- 9<sup>th</sup> grade (16 students) - The 9<sup>th</sup> 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).

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

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).

- 6<sup>th</sup> grade (10 students) – This grade struggled in reading, and over half were performing below a 3<sup>rd</sup> 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.

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

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

- 7<sup>th</sup> 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 7<sup>th</sup> 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.

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

- 8<sup>th</sup> 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.

<b>8<sup>th</sup> Grade ELA RIT Growth 2018-19</b> <i>219.1 Mid-Year Mean Norm</i>	<b>RIT Score Change from Winter to Spring</b> <i>(0.99 Growth Norms typical)</i>	<b>Growth</b>
<b>Lowest Performers</b>	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	<b>+4</b> <b>+12</b> <b>+1</b> <b>+4</b> <b>+6</b> <b>-4</b>
<b>Highest Performers</b>	208 to 226	<b>+18</b>

	218 to 228	+10
--	------------	-----

- 9<sup>th</sup> 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.

9 <sup>th</sup> Grade ELA RIT Growth 2018-19 <i>221.3 Mid-Year Mean Norm</i>	RIT Score Change from Winter to Spring <i>(0.6 Growth Norms typical)</i>	Growth
<b>Lowest Performers</b>	194 to 196	+2
	205 to 210	+5
	208 to 212	+4
	209 to 218	+9
	216 to 228	+12
<b>Highest Performers</b>	232 to 244	+12
	240 to 237	-3
	234 to 235	+1
	255 to 247	-8
	231 to 223	-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 8<sup>th</sup> and 9<sup>th</sup> graders who began at SDIS in 6<sup>th</sup> and 7<sup>th</sup> 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 7<sup>th</sup> 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 9<sup>th</sup> 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 10<sup>th</sup> 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 6<sup>th</sup> 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. 8<sup>th</sup> 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 (7<sup>th</sup> to 8<sup>th</sup> grade growing 24% to 55%, and 9<sup>th</sup> grade to 10<sup>th</sup> grade growing 42% to 50%). New incoming 6<sup>th</sup> grade students tested the lowest at 20%, and 7<sup>th</sup> grade and 8<sup>th</sup> 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 6<sup>th</sup> 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 not meet all of their goals in each year of the contract term,** provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school or mission specific goal and the success of those actions (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 NOT provide a narrative.**

**School response:**

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 50<sup>th</sup> 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.**

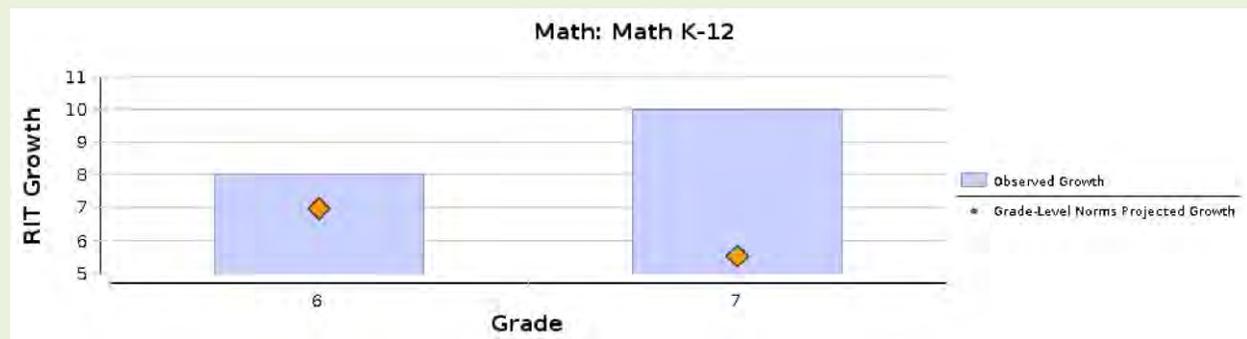
**Growth (Fall to Spring Results):**

MATH	2016-2017		2017-2018		2018-2019		2019-2020*	
	School Conditional Growth Percentile (goal 50%+)	% Students Met RIT Score Projection (goal 70%+)	School Conditional Growth Percentile (goal 50%+)	% Students Met RIT Score Projection; goal 70%+ (met/all students)	School Conditional Growth Percentile (goal 50%+)	% Students Met RIT Score Projection (goal 70%+)	School Conditional Growth Percentile (goal 50%+)	% 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

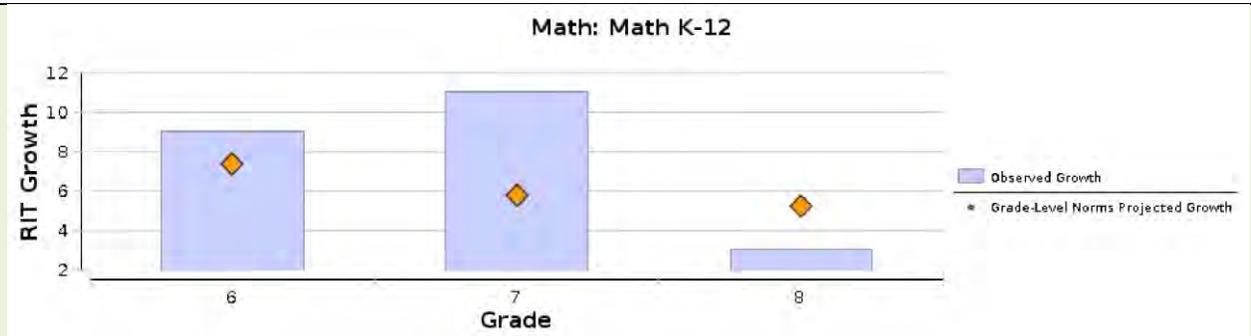
In 2016-17, SDID does not meet its goal, based on only 60-69% of students meeting or exceeding their projected RIT score.

- 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.



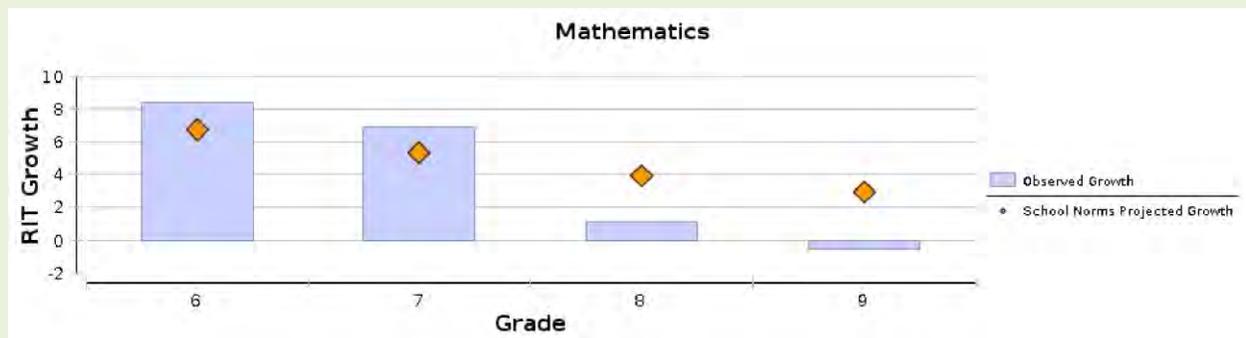
In 2017-18, SDIS falls far below its goal, based on less than 60% of students achieving their projected RIT score.

- In 2017-18, the school did demonstrate continued **exceptionally strong conditional growth** in 6<sup>th</sup> and 7<sup>th</sup> 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%.



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.

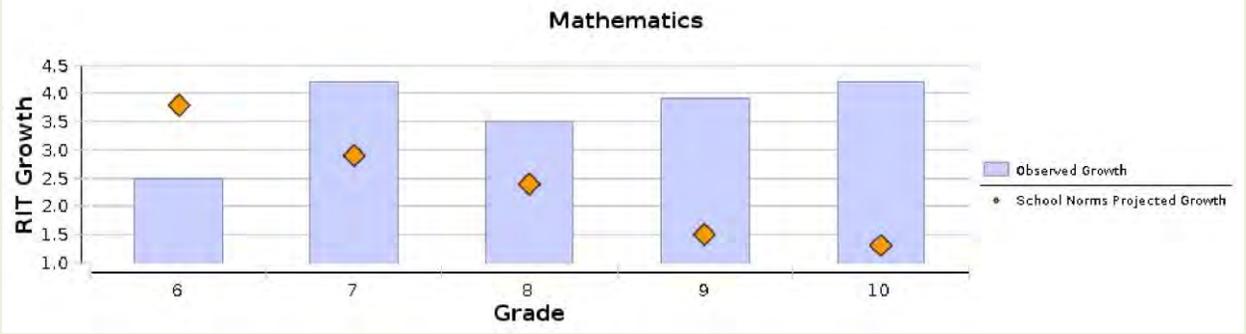
- In 2018-19, the school did demonstrate **positive conditional growth** in 6<sup>th</sup> and 7<sup>th</sup> grades, when compared against other national peers for the grade level, with 50% being the norm; grades 6 and 7 therefore performed better than 78% of peers nationally. Grades 8 and 9 performed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



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**: 6<sup>th</sup> grade growing from 38% to 62%, 7<sup>th</sup> grade growing from 56% to 60%, 8<sup>th</sup> grade growing from 20% to 55%, and 9<sup>th</sup> 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 6<sup>th</sup> 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 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades, when compared against other national peers for the grade level, with 50% being the norm; grade 7 performed better than 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%.



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
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%
<b>TOTAL</b>	<b>55%</b>	<b>23%</b>	<b>9%</b>	<b>9%</b>	<b>3%</b>	<b>21%</b>	<b>49%</b>	<b>21%</b>	<b>18%</b>	<b>10%</b>	<b>3%</b>	<b>31% (+10%)</b>

**2019-20**

MATH	2019-20 Winter (# of students)					TOTAL MEETS	2019-20 Spring				
	Grade	Lo	LoAvg	Avg	HiAvg		Hi	Lo	LoAvg	Avg	Hi Avg
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%					
<b>TOTAL</b>	<b>39%</b>	<b>24%</b>	<b>23%</b>	<b>13%</b>	<b>2%</b>	<b>38%</b>					

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.

## B) Academic-Specific Indicator 2 – NWEA Short Cycle Assessment Reading (Full NWEA MAP)

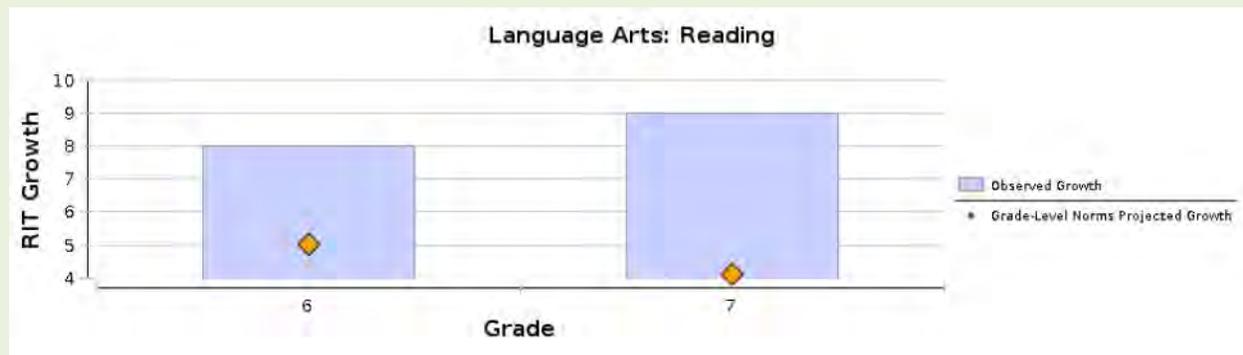
Growth (Fall to Winter Results):

READING	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%+)
<b>Overall</b>		73%		51%		38%		42%
<b>6</b>	96%	61%	19%	44%	1%	43%	1%	20%
<b>7</b>	99%	83%	99%	67%	1%	24%	1%	31%
<b>8</b>			10%	44%	65%	50%	96%	55%
<b>9</b>					42%	42%	3%	38%
<b>10</b>							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.



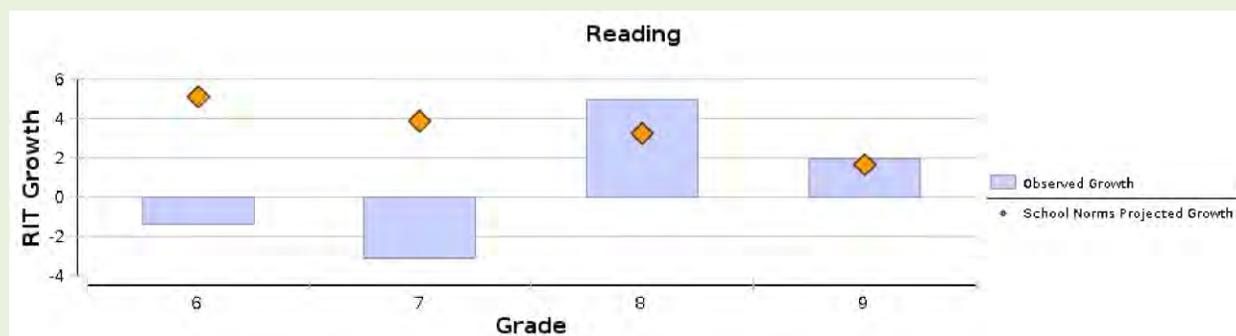
In 2017-18, SDIS falls far below its goal, based on less than 60% of students achieving their projected RIT score. Grade 7 provided a contrast at did not meet, missing the “meets” score by just 3 percentage points. While Math scores weren’t as stark, Reading scores overall begin to reflect the impact 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.

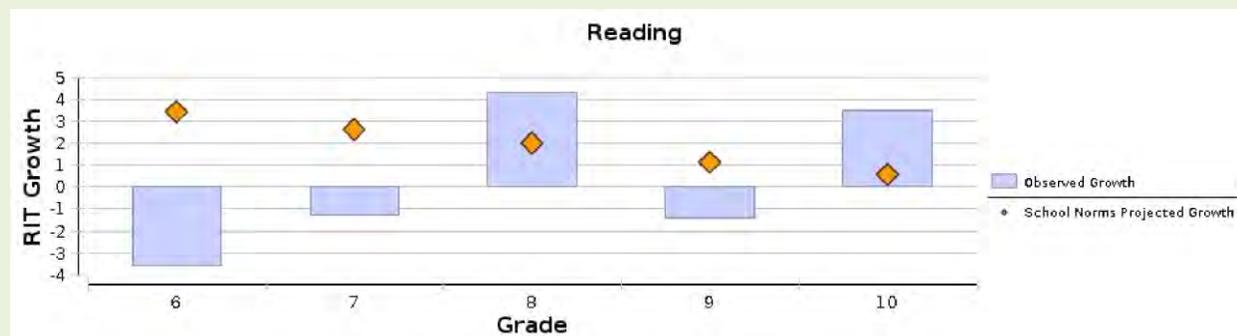
- In 2018-19, the school did demonstrate **positive conditional growth** in grades 8 and 9, when compared against other national peers for the grade level, with 50% being the norm; grades 8 and 9 performed better respectively than 77% and 55% of peers nationally. Grades 6 and 7 performed far below national peers, both at 1%, demonstrating the impact of poor administration on both incoming 6<sup>th</sup> graders and rising 7<sup>th</sup> 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 7<sup>th</sup> grade (24% to 55%) and 9<sup>th</sup> grade (42% to 50%); 6<sup>th</sup> grade and 8<sup>th</sup> 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 8<sup>th</sup> grade class, which only scored 1% as 7<sup>th</sup> 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 7<sup>th</sup> graders who failed to thrive for two years, and rising 9<sup>th</sup> graders who saw a 76 percentage point drop from their 77% score in the previous year. The change in 9<sup>th</sup> grade is partially informed by a loss of 6 students after the 8<sup>th</sup> 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)					TOTAL MEET	2018-19 Spring (# of students)					TOTAL MEET
	Grade	Lo	LoAvg	Avg	HiAvg		Hi	Lo	LoAvg	Avg	Hi Avg	
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%
<b>TOTAL</b>	<b>46%</b>	<b>20%</b>	<b>17%</b>	<b>11%</b>	<b>6%</b>	<b>34%</b>	<b>37%</b>	<b>19%</b>	<b>22%</b>	<b>13%</b>	<b>7%</b>	<b>42%</b> <b>(+8%)</b>

**2019-20**

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

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	<p>1) Cash disbursements were not in accordance with SDIS' established internal control structure. Rating: material weakness</p> <p>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</p> <p>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</p> <p>4) The SDIS Audit Committee was found to not have the required membership. Rating: compliance</p> <p>5) At the time of the audit, our capital asset inventory had not yet been completed. Rating: compliance</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

FY18	2	<p>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</p> <p>2) One outstanding check was not cancelled in a timely manner. Rating: compliance</p>	<p>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.</p> <p>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.</p>
FY19	1	<p>1) Two payments were not made in a timely manner, incurring a total of \$86 in late fees. Rating: compliance</p>	<p>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.</p>

**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 or 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.

## **School response:**

### **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 6<sup>th</sup> 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 any "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 explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (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. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.**

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

**School response:**

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.

**School response:**

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		
<i>Membership 2016-17</i>		
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
<i>Membership 2017-18</i>		
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
<b>Membership 2018-19</b>		
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
<b>Membership 2019-20</b>		
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
<b>Membership 2020-21</b>		
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

<b>Standing Committees</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Finance</b>					
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

<b>Audit</b>					
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
<b>Facilities</b>					
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
<b>Indigenous Education</b>					
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
<b>Family Advisory Committee</b>					
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

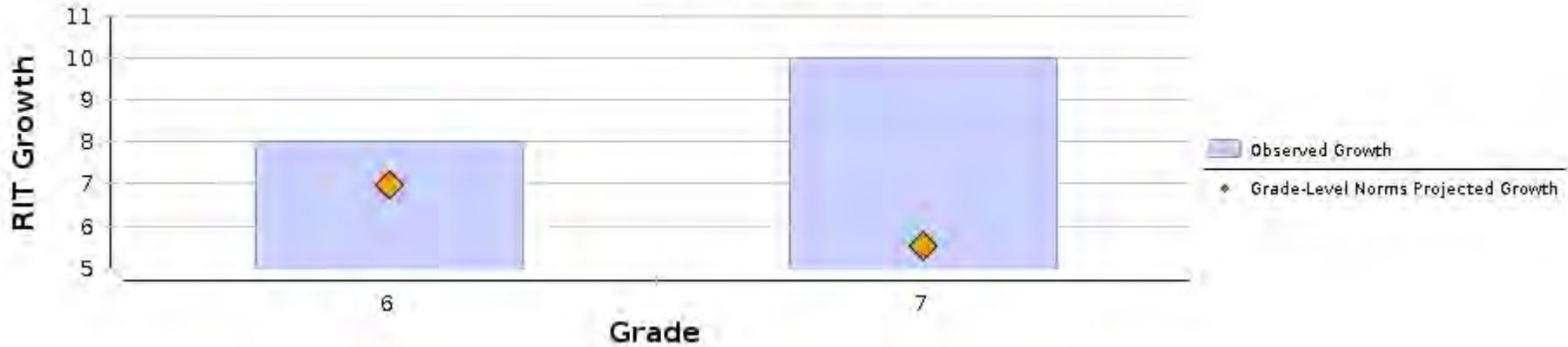
**Six Directions Indigenous School  
State Charter Renewal Application 2020**

### SDIS

Math: Math K-12

Grade (Spring 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		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

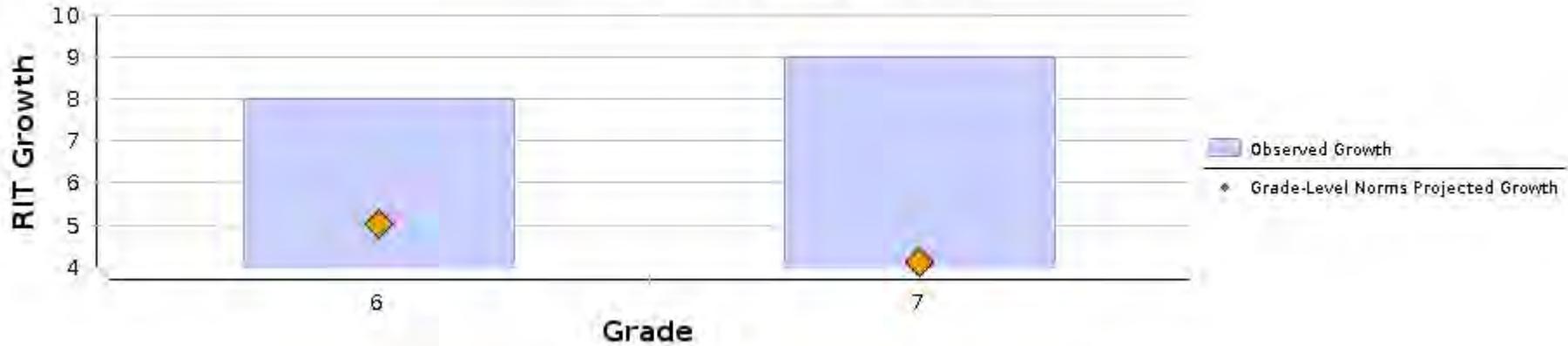
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

### SDIS

Language Arts: Reading

Grade (Spring 2017)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		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	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.

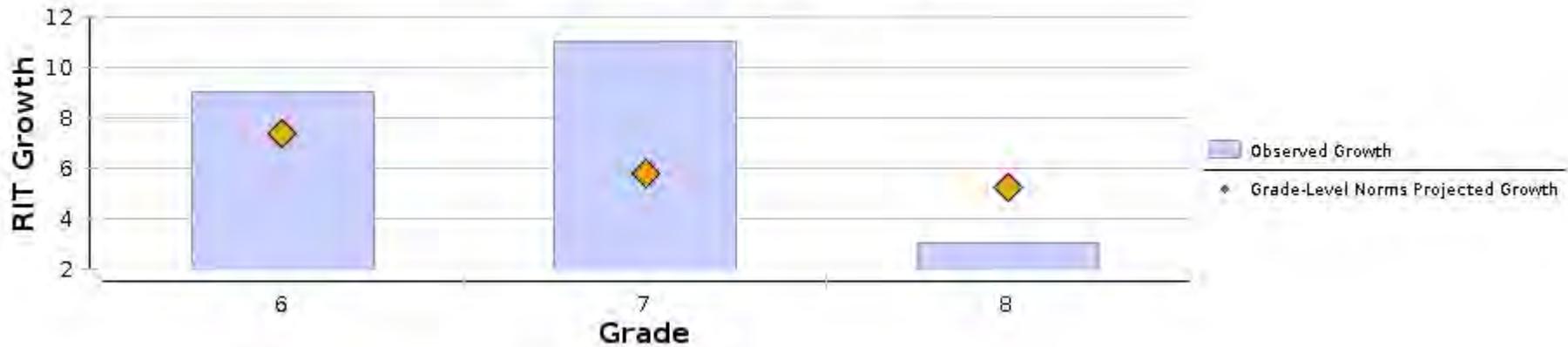


### SDIS

Math: Math K-12

Grade (Spring 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		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**

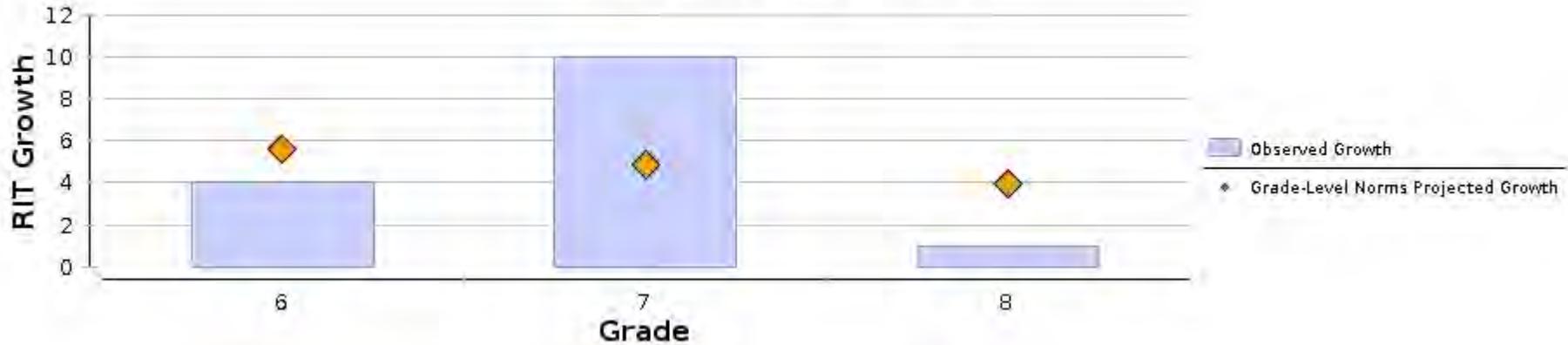
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

### SDIS

Language Arts: Reading

Grade (Spring 2018)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		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	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



#### 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.



### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### Reading

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

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	%		
Reading	6	55%	2	18%	2	18%	1	9%	0	0%	191-197-202	16.5

### 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.

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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.



# Grade Report

## Grade 7

**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	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

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	13	59%	7	32%	0	0%	1	5%	1	5%	207-210-213	13.4

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
Reading	12	55%	4	18%	2	9%	2	9%	2	9%	202-205-209	14.9

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	11	58%	5	26%	2	11%	1	5%	0	0%	206-210-213	14.5

### 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.

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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
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.

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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
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.

\*\*\*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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.



### Mathematics

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

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	10	71%	1	7%	2	14%	1	7%	0	0%	202-206-210	14.9

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
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.

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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	8	38%	5	24%	5	24%	2	10%	1	5%	215-218-222	15

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
Reading	10	45%	4	18%	4	18%	3	14%	1	5%	203-206-210	15.8

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	10	59%	3	18%	3	18%	1	6%	0	0%	209-213-217	16.1

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
Reading	7	44%	2	13%	4	25%	2	13%	1	6%	207-211-215	15.3

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	31%	5	31%	2	13%	3	19%	1	6%	222-227-231	16.4

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
Reading	1	7%	4	27%	5	33%	2	13%	3	20%	220-223-227	13.5

### 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.

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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

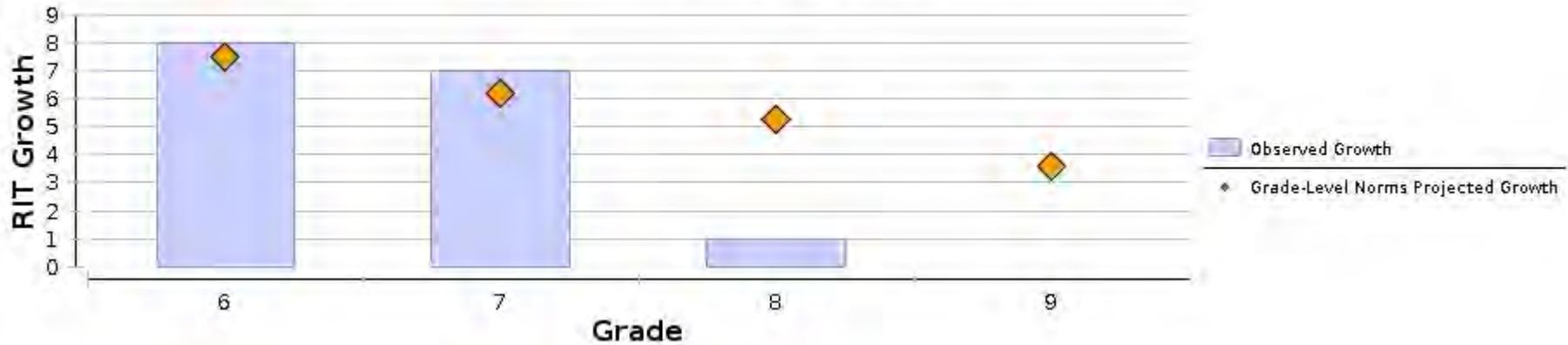


### SDIS

Math: Math K-12

Grade (Spring 2019)	Growth Count‡	Comparison Periods							Growth Evaluated Against							
		Fall 2018			Spring 2019			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	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



#### Explanatory Notes

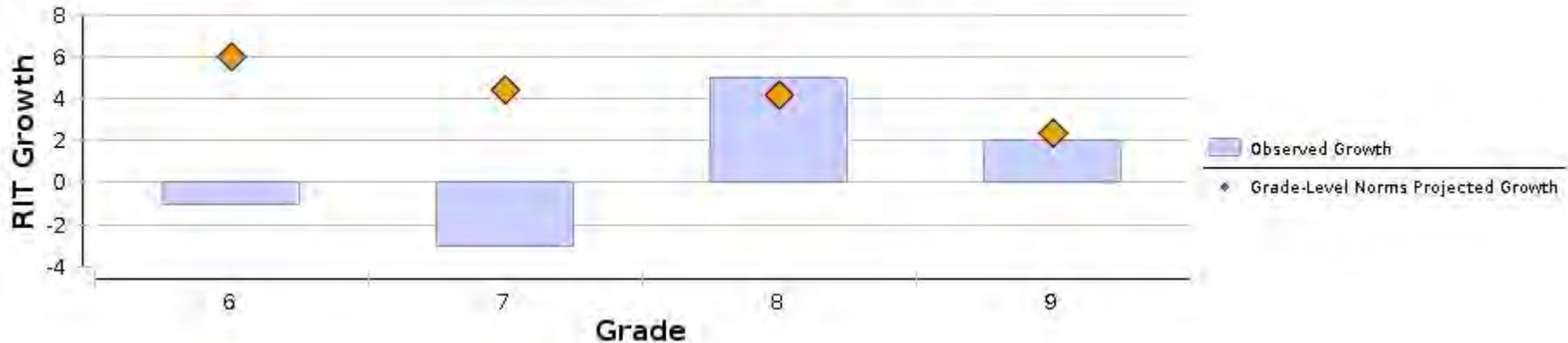
\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

### SDIS

Language Arts: Reading

Grade (Spring 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			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	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**

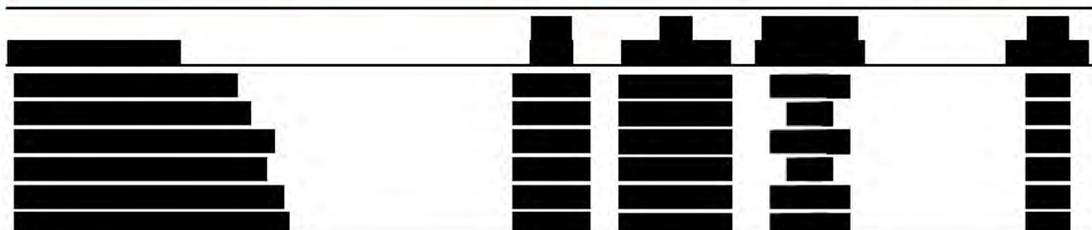
\*\* Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.  
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



### 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

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	3	50%	2	33%	1	17%	0	0%	0	0%	198-205-211	14.5



### 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.

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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.



# Grade Report

Grade 6

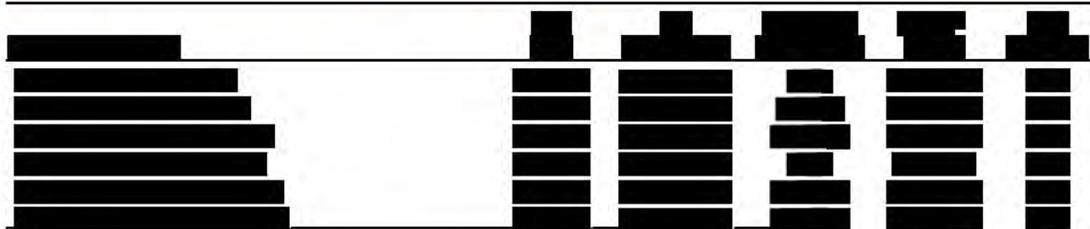
Term: Winter 2019-2020  
 District: NACA Inspired Schools Network  
 School: SDIS

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

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	%		
Language Arts: Reading	4	67%	1	17%	1	17%	0	0%	0	0%	189-195-202	14.5



### 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.

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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.





### 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

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	7	35%	6	30%	4	20%	2	10%	1	5%	216-219-222	13.2

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
Language Arts: Reading	5	25%	7	35%	4	20%	3	15%	1	5%	211-214-217	12.6

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.





# Grade Report

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

## 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

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	%		
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
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.



# Grade Report

Grade 10

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	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
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

### 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

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	%		
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
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

### 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.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

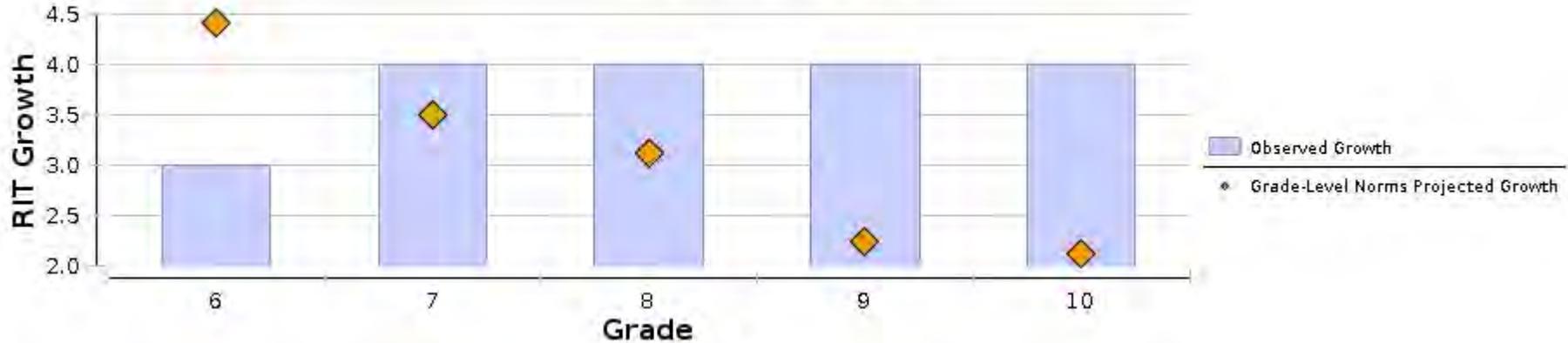


### SDIS

Math: Math K-12

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Winter 2020			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	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



#### Explanatory Notes

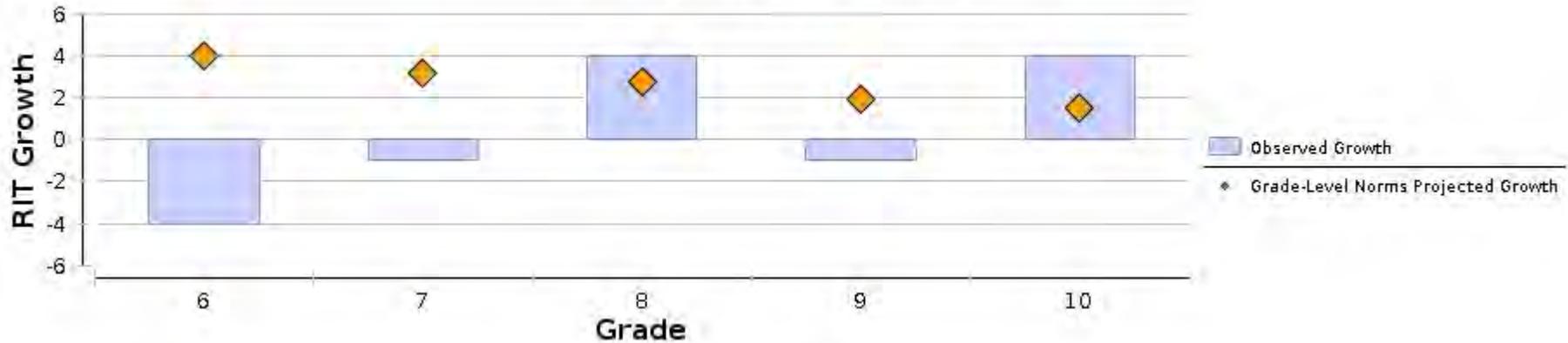
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

### SDIS

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods							Growth Evaluated Against							
		Fall 2019			Winter 2020			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	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.

# **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**

**Six Directions Indigenous School**

District: State Charters

Grade Range: 6 - 7 Code: 568001

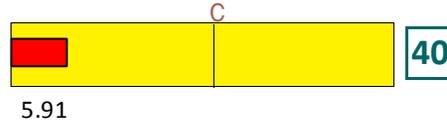
C - State benchmark established in 2012

Possible Points

This School Earned

**Current Standing**

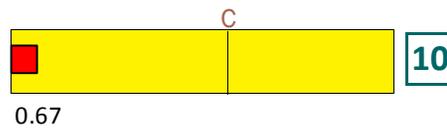
Are students performing on grade level? Did they improve more or less than expected?



**F**

**School Improvement**

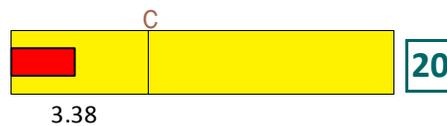
Is the school as a whole making academic progress?



**F**

**Improvement of Higher-Performing Students**

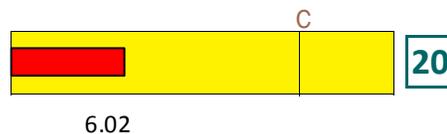
Are higher-performing students improving more or less than expected?



**D**

**Improvement of Lowest-Performing Students**

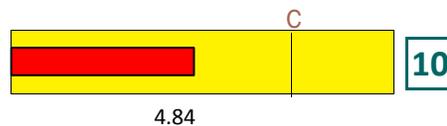
Are the lowest-performing students improving more or less than expected?



**F**

**Opportunity to Learn**

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



**NA**

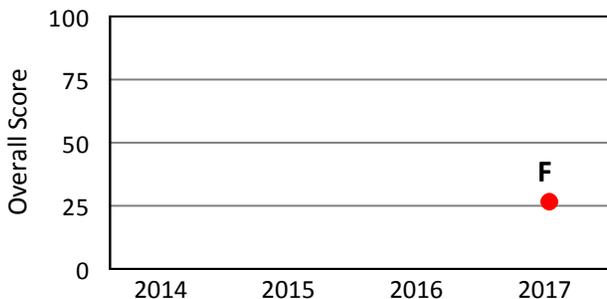
Attendance only

**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:

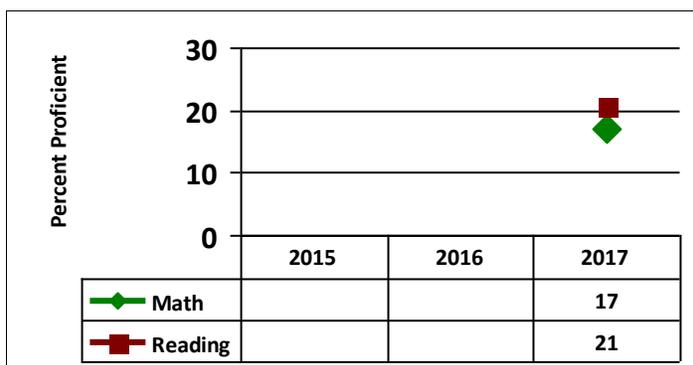
			Grades
<b>PARCC</b>	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
<b>SBA</b>	Standards Based Assessment - Spanish	Reading	3-11
<b>NMAPA</b>	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
<b>IStation</b>	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				
<b>Reading</b>	Proficient (%)	21	21	21	-	-	-	-	21	16	-	≤ 20
	Points Proficiency	2.66										
	Points Student Growth	0.28										
<b>Math</b>	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.



**Opportunity to Learn**

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

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

**Surveys**

Score (Average) 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.

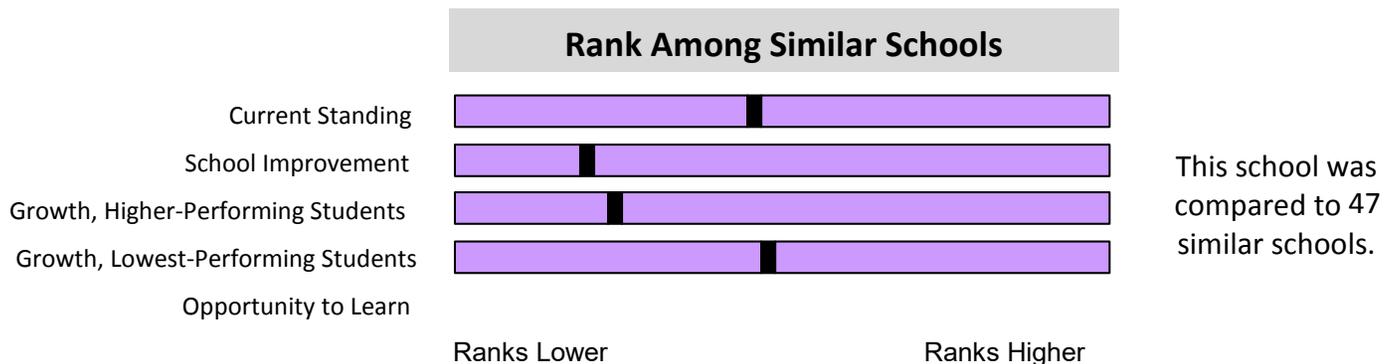
Reading (%)	96
Math (%)	96

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.



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			
<i>Reading Proficiency</i>	2017 (%)	21	21	21	-	-	-	-	21	16	-	≤20
	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
	2015 (%)	-	-	-	-	-	-	-	-	-	-	-
<i>Math Proficiency</i>	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.



**Six Directions Indigenous School**

District: Six Directions Indigenous School

Grade Range 6 - 8 Code: 568001

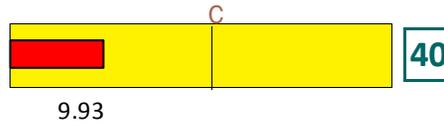
C - State benchmark established in 2012

Possible Points

This School Earned

**Current Standing**

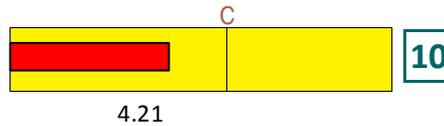
Are students performing on grade level? Did they improve more or less than expected?



**F**

**School Improvement**

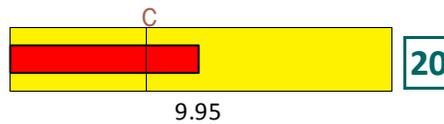
Is the school as a whole making academic progress?



**D**

**Improvement of Higher-Performing Students**

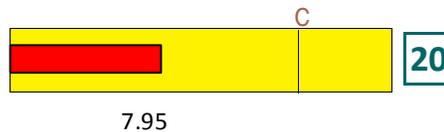
Are higher-performing students improving more or less than expected?



**B**

**Improvement of Lowest-Performing Students**

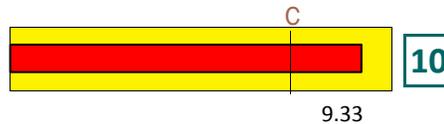
Are the lowest-performing students improving more or less than expected?



**F**

**Opportunity to Learn**

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



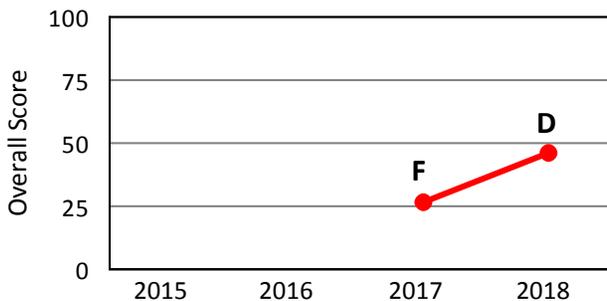
**A**

**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>.

**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:

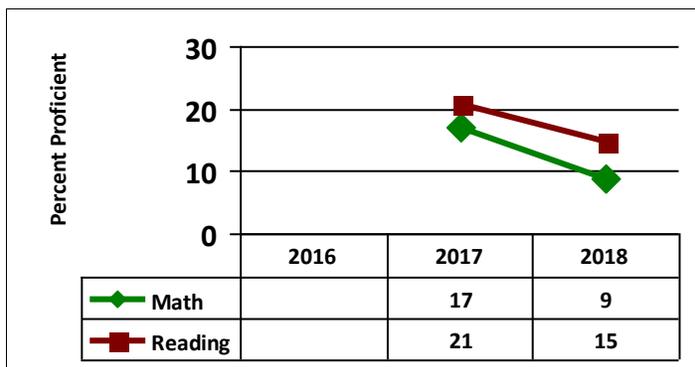
			Grades
<b>PARCC</b>	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
<b>SBA</b>	Standards Based Assessment - Spanish	Reading	3-11
<b>NMAPA</b>	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
<b>IStation</b>	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				
<i>Reading</i>	Proficient (%)	15	24	≤ 10	-	-	-	-	14	13	≤ 20	≤ 10
	Points Proficiency	1.83										
	Points Student Growth	3.88										
<i>Math</i>	Proficient (%)	9	14	≤ 10	-	-	-	-	7	7	≤ 20	≤ 10
	Points Proficiency	1.14										
	Points Student Growth	3.08										



**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.

	<i>Reading</i>	<i>Math</i>
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.

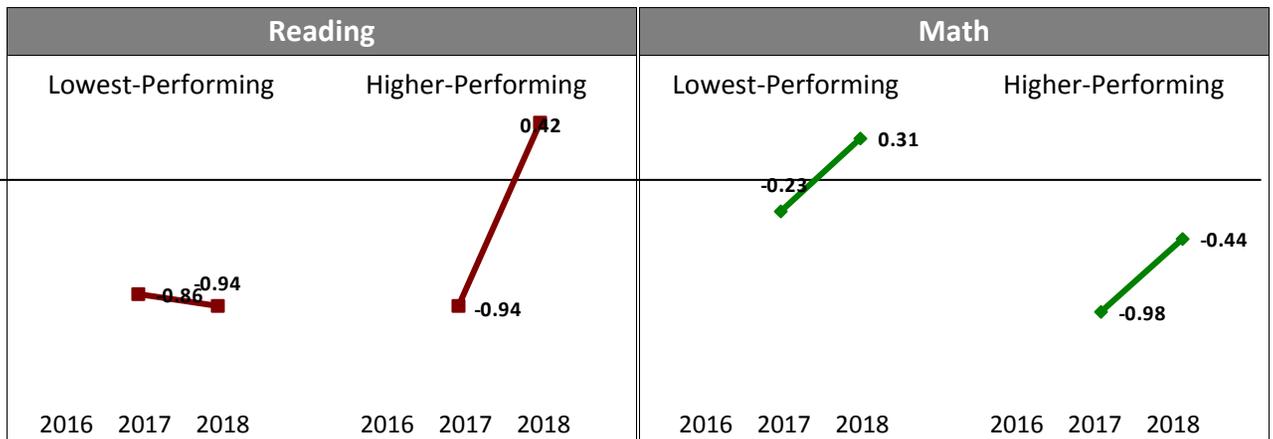
**Below Zero** This group performed below expectations, and students are falling behind when compared to their peers.

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

**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			Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	All Students		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
- 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 (%) 100  
 Math (%) 100

School exempt from penalty because of size

# Additional Information

**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			
<i>Reading Proficiency</i>	2018 (%)	15	24	≤ 10	-	-	-	-	14	13	≤ 20	≤ 10
	2017 (%)	21	21	21	-	-	-	-	25	29	-	-
	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
<i>Math Proficiency</i>	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 %
	<b>All Students</b>	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.

						READING		MATH		SCIENCE	
Code	State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	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.

#### Reading Achievement Data

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/>

For further information please contact  
Judith Harmon, Data Analyst Indian Education Division  
Judith.harmon@state.nm.us



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

#### **Student Enrollment 120 day snapshot 2019-2020**

<b>Group</b>	<b>Enrollment</b>	<b>Pct American Indian</b>
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  
Judith Harmon, Data Analyst Indian Education Division  
Judith.harmon@state.nm.us



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 assess 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 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 skills and learning gap areas)	4) Develop curriculum 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
Goal Rd Summative	Plus 19-20Y, overall went fr 15 to 25%P, an increase of 10%.	Delta In 2018-19, 6th graders (current 8th graders) had 0%P in reading.	Patterns Trends 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.	Perf Challenges The current 8th had 0%P in reading.	The Per Chal The current 8th had 0%P in reading.	Causes Teacher turn over occurred in the ELA dept. in the 2018-19Y. 4 different teachers taught that year.	Root Cause Consistent instruction was not provided in grade level standards.	2 Focus Areas 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).	Actions 1. Data analysis steps for analyzing various data and developing next step action plans

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)	<b>Benchmarks:</b> 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.
<b>Summative Goal Statement to be entered in NM DASH Process Management Tool: (9-11)</b> 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.			<b>Benchmark Goal Statement to be entered in NM DASH Process Management Tool:</b> 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
<b>Specific</b>	Is the goal clearly defined?		Y
<b>Measurable</b>	Are multiple concrete criteria identified for measuring progress toward attainment of goal?		Y
<b>Ambitious &amp; Attainable</b>	Does the goal stretch the school?		Y
<b>Relevant</b>	Does the goal relate to student learning and achievement? Is it data-based?		Y
<b>Time-bound</b>	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

2055 NM-602

Gallup, NM 87301

Phone: 505-863-1900 Fax: 505-863-8826

## 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



# SIX DIRECTIONS INDIGENOUS SCHOOL

2055 NM-602

Gallup, NM 87301

Phone: 505-863-1900 Fax: 505-863-8826

## Math 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	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



# SIX DIRECTIONS INDIGENOUS SCHOOL

2055 NM-602

Gallup, NM 87301

Phone: 505-863-1900 Fax: 505-863-8826

## 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



# SIX DIRECTIONS INDIGENOUS SCHOOL

2055 NM-602

Gallup, NM 87301

Phone: 505-863-1900 Fax: 505-863-8826

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.



**School Name: Six Directions Indigenous School**

**Part C—Financial Statement\***

(A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is 1) understandable to the general public; 2) that allows comparison of costs to other schools or comparable organizations; and 3) that is in a format required by the department

**Instructions:**

- a. Complete the table specific to your operational budget for each fiscal year within the school's current charter contract (Year 1 through 4). *\*Please edit the actual year you are referring to in each table (such as FY16 and so forth).*
- b. Input totals for functions 1100 and 2300/2400/2500 (combined) for each year into chart at the end of this section.

## Year 1 FY17

Function	Function Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	47.96	180,502
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	4.23	15,913
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	.04	132
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	16.21	60,990
2400	School Administration	School Administrator, etc.	20.51	77,189
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	.46	1,746
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	10.59	39,858
	All Other Function Codes	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+		0
Grand Total			100	376,330
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			72.74	273,736

## Year 2 FY18

Function	Function Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	37.82	246,805
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	1.22	7,966
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	.10	665
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	26.27	171,443
2400	School Administration	School Administrator, etc.	.18	1,152
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	10.02	65,421
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	18.87	123,153
	All Other Function Codes	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	5.51	35,977
Grand Total			100	652,582
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			39.32	256,588

### Year 3 FY19

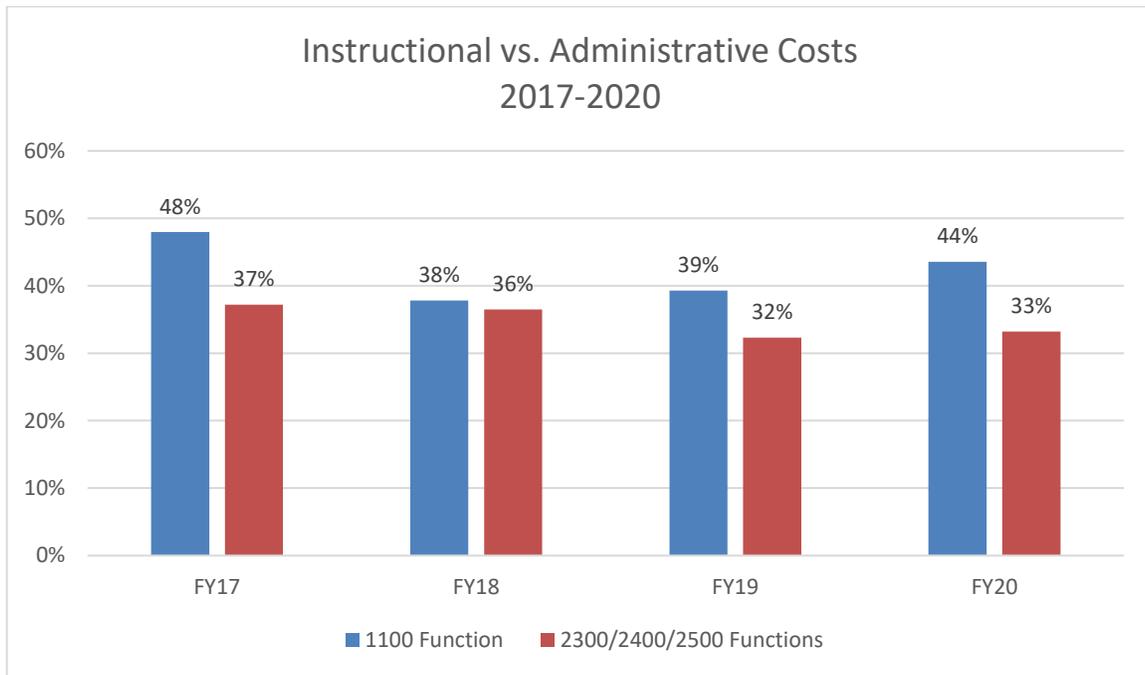
Function	Function Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	39.28	308,690
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	4.14	32,503
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	.04	316
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	22.92	180,090
2400	School Administration	School Administrator, etc.	.47	3,681
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	8.92	70,122
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	17.44	137,046
	All Other Function Codes	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	6.79	53,327
Grand Total			100	785,775
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			43.93	345,190

### Year 4 FY20 (Unaudited numbers)

Function	Function Name	Example of Expenditures by Fund	Percentage (%)	Amount
1100	Direct Instruction	Teachers, EAs, Instructional Coaches, etc.	43.55	367,627
2100	Student Support	Social Workers, Counseling, Ancillary Services, etc.	2.09	17,634
2200	Instructional Support	Library/Media Services, Instructional-Related Technology, Academic Student Assessment, etc.	0	0
2300	Central Administration	Governance Council, Executive Administration, Community Relations, etc.	23.50	198,358
2400	School Administration	School Administrator, etc.	.14	1,189
2500	Central Services	Business Manager, Human Resources, Printing, Technology Services, etc.	9.57	80,748
2600	Maintenance and Operations	Maintenance and Operations of Buildings, Upkeep of Grounds and Vehicles, Security, Safety, Etc.	17.83	150,498
	All Other Function Codes	PED Grant Initiatives, PreK, state grants, Next Gen, CTE, digital technology, extended learning and K5+	3.32	28,009
Grand Total			100	844,063
Total Amount of Operational Dollars Going Directly to Supporting Student Success (includes 1100 Direct Instruction, 2100 Student Support, 2200 Instructional Support, and 2400 School Administration)			45.78	386,450

**Operational Budget in Bar Graph (right click on chart and input dollar amounts for each field where indicated a formula will convert to percentages):**

*\*Please edit the actual year you are referring to in the graph below*



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

**The percentages are of the TOTAL budget from the tables on the previous pages.**

1100 (Direct Instruction) is compared to 2300/2400/2500 (Central Administration/School Administration/Central Services)  
The chart does NOT include Student Support, Instructional Support, Maintenance and Operations, Food Services and Other funding and therefore does not add up to 100%.

***For schools that have earned a “D” or lower letter grade in either SY2017 or SY2018, OR were identified in the lowest 25% of all schools in the NM System of Support and Accountability for either SY2019 or SY2020, the report should specifically address how the school has prioritized resources toward proven programs and methods linked to improved student achievement.***

Following our first year of operation (SY 2016-17), we began systematic data-based reviews to identify areas in need of reform and approaches supporting strong student outcomes. Based on this Needs Assessment, we identified supports that will make a measurable difference in student achievement, and translated them into actions including the following:

- Staff and teacher capacity and professional development to allow for differentiated instruction and interventions when needed;
- Continuous improvement of our focus on culturally relevant education centered around Place- and Project-Based Learning models;
- Consistent use of data/disaggregation of data in identifying instruction and intervention opportunities;
- Improving classroom observation protocols; and
- Extended learning time such as after school tutoring.

According to national data and studies performed by the NMPED, access to effective educators is the single most important intervention for student achievement, and SDIS has witnessed the difference between the impact of dedicated, well-qualified staff versus under-qualified, under-invested staff. Changes in our budget expenditures evidence how SDIS has worked to increase focus on governance and oversight, and professional development of staff and teachers. These investments reflect our understanding that our staff and teachers are the key to implementing the above-stated action plan. We have also directed more funding toward staff as we add a new grade to our student body with each passing year, until we reach capacity.

To further support our improvement and development of SDIS staff and teachers, in 2018 SDIS received a Title I Comprehensive School Improvement grant which was used for enrollment in Principals Pursuing Excellence, purchase and implementation of the READ 180 curriculum program, hiring/salary for a new Rtl Instructor and the addition of an Instructional Coach to assist staff in providing greater student support, after school tutoring and parent workshops, and AP testing fees.

Beyond purchased resources, we are fortunate to be part of a larger network of culturally responsive schools, the NACA Inspired Schools Network (NISN). Through this partnership, SDIS receives support in developing, testing, and demonstrating the effectiveness of services and programs to improve educational opportunities and achievement for our students. The support of this network of other, well-established Indigenous schools is invaluable, as the schools provide successful models of culturally responsive education, and support us along our journey.

While our initial years held challenges in finding the right administrator for our school, we have successfully brought on a highly skilled Head Administrator, Dr. Tamara Allison, helping SDIS to enter the 2020-21 School Year with energy, dedication, commitment to the community and culture, and strong administrative expertise. We are excited to work with Dr. Allison, and excited for the positive transformation she is bringing to SDIS as we continue to strengthen our staff and governance, and prepare our first class of 2022 to graduate as critically conscious students who are engaged in their communities, holistically healthy, and prepared for post-secondary opportunities.



**SIX DIRECTIONS INDIGENOUS SCHOOL**  
 2055 NM-602, Gallup, NM 87301  
 Phone: 505-863-1900 • Fax: 505-863-8826

**Certified Affidavit of the Employees' Support Petition**

**Instructions: Signatures must be collected during the year prior to the last year of the contract, using the school's employee information on the 120<sup>th</sup> day.**

I am the head administrator of the Six Directions Indigenous School and hereby certify that: the attached petition in support of the Six Directions Indigenous School renewing its charter was circulated to all employees of the Six Directions Indigenous School. There are 18 persons employed by the Six Directions Indigenous School. The petition contains the signatures of 12 employees which represents 100% percent of the employees employed by the Six Directions Indigenous School.

STATE OF NEW MEXICO)

ss.

COUNTY OF

I, Tamara Allison, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

[Signature]  
 Head Administrator Signature

Subscribed and sworn to before me this 29 day of July 2020.



**OFFICIAL SEAL**  
**Morgan Newsom**  
 NOTARY PUBLIC-State of New Mexico

My Commission Expires 5-31-2023

My Commission Expires:

[Signature]  
 Notary Public



SIX DIRECTIONS INDIGENOUS SCHOOL  
 2055 NM-602, Gallup, NM 87301  
 Phone: 505-863-1900 • Fax: 505-863-8826

Petition of Support from Households

Instructions:

- Signatures must be collected during the year prior to the last year of the contract, using the school's enrollment information on the 120<sup>th</sup> day.
- Students over the age of 18 and students acting as a head of household may provide the signature for the household. For students under the age of 18 living with a parent or guardian, the signature shall be the parent or guardian's signature.

I am the head administrator of the Six Directions Indigenous School and hereby certify that: the attached petition in support of the Six Directions Indigenous School renewing its charter was circulated to households whose children were enrolled in the Six Directions Indigenous School. It contains the signatures of 70 households which represents 93 percent of the households whose children were enrolled in the Six Directions Indigenous School.

STATE OF NEW MEXICO)

ss.

COUNTY OF

I, Tamara A. Allison, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Head Administrator Signature

Subscribed and sworn to before me this 9 day of Sept. 2020.



OFFICIAL SEAL  
 Morgan Newsom  
 NOTARY PUBLIC-State of New Mexico

My Commission Expires 5-31-2023

Notary Public

My Commission Expires:



## **Part E—Description of the Charter School Facilities and Assurances\***

(A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 § NMSA 1978)

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

## E. Facility and Assurances

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 § NMSA 1978.

The school must provide a copy of the facility lease agreement in APPENDIX D – Lease Agreement.

The school must provide a narrative description of its facilities. The school should attach any facility plans or the school's Facility Master Plan in **Appendix H –Facility Master Plan**.

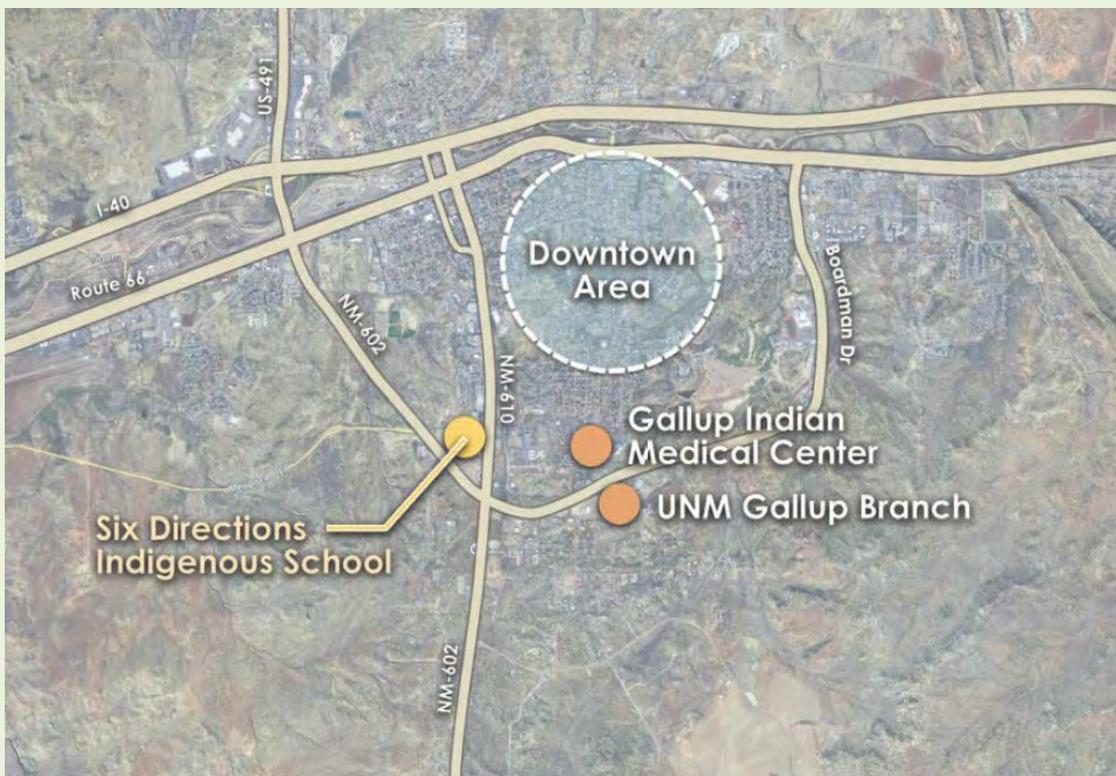
In addition, attach a copy of the building E Occupancy certificate and a letter from the PSFA with the facility NMCI Score as **Appendix I – E-Occupancy certificate and Appendix J – New Mexico Condition Index letter from PSFA**, indicating that the school facility meets the requirements of 1978 NMSA §22-8B-4.2(C)

If the charter school is relocating or expanding to accommodate more students, the school must also provide assurances that the facilities are in compliance with the requirements of 1978 NMSA §22-8B-4.2, – Additional Facility Assurance.

**School response:**



Six Directions Indigenous School (SDIS) is located at 2055 NM-602, Gallup, NM 87301 and currently serves grades 6-11, growing to serve grades 6-12 in 2021. SDIS leases a facility designed for academics as the former home of Western New Mexico University's Gallup campus, and received a 6.18% NMCI 6.18% based on an enrollment cap of 190 students (well below the current average of 19.98%, with lower being better). In 2015, SDIS moved into a 9,100 SF portion of the facility, and in 2018 amended the lease to use the full facility—an additional 3,792 SF—to accommodate the school's growing and forecast enrollment. The facility is located near the intersection of NM Interstate 602 and Nizhoni Boulevard near Gallup's southwestern city limits. The school is easily accessible by public transportation, and is a short drive from Gallup Indian Medical Center, McKinley County Sheriff's Office, a Gallup Fire Department station, and UNM's Gallup Branch. Additional assets of this space include easy access from areas south of Gallup, where many of our Navajo and Zuni students reside; close proximity to ample undeveloped outdoor spaces that can be used for Land-Based Learning, hiking or nature walks on local trails, and gardening; and common areas where we have been able to customize the campus with murals inspired by traditional Indigenous art to create a welcoming space that encourages student and parent engagement and welcomes the community to utilize our space.



SDIS Vicinity Map

The property includes a single building, public parking lot and pickup/drop off area, which provides sufficient parking for staff and student guardians, and has ADA compliant access to the building; 7 general classrooms with full inclusion of Special Education, (two classrooms dedicated to Navajo- and Zuni-specific culturally relevant curriculum); girls and boys restrooms (two each); administrative area with four offices; 4 secure ADA compliant entrances/exits; a culturally inclusive library room; one multipurpose student commons area; and

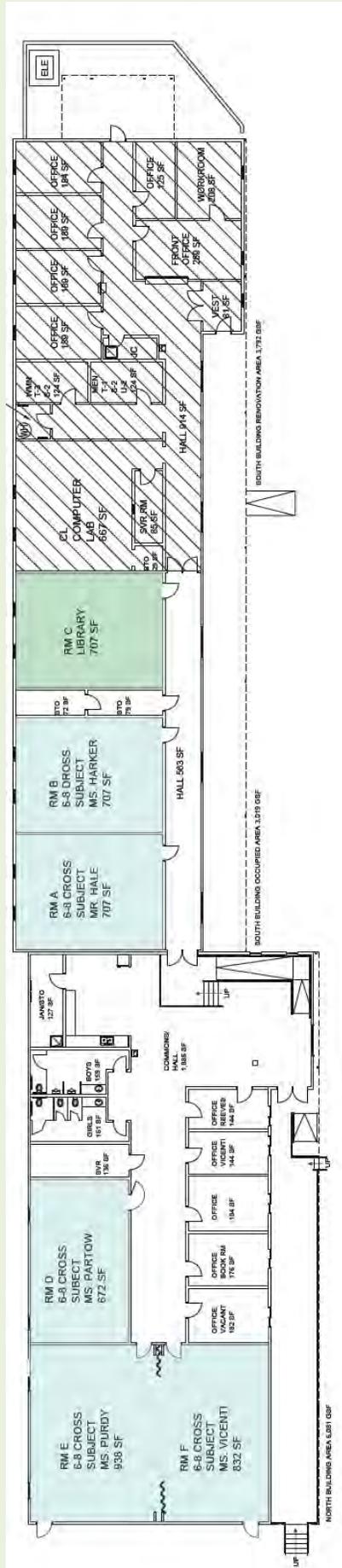
outdoor areas including a covered patio running along the side of the building, and space for outdoor recreation, physical exertion, and Land-Based Learning activities.

The building leased by SDIS is 12,892 square feet in size. While the size is currently more than adequate, in the future school leaders are preparing as needed to expand the usable space by installing portables behind the building, and to enhance outdoor spaces with tables, sunshades, and sports equipment to encourage increased outdoor activity. Any future improvements will be done in compliance with the requirements of 1978 NMSA §22-8B-4.2.

The school is in compliance with NMSA 1978 Section 22-8B-4.2 because there is no public facility available for the school and the school is therefore housed in a facility that meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state pursuant to 22-8B-4.2(D)(2).

Please see attached facility documentation, including: Copy of lease documents (Appendix D), Facility Master Plan, Educational Specifications & Condition Assessment 2018-2023 (Appendix H), E-Occupancy Certificate (Appendix I), and PSFA NMCI Determination Letter (Appendix J).





**NEW MEXICO PUBLIC SCHOOL FACILITIES  
AUTHORITY CHARTER SCHOOL LEASE  
(PUBLIC FACILITIES)**

**Part "A"**

This Charter School Lease ("Lease") is made and entered into as of the 1st day of June, 2016, ("Reference Date Only") by and between Newsom Rentals, LLC ("Landlord") and Six Directions Indigenous School ("School").

SPECIFIC LEASE PROVISIONS (SLP)

- A. "Landlord": Newsom Rentals, LLC.
- B. Landlord's Notification Address: Newsom Rentals, LLC, 1985 NM-602, Gallup, NM 87301.
- C. "School": Six Directions Indigenous School, a public charter school.
- D. School's Notification Address: Six Directions Indigenous School, 203 E. Pine Ave, Gallup, NM 87301.
- E. "Complex": The real estate in McKinley County, New Mexico, having an address of 2055 NM 602, Gallup, NM, 87301, described on Addendum "One" ("Land"), together with the "Building(s)" and other "Improvements" existing or to be constructed thereon.
- F. "Premises": The portions of the Building(s), including exclusive use areas, if any, shown on Addendum "Two."
- G. "Tenant Improvements": The Improvements, if any, that are to be constructed by either Landlord or School pursuant to Addendum "Three."
- H. "Permitted Use": A school and all related legal uses, including but not limited to evening events, community events, public meetings and community uses.
- I. Certifications/Approvals/Uses: The FMP/Ed. Spec/Conflict of Interest Questionnaire were approved by NMPSFA on \_\_\_\_\_.
- J. Commencement Dates:
  - i. "Term Commencement Date": July 1, 2016.
  - ii. "Rate Commencement Date": July 1, 2016.

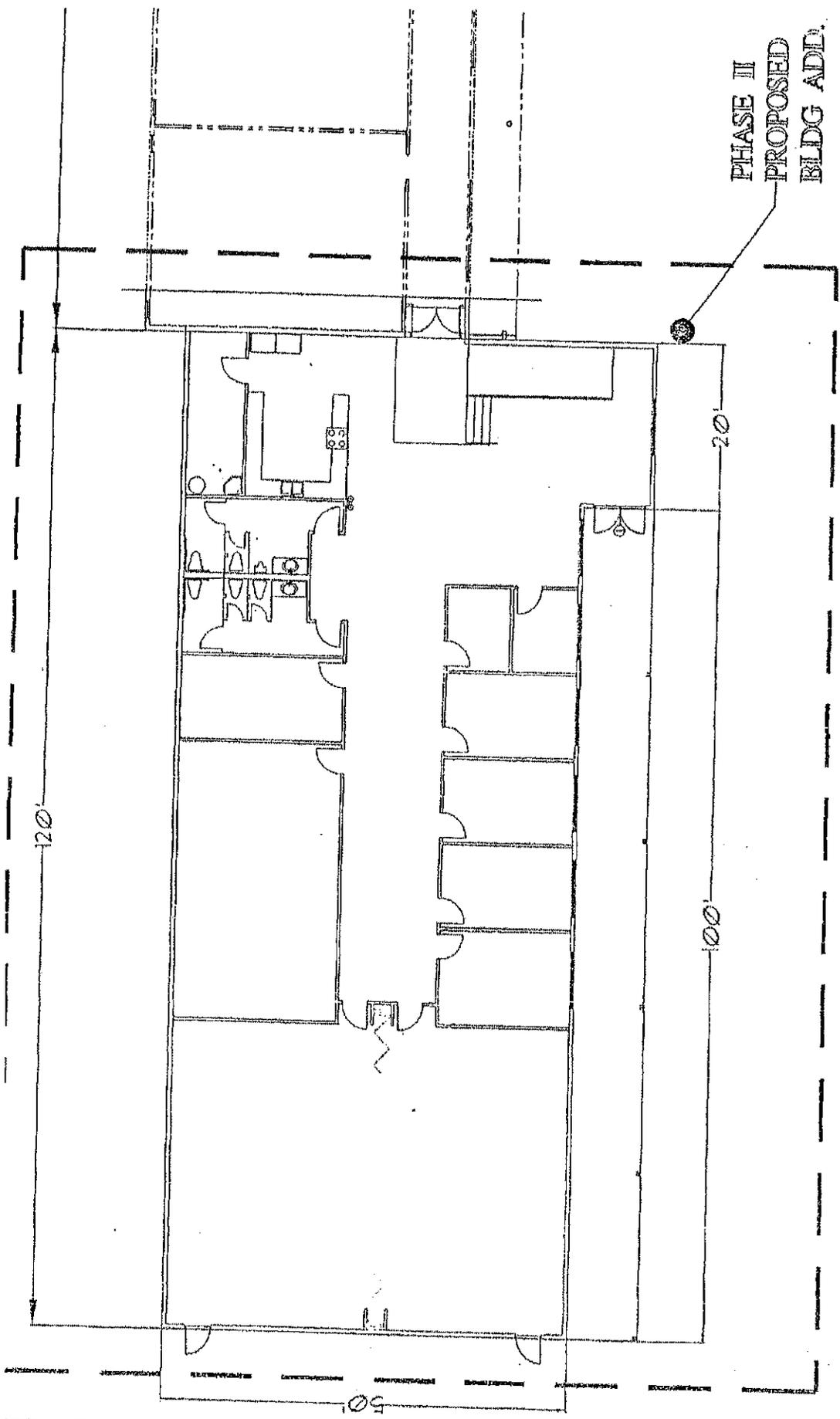
References in the "General Lease Terms" to the "Specific Lease Provisions" or "SLP" are references to the information set out above. Each term used but not defined in the SLP shall have the meaning set forth in the General Lease Terms. If a conflict exists between the Specific Lease Provisions and the General Lease Terms, the Specific Lease Provisions will control. References to "Paragraphs" are to the Specific Lease Provisions and references to "Articles" or "Sections" are to the General Lease Terms.

The following is the legal description for the property, upon which the Premises subject of the lease between Newsom Rentals, LLC and Six Directions Indigenous School is located:

Lot One (1) in  
DEPAULI LEBECK SUBDIVISION UNIT ONE (1),  
as the same is shown and designated on the plat of said subdivision filed in the office of the County Clerk of McKinley County, New Mexico on November 13, 1995, AND

Lot Two-A (2-A) of the replat of Tract Two (2) in  
DEPAULI LEBECK SUBDIVISION UNIT ONE (1),  
as the same is shown and designated on the plat of said subdivision filed in the office of the County Clerk of McKinley County, New Mexico on August 12, 1997.

Addendum 1



PHASE II  
PROPOSED  
BLDG ADD.

# Addendum 2

**Schedule I to Addendum "Three" Tenant Improvements  
Plans and Specifications  
(To be attached)**

No improvements have been requested by School as of the date of this agreement and Landlord has not agreed to construct any improvements to the premises.



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
06/06/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Jeffrey Thompson(1613302) 4401 Lomas Blvd NE Ste B  Albuquerque NM 87110-7758		<b>CONTACT NAME:</b> PHONE (A/C, No, Ext): 505-831-0935 FAX (A/C, No): 505-286-0406 E-MAIL ADDRESS: jthompson3@farmersagent.com	
<b>INSURED</b> NEWSOM RENTALS LLC 2055 STATE ROAD 802 1985 STATE ROAD 602 GALLUP NM 87301		<b>INSURER(S) AFFORDING COVERAGE</b> INSURER A : Truck Insurance Exchange 21709 INSURER B : Farmers Insurance Exchange 21652 INSURER C : Mid Century Insurance Company 21687 INSURER D : INSURER E : INSURER F :	

**COVERAGES****CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL/SUBR/INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
C	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC		605130769	09/01/2015	09/01/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 0 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/OP AGG \$ 1,000,000
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS					COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE				EACH OCCURRENCE \$ AGGREGATE \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH) If yes, describe under DESCRIPTION OF OPERATIONS below	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input type="checkbox"/> N/A				WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

# Addendum 5

**CERTIFICATE HOLDER****CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ACORD 25 (2010/05)

© 1988-2010 ACORD CORPORATION. All rights reserved.

The ACORD name and logo are registered marks of ACORD

**NEW MEXICO PUBLIC SCHOOLS FACILITY  
CHARTER SCHOOL LEASE  
(PUBLIC FACILITIES)**

**Part "B"**

**DEFINITIONS**

- 1) "Additional Rent", if any, means all amounts due by School under the terms of this Lease, except Base Rent.
- 2) "Alterations by School" is defined in Article VIII.
- 3) "Base Rent" is defined in Paragraph L of the SLP and Addendum "Four".
- 4) "Board" means the governing body of School.
- 5) "Building(s)" means the building(s) within the Complex.
- 6) "Business Day(s)" means any day other than a Saturday, a Sunday or a day on which federal banks in Albuquerque, New Mexico are authorized by law to remain closed.
- 7) "Charter School Act" means Sections 22-8B-1, et seq. NMSA 1978, as amended.
- 8) "Common Areas" is defined as all areas within the boundaries of the Complex, including, without limitation, all driveways, drive aisles, curbs, gutters, landscaping, street lights, parking areas and sidewalks, and including the foundations, roof, exterior walls and all other structural components of the Building(s), excluding only the interior and non-structural portions of the Premises and any other structures or Improvements intended for the non-exclusive use of School and all other tenants or occupants of the Building(s) and/or the Complex.
- 9) "Complex" is defined in Paragraph E of the SLP.
- 10) "Contingency Termination Date" is defined in Paragraph N of the SLP.
- 11) "Educational Occupancy Standards" shall be effective until July 1, 2016, and means the requirements of New Mexico Construction Codes for the use and occupancy of the Premises and Common Areas for a school, or if applicable, Section 22-8B-4.2 F(2) NMSA 1978, as amended.
- 12) "Effective Date" is the date the last of Landlord and School fully execute this Lease.
- 13) "Event(s) of Default" is defined in Section 15.01(a).
- 14) "Event of Nonappropriation" is defined in Section 6.02.
- 15) "Fiscal Year" means School's fiscal year, which begins on July 1 of each year and ends on June 30 of the following year.
- 16) "Force Majeure" shall mean any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, terrorism, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, judicial orders, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes (except financial) beyond the reasonable control of the party obligated to perform, shall excuse the

- 39) "SLP" is the Specific Lease Provisions.
- 40) "State" means the State of New Mexico.
- 41) "Statewide Adequacy Standards" shall be effective July 1, 2015, for new leases and renewals of existing leases, and means the standards established in Sections 6.27.30.1-.19 NMAC related to the use of the Premises and Common Areas for a school, and which standards Landlord is obligated to maintain at no additional cost to School or the State, or if applicable, Section 22-8B-4.2 F(2) NMSA 1978, as amended.
- 42) "Tenant Improvements" is defined in Paragraph G of the SLP and Addendum "Three". "Term Commencement Date" is defined in Paragraph J(i) of the SLP.
- 43) "Tort Claims Act" is the New Mexico Tort Claims Act, Sections 41-4-1, et seq., NMSA 1978, as amended.

- (a) Landlord is: (i) duly organized and validly, existing under the laws of the State, (ii) the owner of the Premises, and (iii) duly authorized, by its governing body and applicable law, to lease the Premises to School and to execute, deliver and perform its obligations under this Lease.
- (b) Neither the execution and delivery of this Lease, nor the fulfillment of or compliance with the terms and conditions hereof, nor the consummation of the transactions contemplated hereby, conflicts with or will result in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which Landlord is now a party, or which is binding on Landlord.

Section 2.02. Landlord Acknowledgment. Landlord acknowledges and recognizes that:

- (a) This Lease will be terminated upon the occurrence of an Event of Nonappropriation.
- (b) This Lease will be terminated upon nonrenewal or revocation of School's charter.

Section 2.03. Representations, Covenants and Warranties by School. School represents, covenants and warrants that:

- (a) School is a public charter school duly authorized by the PEC or local school board, and duly organized and validly existing under the laws of the State.
- (b) State law authorizes School to lease, operate and maintain the Premises, to enter into this Lease and the transactions contemplated herein, and to carry out its obligations under this Lease, subject to the limitations and conditions stated, and the availability of sufficient appropriations and revenues therefor.
- (c) The representatives of School executing this Lease have been duly authorized to execute and deliver this Lease under the terms and provisions of a resolution of the Board or by other appropriate official action.
- (d) School is not aware of any current violations of any Requirements of Law relating to the Premises, and School has complied with all Requirements of Law with respect to this Lease and all other Requirements of Law.
- (e) School has appropriated sufficient monies in its operating budget to pay the Base Rent and Additional Rent, if any, estimated to be payable in the current Fiscal Year, related to this Lease.

Section 2.04. Contingencies. If any contingencies are provided for in Paragraph N of the SLP, the party benefitted thereby may terminate this Lease if the stated contingency(ies) fails, by providing written notice to the other party, in which event this Lease shall terminate and the Security Deposit and all other prepayments by School shall be returned to School unless otherwise provided for herein. In the event of termination as provided for in this Section 2.04, neither party shall have any further obligations under the terms of this Lease, except as to matters which specifically survive termination. If the party benefitted by the

the expiration of the Initial Term or current Renewal Term, as applicable.

Section 3.07. Effect of Termination of Lease Term. Upon termination of the Lease Term:

- (a) All unaccrued obligations of School hereunder shall terminate, but all obligations of School that have accrued hereunder prior to such termination shall continue until they are discharged in full; and
- (b) If the termination occurs because of the occurrence of an Event of Default, School's right to possession of the Premises hereunder shall terminate and (i) School shall, within ninety (90) days, vacate the Premises; and (ii) if and to the extent the Board has appropriated funds for payment of Base Rent, during the Lease Term prior to termination, and with respect to School's use of the Premises during the period between termination of the Lease Term and the date the Premises are vacated, School shall pay such Base Rent to Landlord.
- (c) If the termination occurs because of the occurrence of an Event of Nonappropriation or the nonrenewal of School's charter, the termination shall be effective as of the last day of the then current Fiscal Year or upon the effective date of the revocation of School's charter in the case of revocation.

#### **ARTICLE IV BASE RENT**

From and after the Rent Commencement Date, School shall pay the Base Rent in monthly installments, on or before the first day of each month, without demand. Should the Rent Commencement Date occur on a day other than the first day of a calendar month, then the monthly installment of Base Rent for the first fractional month shall be equal to 1/30th of the monthly installment of Base Rent for each day from the Rent Commencement Date to the end of the partial month.

#### **ARTICLE V USE; COMMON AREA; EXCLUSIVE USE AREAS; QUIET ENJOYMENT**

Section 5.01. Use. The Premises shall only be used for the Permitted Use, without Landlord's prior written consent, which consent shall not be unreasonably withheld or delayed. School shall comply with all Requirements of Law related to the Premises and its use thereof, and School shall not take any action that would constitute a nuisance, nor permit any unlawful practice to be carried on or committed at the Premises.

Section 5.02. Common Areas. School shall have the non-exclusive right to use the Common Areas in conjunction with the other tenants and occupants of the Complex.

- (a) During the Lease Term, Landlord shall be responsible for maintaining in good condition (to Educational Occupancy Standards and Statewide Adequacy Standards, as applicable), including repairs and replacements, the roof, HVAC system, foundations and exterior walls of the Buildings housing the Premises, and electrical, plumbing and drainage systems servicing the Premises, and all of the Common Areas, including parking areas, landscaping and exterior lighting, except as otherwise provided for in Section 7.02, and damage due to fire or casualty, to the extent this Lease requires Landlord to insure against such fire or casualty. All repairs and maintenance to be made by Landlord shall be at Landlord's risk and expense.
- (b) If, within seven (7) days after written notice by School to Landlord (or such shorter time as may be required in an emergency or pursuant to the Requirements of Law), Landlord fails to provide any of the maintenance, repairs or replacements required of Landlord, and/or fails to complete the same with reasonable diligence, then School may, at its option, provide such maintenance, repairs or replacements and the costs thereof shall be deducted from succeeding Base Rent and Additional Rent, if any, payable hereunder.

Section 7.02. Repairs and Maintenance by School. Subject to the obligations of Landlord set forth in Section 7.01, School shall be responsible for maintaining the interior of the Premises in good condition (to Educational Occupancy Standards and Statewide Adequacy Standards, as applicable), including repairs and replacements, reasonable wear and tear, and loss due to casualty and eminent domain excepted, including providing for janitorial services. School shall also be liable for maintenance, repair and replacement obligations arising as a result of the tortious conduct of School, its employees, students, agents or representatives, subject to the waiver of subrogation provided for herein.

Section 7.03. Right of Access. Landlord, its agents, servants and employees shall have the right to enter the Premises during school hours, upon reasonable prior notice to School, and in the presence of School's personnel for the purpose of inspecting the same to ascertain whether School is performing the covenants of this Lease, and after school hours, including in the event of an emergency, for the purpose of undertaking required maintenance, repairs, alterations or additions. Landlord agrees to cause as little inconvenience as reasonably possible to School, its employees, students and invitees in connection therewith.

## **ARTICLE VIII ALTERATIONS BY SCHOOL; SIGNAGE**

Section 8.01. Alterations by School. School shall have the right to make structural and non-structural changes and Improvements to the then existing Premises, as School shall desire ("Alterations by School"). Provided however, any Alterations by School that affect mechanical, plumbing, electrical, or other Building systems, are structural, or impact the square footage of the

Section 11.03. Policies. All insurance provided for under this Lease shall be effected under valid enforceable policies issued by insurers of recognized responsibility and licensed to do business in the State of New Mexico. Certificates of such insurance shall be delivered to the other party, and upon written request, the original or certified copies of policies shall be provided to the other party. At least ten (10) days prior to the expiration date of any policy, the certificate of renewal for such insurance shall be delivered to the other party.

Section 11.04. Waiver of Subrogation. Landlord and School hereby waive any recovery of damages against each other (including their employees, officers, directors, agents or representatives) for loss or damage to the Building(s), Premises, Improvements, betterments, fixtures, equipment, and any other personal property to the extent covered by the commercial property insurance or equipment breakdown insurance required above. Further, Landlord and School waive all rights against each other and their agents, officers, directors and employees for recovery of damages to the extent the damages are covered by the workers compensation and employers liability insurance obtained by Landlord or School and related to this Lease. Landlord and School shall obtain endorsements to their policies to effect the waiver of subrogation provided for in this Section 11.04.

Section 11.05. Notice. If and to the extent permitted by NMPSIA, all insurance required to be carried by the parties shall be endorsed to contain provisions to the effect that such insurance shall not be canceled or modified without first giving written notice thereof to Landlord and School at least thirty (30) days in advance of such cancellation or modification.

## **ARTICLE XII DAMAGE AND DESTRUCTION**

- (a) (i) If the Premises (or any portion thereof) is destroyed or damaged by fire or other insured casualty, the Net Proceeds of any insurance or condemnation award shall be deposited into a special trust fund held by Landlord and School, as their interests may appear. Base Rent shall abate during such period of time as to the Premises or any portions thereof that do not meet the Educational Occupancy Standards, or Statewide Adequacy Standards, as applicable.
- (ii) If the Premises are damaged by fire or other insured casualty and the Premises can be restored to its preexisting condition within ninety (90) days after the date of the damage or destruction, Landlord shall promptly and with due diligence repair the damage to the Premises. Landlord's restoration and repair obligation contained herein shall consist of repairing or restoring the Premises, including all leasehold improvements, if any, contained within the Premises that were subsequently constructed with Landlord's consent; provided however such restoration and repair obligation shall be limited to the amount of the Net

to repair, restore, modify, improve or replace the Premises becomes apparent), School has not appropriated amounts sufficient to proceed under subsection (c) (i) (A) of this Article, an Event of Nonappropriation shall be deemed to have occurred.

### **ARTICLE XIII ASSIGNMENT; SUBLETTING**

Section 13.01. Transfer of School's Interest in Lease and Premises. School may not assign, transfer or convey School's interest in this Lease and the Premises without Landlord's consent, except to another charter school or public school.

Nothing in this Section 13.01 shall be deemed to prohibit, limit or restrict the School's power to enter into joint powers agreements as provided for in Sections 11-1-1, et seq. NMSA 1978, as amended, for shared use of the Premises.

Section 13.02. Subleasing by School. School may sublease or grant a right to use all or any portion of the Premises for the Permitted Use, without Landlord's consent; provided further that School remains fully liable under this Lease, and School shall maintain its direct relationship with Landlord, notwithstanding any such sublease, grant or use.

### **ARTICLE XIV HAZARDOUS MATERIALS**

Section 14.01. Compliance with Hazardous Materials Laws. School and Landlord mutually agree that each shall at all times and in all respects comply with all federal, state and local laws, ordinances and regulations ("Hazardous Materials Laws") relating to industrial hygiene, environmental protection of the use, analysis, generation, manufacture, storage, presence, disposal or transportation of any oil, petroleum products, flammable explosives, PCBs, asbestos, formaldehyde, radioactive materials or waste, or other hazardous toxins, contaminated or polluting materials, substances or waste, including, without limitations, any "hazardous substances", "hazardous materials", "toxic substances" or "regulated substance" under any such laws, ordinances or regulations (collectively, "Hazardous Materials").

Section 14.02. School Indemnity. Upon the Term Commencement Date and acceptance of the Premises by the School, and thereafter for the Lease Term, School shall be responsible to pay or otherwise satisfy any claim, written notice or demand, penalty, fine, settlement, loss, damage, cost, expense or liability made against Landlord or School directly or indirectly arising out of or attributable to the violation by School of any Hazardous Materials Law, orders, written notice or demand of governmental authorities, or the use, generation, manufacture, storage, release, threatened release, discharge, disposal, production, abatement or presence of Hazardous Materials on, under or about the Premises including, without limitation: the costs of

Section 15.01. Events of Default by School Defined.

(a) Any of the following shall constitute an "Event of Default" under this Agreement:

- (i) failure by School to pay any specifically appropriated Base Rent and Additional Rent, if any, within ten (10) days after the receipt of written notice from Landlord following the applicable due date;
- (ii) failure by School to pay any other Additional Rent within thirty (30) days of the receipt of written notice (unless a shorter period is specifically provided for in this Lease) after the applicable due date and for which funds have been specifically appropriated;
- (iii) failure by School to vacate the Premises, subject to the provisions of Section 3.07;
- (iv) any sublease, assignment, encumbrance, conveyance or other transfer of the interest of School in all or any portion of this Lease or the Premises in violation of Sections 13.01 and 13.02 or any succession to all or any portion of the interest of School in the Premises in violation of Sections 13.01 and 13.02;
- (v) failure by School to observe and perform any covenant, condition or agreement on its part to be observed or performed, other than as referred to in subsections (a) (i), (ii), (iii) or (iv) of this Section 15.01, for a period of thirty (30) days after written notice given to School by Landlord, and which specifies such failure and requesting that it be remedied; provided, however, that if the failure stated in the notice cannot reasonably be corrected within said thirty (30) day period and corrective action shall be instituted within said thirty (30) day period and diligently pursued until the default is corrected, no Event of Default shall occur;
- (vi) School shall (A) apply for or consent to the appointment of a receiver, trustee, custodian or liquidator of School or of all or a substantial part of the assets of School, (B) be unable, fail or admit in writing its inability generally to pay its debts as they become due, (C) make a general assignment for the benefit of creditors, (D) have an order for relief entered against it under applicable federal bankruptcy law, or (E) file a voluntary petition in bankruptcy or a petition or an answer seeking reorganization or an arrangement with creditors or taking advantage of

other injunctive relief; and

- (e) take whatever action at law or in equity may appear necessary or desirable to enforce its rights in and to the Premises under this Lease, subject, however, to the limitations on the obligations of School set forth in Section 6.01.

Section 15.03. No Remedy Exclusive. No remedy herein conferred upon or reserved to Landlord is intended to be exclusive, and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle Landlord to exercise any remedy reserved in this Article, it shall not be necessary to give any notice, other than such notice as may be required in this Article.

Section 15.04. Notice to Sublessee. Landlord shall provide written notice to the sublessee of a valid sublease under Article XIII of an Event of Default by School within five (5) days after the occurrence.

Section 15.05. Landlord's Default. If Landlord fails to perform any covenant, condition or agreement contained in this Lease within a reasonable period of time, not to exceed thirty (30) days after receipt of written notice from School specifying such default, or if such default cannot reasonably be cured within thirty (30) days, if Landlord fails to commence to cure within said thirty (30) day period and diligently pursue the cure to conclusion, then Landlord shall be liable to School for any damages sustained by School as a result of Landlord's breach. If, after notice to Landlord of default, Landlord fails to cure the default as provided herein, then School shall have the right to cure said default at Landlord's expense, and to either terminate this Lease or to withhold, reduce or offset any such amount against any payments of Base Rent and Additional Rent, if any, or any other charges due and payable under this Lease. No remedy herein conferred upon School is intended to be exclusive, and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle School to exercise any remedy reserved in this Article, it shall not be necessary to give any notice, other than such notice as may be required in this Article.

## **ARTICLE XVI INDEMNITY**

Section 16.01. Release and Indemnification by Landlord. Landlord shall indemnify, hold harmless, and defend School and its "public employees" as defined in the Tort Claims Act from

or termination of this Lease, School shall remove, at its expense, any trade fixtures and personal property of School in the Premises; but any damage to the Premises caused by such removal shall be repaired by School at the time of the removal. All other Alterations by School shall become the property of Landlord.

## **ARTICLE XVIII GENERAL PROVISIONS**

Section 18.01. Notices; Demands; Calculation of Days. Any notice, demand or other communication required or permitted by law or any provision of the Lease to be given or served on either party shall be in writing, addressed to the address set forth in Paragraphs B and D of the SLP, and (a) deposited in the United States mail, registered or certified, return receipt requested, postage prepaid, or (b) delivered by an overnight private mail/courier service which provides delivery confirmation. All notices shall be deemed to be received the earlier of: (i) three (3) Business Days after being deposited in the United States mail with proper postage, (ii) upon delivery by overnight courier, or (iii) upon actual receipt. Rejection or other refusal to accept or the inability to deliver because of changed address of which no notice was given, shall be deemed to be receipt of the notice as of the date of such rejection, refusal or inability to deliver. Either party may designate additional addresses for the receipt of notices or demands at any time by written notice to the other.

All references to "day(s)" shall be calendar days, provided however, if the last day for performance is a non-Business Day, the time for performance shall be extended to the next Business Day.

Section 18.02. Binding Effect. This Lease shall inure to the benefit of and bind the parties hereto and their respective heirs, successors, personal representatives, and permitted assigns.

Section 18.03. Severability. If any term or provision of this Lease or the application thereof to any Person or circumstance shall be invalid or unenforceable, to any extent, the remainder of this Lease, or the application of such term or provision to Persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each term and provision of this Lease shall be valid and enforceable to the maximum extent permitted by law.

Section 18.04. No Waiver. A waiver by Landlord or School of any breach of any provision of this Lease shall not be deemed a waiver of any breach of any other provision hereof or of any subsequent breach by said party of the same or any other provision.

Section 18.05. Time of Essence. Time is of the essence with regard to every provision of this Lease.

IN WITNESS WHEREOF, the parties have executed this Lease effective the date the last of the parties executes same.

LANDLORD

By: [Signature] Date: 6-1-16  
Name: Marjorie Anderson  
Title: Managing Member of Anderson Rentals, LLC

SCHOOL

By: [Signature] Date: 6-15-16  
Name: Ben Sice  
Title: Chair Governing Council SDU

**ADDENDUM TO LEASE**

THIS ADDENDUM TO LEASE made this 5<sup>th</sup> day of January, 2018, by and between, NEWSOM RENTALS, LLC, a New Mexico limited liability company, of 1985 NM State Road 602, Gallup, New Mexico 87301, the Lessor, herein referred to as "Landlord", and SIX DIRECTIONS INDIGENOUS SCHOOL, a public charter school, of 2055 NM State Road 602, Gallup, New Mexico 87301, the Lessee, herein referred to as "School" (collectively the "Parties"), and refers to the New Mexico Public School Facilities Authority Charter School Lease (Public Facilities) ("Charter School Lease") originally executed by the Parties on June 1, 2016. It is hereby agreed said Charter School Lease shall be amended as follows:

1. Premises. Landlord hereby agrees to lease to School and School agrees to lease from Landlord, the entire real estate in McKinley County, New Mexico, having an address of 2055 NM 602, Gallup, New Mexico 87301, together with the "Buildings" and other "Improvements" existing or to be constructed thereon.

2. Base Rent. For the remaining duration of said Lease Agreement, Landlord demises the above premises at an annual base rental of One Hundred Twenty Thousand and No/100 Dollars (\$120,000.00), payable in equal installments, in advance, of Ten Thousand and No/100 Dollars (\$10,000.00) to be paid on or before the fifth day of each month beginning January 5, 2018 and continuing until June 30, 2021.

3. Utilities. School shall be responsible for all charges necessary for utility services to the buildings on the premises and shall be solely liable for utility charges as they become due.

4. Signing of Documents. Each of the Parties warrants and represents that the individual signing on its behalf is duly authorized and empowered to enter into this Agreement and may bind the Party it represents hereto. [A written statement signed, attesting to such

Initial: SDV JMN

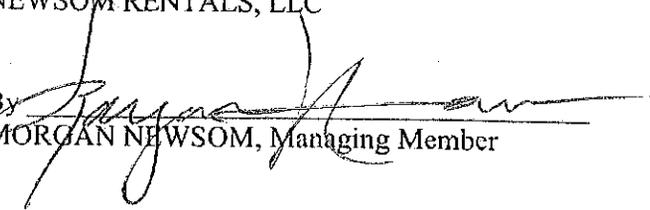
authority, by the current Chair of the Governing Counsel of the Lessee shall be timely executed and attached hereto as Exhibit A.]

5. Entire Agreement. All other terms and conditions of that certain Charter School Lease dated June 1, 2016, constitutes part of this agreement and any term not expressly modified herein, shall remain in full force and effect.

LANDLORD:

NEWSOM RENTALS, LLC

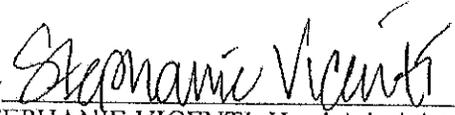
By

  
MORGAN NEWSOM, Managing Member

SCHOOL:

SIX DIRECTIONS INDIGENOUS SCHOOL

By

  
STEPHANIE VICENTI, Head Administrator



# Six Directions Indigenous School

*Committed to culturally relevant indigenous education*

## Facility Master Plan, Educational Specifications & Condition Assessment 2017-2018

*Draft July 2018*



**Architectural Research Consultants, Incorporated**

✉ Albuquerque, NM

☎ 505-842-1254

📞 505-766-9269

🌐 <http://arcplanning.com>

---

# Acknowledgements

## Governing Council

Ben Soce - *Chair*

Samuel Crowfoot - *Assistant Chair*

Amber Peña - *Business Manager*

Dr. Tamarah Pfeiffer - *Keeper of Finances*

Dr. Oliver Tapaha - *Member*

Lane Towery - *Member*

Stephanie Vicenti - *Head Administrator*

## Steering Committee

Jeremiah Billie - *AmeriCorps*

Renée Cleveland - *Education Assistant*

Benny Hale - *Navajo language*

Tara Partow - *English Language Arts*

Tommy Wood - *Education Assistant*

Willard Zuni - *Zuni language*

## NACA Inspired Schools Network

Daniel Ulibarri - *Director of Operations and Facilities*

## Public School Facility Authority

Bill Sprick - *Facilities Master Planner*

*Planning Consultant  
Architectural Research Consultants, Incorporated  
Albuquerque, NM*

# Table of Contents

List of Abbreviations .....	vi
<b>Executive Summary.....</b>	<b>ES-1</b>
<b>1 Goals / Mission .....</b>	<b>1-1</b>
1.1 Goals .....	1-1
<i>Goal 1: Develop critically conscious students .....</i>	<i>1-1</i>
<i>Goal 2: Teach students to be engaged in the community.....</i>	<i>1-1</i>
<i>Goal 3: Achieve holistic wellness for students .....</i>	<i>1-1</i>
<i>Goal 4: Achieve student success in post-secondary options .....</i>	<i>1-2</i>
1.1.1 <i>Mission .....</i>	<i>1-2</i>
1.1.2 <i>Educational Philosophy , Focus Area, Educational Program and Curriculum.....</i>	<i>1-2</i>
1.1.3 <i>Serving the Community.....</i>	<i>1-2</i>
1.2 Process .....	1-3
1.2.1 <i>Process for Data Gathering and Analysis.....</i>	<i>1-3</i>
<b>2 Projected Conditions .....</b>	<b>2-1</b>
2.1 Programs and Delivery Methods.....	2-1
2.1.1 <i>Programs Overview .....</i>	<i>2-1</i>
2.2 Proposed Enrollment.....	2-4
2.2.1 <i>Enrollment Phasing.....</i>	<i>2-4</i>
2.2.2 <i>Classroom Loading Policy.....</i>	<i>2-5</i>
2.2.3 <i>Classroom Needs .....</i>	<i>2-5</i>
2.3 Sites / Facilities.....	2-8
2.3.1 <i>Location / Site .....</i>	<i>2-8</i>
2.3.2 <i>Facility Evaluation.....</i>	<i>2-9</i>
2.4 Utilization Analysis .....	2-10
2.4.1 <i>Special Factors.....</i>	<i>2-12</i>
2.5 Facility Maintenance .....	2-12
2.5.1 <i>Maintenance Projects .....</i>	<i>2-12</i>
<b>3 Proposed Facility Requirements .....</b>	<b>3-1</b>
3.1 Facility Goals and Concepts.....	3-1
3.1.1 <i>Goals to be Met by the Facility.....</i>	<i>3-1</i>
3.1.2 <i>Concepts .....</i>	<i>3-1</i>
3.1.3 <i>Short-, Intermediate- and Long-Range Strategic Plans .....</i>	<i>3-2</i>
<b>4 Capital Plan .....</b>	<b>4-1</b>
4.1 Total Capital needs .....	4-1

<i>Short-Range Plan</i> .....	4-1
<i>Intermediate-Range Plan</i> .....	4-1
<i>Long-Range Plan</i> .....	4-1
<i>Funding Sources</i> .....	4-1
<b>5 Master Plan Support Material</b> .....	<b>5-1</b>
5.1 Sites and Facilities Data Table.....	5-1
5.2 Site Plan .....	5-2
5.3 Floor Plan.....	5-2
5.3.1 <i>Updated Facilities Assessment Database Sheets</i> .....	5-3
5.4 FMAR Reports and How Major and Minor Findings Are Addressed by the Capital Plan.....	5-12
5.5 Detailed Space and Room Requirements (Ed Spec) .....	5-12
5.5.1 <i>Technology and Communications Criteria</i> .....	5-12
5.5.2 <i>Power Criteria</i> .....	5-12
5.5.3 <i>Lighting and Daylighting Criteria</i> .....	5-12
5.5.4 <i>Classroom Acoustics Criteria</i> .....	5-12
5.5.5 <i>Furnishing and Equipment Criteria</i> .....	5-12
5.5.6 - 5.5.7 <i>Criteria Sheets</i> .....	5-13

## Appendix

Attachment A: Letter to Gallup-McKinley Schools

SDIS Utilization Worksheet

## Condition Assessment

Evaluation Summary

Capital Improvement Projects

---

## List of Exhibits

Exhibit ES-1 SDIS Enrollment Profile.....	ES-2
Exhibit 1-1 SDIS Wellness Wheel.....	1-1
Exhibit 1-2 FMP / Ed Specs Collaborative Process.....	1-3
Exhibit 2-1 2017/18 Rotating Block Schedule .....	2-3
Exhibit 2-2 Six Directions Enrollment Projections by Range .....	2-4
Exhibit 2-3 Six Directions Enrollment Projections by Grade .....	2-4
Exhibit 2-4 SDIS Available Classrooms vs. Projected Need .....	2-6
Exhibit 2-5 SDIS Classroom Need with and without Portables .....	2-6
Exhibit 2-6 SDIS Classroom Need Analysis.....	2-7
Exhibit 2-7 SDIS Capacity Analysis with and without Portables .....	2-10
Exhibit 2-8 Detailed Capacity Report.....	2-11
Exhibit 2-9 SDIS Vicinity Map.....	2-8
Exhibit 2-10 SDIS Detail Map.....	2-9
Exhibit 3-1 Conceptual Facility Diagram .....	3-4
Exhibit 3-2 SDIS Preliminary Program of Requirements.....	3-7
Exhibit 4-1 Projections for Capital Funding .....	4-2
Exhibit 5-1 SDIS Facility Inventory Data .....	5-1
Exhibit 5-2 SDIS Site Plan Aerial Photo Map.....	5-2
Exhibit 5-3 SDIS Floor Plan .....	5-2
Exhibit 5-4a SDIS Criteria Sheet for Classroom Spaces .....	5-13
Exhibit 5-4b SDIS Criteria Sheet for Administrative Spaces .....	5-15
Exhibit 5-5 SDIS Detailed Space and Room Requirement .....	5-17
Exhibit 5-6 SDIS Utilization Worksheet.....	5-18

---

## List of Abbreviations

ADA	Americans with Disabilities Act
ARC	Architectural Research Consultants, Incorporated
ASHRAE	American Society of Heating, Refrigerating and Air-Conditioning Engineers
CA	Condition assessment
Cap	Capacity
CIP	Capital improvement project
CRT	Culturally responsive teaching
Ed Specs	Educational specifications
FAD	Facilities assessment database
FCI	Facilities condition index
FMP	Facilities master plan
GSF	Gross square feet
IBC	International Building Code
IECC	International Energy Conservation Code
LED	Light-emitting diode
LEED	Leadership in Energy and Environmental Design
Max	Maximum
MEM	Student member
M&O	Maintenance and operations
NACA	Native American Community Academy
NEC	National Electric Code
NFPA	National Fire Protection Association
NISN	NACA Inspired Schools Network
NIYLP	National Indian Youth Leadership Project
NMAC	New Mexico Administrative Code
NMCI	New Mexico Condition Index
NMDOT	New Mexico Department of Transportation
PEC	Public Education Commission
Port	Portable
Prgm	Program
PSCOC / PSFA	Public School Capital Outlay Council / Public School Facilities Authority
PYD	Positive youth development
RTI	Response to intervention
SDIS	Six Directions Indigenous School
SPED	Special Education
STEM	Science, technology, engineering and mathematics
TPC	Total project cost

# Executive Summary



*This document is a Facilities Master Plan / Educational Specifications / Condition Assessment for the Native American Community Academy (NACA) Inspired Schools Network (NISN), Six Directions Indigenous School (SDIS).*

The Public School Capital Outlay Council (PSCOC) and the Public School Facilities Authority (PSFA) require that all New Mexico public schools have five-year FMP/Ed Specs as prerequisites for eligibility to receive state capital outlay assistance. The FMP/Ed Specs guides capital planning decisions to support the school's educational mission and comply with minimum New Mexico Statewide Adequacy Standards, including variances for charter schools.

Six Directions Indigenous School is a state-chartered public school serving 6th through 8th grades, located in Gallup, New Mexico. The school offers an academic program aligned with the state standards and benchmarks, as well as committed to culturally relevant indigenous education and interdisciplinary project-based learning.

## Original Site Request for Future School

SDIS is currently housed in the old Western New Mexico University - Gallup Branch building. It occupies a portion of the facility with room to grow. Prior to moving into the unoccupied south wing of the building, the school must upgrade the facilities to meet with the fire code deficiencies identified by the Gallup Fire Marshal.

As the school needs a larger facility as its

enrollment grows, SDIS is working with its local school board members, city government employees, and two real estate agents to identify possible future facilities.

On [insert date], Six Directions Indigenous School submitted a written request to Gallup-McKinley County Schools inquiring about available facilities where SDIS could potentially locate. **Please see the Appendix, for this request.** The district has not yet formally responded.

## School Profile

The school initially opened in the 2016/17 school year with 49 students. Enrollment has increased since 2016 to 71 students in 2017/18. SDIS seeks to grow to its enrollment cap of 300 students in four years.

The school leases its building with PSCOC lease assistance which covers about 38% of the lease. SDIS uses its operational funds to cover the remaining amount. The school does not receive any other capital funding.

The facility has high utilization and limited ability to accommodate additional students over the next five years. To reach its enrollment cap, SDIS requires additional educational program area. Therefore, SDIS' long-range capital plan focuses on design and construction of a new facility. Initial programming, included in this document, identifies a need of approximately 23,108 GSF. The preliminary pre-conceptual estimated total project cost is \$8,389,359.00.

SDIS financial options are to pursue



funding through public-private partnerships, fundraising, donations, NISN grants, PSCOC awards, New Mexico Department of Transportation (NMDOT) funding, and/or direct legislative appropriations.

## Statewide Adequacy Standards NMAC 6.27.30

The Facility Master Plan and Educational Specifications follow the Public School Facilities Authority Statewide Adequacy Standards NMAC 6.27.30, dated September 1, 2002.

### *Exhibit ES-1 SDIS Enrollment Profile*

School Profile – SDIS		
Charter	Current	Future Goal
Grades served	6th - 8th	6th - 12th
2017/18 enrollment	71 (40-day)	
Enrollment cap, 5 years	190	
Enrollment cap	300	
Initial charter	2015	
Charter renewal	<b>2020</b>	

## Charter-Alternative School Statewide Adequacy Standard Variance

The Facility Master Plan and Educational Specifications address the Charter-Alternative School Statewide Adequacy Standard Variance.



# 1 Goals / Mission



*This section discusses the school's goals, mission and philosophy. It describes the process of gathering and analyzing data, including meetings and interviews with SDIS administrators, teachers, staff and Governing Council members to confirm goals to guide this Facilities Master Plan, Ed Spec and Condition Assessment.*

## 1.1 Goals

Six Directions Indigenous School is committed to academic excellence and ensuring students are prepared to thrive in post-secondary opportunities. SDIS approaches instruction in a developmentally responsive way: the middle school approach emphasizes foundational skills development and project-based learning, while the high school program will use blocks for extended focus, seminars, projects and service learning.

SDIS uses measured indicators to track students' skills and abilities to prepare for post-secondary educational opportunities. The school's goals involve having staff document these measurements.

### Goal 1: Develop critically conscious students

Because of the history of colonization of American Indians in Gallup, we will teach our students through project-based learning to be critically conscious, active community participants and leaders. We will teach our students to critique structures of power, use their voices productively, and take action against injustice. We will help our students become confident and powerful.

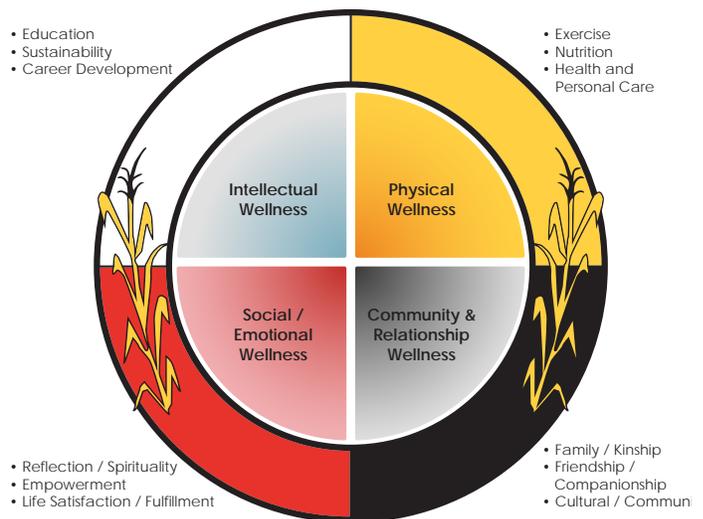
### Goal 2: Teach students to be engaged in the community

To strengthen students and their communities, we will teach and honor individual culture and language in our youngest generations in order to develop a sense of purpose and a belief in their ability to influence their communities positively.

### Goal 3: Achieve holistic wellness for students

Indigenous education addresses more than teaching academic material. It is also concerned with raising youth who are holistically well and healthy. Through integration of the Zuni and Navajo languages and cultures into the curriculum, we will teach the traditional notions of wellness. We will also develop our students' intellectual wellness, mental and emotional wellness, social and relational wellness, spiritual wellness,

*Exhibit 1-1 SDIS Wellness Wheel*



identity wellness, and physical wellness. We will teach the importance of identity security, of developing strength from one's identity, of finding one's "inner center."

#### Goal 4: Achieve student success in post-secondary options

Our native youth have been denied a public education that adequately prepares them to access or succeed in higher education. We will change this trend, and ensure that students graduate with a clear personal plan for their future.

We will prepare all students to succeed in the post-secondary educational opportunities of their choice, including attending a four-year college, two-year degree program or job training program; joining the military; or maintaining a traditional role in the community.

##### 1.1.1 Mission

The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in postsecondary opportunities. (Source: [www.sixdirectionsschool.org](http://www.sixdirectionsschool.org))

##### 1.1.2 Educational Philosophy , Focus Area, Educational Program and Curriculum

Our educational philosophy aligns with the theories and philosophies of providing access to education in general and culturally relevant indigenous education in particular. In this sense, we feel a commitment to student holistic wellbeing and identity security, to robust language instruction, to restorative practices, to natural outdoor education (learning through challenge), and to community-centered project-based learning (learning by doing). (Source: SDIS Charter Appendix I, 2015)

##### 1.1.3 Serving the Community

Family participation is a key lever for improving students' school experiences and increasing academic achievement. The tenets of indigenous education indicate that community accountability and engagement are foundational, as well. Additionally, right now Gallup lacks public space for use by its Native American community. For all of those reasons, our school's ability to serve as a safe, welcoming, and useful place for families and community members is critical. We aspire to create a school that is a gathering place for families, where they spend time with their children, utilizing our facilities. We aspire to have semi-annual demonstrations of learning when community members are

#### **Steering Committee**

Jeremiah Billie, AmeriCorps  
Renée Cleveland, Education Assistant  
Benny Hale, Navajo language  
Tara Partow, English Language Arts  
Tommy Wood, Education Assistant  
Willard Zuni, Zuni language

#### **Governing Council**

Ben Soce, Chair  
Samuel Crowfoot, Assistant Chair  
Amber Peña, Business Manager  
Dr. Tamarah Pfeiffer, Keeper of Finances  
Dr. Oliver Tapaha, member  
Lane Towery, member  
Stephanie Vicenti, Head Administrator

invited into our school to see and experience their children’s work. We aspire to have spaces where families and community members can meet with and interact with school administration and faculty comfortably. We envision having a space to utilize for restorative justice circle meetings with families and students. And finally, we envision some sort of large, multi-use space that can be shared for many purposes, both for school and community needs. Finally, we aim to create a curriculum that includes project-based service learning in which our students’ and staff’s access to community spaces will be critical. (Source: SDIS Charter Appendix I, 2015)

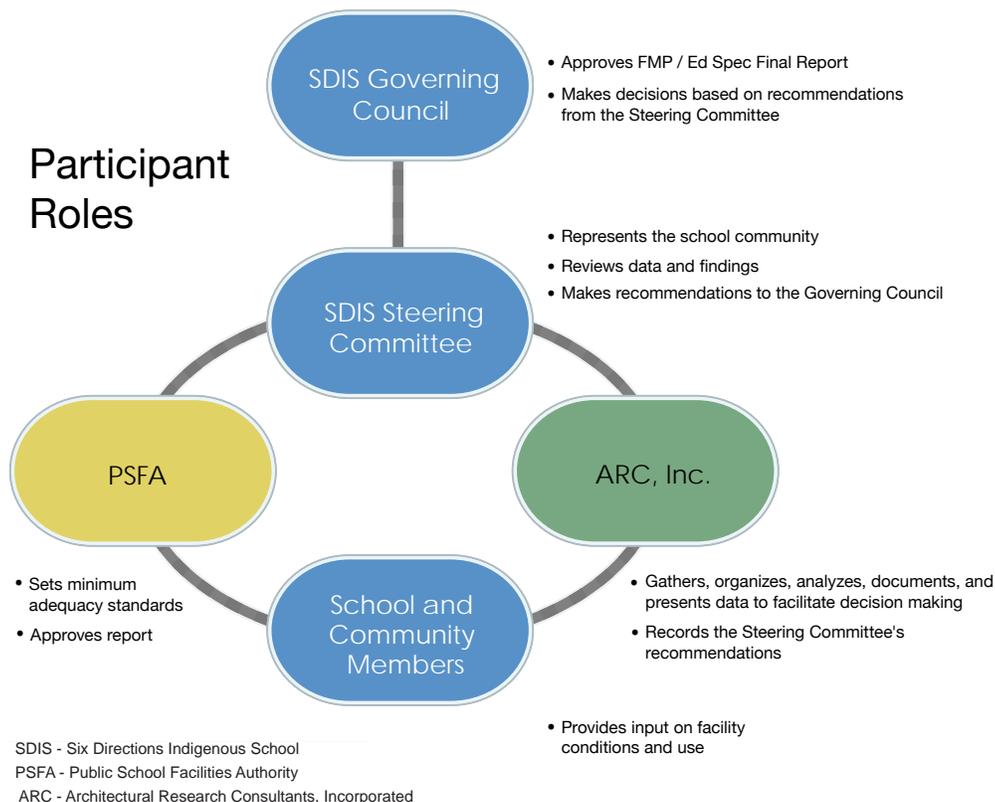
## 1.2 Process

### 1.2.1 Process for Data Gathering and Analysis

ARC uses a collaborative process to collect, review, and analyze information about the school’s educational program and delivery, projected enrollment and anticipated future needs, and to determined capital priorities.

The steering committee includes teachers. It makes recommendations to SDIS’ Governing Council. The Council has the authority to make major operational and capital decisions for the school.

*Exhibit 1-2 FMP /  
Ed Specs Collaborative  
Process*



## Authorized Contact

The individual authorized to discuss this submission is Stephanie Vicenti, Head Administrator, 2055 mainNM-602, Gallup, NM 87301; phone: 505.863.1900; email: [stephanie@sixdirectionsschool.org](mailto:stephanie@sixdirectionsschool.org).



# 2 Projected Conditions



*This section presents an overview of SDIS' current educational programs, enrollment and facilities configuration.*

## 2.1 Programs and Delivery Methods

### 2.1.1 Programs Overview

SDIS offers a middle school program for students in 6th through 8th grades. The academic program is comprised of core subjects established by the Common Core State Standards, and aligned with the State of New Mexico's Benchmark and Performance Standards.

#### Innovative Features

Six Directions Indigenous School is committed to finding educational solutions for endemic inequity in public school systems in and around Gallup, New Mexico.

SDIS' education framework is built around culturally responsive education, which includes theories and frameworks of *culturally responsive teaching (CRT)*, *positive youth development (PYD)* and *restorative justice*.

#### Culturally Responsive Teaching

The theories and framework of CRT address ensuring that students from non-dominant cultures are safe and successful in school. CRT does not teach culture explicitly; rather, it is about building school culture and curriculum

that sees students' identities and local funds of knowledge as assets, that decreases dissonance between home life and school life, and ensures academic content is taught through methods that are authentic and meaningful to youth.

SDIS seeks to accomplish academic achievement through a combination of small-group skills lab and project-based learning (see the section "Instructional Program" below).

#### Positive Youth Development

PYD is an important feature of the school, which recognizes local sources of knowledge about wellness. PYD aligns with the school's hypothesis that for local students to fully succeed, SDIS must take holistic responsibility for the student's emotional, relational, identity, intellectual, and physical wellness to ensure his or her readiness to learn effectively. This commitment to building student readiness to learn through holistic wellness is perhaps SDIS' greatest divergence from other local schooling options.

#### Restorative Justice

The restorative justice method aligns with indigenous understanding of justice. Most importantly, it is a method of building school culture and creating protocols to respond to misbehavior or conflict that has been shown to decrease suspensions and expulsions, and keep students in school. This method improves graduation rates, which is an expressly different approach from the zero tolerance policy of most schools.

## Shared and Joint Use Facilities

### Outdoor Education

A significant innovative feature of SDIS is our commitment to holistic wellness through the framework of positive youth development.

*Positive youth development* involves local knowledge about wellness and aligns with the SDIS foundational principle that the school must holistically address students' emotional, relational, identity, intellectual and physical wellness to ensure their academic success. Its commitment to building readiness to learn sets SDIS apart from other local schools.

Through a partnership with the National Indian Youth Leadership Project (NIYLP), SDIS aspires to offer opportunities for students to learn through outdoor, experiential education. NIYLP has a long and successful history of working with Native youth.

The school may offer NIYLP's flagship program, Project Venture, as an elective, or offer all new students outdoor adventures before school starts. SDIS will find ways to ensure its youth benefits from NIYLP's expertise.

### Instructional Program

The educational curriculum program is based on project-based learning. Projects are community-based and interdisciplinary. Learning in language and culture, humanities, and STEAM Machine™ courses is thematically aligned, and each trimester, students work collaboratively in groups on projects related to the theme. Each trimester culminates in a demonstration of achieved learning by students, and the community is invited to attend.

As students transition from middle school to high school, their curriculum also transitions and defines the high school experience. Service learning, individual projects, and block scheduling with more "traditional" courses align with college preparedness. Students complete senior community projects, a capstone experience.

SDIS implements an instructional delivery initiative that involves an advisory group. The advisory builds deep relationships and ensures that students' individual needs are met. Students start each morning in advisory with a small group of peers and one adult. During this time, some activities for students include greeting each other, sharing information about themselves, practicing goal-setting and reflection, and preparing for student-led conferences each trimester.

### General Instructional Organization

SDIS organization is by grade level. For example, 6th, 7th, and 8th grade core classes do not include students from other grades. Students meet daily in small response-to-intervention (RTI) groups with mixed abilities for 7th and 8th graders.

### Scheduling Approach

The building is open at 7:00 a.m. with student breakfast at 7:30 a.m. SDIS holds classes Monday through Friday. Hours of operation are 8:00 a.m. to 3:40 p.m. Teachers start each day with professional collaboration time one hour prior to school opening. Wednesdays have a compressed schedule from 8:00 a.m. to 1:30 p.m. throughout the school year for student instruction, and staff professional development takes place from 1:40 p.m. to 2:00 p.m.

*Exhibit 2-1 2017/18 Rotating Block Schedule*

TIMES	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	Teacher Prep & Collaboration	Teacher Prep & Collaboration	Teacher Prep & Collaboration	Teacher Prep & Collaboration	Teacher Prep & Collaboration
7:30-7:50	Student Breakfast	Student Breakfast	Student Breakfast	Student Breakfast	Student Breakfast
8:00-8:20	Advisory	Advisory	Community Circle	Advisory	Advisory
8:23-9:18	Block 1	Block 2	8:23-9:05 Block 3	Block 4	Block 5
9:21-10:16	Block 2	Block 3	9:08-9:50 Block 4	Block 5	Block 6
10:19-11:14	Block 3	Block 4	9:53-10:35 Block 5	Block 6	Block 7
11:17-12:12	Block 4	Block 5	10:38-11:21 Block 6	Block 7	Block 1
12:12-12:50	Lunch	Lunch	11:21-12:03 Block 1	Lunch	Lunch
12:53-1:48	Block 5	Block 6	12:03-12:40 Advisory Lunch	Block 1	Block 2
1:51-2:46	Block 6	Block 7	12:43-1:30 Block 2	Block 2	Block 3
2:49-3:40	Block 7	Block 1	1:40-2:00 Staff Professional Development	Block 3	Block 4
3:40-5:00	After-school tutoring	After-school tutoring	After-school tutoring	After-school tutoring	After-school tutoring

The formal school day begins in advisory groups of 15 students, led by a teacher. Advisory and Community Circle time are structured around the school’s core values of relationships, reflection and holistic well-being.

SDIS schedules classes using a rotating block schedule of five days, each with seven periods. Students spend time in short, differentiated “skill labs” aligned with their needs, while for longer blocks of time, students focus on project-based learning in either a humanities or a STEM class. Teachers are assigned classrooms and students move through the different classroom during the day.

In the future high school, the block schedule will continue and independent studies and projects will be valued.

After-school tutoring begins from 4:00 p.m. to 5:00 p.m. each day. Students who

participate receive one-to-one tutoring and Tuesday after-school time concentrates on math.

### Private Facility

SDIS leases 9,100 SF of a portion of a building where it has 3,792 SF to expand its program. The school will occupy the leased facility through 2021.

### Special Curricular and Extracurricular Activities

#### Special Education (SPED)

SDIS is a full-inclusion school. It fully integrates SPED students into regular classrooms, although they may receive pullout support for occupational / physical therapy, speech and language, and other individualized services as required.

## 2.2 Proposed Enrollment

### 2.2.1 Enrollment Phasing

SDIS plans to implement enrollment incrementally each school year until the enrollment cap is reached.

#### Projected Enrollment

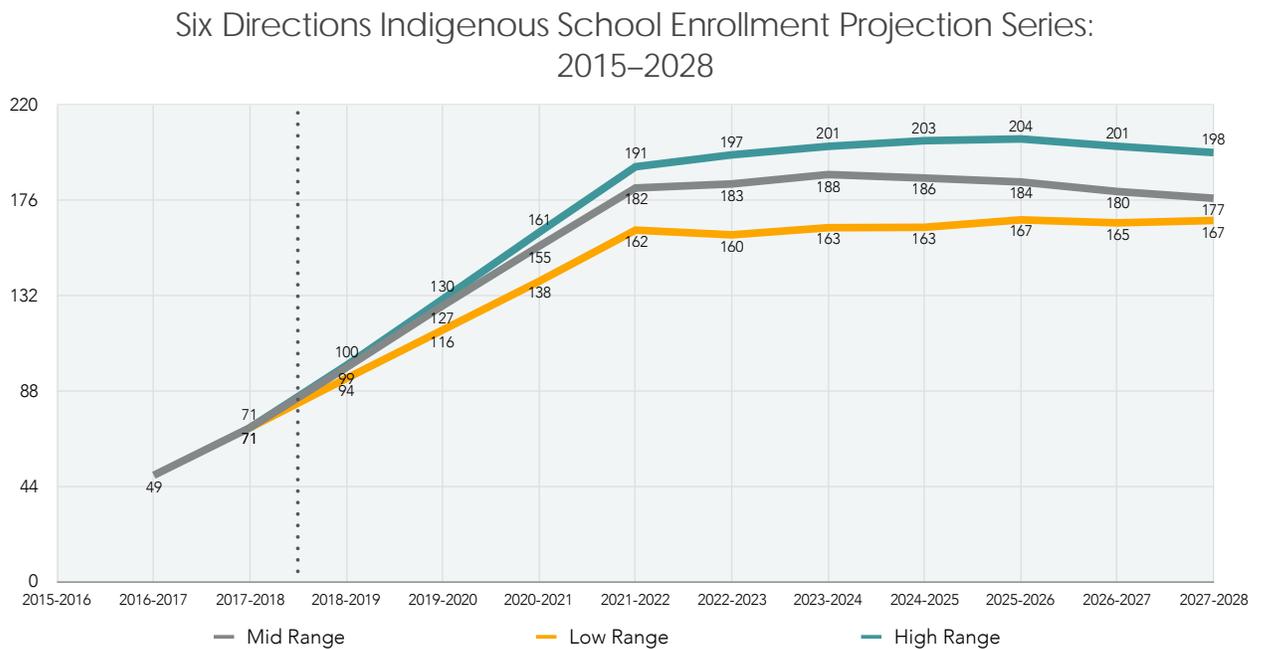
##### Method

Enrollment projections used the cohort-survival method, which tracks the number of students in a cohort (a group of students of a

certain age who move together through one grade level to the next) and the likelihood that they would progress from one grade to another within the same school. Calculation of survival rates (ratios of the number of students who remain from one year to the next) used the New Mexico Public Education Department’s historic 40-day enrollment data for public and state-run charter schools.

Calculation of future enrollment is based on prevailing birth rates (for students entering kindergarten) and the averages of previous cohort survival rates (for other grades). Since Six Directions’ enrollment history is

*Exhibit 2-2 Six Directions Enrollment Projections by Range*



*Exhibit 2-3 Six Directions Enrollment Projections by Grade*

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>6th Grade</b>		23	23	23	24	23	22	22	23	21	22	20	20
<b>7th Grade</b>		26	23	28	28	29	27	27	27	27	26	26	24
<b>8th Grade</b>			25	23	28	28	29	27	27	27	27	26	26
<b>9th Grade</b>				25	23	28	28	29	27	27	27	27	26
<b>10th Grade</b>					25	23	28	28	29	27	27	27	28
<b>11th Grade</b>						25	23	28	28	29	27	27	27
<b>12th Grade</b>							25	23	28	28	29	27	27
<b>Total</b>	<b>0</b>	<b>49</b>	<b>71</b>	<b>99</b>	<b>127</b>	<b>155</b>	<b>182</b>	<b>183</b>	<b>188</b>	<b>186</b>	<b>184</b>	<b>180</b>	<b>177</b>

insufficient to calculate cohort survival rates, analysis incorporated cohort survival rates from nearby schools in the Zuni and Gallup-McKinley County School Districts that have historically transferred students to or from Six Directions.

### Projection Scenarios

To refine projections into high-, mid-, and low-range scenarios, the planning team incorporated external information, such as demographic shifts, economic trends, and school program offerings and outreach efforts.

Planners prepared three enrollment projection scenarios, based on historical trends and expectations for future growth.

- *Mid-Range (most likely)* shows a gradual increase as classes matriculate through the 12th grade. The school reaches 177 students by 2027-28.
- *Low-Range* reflects lower birth rates and increased out-migration. Enrollment reaches 167 students by 2027-28.
- *High-Range* anticipates increased awareness of the school through outreach efforts, with enrollment reaching 198 students by 2027-28.

See Exhibit 2-2.

Because Six Directions' distinct program sets it apart from nearby public schools, it might succeed in drawing students from those schools. However, SDIS must compete with schools in the area.

### 2.2.2 Classroom Loading Policy

Six Directions Indigenous Schools' small class size is essential to providing individual attention and creating a collaborative environment for students. SDIS class sizes were 23 sixth graders, 23 seventh graders and 25 eighth graders for school year 2017/18.

The student / teacher ratio is 15:2, with one teacher and one AmeriCorps assistant per classroom. In small classes, students are grouped by skills intervention. Teachers provide differential instruction for students at varying skill and/or ability levels.

### 2.2.3 Classroom Needs

ARC analyzed the school facilities to determine existing classroom use and the number of classrooms needed to accommodate current and projected student enrollment. The analysis considered the supply of and demand for classrooms.

We based the supply of classrooms on identified use and a detailed inventory of all net instructional spaces available to house general education.

Analysis of the demand for classrooms calculated the need for general education classrooms. The calculation was based on the state-mandated pupil/teacher ratios, and used existing and projected enrollments. We assumed that future special program need reflects the enrollment ratios that exist at the school.

The analysis then compared the number of classrooms needed to meet current and projected enrollments to the number of available classrooms (considering the total number of classrooms, including permanent and portable units, and permanent classrooms only, excluding portable units).

Facility planners can estimate capital requirements based on utilization information and the condition of the existing facilities. These requirements address classroom deficits. Planners can then consider various strategies to meet classroom need projections, including a new school, classroom additions, portable classrooms, or grade reconfiguration.

Exhibit 2-4 SDIS Available Classrooms vs. Projected Need

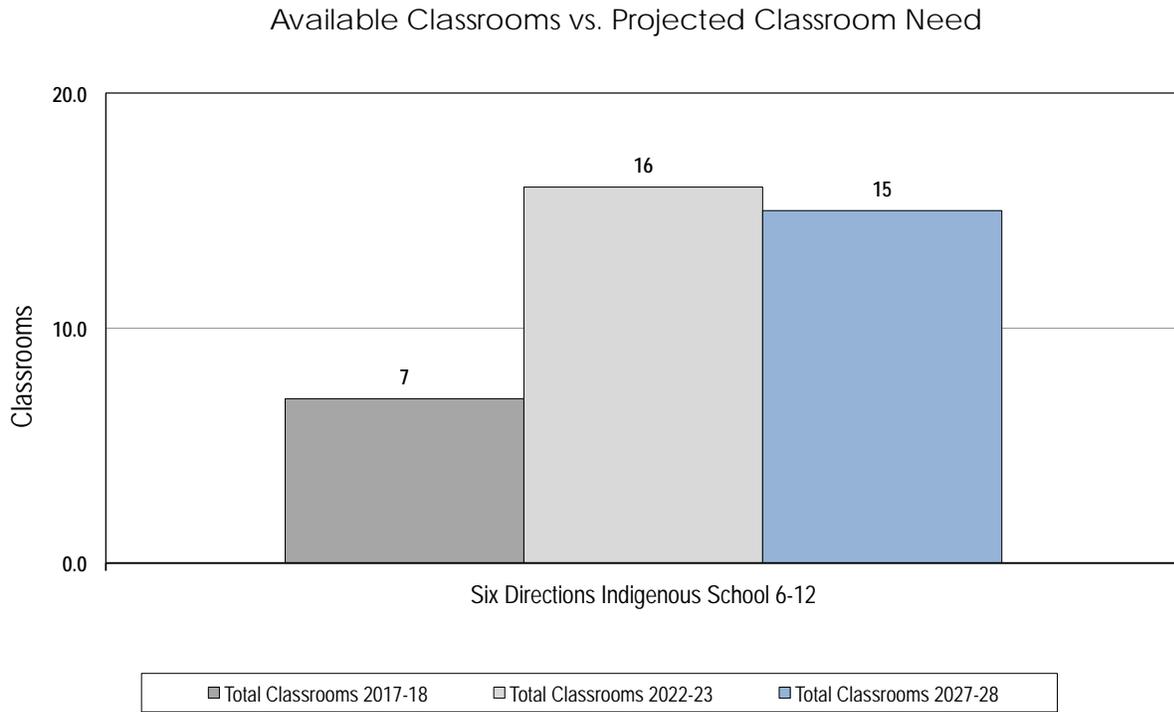


Exhibit 2-5 SDIS Classroom Need with and without Portables

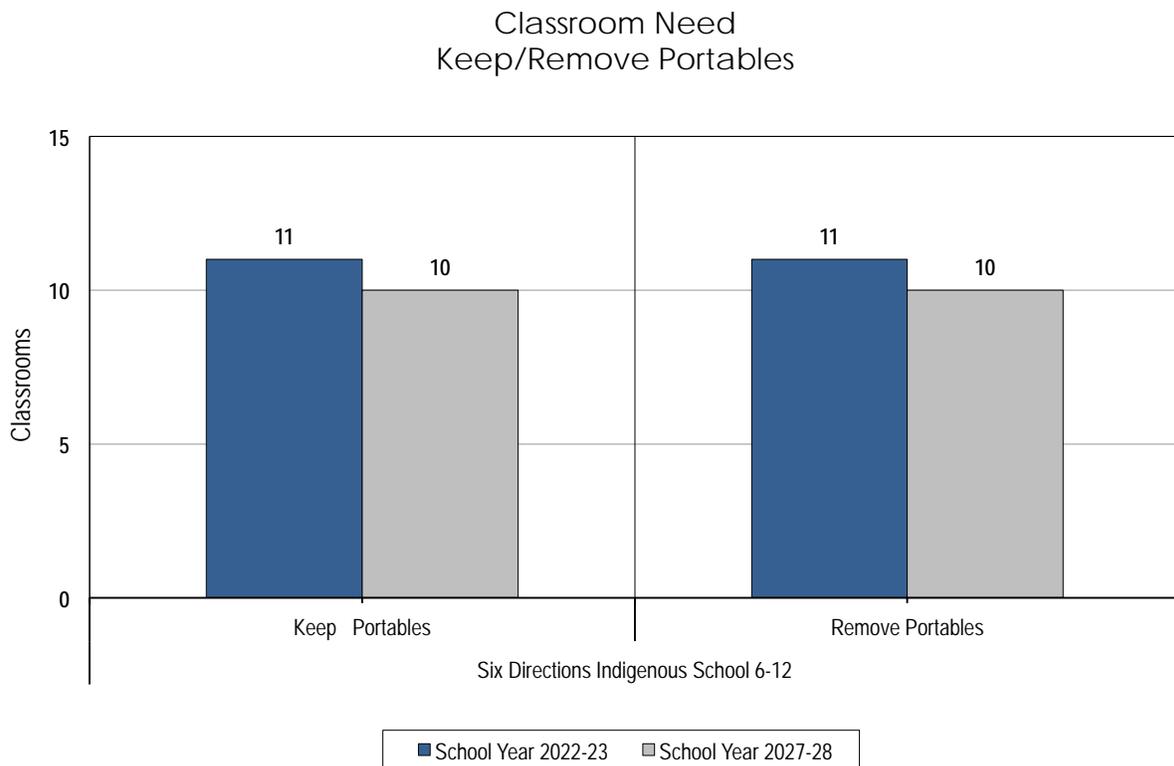


Exhibit 2-6 SDIS Classroom Need Analysis

Classroom Need Analysis

Six Directions Indigenous School 6-12

Evaluation: 2017-18 sy

Enrollment Data	
40-Day Enroll.	71
5-Year Proj.	184
10-Year Proj.	177

Classroom Use by Subject	School Data						Current			5th Year Projections			10th Year Projections		
	Distribution Percentage**	Six Directions PTRs *	Existing				2017-18			2022-23			2027-28		
			Classrooms			Prgm Sp	40-day Enroll	CR Need Calc.		Proj Enroll	CR Need Calc.		Proj Enroll	CR Need Calc.	
			Perm	Port	Total			Strt	Rnd		Strt	Rnd		Strt	Rnd
<b>General Education</b>															
Humanities (Engl/SS)	15.84%	15	1		1		11	0.75	0.5	29	1.94	2.0	28	1.87	2.0
Math	13.47%	15	1		1		10	0.64	0.5	25	1.65	1.5	24	1.59	1.5
Sci, Tech, Engineer, Math (STEAM)	12.85%	15	1		1		9	0.61	0.5	24	1.57	1.5	23	1.51	1.5
Indigenous Lang	14.56%	15	1		1		10	0.69	0.5	27	1.79	2.0	26	1.72	2.0
		Subtotal:	4	0	4	0	40		2.0	104		7.0	100		7.0
<b>Electives</b>															
Study Hall	15.74%	15	0.33		0.33		11	0.75	0.5	29	1.93	2.0	28	1.86	2.0
		Subtotal:	0.33	0	0.33	0	11		0.5	29		2	28		2
<b>Special Education/Programs</b>															
Response to Intervention (RTI)	14.08%	15	0.33		0.33		10		0.25	26	1.73	2.00	25	1.66	1.5
Reading	13.47%	15	0.34		0.34		10		0.25	25	1.65	2.00	24	1.59	1.5
		Subtotal:	0.67	0	0.67	0	20		1	51		4	49		3
		Total:	5	0	4.33	0	71		3	184		13	177		12.0
<b>Open Labs</b>															
Multipurpose					0						1				1
Biology Lab 9-12											1				1
Chemistry Lab 9-12											1				1
		Subtotal:	0	0	0	0			0		3				3
<b>Other Use</b>															
Library			1												
Computer Lab	Unusable per Fire Marshall		1												
	100.00%	Subtotal:		0	0		0		0		0				0
		Grand Total:	5	0	5	0	71		3	184		16	177		15
									Total CR Need/(Excess) w/Port:	(2.0)		+11			+10
									Total CR Need/(Excess) w/o Port:	(2.0)		+11			+10

\* No PTR Factors applied

\*\* Distribution % =represents as a percentage the amount of time students spend taking a subject on the supplied master schedule. Calculations based on supplied PTRs

<sup>1</sup> "+" Indicates additional classrooms need to accommodate expected enrollments

(Green Color) indicates the number of classroom available to accept additional enrollment

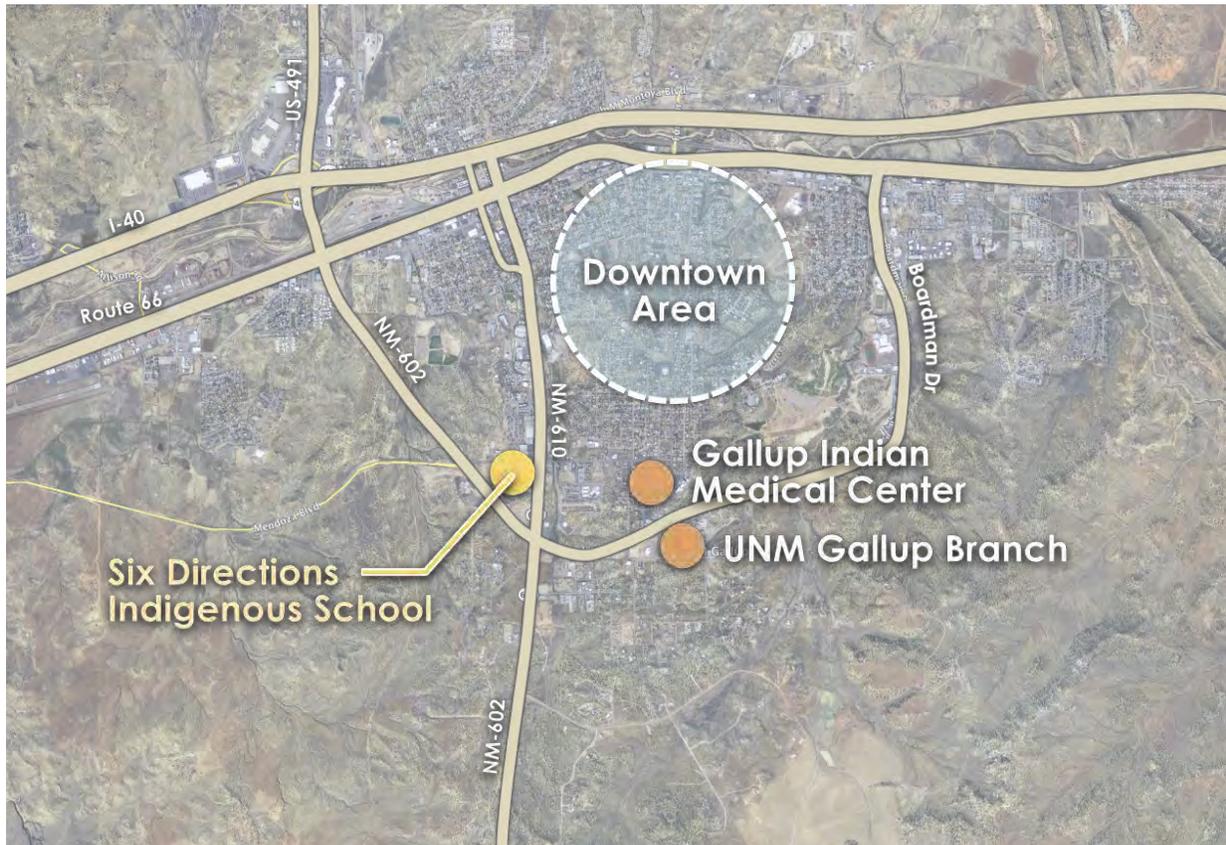
## 2.3 Sites / Facilities

### 2.3.1 Location / Site

Six Directions Indigenous School leases a facility in Gallup, New Mexico. The facility is located near the intersection of NM Interstate 602 and Nizhoni Boulevard in Gallup. (See Exhibit 2-9.)

SDIS' existing facility has additional square footage to accommodate additional students. However, prior to occupancy, the Gallup Fire Marshal building inspection must find the facility to be in compliance. For SDIS to reach its enrollment cap of 300 students in the future, the school will need to expand its facility area.

*Exhibit 2-9 SDIS Vicinity Map*



## Exhibit 2-10 SDIS Detail Map



### 2.3.2 Facility Evaluation

Please see Section 5.3 for the facilities assessment database (FAD) sheets.

ARC conducted a facility condition assessment of the site and existing building on November 15, 2017, covering 2 acres. The evaluation included ADA and IBC code compliance, as well as compliance with PSFA adequacy standards.

Please see the Appendix for the PSFA facility condition assessment details with updates.

## 2.4 Utilization Analysis

Utilization analysis identifies classroom use and needs, while capacity analysis determines the student capacity of a facility, given existing facilities and program constraints. See Exhibit 2-7 for a summary of the school capacity.

ARC analyzed utilization of SDIS' existing instructional space (see the utilization spreadsheet included in the Appendix). The analysis found:

- Classrooms are occupied 86% of the available time, on average
- 56% of available seats are filled in classes, on average

- General classrooms accommodate a variety of subjects throughout the day

Site capacity identifies the number of students the facility can accommodate. Capacity analysis is similar to utilization analysis and uses the same data. The capacity of the school is based on the number of students who can be accommodated in regular and special program classrooms, including spaces for pullout programs for special needs and low-incident disability students, and for classrooms that do not meet state adequacy standards.

*Exhibit 2-7 SDIS Capacity Analysis with and without Portables*

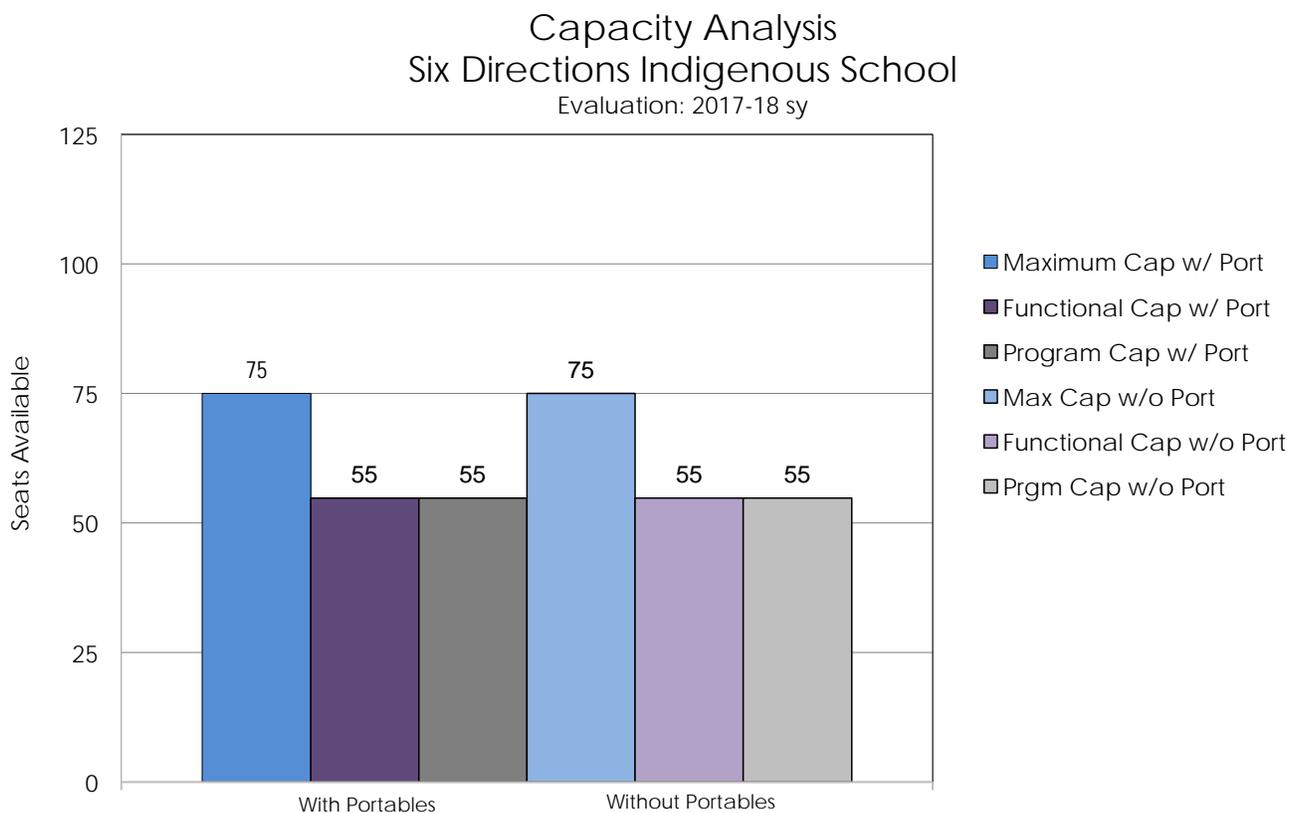


Exhibit 2-8 Detailed Capacity Report

Detailed Capacity Report

Six Directions Indigenous School 6-12

Evaluation: 2017-18 sy

School Data						Capacity Analysis									
Room	Teacher	Program Use	Perm CR	Port CR	PRGM SP*	Sq.Ft.	NMAC SF <sup>1</sup> /Std Calc	SD PTR at Cap per Charter App 2015	Maximum Cap		Functional Cap		Program <sup>2</sup>		
									with Portables	without Portables	with Portables	without Portables	with Portables	without Portables	
<b>Core Subjects</b>															
A	Hall	Cross Subject 6-8	1			707	28	15	15	15	15	15	15	15	15
B	Harker	Cross Subject 6-8	1			707	28	15	15	15	15	15	15	15	15
D	Partow	Cross Subject 6-8	1			672	27	15	15	15	15	15	15	15	15
E	Purdy	Cross Subject 6-8	1			938	38	15	15	15	15	15	15	15	15
F	Vicenti	Cross Subject 6-8	1			832	33	15	15	15	15	15	15	15	15
Subtotal:			5	0	0				75	75	75	75	75	75	75
<b>Electives</b>															
		Electives taught by Core Teachers													
Subtotal:			0	0	0				0	0	0	0	0	0	0
<b>Special Programs</b>															
															0
Subtotal:			0	0	0				0	0	0	0	0	0	0
<b>Open Labs</b>															
Subtotal:			0	0	0				0	0	0	0	0	0	0
<b>Other Use</b>															
CL	Unusable by Fire Marshall	Computer Open Lab	1			667	27	15							
C		Library	1			707	28	32							
Subtotal:			2	0	0				0	0	0	0	0	0	0
Grand Total:			7	0	0				75	75	75	75	75	75	75
CRs in Capacity:			7	0	0										
Total CRs on Site:			7												
Bell Schedule Factor 86%:									65	65	65	65			
Class Load Efficiency Factor 85%:									55	55	55	55			

<sup>1</sup>NMAC sf per student = 25

<sup>2</sup>For District Use only

Factors: Bell Schedule Efficiency 6 of 7 pds = 86%; Master Schedule Class Loading Efficiency = 85%

\*NOTE: A room is classified as a program space if the square footage is between 375 and 599 s.f.

NOTE: Spaces between 600 and 650 are considered full-size classroom with limited capacity

NOTE: A space below 375 is not counted for capacity purposes

## 2.4.1 Special Factors

The number of students attending school drives classroom need. ARC's analysis of facility utilization for SDIS is based on:

- Existing program delivery (2017-18 rotating block schedule)
- Classroom loading policy (20 students maximum)
- Proposed instructional spaces (as described in the Preliminary Program of Requirements Table, Exhibit 3-2)
- Design enrollment of 300 students

Class assignments for students are proportional to the current roster assignments. We calculated utilization without the library space.

SDIS will add one grade each year for the next four years to reach all grades, 6th through 12th, on site. If SDIS meets its projected enrollment goal of 300 students, it will need to renovate the currently unoccupied south wing and add portables or find another location to meet school needs.

ARC has provided short-, intermediate- and long-range strategic plans with time and cost goals. Please refer to section 3.1.3.

Currently, the school has no under-utilized space available.

---

## 2.5 Facility Maintenance

### 2.5.1 Maintenance Projects

Six Directions Indigenous School has not reached its first renewal, and therefore has not received a PSCOC/PSFA New Mexico Condition Index (NMCI) ranking.

# 3 Proposed Facility Requirements



*This section presents SDIS' goals and concepts for needed new facilities.*

## 3.1 Facility Goals and Concepts

The SDIS steering committee identified the following goals and concepts.

### 3.1.1 Goals to be Met by the Facility

- Promote holistic well-being (intellectual, physical, community/relationship, and social/emotional)
- Create an environment that supports student achievement in academics and celebrates cultural expression
- Provide a safe, sound and healthy learning environment
- Create an environmental setting which fosters development of positive self-identity, character, and behavior
- Create an environment that supports an outdoor cultural area for academic engagement
- To comply with 22-8B-4-NMSA 1978, SDIS will contact Gallup-McKinley Consolidated Schools regarding the availability of facilities to accommodate the charter school .

### 3.1.2 Concepts

#### Safety

- Comply with Gallup Fire Marshal findings
- Provide outdoor campus lighting
- Separate pedestrian and vehicle site

#### Circulation

- Separate vehicle and recreation circulation
- Provide ADA-compliant access from the parking lot to the school entrance
- Provide adequate site space to accommodate necessary support functions, such as drop-off/pick-up, parking, deliveries, outdoor classroom and gathering areas

#### Security

- Provide a single-point building entry with monitored and controlled access to the reception area
- Provide the ability to secure the building entrance/reception
- Enable opening the after-hours space for community use while serving the remainder of the school

#### Sustainability

- “Right-size” the proposed facility to accommodate the school’s enrollment cap and educational program without over-building
- Incorporate energy-efficient systems and equipment in the proposed facility
- Reuse existing furniture and equipment where possible in the proposed facility
- Locate the proposed facility to provide access to public transportation
- Use electronic media in classrooms to reduce use of printed materials
- Incorporate a recycling program into the design and construction of the proposed facility

## Flexibility

- Create flexible instructional spaces that can adapt to future educational program changes
- Incorporate movable furniture that can be reconfigured for various instructional delivery methods

## Community Use

- Provide community-use space, such as gathering areas that can be secured separately from the rest of the school
- Locate the facility to be convenient to partner facilities, such as a museum, library, park, athletic fields and performance venues

## Utilities

- To reduce overall demand for utilities, incorporate energy-efficient systems and equipment in the proposed facility (e.g., LED lighting, operable windows and low-flow toilets)
- Provide on-site storm water retention areas, and harvest rainwater for landscape use to reduce run-off to the municipal storm sewer.

## Conceptual Building Layout

- The facilities will be contextually appropriate, energy-efficient and technology-rich, and provide a flexible 21st

century learning environment

- Organize the school classroom location sequence to begin with middle school and end with high school
- Spaces with after-hours, limited public access include the multipurpose room and on a more limited basis, the media center
- Provide an outdoor cultural area for academic engagement
- Comply with LEED principles for building and site design, considering sustainable maintenance and lower utility costs. The building will teach sustainability, conservation and recycling.
- Comply with American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE), International Building Code (IBC), International Energy Conservation Code (IECC), National Electronic Code (NEC), National Fire Protection Association (NFPA) and other applicable codes and standards

## Other Issues or Special Considerations

- Separate noisy areas from quiet areas (i.e., separate the multi-purpose room from other instructional spaces)
- Provide a robust technology infrastructure to support the educational program and testing requirements
- Provide Special Education support space

### 3.1.3 Short-, Intermediate- and Long-Range Strategic Plans

#### ▶ Short-Range Plan

The short-range plan considers priority 1 capital improvement projects, which will make an immediate impact and are most likely to be funded.

##### Site and Facility Strategy

The school needs ADA site and facility improvements and fire code improvements. Prior to the school occupying the south wing, a structural study is recommended.

##### Time Goal – Contingent on Funding

SDIS could complete ADA compliance, fire code compliance and the structural study in August 2018, if funding is available.

##### Cost Goal – Contingent on Funding

Probable cost for priority capital improvement projects (CIPs) in 2018 dollars is \$129,250.

#### ▶ Intermediate-Range Plan

The intermediate-range plan considers a site and facility strategy, and time and cost goals.

##### Site and Facility Strategy

The SDIS campus is housed in a leased facility on the site which all grades, 6 through 12, will occupy in five years. If the school does not expand into the south wing, install five portables northwest of the school. The school needs site improvements for a safe, secure and enriched sustainable campus.

##### Time Goal – Contingent on Funding

The school could complete site design, portable purchase and installation in August 2019.

##### Cost Goal – Contingent on Funding

The probable cost in 2018 dollars for the five portables installed is \$338,321 and for the site improvements (excluding priority 1 capital improvement projects), it is \$1,454,139.

#### ▶ Long-Range Plan

The long-range plan involves four general concepts for planning and constructing a new school facility on a new site: site, function, form and relationship guidelines. These concepts evolved from meetings with administrators and faculty.

## Site Concepts

- Provide six defined school areas:
  - Middle school area: 6th through 8th grade classes with adjacent access to specialty classrooms
  - High school area: 9th through 12th grade classes with adjacent access to specialty classrooms
  - Specialty classrooms area: located between the middle and high school classrooms
  - Instructional support area: media center, multipurpose
  - School support area: administration and kitchen
  - Cultural area: amphitheater with shade structure and horno
- Connect the middle school, specialty classrooms, high school classrooms, and instructional and support areas by interior halls to eliminate the need to exit outside to reach other areas
- Locate the outdoor play field and hard court areas adjacent to the multipurpose area, and connect them with paved walkways to control site drainage and mud flow into the building
- Locate the amphitheater adjacent to the media center to enable sharing uses and function during special community events

## Functional Concepts

- Design the administration suite to be adjacent to the main entry, with a security vestibule for visitor check-in
- Provide maximum classroom display areas; consider below-window casework for plants and displays

## Form Concepts

- Integrate natural materials, colors and forms into the common spaces

## Relationship Concepts

- Provide visual control from the administration suite to the main front entry
- Provide direct service access to the kitchen
- Cluster the cultural area near the art and music classroom to enable sharing uses and functions during special community events

## Time Goal – Contingent on Funding

The new school will be a design-bid-build project.

- Bidding for school design could be as soon as October 2019 if the school obtains funding
- Estimated midpoint of construction could be April 2020
- School occupancy could be in October 2021

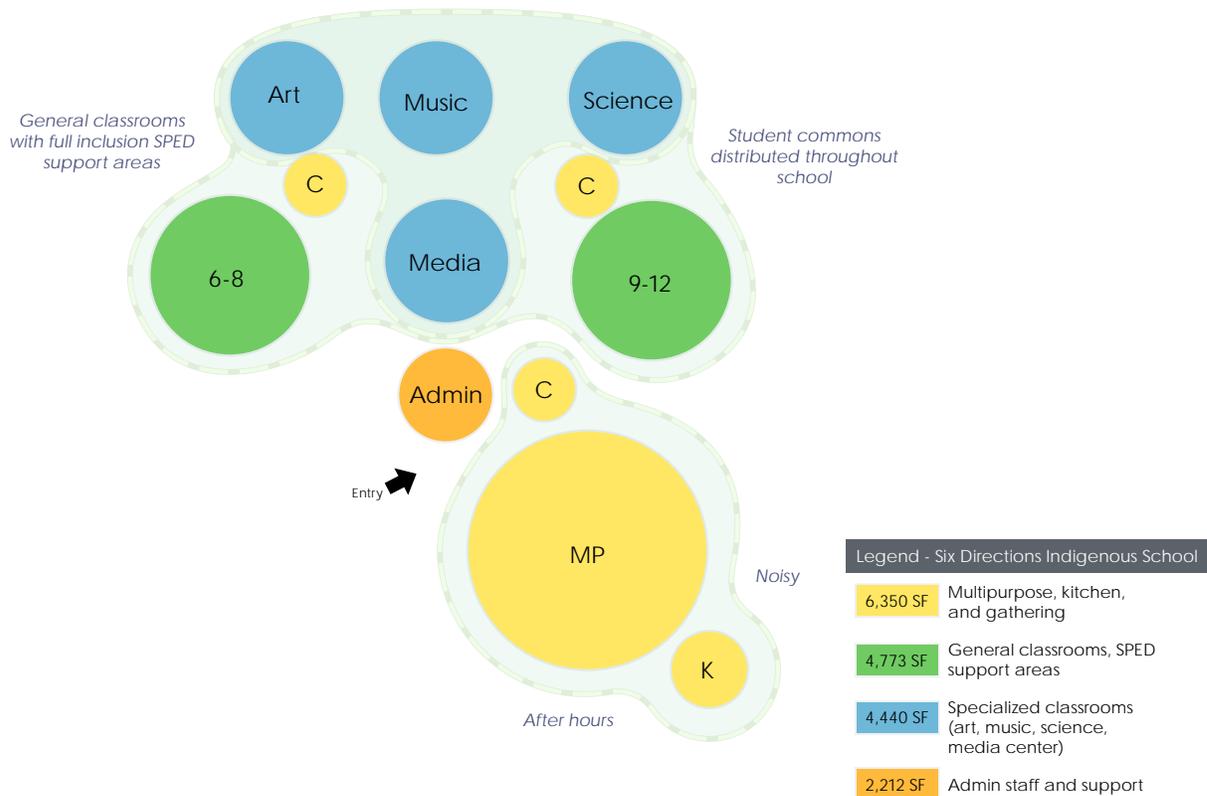
Cost Goal – Contingent on Funding

Estimated cost for the design and construction of the new SDIS facility (300 students, 23,108 GSF) in 2018 dollars is \$8,389,359.00 in total project cost (TPC). Estimated site utility costs are \$4,110,000.

See Exhibit 3-1 for a conceptual diagram of the spaces.

*Exhibit 3-1 Conceptual Facility Diagram*

**Six Directions Indigenous School**  
Conceptual Facility Diagram



*This page is intentionally blank.*



Six Directions Indigenous School (SDIS)  
Preliminary Program of Requirements  
Updated: 06.20.18

Space Description	Preliminary SDIS Programming			Traditional High School (Adequacy Standards)				NSF Above / Below Traditional
	# of Spaces	Space Criteria	Total NSF	# of Spaces	# of Students	NSF per Student	NSF per Space	
<b>General Classrooms</b>								
Classroom, 6th grade	1	549	549	1	15	28	420	420
Classroom, 7th grade	1	549	549	1	15	28	420	420
Classroom, 8th grade	1	549	549	1	15	28	420	420
Classroom, 9th grade	1	504	504	1	15	25	375	375
Classroom, 10th grade	1	504	504	1	15	25	375	375
Classroom, 11th grade	1	504	504	1	15	25	375	375
Classroom, 12th grade	1	504	504	1	15	25	375	375
Classroom Technology	Included above							
Classroom storage	7	30	210	7	15	2	30	210
<b>SUBTOTAL</b>			<b>3,873</b>					<b>3,870</b>
<b>Special Education Support Space</b>								
Can be integrated w/ General CR	2	450	900	2	15	30	450	900
<b>SUBTOTAL</b>			<b>900</b>					<b>900</b>
<b>Science Classroom / Labs</b>								
Science Lab	2	450	900	2	80	4	320	640
Dedicated lab prep and storage	2	60	120	2			60	120
<b>SUBTOTAL</b>			<b>1,020</b>					<b>760</b>
<b>Arts Education Classrooms</b>								
Visual Arts Classroom	1	750	750	1	150	5	750	750
Visual Arts Storage	1	315	315	1			315	315
Visual Arts Kiln	1	40	40	1			40	40
Music Classroom	1	750	750	1	150	5	750	750
Instrument and Music Storage	1	315	315	1			315	315
<b>SUBTOTAL</b>			<b>2,170</b>					<b>2,170</b>
<b>Media Center</b>								
Library	1	900	900	1	300	3	900	900
Office / Workroom / Storage	1	350	350	1			350	350
<b>SUBTOTAL</b>			<b>1,250</b>					<b>1,250</b>
<b>Multipurpose and Gathering</b>								
Multipurpose Room	1	4,500	4,500	1	300	15	4500	4,500
MP storage and office	1	150	150	1			150	150
Student Commons	Include with Tare			0			0	0
Kitchen	1	1,700	1,700	1			1,700	1,700
<b>SUBTOTAL</b>			<b>6,350</b>					<b>6,350</b>
<b>Faculty, Staff, Administration and Other Support</b>								
Reception and Lobby	1	400	400	1				400
Large Conference Room	1	200	200					
Small Conference Room	1	140	140					
Head Administrator's Office	1	120	120	1 Suite	300	1.5	645 + 150	795
Registrar's Office	1	120	120					
Work Room	1	250	250	1	300	1	300	300
Teachers' Lounge	1	350	350					
Health Suite	1	400	400	1	300	1	300	300
Parent Room	Use Conference Spaces			1	300	0.5	150	150
IT Room	1	232	232	1				232
<b>SUBTOTAL</b>			<b>2,212</b>					<b>1,545</b>
<b>Subtotal (NASF)</b>			<b>17,775</b>					<b>16,845</b>
<b>Tare (30%)</b>			<b>5,333</b>					<b>5,054</b>
<b>Total GSF</b>			<b>23,108</b>					<b>21,899</b>

Tare includes student commons

23%

This page is intentionally blank.

# Room and Space Characteristics

The following photos describe visually the desired attributes for spaces to create 21st century learning environments for students and staff.

## Classrooms



▲ Carlisle Indian Industrial School Classroom from 1900

▼ The classroom today is more flexible and more collaborative, and has more technology, and better lighting



▲ Cibola High School Classroom

# Administration and Secure Entry



▲ Locked doors, controlled access

▼ Main public access to administration suite



▲ Administration suite serves as the single point of entry and control for parents and visitors, with immediate adjacency to the front door

# Art Classroom



▼ Hermosa Middle School's art classroom

▲ Tibbetts Middle School's multiple art sinks with clay traps



# Music Classroom

▼ Storage options, open lockable cage or enclosed lockable wardrobe. Top: Tohatchi Elementary School; bottom: Chaparral Middle School



▲ Ramah High School music room



# Culturally Enhanced Rooms

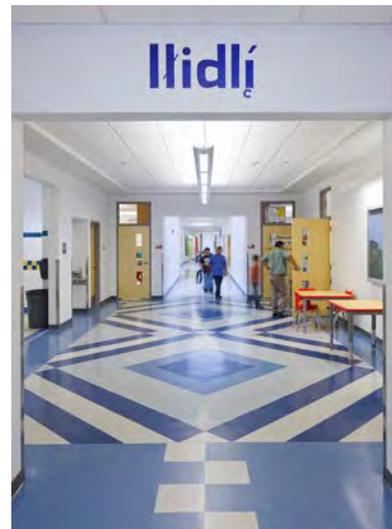


▲ Dilcon Community School

▼ Navajo cardinal directions



▼ Crownpoint Elementary School



▲ Hogan-influenced ceiling, rug design features and Diné language signage

## Culturally Enhanced Rooms



▲ Twin Lakes Elementary School

▼ Storytelling area with celestial accent lighting



## Commons Areas



▲ Colorful commons area with natural light and vegetation wall

▼ Nex+Gen Academy multiuse commons area



# Media Center



▼ Tibbetts Middle School's well-lit, student-centered media center

▲ Catherine A. Miller Elementary School



# Cultural Site Amenities



▲ Outdoor cooking and shade structure



Colorful, textured exterior finishes with xeric flora and fauna ▶



# Outdoor Learning Areas



▼ Amy Biel Community School outdoor learning centers include roof water harvesting (left), shaded work tables and chalkboards, gardens, and rain cisterns (all below)



*This page is intentionally blank.*



# 4 Capital Plan



## 4.1 Total Capital needs

ARC obtained funding data from SDIS. The school does not receive maintenance and operations (M&O) funding. Its operational funding covers salaries and benefits, insurance, utilities and all other expenses.

SDIS needs about \$3.00 per square foot annually to maintain the current facilities.

ARC identified a total of \$1,549,667 of potential capital improvement projects (CIPs) to rectify deficiencies in the existing site and facilities.

SDIS does not currently have funding for annual maintenance, or capital funds to address needs at the existing facility, acquire portables or construct a new facility.

### Short-Range Plan

The short-range plan considers CIP priority 1 improvements, which include ADA upgrades, fire code upgrades and a structural study of the unoccupied south wing. The probable cost for the CIPs in 2018 dollars is \$129,250.

### Intermediate-Range Plan

The intermediate-range plan is to obtain five portables within the next two years. The probable cost for the portables installed is \$338,321 and for the site improvements in 2018 dollars is \$1,454,139.

## Long-Range Plan

The long-range plan is to build a new school in Gallup, New Mexico. The probable cost for the design and construction of the new SDIS in 2018 dollars is \$8,389,359.00. The probable cost for utilities is \$4,110,000.

## Funding Sources

NACA Inspired School Network (NISN) provided grant funding and professional support during the planning stage of the charter school.

The list below summarizes potential capital funding sources.

- **PSCOC Lease Assistance Programs:** Based on student full-time equivalent enrollment (per student membership, or MEM), the State allocates funding to SDIS for lease payments. (Source: N.M. Statutes 22-24-4)
- **PSCOC awards:** The State ranks public school buildings according to facility condition, and prioritizes funding for facilities at the top of the list. SDIS' existing facilities are not ranked. Due to limited state funding for capital improvements to schools, a state capital outlay award is unlikely at this time as is funding for a new building by 2019, but could be a consideration in the future, should state revenues improve.
- **New Mexico Department of Transportation award:** provides funding for roads and parking lots
- **State Legislature appropriation**

- **Public-private partnerships, fundraising and donations**
- **The Public School Capital Improvement Act, also known as SB-9 Mill Levy Funds:** Revenue from 6 MCS SB-9 mill levy is distributed on a per MEM rate. (Source: N.M. Statutes 22-25-3 and 22-25-7)
- **Charter School Stimulus Fund:** The fund provides financial support to charter schools for initial start-up costs and initial costs associated with renovation or remodeling. SDIS needs funding for fire code compliance upgrades. (Source: N.M. Statutes 22-8B-14)

Exhibit 4-1 summarizes capital funds projected to be available annually, starting in 2018/19. SDIS plans to reach out to Gallup-McKinley County Schools to provide necessary information to the district for including in the HB-33 resolution that identifies CIPs for the charter school for which it will use revenue.

The estimated costs for design and construction of the new SDIS facility and site utilities is \$12,499,359.00.

*Exhibit 4-1 Projections for Capital Funding*

**Capital Funding Projections (2018/19)**

PSCOC Lease Assistance	\$36,813.00
SB-9 Funds	\$Ø
HB-33 Funds	\$12,499,359.00
<b>Total</b>	<b>\$ 12,536,190.00</b>

# 5 Master Plan Support Material



## 5.1 Sites and Facilities Data Table

*Exhibit 5-1 SDIS Facility Inventory Data*

### Site and Facility Inventory Data

<b>Facility Name</b>	Six Directions Indigenous School
<b>State Identification Number</b>	586-001
<b>Address</b>	2055 NM-602, Gallup, NM 87301
<b>School Opening Date</b>	2016
<b>Construction Dates</b>	1998, 2002
<b>Facility Condition Index</b>	Not Available
<b>Site Owned or Leased</b>	Leased
<b>Total Building Area Gross Square Feet (GSF)</b>	9,100 GSF
<b>Site Acreage</b>	2
<b>Total number of permanent general classrooms</b>	5
<b>Total number of permanent specialty classrooms</b>	0
<b>Total number of portable classrooms</b>	0
<b>Total number of classrooms</b>	5
<b>Percentage of portable classrooms compared to total number of permanent classrooms</b>	0
<b>Total enrollment current year (40th day count)</b>	71
<b>Number of GSF per student per school facility</b>	128.2 SF per Student

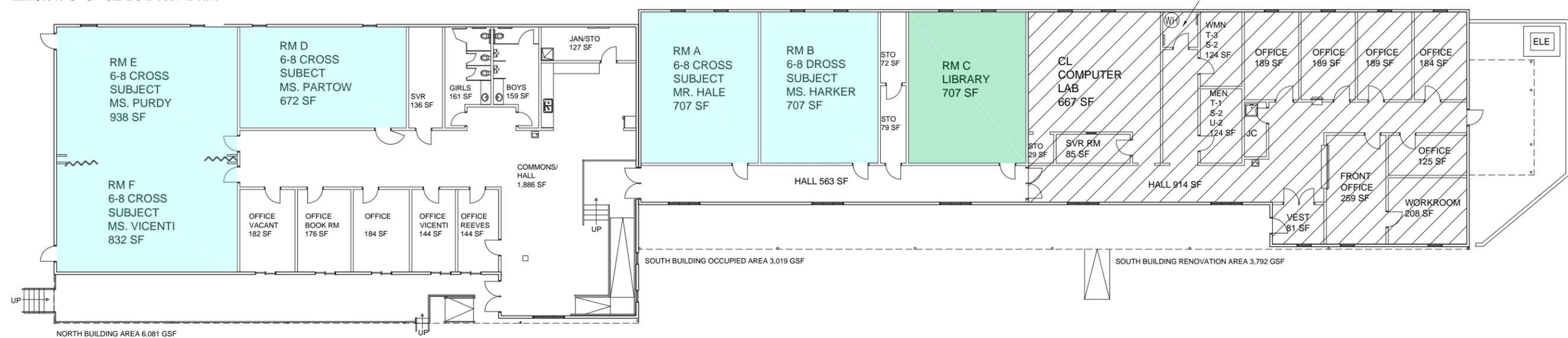
## 5.2 Site Plan

Exhibit 5-2 SDIS Site Plan Aerial Photo Map



## 5.3 Floor Plan

Exhibit 5-3 SDIS Floor Plan



### 5.3.1 Updated Facilities Assessment Database Sheets

The following data sheets show our current updates marked in red.



District: **State Chartered Schools** School: **Proposed NACA WNMU Gallup MS** School ID: **5xx001**  
*Six Directions Indigenous School* *568001*

#### High Level Overview

##### General Information

Location: Gallup, NM - Ed. Adequacy Model: Charter School Educational Adequacy  
 School Type: Elementary *(Middle + High; 6th-12th)* Ed. Adequacy CCI: 100.00%  
 School Category: Charter School CCI City: RSMEANS2015., US

##### NMCI Statistics

Number of Students: ~~190~~ **71** Number of Buildings: 1  
 Growth Factor: 1.00 Number of Portables: 0  
 Total Gross Square Feet: ~~19,069~~ Building Square Feet: **13,063** *9,100*  
 Site Size (Acres): ~~100.00~~ **2.04** Portable Square Feet: 0

##### NMCI School Metrics

Replacement Cost: \$2,435,757 Unweighted Repair Cost: \$560,917  
 Weighted Repair Cost: \$150,628 Unweighted Educational Adequacy Cost: \$0  
 Weighted Educational Adequacy Cost: \$0 Total Unweighted Cost: \$560,917  
 Total Weighted Cost: \$150,628 Unweighted NMCI Score: 23.03  
 Weighted NMCI Score: 6.18

##### NMCI Facility History

Last Assessment Date: 01-05-2016 Previous Award, Yes or No, Year if Yes: No  
 Closed: No



**State Chartered Schools**

**School:** ~~NACA~~ **WMMU**  
**Gallup MS**

**School ID:**

**5xx001**

*Six Directions Indigenous School*  
**568001**

**Facility Description**

This temp location is to see if this facility meets the wMNCI for a potential charter school occupancy. A portion of the existing WMMU Building is being considered

Six Directions Indigenous School is a state-chartered public school serving 6th through 8th grades. The school leases a 9,100 GSF building in Gallup, NM off of Interstate 602, southeast of Nizhoni Boulevard. The original building was constructed in 1998 with a north wing expansion in 2002. The linear building houses the administration offices, classrooms, a kitchenette and an open commons area. The school does not occupy any portables.

**Site:** The building sits on a triangular-shaped, 2-acre site. The parking lot has 48 regular and 4 accessible stalls with faded stripping. Concrete sidewalks are in good condition. Perimeter site landscaping is natural. Maintained evergreen shrubs line the south building entrance. Site drainage is good.

**Structural/Exterior Closure:** The building has reinforced concrete footings and slab-on-grade. The metal buildings have steel joists bearing on structural steel beam and column framing with metal stud exterior curtain walls. The southern portion of the 1998 building is unoccupied and has major concrete slab cracks.

**Interior:** Partition walls are painted gypsum board. Ceilings are 2' x 4' acoustic ceiling tile and painted gypsum board. Flooring in high use areas is vinyl composition tile (VCT) and carpet flooring is common in the classrooms and offices. Interior doors are solid wood veneer with single pane glass insets.

**Mechanical / Plumbing:** The rooftop-mounted split units are zoned to distribute heat and cool air via ductwork. The restroom, custodial closet and kitchen ventilation is inadequate. The plumbing fixtures and piping are original.

**Electrical:** A pad transformer feeds the electrical system. The fluorescent lighting provides adequate illumination. No generator provides emergency lighting. The classrooms are equipped with phones and a PA system. The facility is hardwired for Internet service with wireless connections to all rooms. The server / storage room has no cooling unit.

**Fire Protection:** The facility has emergency lights, illuminated exit signs, smoke detectors, fire alarm system and wall-mounted fire extinguishers. It has no fire suppression system.

Life Safety Systems: A fire inspection conducted on March 27, 2018 identified code compliance requirements.

Means of egress: The north and south wings exit through the commons assembly area. The non-fixed tables and chairs create obstacles for emergency evacuation. Two north classrooms have exterior exit doors, however, emergency egress from the offices and other classrooms cannot exit through the intervening classroom space. The other unlocked exit doors lead into the unoccupied portion of the south wing, and therefore do not qualify as a secondary emergency exit.

Fire wall compliance: The wall partition between the north and south wings is not a two-hour firewall that extends to the bottom of the structure and is sealed.

Accessibility: No vertical grab bars are provided in either ADA stall. The flush valve is on the wrong side in the girls' restroom ADA stall.

Education Adequacy: The gross square footage is adequate for the current enrollment.

*End of Facility Description*



*Executive Summary Report*

District: **State Chartered Schools** School: **Proposed NACA WNMU** School ID: **5xx001**  
**Six Directions Indigenous School** School: **Gallup MS** **568001**

**Asset Level Summary**

Building Name	Cost Model	Repair Cost (Unweighted)	Year Built	Size Type	Use
Gallup MS Arts Building -1969	High School Building	\$483,066	1994	13,000 Building	Educational
Site	High School Site	\$77,851	2008	13,000 Building	Site
<b>Building Totals</b>		<b>\$560,917</b>			
<b>Educational Adequacy Need</b>	Charter School Educational Adequacy	\$0			
<b>School Totals</b>		<b>\$560,917</b>			

*Waiting for 2017 data*



*Executive Summary Report*

**State Chartered** **Proposed NACA WNMU** **School ID: 5xx001**  
**District: Schools** **School: Gallup MS** **508001**  
**Asset Detail** *Six Directions Indigenous School* **9,100**  
*WNMU 1998* **Size: 19,445**  
**Building Name:** *Gallup MS - Arts Building 1959* **Cost Model:** *High-School-Building*

Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.54	20	110%	2000	2020	64%	\$32,560	9	.25	\$8,140	
Ceiling Finishes	\$7.14	30	110%	2000	2030	28%	\$29,237	9	.25	\$7,309	
Communications/Security	\$2.36	15	90%	2008	2023	28%	\$7,900	9	.25	\$1,975	...hat the entire building interior was renovated (2008) 10-05-2015 MC site assessment - no two way communication
Exterior Walls	\$18.73	100	100%	2000	2100	3%	\$6,274	9	.25	\$1,568	MC- 1-8-2016 metal walls, good condition, well maintained
Exterior Windows and Doors	\$8.08	30	110%	2005	2035	13%	\$15,637	9	.25	\$3,909	MC 01-08-2016 upgrade estimate 2005
Fire Detection/Alarm	\$2.32	15	90%	2005	2020	54%	\$14,700	5	.5	\$7,350	fully functional, remotely monitored,
Fire Sprinkler	\$1.11	50	130%	1958	2008	100%	\$18,898	5	.5	\$9,449	no sprinklers
Floor Finishes	\$5.42	12	110%	2009	2021	34%	\$26,545	9	.25	\$6,636	01-08-2016 MC currently in good condition with normal wear and tear
Foundation/Slab/Structure	\$28.03	100	100%	2000	2100	3%	\$9,388	4	.25	\$2,347	<i>hair line cracks in south wing</i>
HVAC	\$28.61	30	100%	2000	2030	28%	\$106,476	9	.25	\$26,619	MC 01-08-2016 roof top units in good shape
Institutional Equipment	\$2.58	30	100%	2000	2030	28%	\$9,596	9	.25	\$2,399	
Interior Doors, Partitions, Stairs, Elevator	\$14.05	50	90%	2000	2050	10%	\$16,935	9	.25	\$4,234	MC 01-08-2016 no issues, folding wall in classrooms E&F
Interior Walls	\$5.83	60	90%	2000	2060	7%	\$4,879	9	.25	\$1,220	MC 01-08-2016
Lighting/Branch Circuits	\$14.12	30	90%	2000	2030	28%	\$47,289	9	.25	\$11,822	
Main Power/Emergency	\$1.71	30	90%	2000	2030	28%	\$5,728	9	.25	\$1,432	
Other Electrical Systems	\$0.46	20	90%	2000	2020	64%	\$3,492	9	.25	\$873	
Other Equipment	\$4.56	60	110%	2000	2060	7%	\$4,669	9	.25	\$1,167	
Plumbing	\$10.31	30	100%	2000	2030	28%	\$38,361	9	.25	\$9,590	MC 01-08-2016 water heater and fixtures in good condition
Roof	\$5.57	20	120%	2000	2020	64%	\$55,937	9	.25	\$13,984	MC 01-08-2016 raised metal roof no issues
Technology	\$0.88	10	90%	2000	2010	100%	\$10,349	4	.25	\$2,587	



**Executive Summary Report**

Name	Cost SF	Renewal Last	Degrade Adj. Percent	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments					
Wall Finishes	\$4.09	12	100%	2009	2021	34%	33.25%	\$18,217	9	.25	\$4,554	MC 01-08-2016 repainted regularly, good condition	
<b>Total:</b>								<b>\$483,066</b>				<b>\$129,166</b>	

*[Faint background text and handwritten notes in red ink, including phrases like 'No school administration' and 'No other for school']*



*Executive Summary Report*

State Chartered Schools  
 District: **Schools** School: **Proposed NACA WNMU** School ID: **5xx001**  
**Gakup MS** *568001*  
*Six Directions Indigenous School* *7100*

**Asset Detail**

Building Name:	Site	Cost Model:	High School Site	Renewal Last	Next	Degrade Adj.	Repair Cost	Category	Repair Cost	Comments
Name	Cost SF	Life	Percent	Reno.	Reno.	Percent	(Unweighted)	Number	(Weighted)	
Athletic Fields	\$0.42	30	90%	2000	2030	28%	\$1,414	0	0	\$0 10-05-2015 MC; na
Fencing	\$0.40	100	110%	2000	2100	3%	\$147	<del>0</del>	.25	\$37 0 <i>NO site fencing</i>
Landscaping	\$2.03	30	110%	2000	2030	28%	\$8,336	3	2	\$16,672
Parking Lots	\$7.15	20	80%	2000	2020	64%	\$47,894	0	0	\$0 0
Playground Equipment	\$0.14	15	100%	2000	2015	100%	\$1,832	<del>0</del>	.25	\$458 <i>No play equipment</i>
Site Lighting	\$1.61	40	100%	2000	2040	16%	\$3,370	9	.25	\$943
Site Specialties	\$0.08	40	100%	1900	1940	100%	\$1,047	0	0	\$0
Site Utilities	\$2.43	50	120%	2000	2050	10%	\$3,912	9	.25	\$978
Walkways	\$2.42	30	110%	2000	2030	28%	\$9,899	9	.25	\$2,475
<b>Total:</b>							<b>\$77,851</b>			<b>\$21,462</b>



**State Chartered**  
**District: Schools**  
**Educational Adequacy Detail**

School: **Gallup MS**  
 School ID: **5xx001**  
*Six Directions Indigenous School* **568001**

<b>Population</b>	Growth Factor: 1	Number of Kindergarten Students: 0
	Number of Staff: <del>38</del> 11	Number of 1-5 Students: 0
	Number of Students: <del>198</del> 71	Number of 6-8 Students: <del>80</del> 71
	Number of Special Education Students: 0	Number of 9-12 Students: <del>80</del> 0
<b>Square Footage</b>	Permanent GSF: <del>8</del> 9,100	General Storage NSF: <del>0</del> 317
	Portable GSF: 0	Maintenance or Janitorial Space NSF: <del>0</del> 170
	Admin NSF: 1,140	Media Center NSF: <del>0</del> 729
	Art/Music NSF: 0	Parent Work Space NSF: 0
	Assembly NSF: 0	Physical Ed NSF: 0
	Career Ed NSF: 0	Science Classroom NSF: 0
	Computer Lab NSF: 0	Science Storage NSF: 0
	Faculty Work Area NSF: 0	Special Education Classroom NSF: 0
	Food Service NSF: 0	Student Health NSF: 0
	General Classroom NSF: 5,224	
<b>Classrooms</b>		
	Number of Classrooms: <del>85</del> 5	Number of Special Education Classrooms: 0
<b>Parking</b>		
	Number of Paved Parking Spaces: <del>10</del> 48	Number of Bus Drop Offs: <del>10</del> 0
	Number of Handicap Parking Spaces: <del>8</del> 4	Number of Student Drop Offs: 1
	Number of Gravel Parking Spaces: 0	
<b>Miscellaneous</b>		
	Number of Chemical Storage Rooms: 0	Number of Multi-Use Playgrounds: <del>10</del> 0
	Playground Equipment: <del>Yes</del> NO	



*Executive Summary Report*

**State Chartered** School: **Proposed NACA WNMU** School ID: **5xx001**  
**District: Schools** School: **Gallup MS**  
*Six Directions Indigenous School*

**EA Deficiencies**

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	1	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	10	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	5,224	4,240	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,140	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	0	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
<b>Total</b>					<b>\$0</b>			<b>\$0</b>

---

## 5.4 FMAR Reports and How Major and Minor Findings Are Addressed by the Capital Plan

No FMAR report is available.

---

## 5.5 Detailed Space and Room Requirements (Ed Spec)

### 5.5.1 Technology and Communications Criteria

Network access and wireless Internet service should be available throughout the school building, including in classrooms, enrichment classrooms, common spaces, and administrative offices. The network and Internet should accommodate high-capacity use, particularly during assessment cycles. An adequate two-way communication system, preferably telephones, should be available in all classrooms and offices. Administrative offices will house high volume copiers and printers for staff use.

### 5.5.2 Power Criteria

The school facility should have adequate electrical power sources. All classrooms and common learning spaces should have sufficient outlets to meet the educational needs of students and teachers (i.e., laptop computers, projectors, document cameras, etc.).

### 5.5.3 Lighting and Daylighting Criteria

New Mexico Statewide Adequacy Standards require at least 50 foot-candles of well-distributed light at classroom work surfaces.

### 5.5.4 Classroom Acoustics Criteria

Each general classroom must maintain a sustained background sound level of less than 55 decibels. The sound level is measured at a work surface in the center of the classroom.

### 5.5.5 Furnishing and Equipment Criteria

All general classrooms will have at least 25 student-designated workspaces, in addition to teacher-designated workspaces, as necessary.

Please see the tables in Exhibits 5-4a and 5-4b for detailed information about the criteria above.

# 5.5.6 - 5.5.7 Criteria Sheets

## Exhibit 5-4a SDIS Criteria Sheet for Classroom Spaces

### 5.5.6 Classrooms

Ref #	Space Name	# Spaces
1	Classroom, 6th grade	1
2	Classroom, 7th grade	1
3	Classroom, 8th grade	1
4	Classroom, 9th grade	1
5	Classroom, 10th grade	1
6	Classroom, 11th grade	1
7	Classroom, 12th grade	1
8	Classroom, Science	2
9	Classroom, Music	1
10	Classroom, Art	1



#### Daily Occupancy Use

10 Hours (7:00 - 5:00)  
 After Hours Use - is likely - so locate in lock-off zone  
 Public Access - required after hours - needs area lock-off from rest of school

Yes / No	Notes
Yes	All
Yes	All
Yes	All

#### Environmental Conditions - w/ DAC and energy management system

Temperature Control in Space 68° to 75° fahrenheit  
 Humidity Control - do not exceed 50% except during storm activity  
 Separate HVAC Zone beyond normal system design  
 Enhanced Air Filtration Requirements Needed for :  
 Room Air Pressure \_\_\_\_\_ Positive  
 \_\_\_\_\_ Negative  
 \_\_\_\_\_ Special Exhaust

Yes / No	Notes
Yes	Desire own space control. Follow ASHRAE 55-2004
Yes	
No	
No	Design for IAQ to follow ASHRAE 62.1-2004
Yes	
n/a	
Yes	Provide chemical hood in #8, kiln exhaust in #10
Yes	Reduce glare / heat transfer, with blind / shade
Yes	Provide cross ventilation
N/A	

**Windows:** Exterior Windows / Skylights / Solar Tubes  
 One unit operable with screen is preferred per occupied space  
 No Exterior Windows Expected. May Borrow Daylight from other Space

#### Plumbing

Restroom fixtures per code  
 Sink: Type Chem resin about 18"/18"/8" deep unit  Yes Commercial unit  
 Sink: Type SS pedestal single deep unit  Yes Clay trap needed  
 Emergency Unit: Type Eye/Face Wash  Yes Floor drain  
 Natural Gas: Location science labs

Yes / No	Notes
	Provide HW / CW in all sinks
Yes	Provide science lab faucet & acid waste piping system
Yes	Provide goose neck faucet
Yes	Provide in both science classrooms
Yes	Provide at demonstration counter and at perimeter wall

#### Electrical / Special Systems Performance Notes

The electrical system in a CR will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet, be able to accommodate up to 25 iBook laptops plugged into power cart, have an outlet and ethernet / VOIP jacks in the teacher desk location, have power and ethernet to ceiling projector location (future equipment) and interface ability between laptop, SmartBoard / Panel screen, ELMO / ceiling projector, etc. as defined in the School's Technology Plan. The room will have high speed WiFi access capable of serving 25 laptops accessing search engines simultaneously. Offices will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible, all lighting will have occupancy sensors with janitorial lamping settings, and where possible, be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and to reduce glare on laptops used by each student in each CR. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all CR and office areas. All workstations and CR will have VOIP phone potential. Run technology cabling in easy access cable trays and oversized conduit to make future changes convenient. Provide digital clock on wall or on TV / flat screen. All spaces with doors or windows to exterior, file room, and computer labs to have security sensors. Provide security cameras in all circulation areas.

#### Appliances (Residential Models)

Refrigerator (with ice maker hookup min. 28 cu.ft.)  Undercounter w/o ice  
 Freezer (min. 28 cu.ft.)  
 Ice Maker (on or under counter type)  
 Dishwasher (under counter built-in ADA)  
 Washer (1 each), with washer box, cold water, hot water, sanitary vent  
 Dryer (1 each), with wall dryer vent, 4" dia outlet, electric  
 Gas Range with Oven with Hood (Training Kitchen)  All ADA units  
 Electric Range with Oven with Hood (Training Kitchen)  All ADA units  
 Gas or Electric Cook Top, with Hood (Training Kitchen)  All ADA units  
 Gas Range with Oven, Commercial Hood and Fire Suppression  All ADA units  
 Microwave / Oven Wall Unit  MW Counter Unit

Yes / No	Notes
Yes	Provide in science prep
Yes	Provide in science prep

## Furnishings/Equip/Surfaces

	Space Ref #	Mid Sch CR	High Sch CR	Science	Music	Art	Multi-Purpose				
	# of Spaces	3	4	2	1	1	1				
Instructor Desk, WS, & Chair:	EA Space	1	1	1	1	1	1				
Office 'L' Desk with Credenza & Chair											
Student Desk / Chair Combo with book shelf	Opt	Opt									
Student Chairs											
Adult Chairs		20	20	20	20	20					
Table: Classroom	30" by 60"	1	1			1					
Table: Specialty chem resin surface				Yes							
Table: Specialty mar-resistant surface, standing height	30" by 60"				6						
Ceiling-Mounted WiFi Projector		1	1	1	1	1	1				
Tackboard 4' by 4'	2 by WB	2	2	2	2	2	2				
Whiteboard 8' by 4'		2	2	2	2	2	1				
	Carpet	Yes	Yes		Yes						
VCT / Sheet Floor, Polished Concrete	All halls			Yes		Yes					
Sports Surface Floor							Yes				
Acoustically treat room for unique use					Yes	Yes	Yes				

**Special Equipment Notes:** In all CR provide pencil sharpener with block, US / NM flags, space for overhead projector on cart (18" sq), map hangers at reachable height, 6' by 6' AV manual screen, and TV / flat screen with wall / ceiling bracket.

## Acoustical Conditions

HVAC Background Noise level	dBa Level	55	55	55	55	55
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No					
Sound Transmission to Neighbor	STC Level	50	50	50	50	50
Reverberation	Seconds	.6-1.1	.6-1.1	.6-1.1	.6-1.1	.6-1.1 .8-1.5

## Storage and General Notes

**General CR Notes:** All full sized general classrooms to have a built-in teaching unit with flaking wardrobe units with base cabinet storage and flat file drawers and sliding whiteboards which enclose upper shelving units. All casework to be lockable. Provide two 36"W, 15"D, 5 shelf tall book shelves. Teachers prefer a tack or magnetic wall on one wall plane for large displays, and 2 walls with whiteboards and TB. Provide a minimum 4' by 4' display surface in the hall for each CR. Doors to CR to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA. For specific language classes include in second language also. Areas of the school to be identifiable with color / graphics scheme. CR walls will not transfer impact noise on WB to adjacent CR.

All classrooms must provide flexible furniture layout. Program requires rearrangement of student furniture daily for lecture, seminar and group activities. Existing student furniture in good condition. Reuse existing furniture whenever possible. Provide all new bookshelves.

## Speciality Notes:

General classrooms to balance natural light and lighting to maximize available wall areas for display. Natural light from northern window is ideal for the art classroom. Keep backpacks out of lab area in science rooms. Drying racks at science sink locations and flexible, high-density storage at science prep room. Storage area to accommodate musical instruments.

Administration Suite

5.5.7 Administration and Support Areas



Ref #	Space Name	# Spaces
1	Nurse office with cot area	1
2	ADA restroom with shower	1
3	Staff workroom / lounge	1
4	Parent Workstation	1
5	IT	
6		
7		
8		
9		
10		

**Daily Occupancy Use**

10 Hours (7:00 - 5:00)  
 After Hours Use - is likely - so locate in lock-off zone  
 Public Access - required after hours - needs area lock-off from rest of school

Yes / No	Notes
Yes	
Yes	Locate so accessible for evening events
No	

**Environmental Conditions - w/ DAC and energy management system**

Temperature Control in Space 68° to 75° fahrenheit  
 Humidity Control - do not exceed 50% except during storm activity  
 Separate HVAC Zone beyond normal system design  
 Enhanced Air Filtration Requirements Needed for :  
 Room Air Pressure Positive  
 Negative  
 Special Exhaust

Yes / No	Notes
Yes	Desire own space control. Follow ASHRAE 55-2004
Yes	
Yes	Air Conditioning for IT / Server Room
No	Design for IAQ to follow ASHRAE 62.1-2004
No	
Yes	Nurse's suite
Yes	Nurse's suite
Yes	Reduce glare / heat transfer, with blind / shade
Yes	Provide cross ventilation
Yes	#2 and 5

Windows: Exterior Windows / Skylights / Solar Tubes  
 One unit operable with screen is preferred per occupied space  
 No Exterior Windows Expected. May Borrow Daylight from other Space

**Plumbing**

Restroom fixtures per code  
 Sink: Type Single deep SS unit for first aid No Commercial unit  
 Sink: Type Lavatory with sensor faucet No Clay trap needed  
 Sink: Type Lavatory with sensor faucet No Disposal needed  
 ADA Shower unit:  
 Toilet: Type Dual flush

Yes / No	Notes
	Provide HW / CW in all sinks and showers
Yes	Nurse's suite
Yes	ADA restroom
Yes	Staff Workroom / lounge
Yes	ADA restroom
Yes	ADA restroom

**Electrical / Special Systems Performance Notes**

The electrical system in a space will be per code, provide min 2 outlets per wall plane, provide outlet proximity to all equipment listed in this Criteria Sheet. Office and workroom will have outlets per code and outlet ethernet / VOIP jacks for each workstation location. Where possible, all lighting will have occupancy sensors with janitorial lamping settings, and where possible, be interfaced with natural light sensors to modulate the room's light levels. Design lighting systems for energy conservation and switch lighting in cot area so lights for individual cots can be turned off. Include outlet for digital clock on wall in Nurse's office and workroom, and center ceiling outlet for projector in workroom. All outlets to have surge protection. PA, fire alarm, strobes, call-back voice activated, emergency lighting systems to be in all major spaces and office areas. All workstations will have VOIP phone potential. Provide "help" buttons in nurse's office and restroom areas. Alarm to sound in main administration front desk. Staff workroom will have electrical power needs for specialized equipment (TBD) such as printers, copiers, scanners, etc.

**Appliances (Residential Models)**

Refrigerator (with ice maker hookup min. 28 cu.ft.)  Undercounter w/o ice  
 Freezer (min. 28 cu.ft.)  
 Ice Maker (on or under counter type)  
 Dishwasher (under counter built-in ADA)  
 Washer (1 each), with washer box, cold water, hot water, sanitary vent  
 Dryer (1 each), with wall dryer vent, 4" dia outlet, electric  
 Gas Range with Oven with Hood (Training Kitchen)  All ADA units  
 Electric Range with Oven with Hood (Training Kitchen)  All ADA units  
 Gas or Electric Cook Top, with Hood (Training Kitchen)  All ADA units  
 Gas Range with Oven, Commercial Hood and Fire Suppression  All ADA units  
 Microwave / Oven Wall Unit  MW Counter Unit

Yes / No	Notes
Yes	#1 and 3
	with refrigerator
Yes	Provide stackable unit in Nurse's suite
Yes	
Yes	#3

**Furnishings/Equip/Surfaces**

	Space Ref #	Nurse office w/ cot	ADA restrooi showei	Staff Workroo / Louna	Parent Workstai n	IT	6	7	8	9	10
Instructor Desk, WS, & Chair & 2 file cabinets		1			1						
Office 'L' Desk with Credenza & Chair & 2 file cabinets											
Student Desk / Chair Combo with book shelf											
Adult Chairs		2		12	2						
Health cots with medical curtains on ceiling track		1									
Table: Classroom with book shelf	36" by 72"										
Table: Conference w/ 12 Chairs	36" by 84"										
Table: Office with 4 chairs	Rnd 48"										
Ceiling-Mounted WiFi Projector											
Tackboard 4' by 4'	I each by WB	1		2							
Whiteboard 8' by 4'											
					Yes						
Carpet											
VCT / Sheet Floor, Ceramic Tile, Polished Concrete	All halls	Yes	Yes	Yes							
Wood											
Acoustically treat room for unique use			Yes								

**Special Equipment Notes:**

Acoustical Conditions				
HVAC Background Noise level	dBa Level	55	35	55
Speech Privacy per ANSI S12.60-2002 Table 3.d.	Yes / No	Yes	Yes	
Sound Transmission to Neighbor	STC Level	45	45	50
Reverberation	Seconds		0.4-0.6	0.4-0.6

**Storage and General Notes**

**General Suite Notes:** Doors to rooms to be slab SC door with full height view glass side lite adjacent (provide pull shade on unit). Provide room # / name signage for all occupied space per ADA.

**Nurse Suite Notes:** In nurse's office provide lockable wall type medicine cabinet. The nurse's area needs lockable upper and lower base cabinets with a hand sink. Provide a residential refrigerator / freezer and stacked washer / dryer unit.

**Workroom / Lounge Notes:** Provide upper and lower storage cabinets, a counter sink and a residential refrigerator / freezer.

Exhibit 5-5 SDIS Detailed Space and Room Requirement

SDIS Space Criteria  
Draft 06.07.18

SDIS Space and Room Requirements	Operations				Technology / Special Systems			Power		Lighting / Daylighting			Acoustics	HVAC / Plumbing					Flooring			Furniture and Equipment												Notes				
	School Day (8:00 - 3:40)	After-School Programs (4:00 - 5:00)	Community Access	Other	WiFi	Projection Capabilities	Sound System	Convenience Outlets (wall)	Convenience Outlets (floor and/or ceiling)	General Area Illumination	Task Lighting	Daylight	Noise Generating Space (Separate from quiet areas)	Enhanced Ventilation	Group Workstations with Water and Gas (plus power and data)	Sink(s)	Easy Access to Drinking Fountain(s)	Eye Wash	Non-Absorptive	Athletic	Other / To Be Determined	Moveable / Flexible Workstations	Heavy Duty Tables and Chairs	Collaboration Tables and Chairs	Casual Seating	Tiered Seating (portable)	Whiteboard / Teaching Wall	Wall-Mounted Mirrors	Standard Kitchen Equipment	Fume Hood and Chemical Storage	Kiln	Clay Trap at Sink(s)	Nurse's Station and Cot Area		Food Prep and Demonstration Equipment	Secure Storage		
<b>1.0 Instructional Areas</b>																																						
General Classrooms	✓				✓	✓		✓		✓		✓									✓						✓										✓	
SPED Space	✓				✓	✓		✓		✓		✓									✓						✓										✓	SPED space may be located within regular classrooms (inclusion program).
Science Labs	✓				✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓				✓	✓				✓			✓							✓	Science labs include classroom area.
Tech Lab	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓		✓		✓					✓				✓										✓	Accommodate 20 computer stations.
Music Studio	✓	✓			✓	✓	✓	✓		✓		✓	✓			✓	✓				✓					✓	✓	✓									✓	
Visual Arts Studio	✓	✓			✓	✓		✓		✓	✓	✓				✓		✓			✓	✓	✓			✓					✓	✓					✓	
Media Center	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓				✓					✓		✓	✓		✓											✓	
<b>2.0 Multipurpose</b>																																						
Multipurpose Room	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓					✓														✓	Provide flexibility for small-scale performance.
Serving Kitchen	✓	✓						✓	✓	✓	✓	✓		✓		✓		✓										✓								✓	✓	
Student Commons	✓	✓			✓			✓		✓		✓	✓			✓							✓	✓		✓												
<b>3.0 Other Support Space</b>																																						
Lobby	✓	✓	✓		✓			✓		✓		✓	✓			✓							✓	✓														
Reception	✓				✓			✓		✓	✓	✓				✓					✓																✓	
Student Health	✓				✓			✓		✓	✓	✓		✓		✓		✓														✓					✓	
Administration and Staff Offices	✓	✓			✓			✓		✓	✓	✓									✓		✓			✓											✓	

Exhibit 5-6 SDIS Utilization Worksheet

GRADE LEVEL	40-Day Enroll	SpEd Enroll	No. CRS	No. Tchrs
6th Grade	23		1.67	1.67
7th Grade	23		1.67	1.67
8th Grade	25		1.66	1.66
TOTALS	71		5	5

Number of Lunch Turns Per Day	1
-------------------------------	---

Utilization Worksheet  
Six Directions Indigenous School 6-12  
Evaluation: 2017-18 sy

DAY	Rm #	Clrm NSF	Max of St/ Sq Ft	ADEQ SQ FT CAP	PED MAX PIR / Crm	A. S. Y /N	PERIOD 1 8:23-9:18				PERIOD 2 9:21-10:16				PERIOD 3 10:19-11:14				PERIOD 4 11:17-12:12				PERIOD 5 12:53-1:48				PERIOD 6 1:51-2:46				Period 7 2:49-3:40				Tot. St.	PED Max. PIR /Day	Tot. % Rm Occ. / Day	Occ # of Pd.'s /Day	% Pd. /Day	
							# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject	# of St.	% Rm Occ.	Teacher Name	Subject						
MONDAY	A	1,197	25	48	32	Y	13	41%	HALE	BLOCK 1 INDIGENOUS LANGUAGE 8	0%	HALE	PREP	11	34%	HALE	BLOCK 3 INDIGENOUS LANGUAGE 6	12	38%	HALE	BLOCK 4 INDIGENOUS LANGUAGE 7	11	34%	HALE	BLOCK 5 RTI 7	0%			0%			47	150	31%	5	71%				
	B	703	25	28	32	N	12	43%	HARKER	BLOCK 1 INDIGENOUS LANGUAGE 8	0%	HARKER	PREP	12	43%	HARKER	BLOCK 3 INDIGENOUS LANGUAGE 6	11	39%	HARKER	BLOCK 4 INDIGENOUS LANGUAGE 7	12	43%	HARKER	BLOCK 5 RTI 7	0%			0%			47	150	31%	5	71%				
	D	719	25	29	32	N	25	87%	PARTOW	BLOCK 1 READING 7	25	87%	PARTOW	BLOCK 2 READING 8	0%	PARTOW	PREP	23	80%	PARTOW	BLOCK 4 READING 6	0%			25	87%	PARTOW	BLOCK 6 STUDY HALL 8	23	80%	PARTOW	BLOCK 7 STUDY HALL 7	121	150	81%	6	86%			
	E	1,366	25	55	32	Y	23	72%	PURDY	BLOCK 1 MATH 6	23	72%	PURDY	BLOCK 2 MATH 7	25	78%	PURDY	BLOCK 3 MATH 8	0%	PURDY	PREP	23	72%	PURDY	BLOCK 5 STEAM 6	23	72%	PURDY	BLOCK 6 STEAM 7	25	78%	PURDY	BLOCK 7 STEAM 8	142	150	95%	7	100%		
	F	766	25	31	32	N		0%	VICENTI	PREP	23	75%	VICENTI	BLOCK 2 HUMANITIES 6	23	75%	VICENTI	BLOCK 3 HUMANITIES 7	25	82%	VICENTI	BLOCK 4 HUMANITIES 8	25	82%	VICENTI	BLOCK 5 RTI 8	23	75%	VICENTI	BLOCK 6 STUDY HALL 6	23	75%	VICENTI	BLOCK 7 RTI 6	142	150	95%	7	100%	
TUESDAY	A	1,197	25	48	32	Y	12	38%	HALE	BLOCK 2 READING 8	0%	HALE	PREP	11	34%	HALE	BLOCK 4 READING 6	12	38%	HALE	BLOCK 5 RTI 7	12	38%	HALE	BLOCK 6 STEAM 7	0%			0%			47	150	31%	5	71%				
	B	703	25	28	32	N	13	46%	HARKER	BLOCK 2 READING 8	0%	HARKER	PREP	12	43%	HARKER	BLOCK 4 READING 6	11	39%	HARKER	BLOCK 5 RTI 7	11	39%	HARKER	BLOCK 6 STEAM 7	0%			0%			47	150	31%	5	71%				
	D	719	25	29	32	N	23	80%	PARTOW	BLOCK 2 MATH 7	25	87%	PARTOW	BLOCK 3 MATH 8	0%	PARTOW	PREP	23	80%	PARTOW	BLOCK 5 STEAM 6	0%			25	87%	PARTOW	BLOCK 7 STEAM 8	23	80%	PARTOW	BLOCK 1 READING 7	119	150	79%	6	86%			
	E	1,366	25	55	32	Y	23	72%	PURDY	BLOCK 2 HUMANITIES 6	23	72%	PURDY	BLOCK 3 HUMANITIES 7	25	78%	PURDY	BLOCK 4 HUMANITIES 8	0%	PURDY	PREP	25	78%	PURDY	BLOCK 6 STUDY HALL 8	23	72%	PURDY	BLOCK 7 STUDY HALL 7	25	78%	PURDY	BLOCK 1 INDIGENOUS LANGUAGE 8	144	150	96%	7	100%		
	F	766	25	31	32	N		0%	VICENTI	PREP	23	75%	VICENTI	BLOCK 3 INDIGENOUS LANGUAGE 6	23	75%	VICENTI	BLOCK 4 INDIGENOUS LANGUAGE 7	25	82%	VICENTI	BLOCK 5 RTI 8	23	75%	VICENTI	BLOCK 6 STUDY HALL 6	23	75%	VICENTI	BLOCK 7 RTI 6	23	75%	VICENTI	BLOCK 1 MATH 6	140	150	93%	7	100%	
THURSDAY	A	1,197	25	48	32	Y	12	38%	HALE	BLOCK 4 HUMANITIES 8	0%	HALE	PREP	11	34%	HALE	BLOCK 6 STUDY HALL 7	12	38%	HALE	BLOCK 7 STUDY HALL 7	11	34%	HALE	BLOCK 1 READING 7	0%			0%			46	150	31%	5	71%				
	B	703	25	28	32	N	13	46%	HARKER	BLOCK 4 HUMANITIES 8	0%	HARKER	PREP	12	43%	HARKER	BLOCK 6 STUDY HALL 7	11	39%	HARKER	BLOCK 7 STUDY HALL 7	12	43%	HARKER	BLOCK 1 READING 7	0%			0%			48	150	32%	5	71%				
	D	719	25	29	32	N	23	80%	PARTOW	BLOCK 4 INDIGENOUS LANGUAGE 7	25	87%	PARTOW	BLOCK 5 RTI 8	0%	PARTOW	PREP	23	80%	PARTOW	BLOCK 7 RTI 6	0%			25	87%	PARTOW	BLOCK 2 READING 8	23	80%	PARTOW	BLOCK 3 HUMANITIES 7	119	150	79%	6	86%			
	E	1,366	25	55	32	Y	23	72%	PURDY	BLOCK 4 READING 6	23	72%	PURDY	BLOCK 5 RTI 7	25	78%	PURDY	BLOCK 6 TUDY HALL 8	0%	PURDY	PREP	23	72%	PURDY	BLOCK 1 MATH 6	23	72%	PURDY	BLOCK 5 MATH 7	25	78%	PURDY	BLOCK 3 MATH 8	142	150	95%	7	100%		
	F	766	25	31	32	N		0%	VICENTI	PREP	23	75%	VICENTI	BLOCK 5 TEAM 6	23	75%	VICENTI	BLOCK 6 STUDY HALL 6	25	82%	VICENTI	BLOCK 6 STEAM 8	25	82%	VICENTI	BLOCK 1 INDIGENOUS LANGUAGE 8	23	75%	VICENTI	BLOCK 2 HUMANITIES 6	23	75%	VICENTI	BLOCK 3 INDIGENOUS LANGUAGE 6	142	150	95%	7	100%	
FRIDAY	A	1,197	25	48	32	Y	12	38%	HALE	BLOCK 5 RTI 8	0%	HALE	PREP	0%	HALE	BLOCK 7 RTI 6	0%	HALE	BLOCK 1 READING 7	0%	HALE	BLOCK 2 MATH 7	0%			0%			0%			12	150	8%	5	71%				
	B	703	25	28	32	N	13	46%	HARKER	BLOCK 5 RTI 8	0%	HARKER	PREP	0%	HARKER	BLOCK 7 RTI 6	0%	HARKER	BLOCK 1 READING 7	0%	HARKER	BLOCK 2 MATH 7	0%			0%			0%			13	150	9%	5	71%				
	D	719	25	29	32	N	23	80%	PARTOW	BLOCK 5 RTI 7	25	87%	PARTOW	BLOCK 6 TUDY HALL 8	0%	PARTOW	PREP	0%	PARTOW	BLOCK 1 MATH 6	0%			0%			0%			23	80%	PARTOW	BLOCK 4 INDIGENOUS LANGUAGE 7	71	150	47%	6	86%		
	E	1,366	25	55	32	Y	23	72%	PURDY	BLOCK 5 STEAM 6	23	72%	PURDY	BLOCK 6 STEAM 7	0%	PURDY	BLOCK 7 STEAM 8	0%	PURDY	PREP	0%	PURDY	BLOCK 2 HUMANITIES 6	0%	PURDY	BLOCK 3 HUMANITIES 7	25	78%	PURDY	BLOCK 4 HUMANITIES 8	71	150	47%	7	100%					
	F	766	25	31	32	N		0%	VICENTI	PREP	23	75%	VICENTI	BLOCK 6 STUDY HALL 6	0%	VICENTI	BLOCK 7 STUDY HALL 7	0%	VICENTI	BLOCK 1 INDIGENOUS LANGUAGE 8	0%	VICENTI	BLOCK 2 READING 8	0%	VICENTI	BLOCK 3 INDIGENOUS LANGUAGE 6	23	75%	VICENTI	BLOCK 4 READING 6	46	150	31%	7	100%					
WEDNESDAY							PERIOD 1 8:23-9:03				PERIOD 2 9:09-9:50				PERIOD 3 9:53-10:35				PERIOD 4 10:38-11:21				PERIOD 5 11:21-12:03 OR 12:03-12:40				PERIOD 6 1:40-2:00				Period 7 3:45-4:00									
	A	1,197	25	48	32	Y	12	38%	HALE	BLOCK 3 MATH 8	0%	HALE	PREP	11	34%	HALE	BLOCK 5 RTI 7	12	38%	HALE	BLOCK 5 STEAM 7	11	34%	HALE	BLOCK 1 READING 7	0%			0%	HALE	STAFF PD	46	150	31%	5	71%				
	B	703	25	28	32	N	13	46%	HARKER	BLOCK 3 MATH 8	0%	HARKER	PREP	12	43%	HARKER	BLOCK 5 STEAM 6	11	39%	HARKER	BLOCK 5 STEAM 7	12	43%	HARKER	BLOCK 1 READING 7	0%			0%	HARKER	STAFF PD	48	150	32%	5	71%				
D	719	25	29	32	N	23	80%	PARTOW	BLOCK 3 HUMANITIES 7	25	87%	PARTOW	BLOCK 4 HUMANITIES 8	0%	PARTOW	PREP	23	80%	PARTOW	BLOCK 6 STUDY HALL 6	23	80%	PARTOW	BLOCK 1 MATH 6	25	87%	PARTOW	BOCK 4 HUMANITIES 8	0%	PARTOW	STAFF PD	119	150	79%	6	86%				





 **Architectural Research Consultants, Incorporated**

21725.0000

# POST IN A CONSPICUOUS PLACE



# N O T I C E

## BUILDING PERMIT NO. 226316

Has Been Issued For This Construction By The

**STATE OF NEW MEXICO**  
**REGULATION AND LICENSING DEPARTMENT**  
**CONSTRUCTION INDUSTRIES DIVISION**  
**GENERAL CONSTRUCTION BUREAU**  
 1650 UNIVERSITY BLVD. NE, SUITE 201  
 ALBUQUERQUE, NEW MEXICO 87102

**BUILDING ADDRESS**

GALLUP	MCKINLEY COUNTY
2055 STATE ROAD 602	
GALLUP	
GALLUP	

**DIRECTIONS:** HWY-602 JUST PAST NIZOHI ROAD 400 YR. ON LEFT

**OWNER:** MORGAN NEWSOM  
**ADDRESS:** 1985 STATE RD.  
 GALLUP NM 87301

**PHONE:** 722-7237  
**OCCUPANCY:** 'E1  
**TYPE CONSTR.:** N2

**CONTRACTOR:** H.T. ENTERPRISES  
**ADDRESS:** 3411 CHURCHROCK  
 GALLUP NM 87301

**LICENSE #:** 55364

**ARCHITECT/ENGINEER:**

**INSPECTOR:** DAN HAUSNER **PHONE:** 722 2565

**PERMIT ISSUE DATE:** 08/23/2002 **SQUARE FOOTAG.:** 6,000

**DESCRIPTION OF WORK:** NEW CONSTRUCTION **VALUATION:** 225,000.00

*This is a General Construction Permit and does not cover electrical or mechanical permit requirements for the State of New Mexico.*

**Record of Inspections**

GENERAL BUILDING		ELECTRICAL		MECHANICAL	
DATE	PURPOSE	DATE	PURPOSE	DATE	PURPOSE
10/15/02	FF - R.P.	10/15/02	FF - R.P.		
10/22/02	FF - R.P.	10/22/02	FF - R.P.		
10/29/02	FF - R.P.	10/29/02	FF - R.P.		
11/5/02	FF - R.P.				
11/12/02	FF - R.P.				
11/19/02	FF - R.P.				
11/26/02	FF - R.P.				
12/3/02	FF - R.P.				
12/10/02	FF - R.P.				
12/17/02	FF - R.P.				
12/24/02	FF - R.P.				
1/7/03	FF - R.P.				
1/14/03	FF - R.P.				
1/21/03	FF - R.P.				
1/28/03	FF - R.P.				
2/4/03	FF - R.P.				
2/11/03	FF - R.P.				
2/18/03	FF - R.P.				
2/25/03	FF - R.P.				
3/4/03	FF - R.P.				
3/11/03	FF - R.P.				
3/18/03	FF - R.P.				
3/25/03	FF - R.P.				
4/1/03	FF - R.P.				
4/8/03	FF - R.P.				
4/15/03	FF - R.P.				
4/22/03	FF - R.P.				
4/29/03	FF - R.P.				
5/6/03	FF - R.P.				
5/13/03	FF - R.P.				
5/20/03	FF - R.P.				
5/27/03	FF - R.P.				
6/3/03	FF - R.P.				
6/10/03	FF - R.P.				
6/17/03	FF - R.P.				
6/24/03	FF - R.P.				
7/1/03	FF - R.P.				
7/8/03	FF - R.P.				
7/15/03	FF - R.P.				
7/22/03	FF - R.P.				
7/29/03	FF - R.P.				
8/5/03	FF - R.P.				
8/12/03	FF - R.P.				
8/19/03	FF - R.P.				
8/26/03	FF - R.P.				
9/2/03	FF - R.P.				
9/9/03	FF - R.P.				
9/16/03	FF - R.P.				
9/23/03	FF - R.P.				
9/30/03	FF - R.P.				
10/7/03	FF - R.P.				
10/14/03	FF - R.P.				
10/21/03	FF - R.P.				
10/28/03	FF - R.P.				
11/4/03	FF - R.P.				
11/11/03	FF - R.P.				
11/18/03	FF - R.P.				
11/25/03	FF - R.P.				
12/2/03	FF - R.P.				
12/9/03	FF - R.P.				
12/16/03	FF - R.P.				
12/23/03	FF - R.P.				
12/30/03	FF - R.P.				
1/6/04	FF - R.P.				
1/13/04	FF - R.P.				
1/20/04	FF - R.P.				
1/27/04	FF - R.P.				
2/3/04	FF - R.P.				
2/10/04	FF - R.P.				
2/17/04	FF - R.P.				
2/24/04	FF - R.P.				
3/2/04	FF - R.P.				
3/9/04	FF - R.P.				
3/16/04	FF - R.P.				
3/23/04	FF - R.P.				
3/30/04	FF - R.P.				
4/6/04	FF - R.P.				
4/13/04	FF - R.P.				
4/20/04	FF - R.P.				
4/27/04	FF - R.P.				
5/4/04	FF - R.P.				
5/11/04	FF - R.P.				
5/18/04	FF - R.P.				
5/25/04	FF - R.P.				
6/1/04	FF - R.P.				
6/8/04	FF - R.P.				
6/15/04	FF - R.P.				
6/22/04	FF - R.P.				
6/29/04	FF - R.P.				
7/6/04	FF - R.P.				
7/13/04	FF - R.P.				
7/20/04	FF - R.P.				
7/27/04	FF - R.P.				
8/3/04	FF - R.P.				
8/10/04	FF - R.P.				
8/17/04	FF - R.P.				
8/24/04	FF - R.P.				
8/31/04	FF - R.P.				
9/7/04	FF - R.P.				
9/14/04	FF - R.P.				
9/21/04	FF - R.P.				
9/28/04	FF - R.P.				
10/5/04	FF - R.P.				
10/12/04	FF - R.P.				
10/19/04	FF - R.P.				
10/26/04	FF - R.P.				
11/2/04	FF - R.P.				
11/9/04	FF - R.P.				
11/16/04	FF - R.P.				
11/23/04	FF - R.P.				
11/30/04	FF - R.P.				
12/7/04	FF - R.P.				
12/14/04	FF - R.P.				
12/21/04	FF - R.P.				
12/28/04	FF - R.P.				
1/4/05	FF - R.P.				
1/11/05	FF - R.P.				
1/18/05	FF - R.P.				
1/25/05	FF - R.P.				
2/1/05	FF - R.P.				
2/8/05	FF - R.P.				
2/15/05	FF - R.P.				
2/22/05	FF - R.P.				
2/29/05	FF - R.P.				
3/6/05	FF - R.P.				
3/13/05	FF - R.P.				
3/20/05	FF - R.P.				
3/27/05	FF - R.P.				
4/3/05	FF - R.P.				
4/10/05	FF - R.P.				
4/17/05	FF - R.P.				
4/24/05	FF - R.P.				
5/1/05	FF - R.P.				
5/8/05	FF - R.P.				
5/15/05	FF - R.P.				
5/22/05	FF - R.P.				
5/29/05	FF - R.P.				
6/5/05	FF - R.P.				
6/12/05	FF - R.P.				
6/19/05	FF - R.P.				
6/26/05	FF - R.P.				
7/3/05	FF - R.P.				
7/10/05	FF - R.P.				
7/17/05	FF - R.P.				
7/24/05	FF - R.P.				
7/31/05	FF - R.P.				
8/7/05	FF - R.P.				
8/14/05	FF - R.P.				
8/21/05	FF - R.P.				
8/28/05	FF - R.P.				
9/4/05	FF - R.P.				
9/11/05	FF - R.P.				
9/18/05	FF - R.P.				
9/25/05	FF - R.P.				
10/2/05	FF - R.P.				
10/9/05	FF - R.P.				
10/16/05	FF - R.P.				
10/23/05	FF - R.P.				
10/30/05	FF - R.P.				
11/6/05	FF - R.P.				
11/13/05	FF - R.P.				
11/20/05	FF - R.P.				
11/27/05	FF - R.P.				
12/4/05	FF - R.P.				
12/11/05	FF - R.P.				
12/18/05	FF - R.P.				
12/25/05	FF - R.P.				
1/1/06	FF - R.P.				
1/8/06	FF - R.P.				
1/15/06	FF - R.P.				
1/22/06	FF - R.P.				
1/29/06	FF - R.P.				
2/5/06	FF - R.P.				
2/12/06	FF - R.P.				
2/19/06	FF - R.P.				
2/26/06	FF - R.P.				
3/5/06	FF - R.P.				
3/12/06	FF - R.P.				
3/19/06	FF - R.P.				
3/26/06	FF - R.P.				
4/2/06	FF - R.P.				
4/9/06	FF - R.P.				
4/16/06	FF - R.P.				
4/23/06	FF - R.P.				
4/30/06	FF - R.P.				
5/7/06	FF - R.P.				
5/14/06	FF - R.P.				
5/21/06	FF - R.P.				
5/28/06	FF - R.P.				
6/4/06	FF - R.P.				
6/11/06	FF - R.P.				
6/18/06	FF - R.P.				
6/25/06	FF - R.P.				
7/2/06	FF - R.P.				
7/9/06	FF - R.P.				
7/16/06	FF - R.P.				
7/23/06	FF - R.P.				
7/30/06	FF - R.P.				
8/6/06	FF - R.P.				
8/13/06	FF - R.P.				
8/20/06	FF - R.P.				
8/27/06	FF - R.P.				
9/3/06	FF - R.P.				
9/10/06	FF - R.P.				
9/17/06	FF - R.P.				
9/24/06	FF - R.P.				
10/1/06	FF - R.P.				
10/8/06	FF - R.P.				
10/15/06	FF - R.P.				
10/22/06	FF - R.P.				
10/29/06	FF - R.P.				
11/5/06	FF - R.P.				
11/12/06	FF - R.P.				
11/19/06	FF - R.P.				
11/26/06	FF - R.P.				
12/3/06	FF - R.P.				
12/10/06	FF - R.P.				
12/17/06	FF - R.P.				

1316

STATE OF NEW MEXICO  
REGULATION AND LICENSING DEPARTMENT  
CONSTRUCTION INDUSTRIES DIVISION  
GENERAL CONSTRUCTION BUREAU

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.  
X PERMANENT \_\_\_\_\_ TEMPORARY, \_\_\_\_\_ EXPIRATION DATE \_\_\_\_\_

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF  
OCCUPANCY GROUP ET-12 AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

2055 ST. RD. 602 - GASHKUP - N.MEX.

BUILDING ADDRESS

NORMAN NEWSON 1985 ST. RD. CASHKUP

Name and Address of Owner

H. T. EMP.

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

226316

BUILDING PERMIT NUMBER

Daniel Hamman

INSPECTOR'S NAME

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

504004

PORTION OF BUILDING

2-2P-2003

DATE

COMMENTS

**State of New Mexico  
Public School Facilities Authority**



Robert A. Gorrell,  
Director

**Santa Fe Office**  
401 Don Gaspar Ave  
Santa Fe, NM 87505  
(505) 988-5989  
(505) 988-5933 (Fax)

[www.nmpsfa.org](http://www.nmpsfa.org)

**Albuquerque Office**  
1312 Basehart Dr SE, St200  
Albuquerque, NM 87106  
(505) 843-6272  
(505) 843-9681 (Fax)

January 14, 2016

NACA Potential Site – Western New Mexico University, Gallup NM

Mr. Ulibarri,

At your request Public School Facilities Authority conducted a site assessment at Western New Mexico University (WNMU) in Gallup New Mexico on January 4<sup>th</sup>, 2016. The purpose of the assessment was to see if the facility meets or exceeds the average wNMCI and Educational Occupancy per the requirements of 22-20-1 NMSA 1978.

Below is your planned enrollment for the potential site at Western New Mexico University (WNMU). At full capacity you will have 190 students.

- Year 1: 6th and 7th grades, 50 students.
- Year 2: 6-8 grades, 85 students
- Year 3: 6-9 grades, 120 students
- Year 4: 6-10 grades, 155 students
- Year 5: 6-11 grades, 190 students

The wNMCI score with the enrollment cap of 190 students is 6.18%. This score is better than the current average 19.98% (lower is better).

Prior to occupancy you must obtain an E occupancy for the facility and provide PSFA with documentation from the Public Education Commission verifying approval of occupancy.

If you have any questions, please feel free to contact me at any time. I can be reached at 505-468-0274.

*M Casias*

---

Martica Casias  
Planning & Design Manager  
Public School Facilities Authority