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GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

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## **WALATOWA HIGH CHARTER SCHOOL**

**School Address: 147 Bear Head Canyon, Jemez Pueblo, NM 87024**

**Head Administrator: Arrow Wilkinson**

**Board Chair: Kenneth Sando**

**Business Manager: Katherine Toya**

**Authorized Grade Levels: Grades 9-12 (no more than 150 students)**

**Mission: Through a community-integrated experiential learning program, Walatowa High Charter School will prepare students to be academically successful while promoting leadership, language preservation, and community wellness.**

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**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

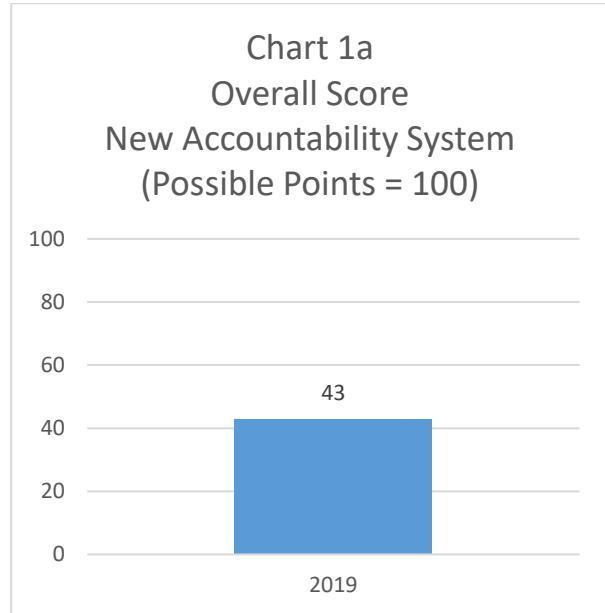
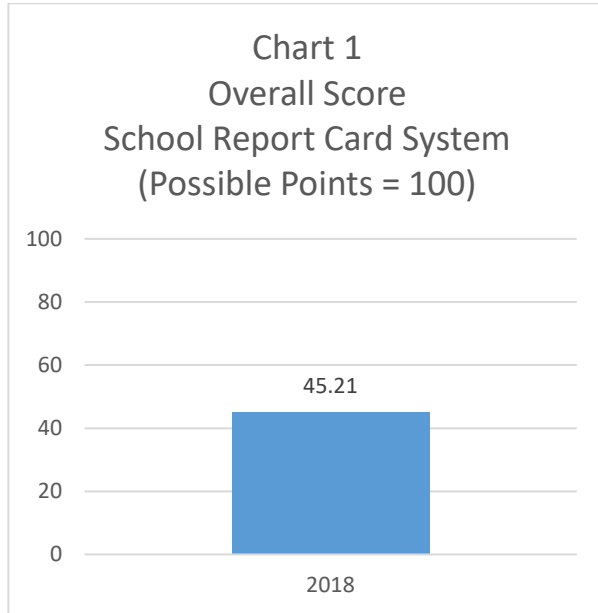
The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) 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 2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2019, the data from the NM System of School Support and Accountability Reports is also provided.

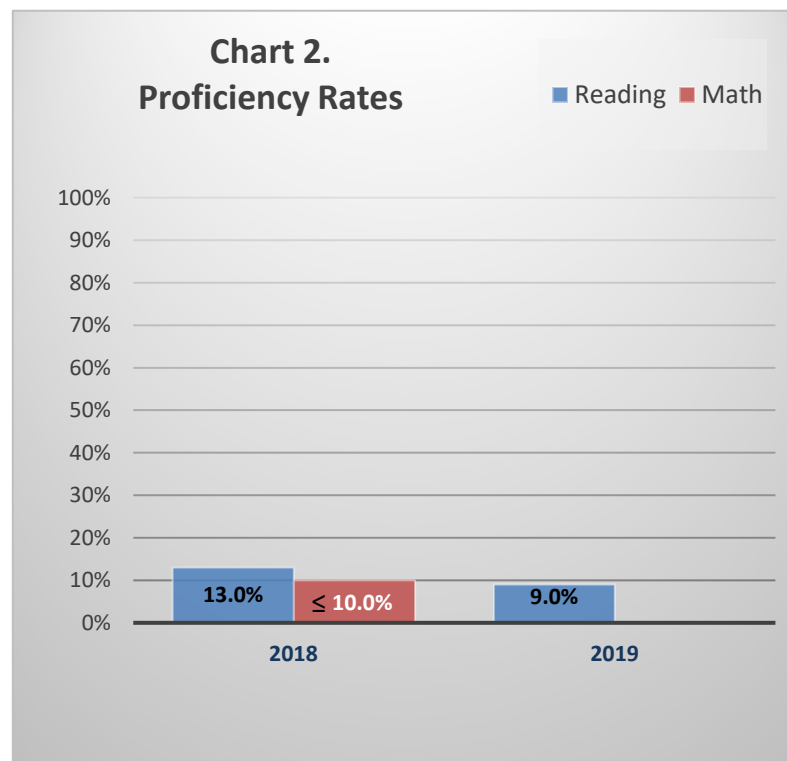
For 2020 and 2021, due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

## 1a. Department's Standards of Excellence

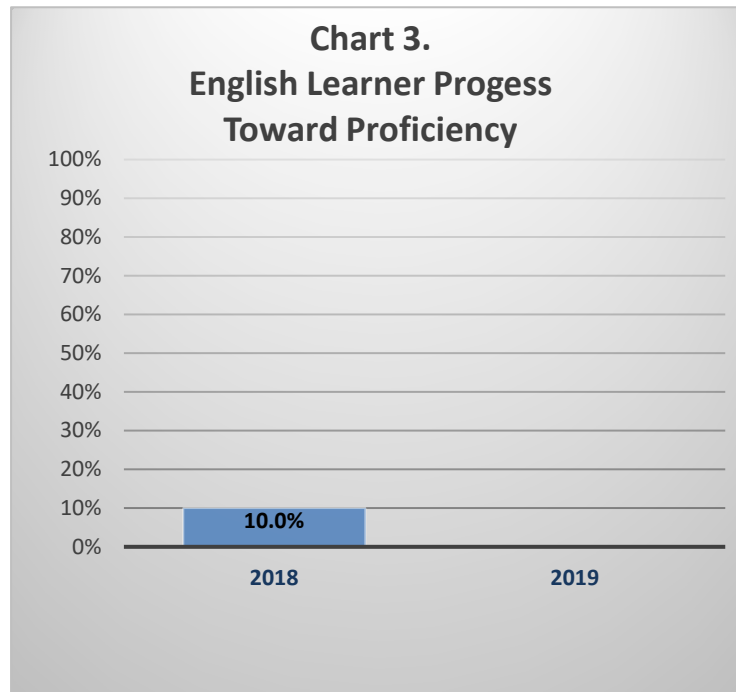
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2018-FY2019).



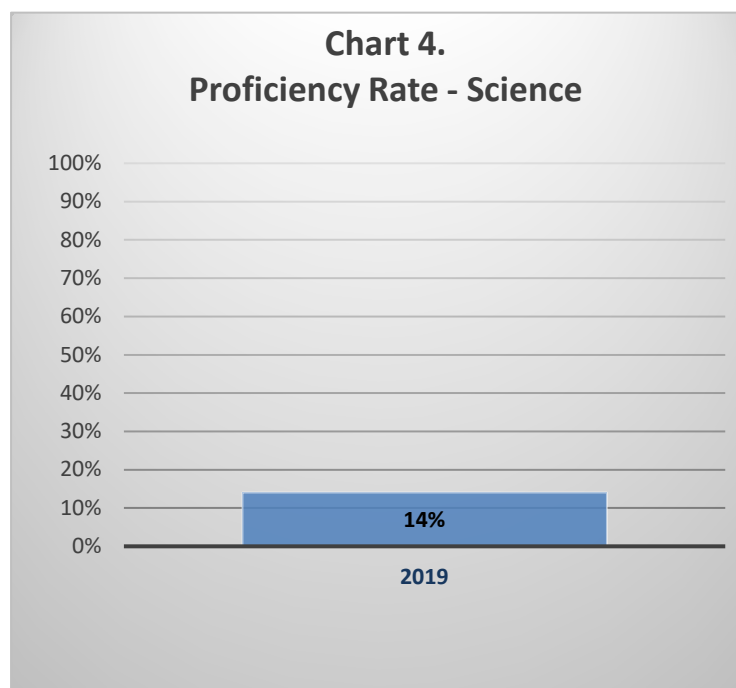
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2018-FY2019).



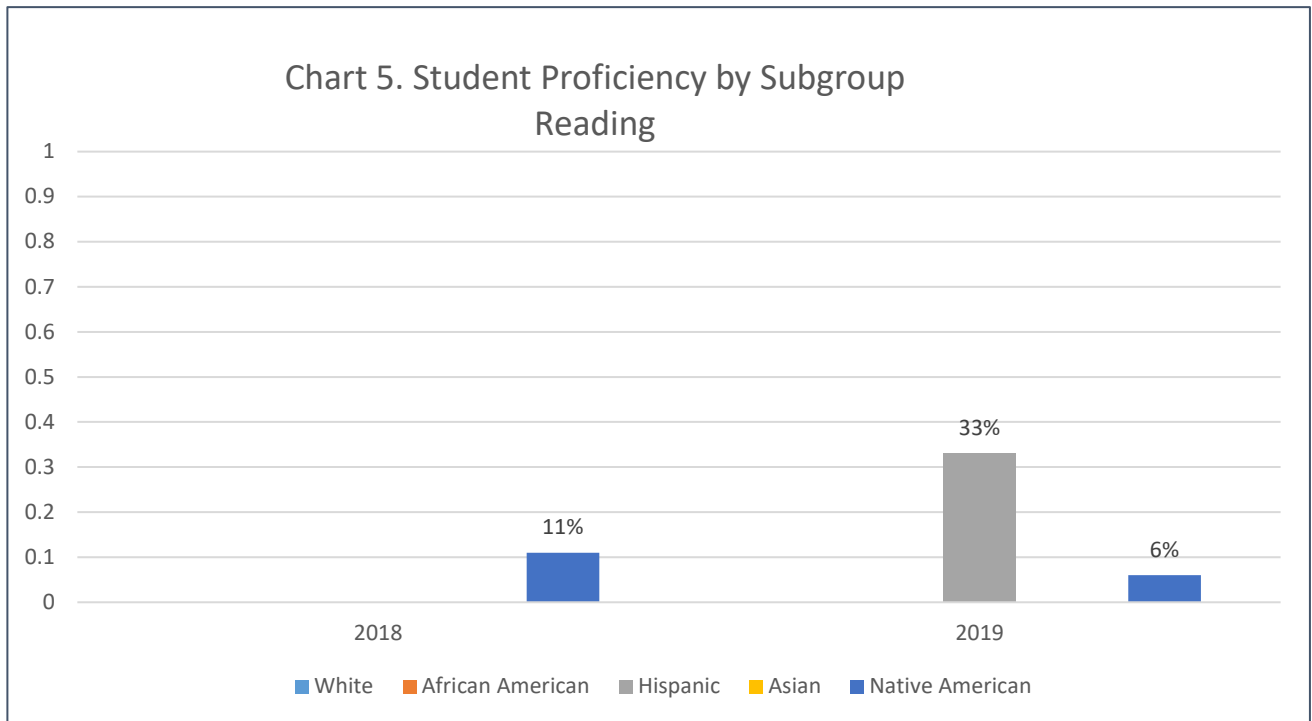
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency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



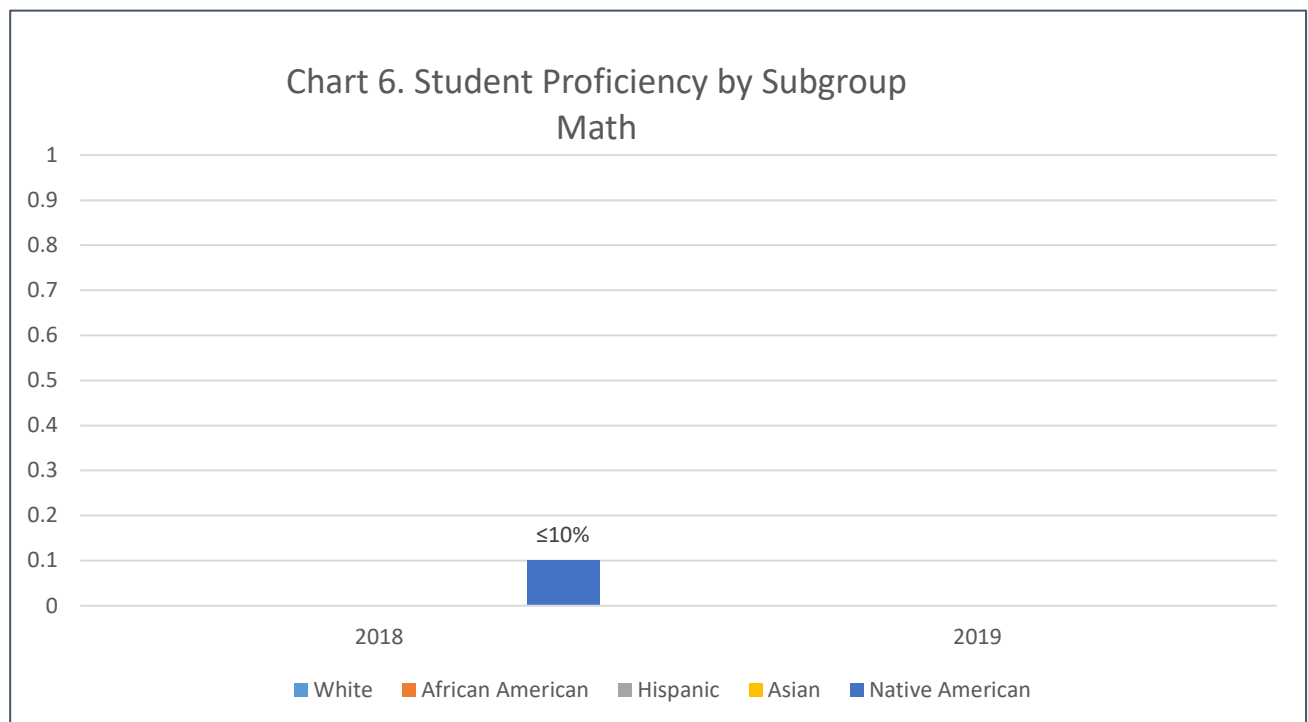
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



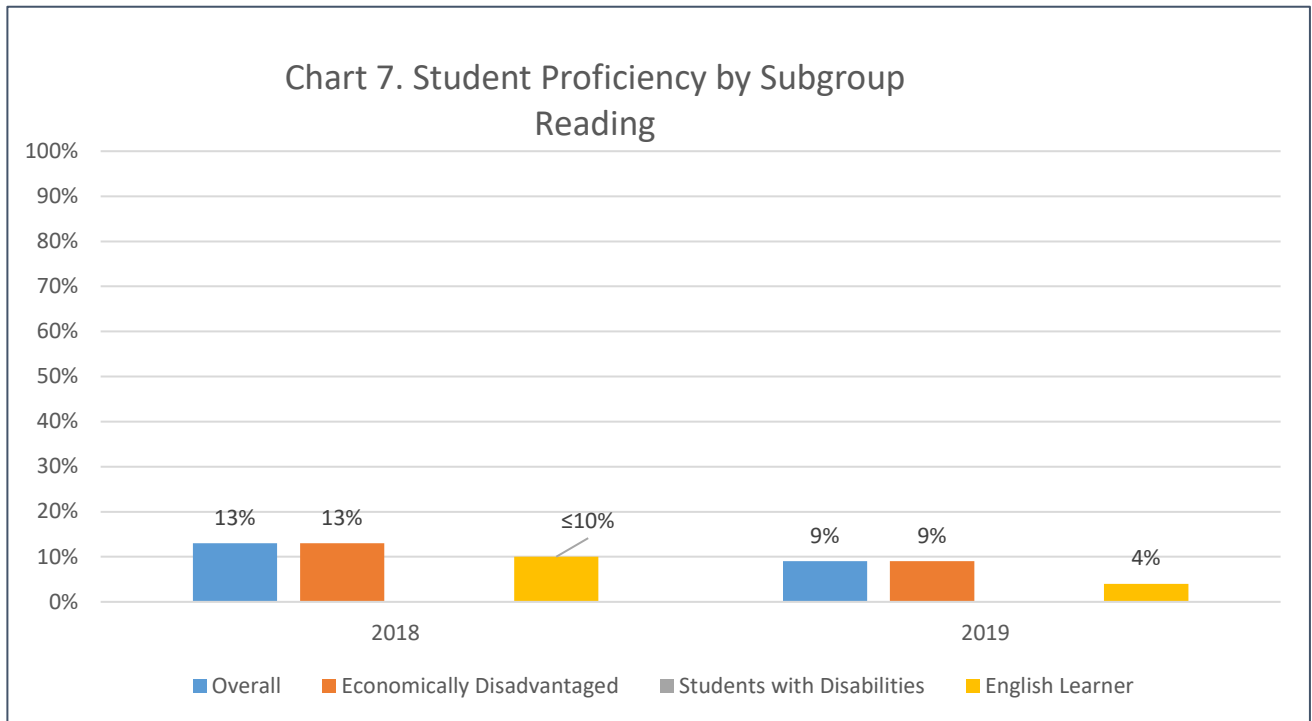
**Race/Ethnicity Subgroups - Proficiency in Reading**



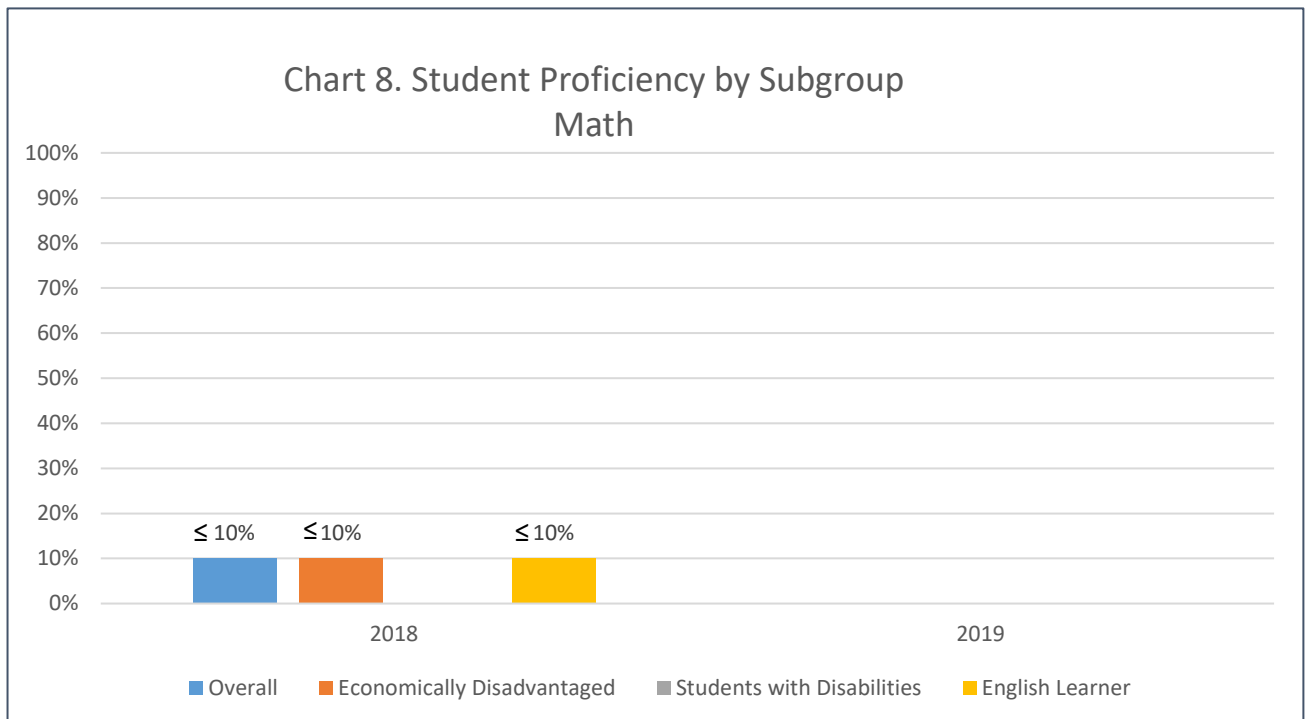
**Race/Ethnicity Subgroups - Proficiency in Math**



**Other Subgroups - Proficiency in Reading**

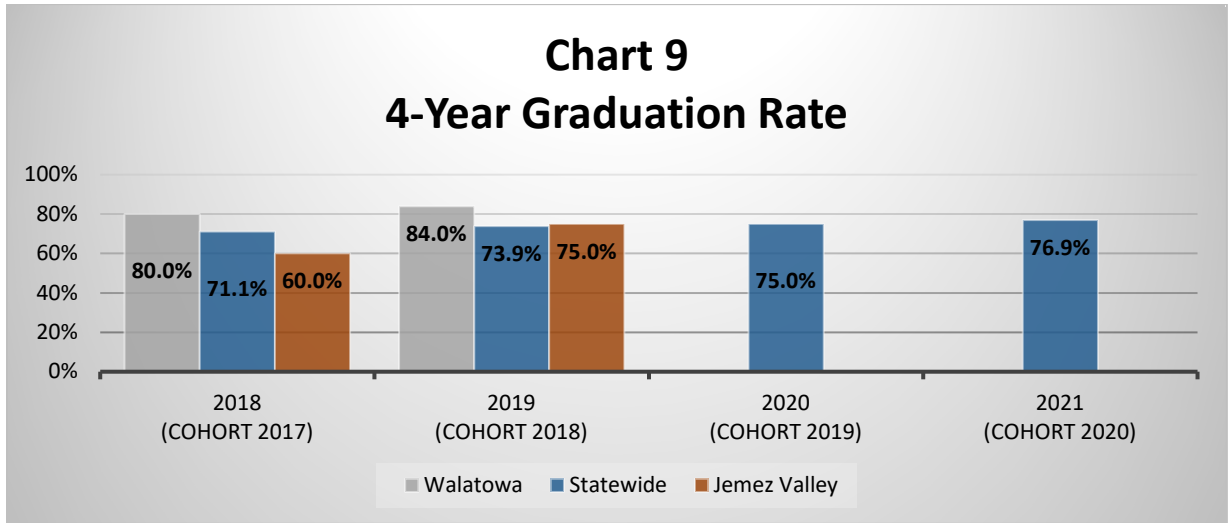


**Other Subgroups - Proficiency in Math**

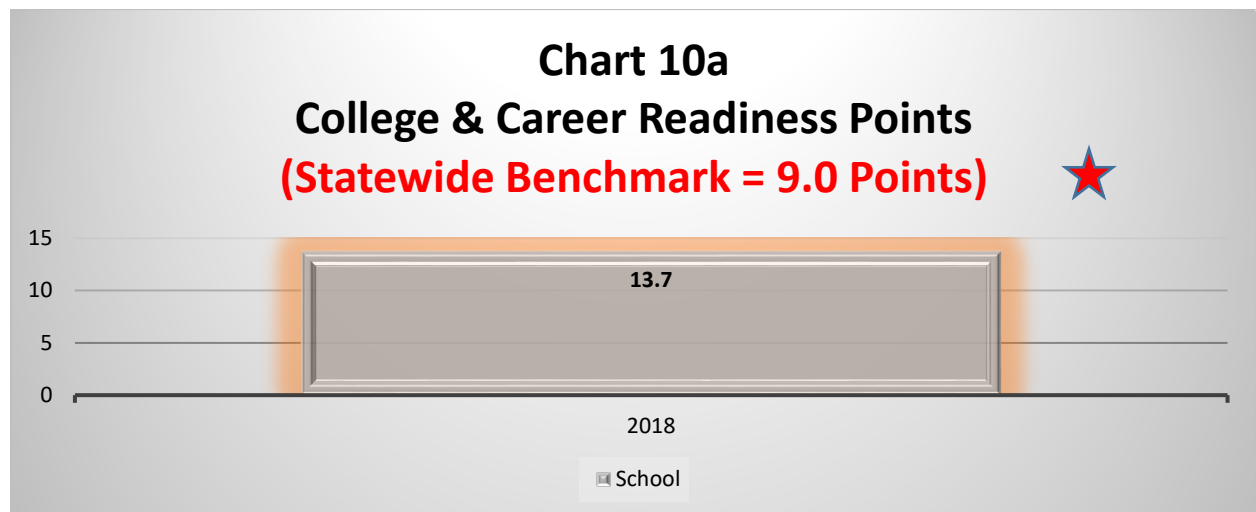


### High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year's cohort of students.

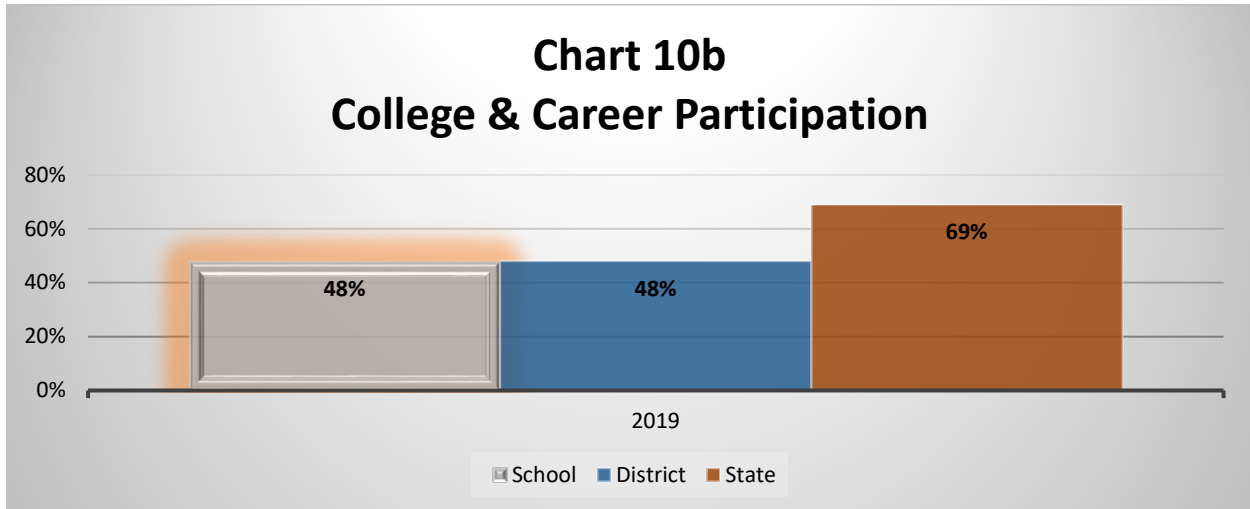


**College & Career Readiness (CCR):** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>1</sup>. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9. Chart 14a illustrates the total *College and Career Readiness* (CCR) points earned during FY18. In subsequent years, (FY19 onward) PED began presenting *Participation* and *Success* separately. The separated data is given in charts 14b and 14c.



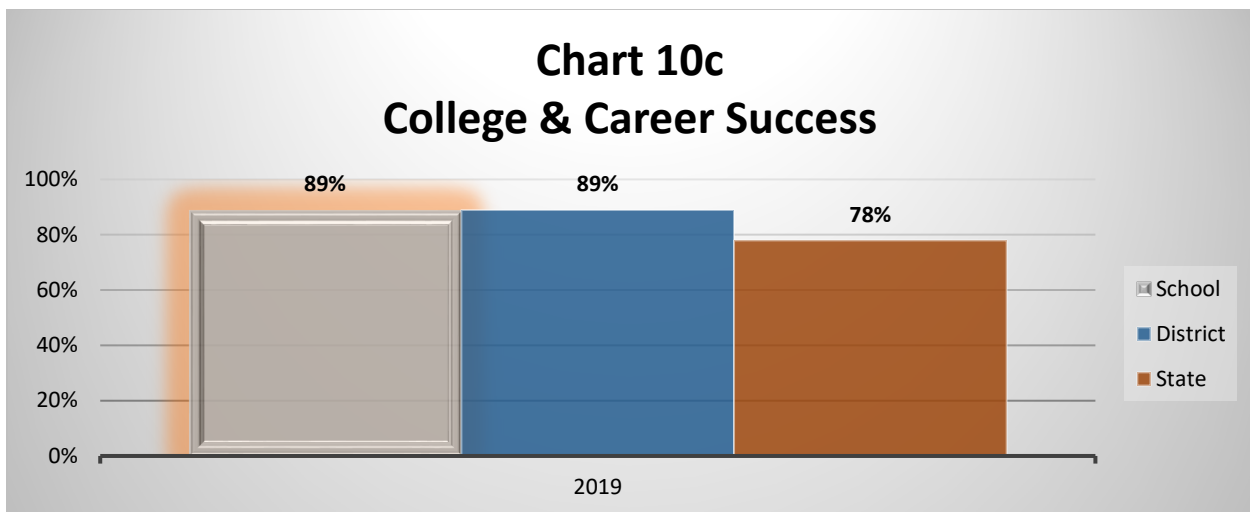
<sup>1</sup> "New Mexico Vistas Technical Guide" document for 2019 at:  
<https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/New-Mexico-Vistas-Technical-Guide-SY-2018-19.pdf>

**College & Career Participation:** High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on the whether students participated in such activities.



**College & Career Success:** High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on student success in these activities (as opposed to participation in these activities).

The CCR indicator is calculated in a valid, reliable, and consistent manner for all high schools statewide, with the number of students participating in CCR activities divided by the number of students in the high school cohort.





## 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

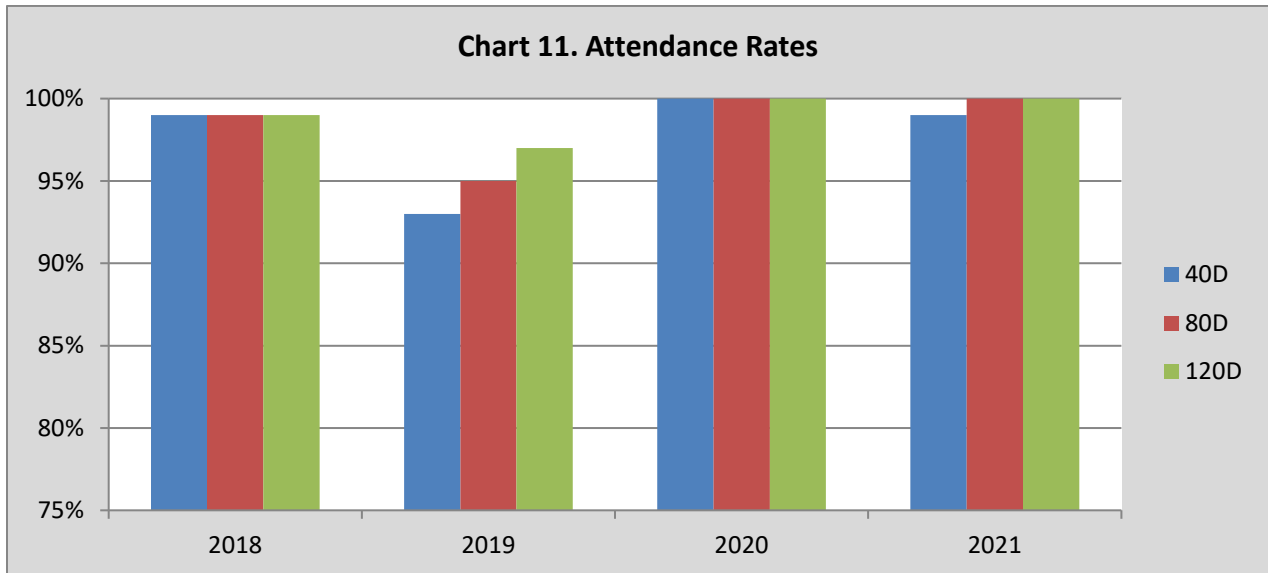
*The school elected not to include mission-specific goals.*

Due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, 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 or 2021.

### 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.

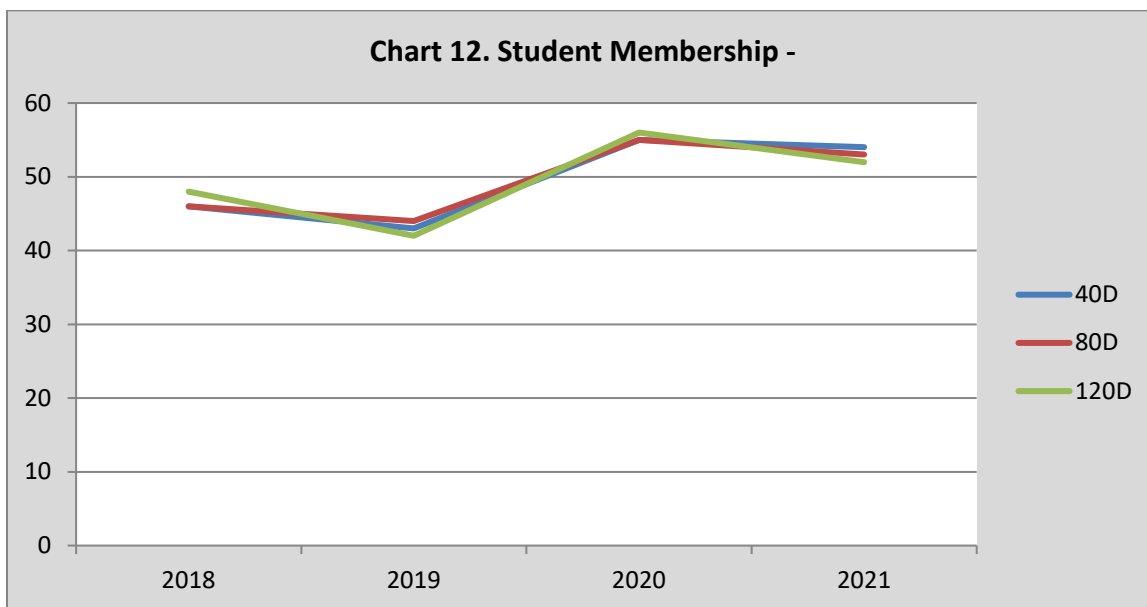
**Attendance Rate (The statewide target is 95% or better.)**



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

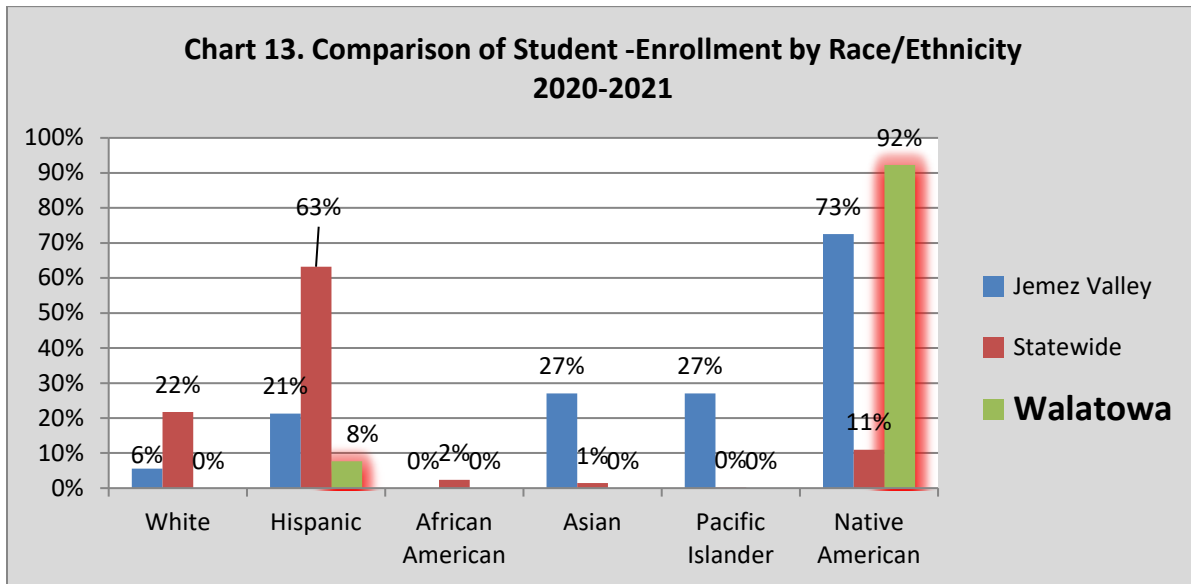
**Student Membership (Enrollment)**

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).



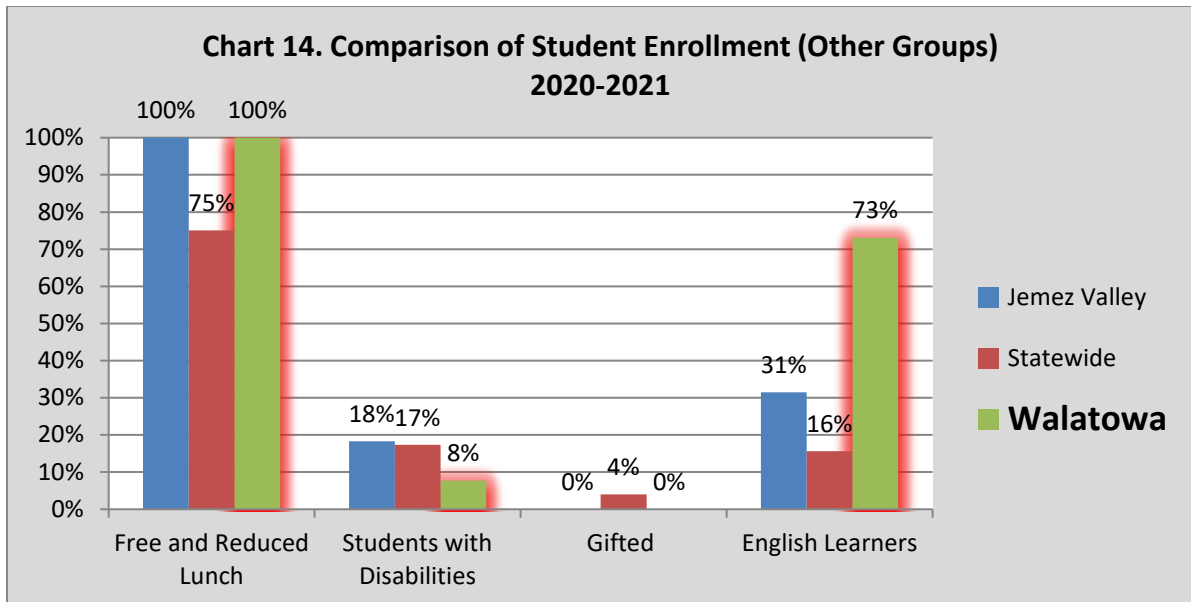
Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

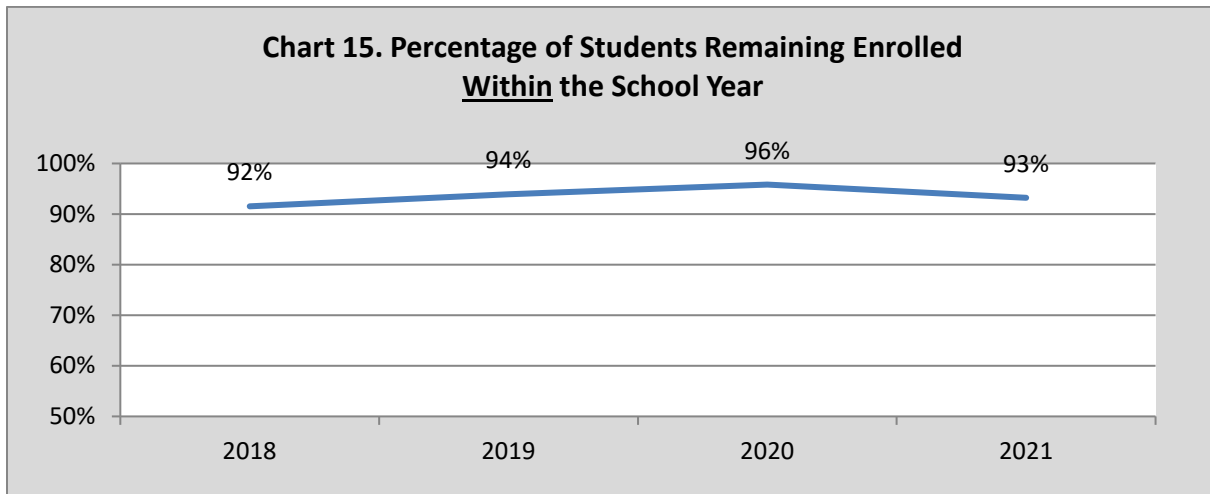


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

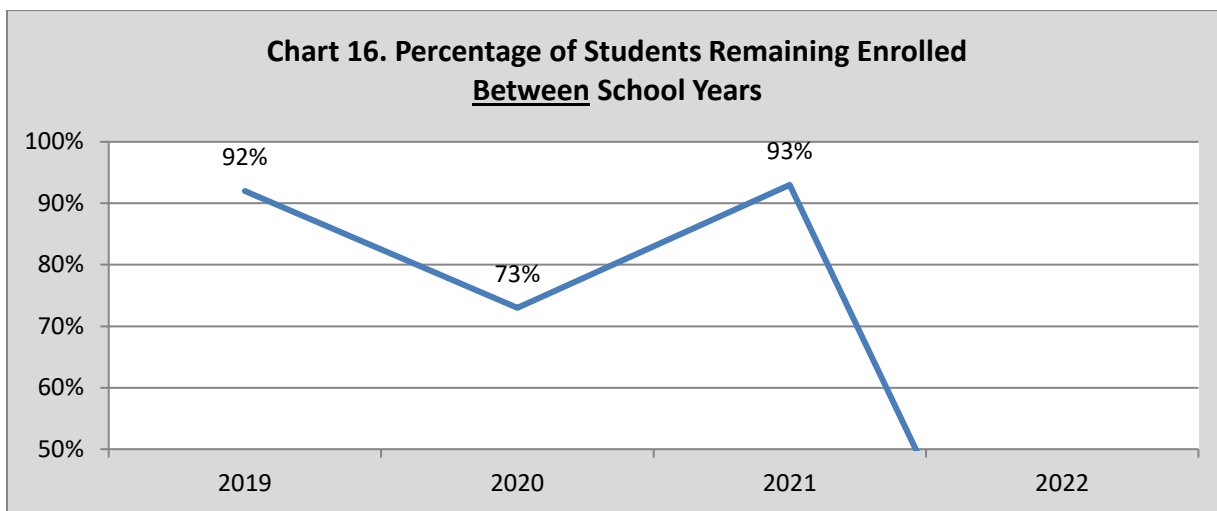
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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



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

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 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.

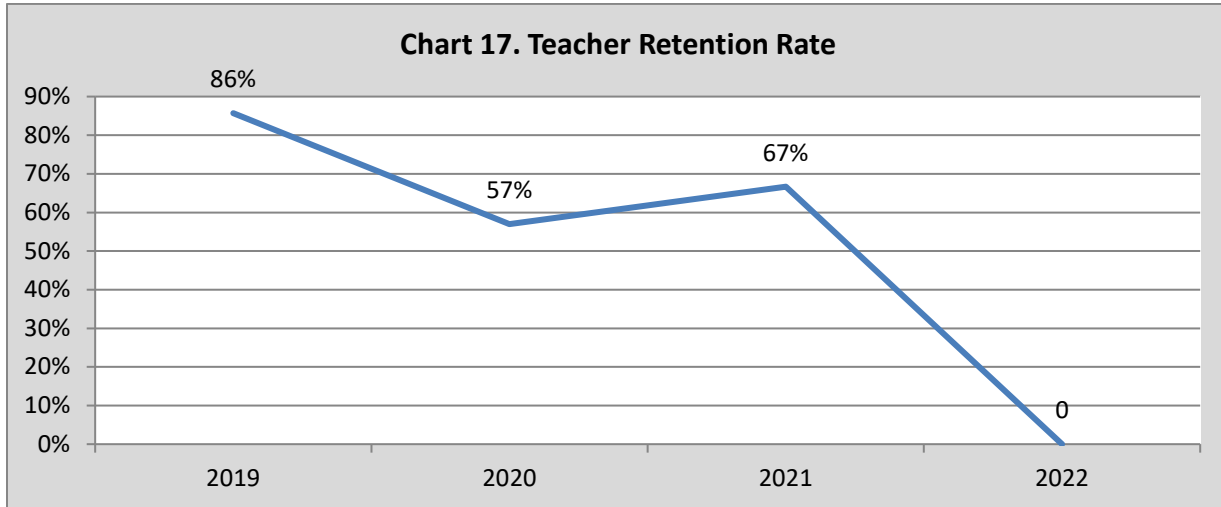


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

## 1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2017-2018 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 |
|------------|---------------------|----------------------|---|
| FY20       | 3                   | 2                    | 1   |
| FY19       | 3                   | 2                    | 1   |
| FY18       | 5                   | 0                    | 2   |
| FY17       | 4                   | 2                    | 0   |

### Summary of Most Recent Fiscal Report

In FY20, the school received the following audit finding:

**2020-001 Internal Control over Bank Reconciliation (Previously 2018-001) (Other Matters)**

**Condition/Context:** During our review of the June 2020 bank reconciliation, we noted the following issues:

- \$1,136 in outstanding deposits with dates ranging from June 2012 to October 2014
- \$1,460 in outstanding checks with dates ranging from October 2012 to April 2018

**Management's Response:** WHCS will ensure adequate internal controls are established to ensure accurate bank reconciliations are performed on a monthly basis as required.

**2020-002 Budgetary Conditions (Other Noncompliance)**

**Condition/Context:** During our audit, we noted one fund where the actual amount exceeded the budgetary authority:

- Fund 11000 Function: 3000 Operation of Non-instructional Services overexpended \$27,240.

**Management's Response:** WHCS will monitor the budget and submit necessary adjustments on a timely basis to avoid any unbudgeted revenues and overexpended expenditures.

**2020-003 Internal Control over Financial Reporting (Previously 2018-002) (Material Weakness)**

**Condition/Context:** During our audit, we noted we noted the following issues related to financial reporting:

- The school's trail balance is to be maintained on a cash basis and converted to modified accrual for preparation of the school's financial statements on an annual basis. Prior year audit adjusting journal entries were not posted and required a current year journal entry to roll fund balance.
- As a result of not posting the appropriate audit journal entries, the cash report submitted to PED does not properly reconcile to the financial statements.
- The food service fund included expenditures in excess of revenues and prior year fund balance in the amount of \$47,888 and required a proposed journal entry to reclassify the excess expenditures to the operational fund.
- Funds 25205 and 29102 reflected excess expenditures, which resulted in a deficit fund balance of \$1,397 and \$2,149, respectively, which required an audit adjusting journal entry.

**Management's Response:** WHCS will seek additional assistance for guidance during year-end closing. WHCS will ensure all internal controls over the financial reporting are met accordingly.

## **2b. Board of Finance**

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

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

### 3a. Educational Program of the School

- i. The principle focus of Walatowa High Charter School's academic program is early college preparation, including dual credit coursework. The pre-college focused curriculum also emphasizes the value of the community's (Jemez, Zia, and Jemez Valley Corridor) culture and traditions.
- ii. Students are challenged with advanced courses in core subject areas and enter the dual credit program by their junior year of high school. Walatowa High Charter School maintains strong partnerships with post-secondary institutions to ensure the implementation of our college and career preparation program.
- iii. Walatowa High Charter School implements a community school model that includes the two-generation approach and continuum. As a community school, Walatowa High Charter School is both an educational institution and a center of community life that partners the school with other community resources. The Two-Generation approach focuses on creating opportunities for and addressing needs of both children and the adults in their lives together. Walatowa High Charter School has an integrated focus on academics, youth development, family support, health and social services and community development. The partnership include:
  - a. Pueblo of Jemez Health and Human Services
  - b. Pueblo of Jemez Tribal Programs
  - c. Pueblo of Jemez Education Department
  - d. Pueblo of Jemez Transportation Department
  - e. Pueblo of Zia Tribal Administration
  - f. Pueblo of Kewa Tribal Administration



### 3b. Organizational Performance Framework

| Walatowa High Charter  | 2017-2018                                 | 2018-2019                                 | 2019-2020                   | 2020-2021                   |
|--|---|---|-----------------------------|-----------------------------|
| <b>Category I. Academic Performance Framework</b>  |   |   |                             |                             |
| <b>Indicator 1</b> Components of School Accountability System  | Falls Far Below (or Does Not Meet) Stand. | 43.45 Points (Lower Middle)               |                             | Unable to Review - COVID    |
| <b>Indicator 2</b> Subgroup Performance  | Not Applicable                            | Pending                                   |                             | Unable to Review - COVID    |
| <b>Indicator 3</b> Mission Specific Goals  | Not Applicable                            | Not Applicable                            |                             | Not Applicable              |
| <b>Financial Performance Framework</b>   |   |   |                             |                             |
| Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair                              | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | Not Applicable              |
| <b>Category II. Organizational Performance Framework</b>   |   |   |                             |                             |
| <b>Indicator 1a</b> Educational Program: mission and educational program of approved charter application       | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <b>Indicator 1b</b> Educational Program: state assessment requirements   | Working to Meet Standard                  | Working to Meet Standard                  | Meets (or Exceeds) Standard | Unable to Review - COVID    |
| <b>Indicator 4a</b> Students & Employees: protecting the rights of all students                                | Falls Far Below (or Does Not Meet) Stand. | Meets (or Exceeds) Standard               | Working to Meet Standard    | ASSURANCES                  |
| <b>Indicator 1c</b> Educational Program: protecting the rights of students with disabilities                   | Meets (or Exceeds) Standard               | Falls Far Below (or Does Not Meet) Stand. | Working to Meet Standard    | Working to Meet Standard    |
| <b>Indicator 1d</b> Educational Program: protecting the rights of English Language Learners                    | Falls Far Below (or Does Not Meet) Stand. | Falls Far Below (or Does Not Meet) Stand. | Working to Meet Standard    | Meets (or Exceeds) Standard |
| <b>Indicator 4b</b> Students & Employees: attendance, retention, and recurrent enrollment                      | Working to Meet Standard                  | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <i>Included in Indicator 4b</i>  | Meets (or Exceeds) Standard               |   |                             |                             |
| <b>Indicator 2a</b> Financial Mgmt & Oversight: meeting financial reporting and compliance requirements        | Falls Far Below (or Does Not Meet) Stand. | Working to Meet Standard                  | Working to Meet Standard    | Working to Meet Standard    |
| <b>Indicator 2b</b> Financial Mgmt & Oversight: following generally accepted accounting principles             | Meets (or Exceeds) Standard               | Falls Far Below (or Does Not Meet) Stand. | Does Not Meet Standard      | Meets (or Exceeds) Standard |
| <b>Indicator 3a</b> Governance & Reporting: complying with governance requirements                             | Meets (or Exceeds) Standard               | Falls Far Below (or Does Not Meet) Stand. | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <i>Included in Indicator 3c</i>  | Meets (or Exceeds) Standard               |   |                             |                             |
| <b>Indicator 4c</b> Students & Employees: meeting teacher and other staff credentialing requirements           | Falls Far Below (or Does Not Meet) Stand. | Meets (or Exceeds) Standard               | Does Not Meet Standard      | Working to Meet Standard    |
| <b>Indicator 4d</b> Students & Employees: respecting employee rights   | Falls Far Below (or Does Not Meet) Stand. | Meets (or Exceeds) Standard               | Working to Meet Standard    | ASSURANCES                  |
| <b>Indicator 4e</b> Students & Employees: completing required background checks / reporting ethical violations | Working to Meet Standard                  | Meets (or Exceeds) Standard               | Working to Meet Standard    | ASSURANCES                  |
| <b>Indicator 5a</b> School Environment: complying with facilities requirements                                 | Working to Meet Standard                  | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | ASSURANCES                  |
| <b>Indicator 5c</b> School Environment: complying with health and safety requirements                          | Falls Far Below (or Does Not Meet) Stand. | Falls Far Below (or Does Not Meet) Stand. | Working to Meet Standard    | ASSURANCES                  |
| <b>Indicator 5d</b> School Environment: handling information appropriately                                     | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | ASSURANCES                  |
| <b>OTHER</b>   |   |   |                             |                             |
| School specific conditions in the Charter Contract, if any   | Not Applicable                            |   |                             |                             |
| <b>Indicator 1e</b> Educational Program: meeting program requirements for all PED and federal grant programs   |   | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | ASSURANCES                  |
| <b>Indicator 1f</b> Educational Program: NM DASH Plan  |   | Meets (or Exceeds) Standard               | Not Applicable              | Unable to Review - COVID    |
| <b>Indicator 2c</b> Financial Mgmt & Oversight: responsive to audit findings                                   |   | Working to Meet Standard                  | Does Not Meet Standard      | Does Not Meet Standard      |
| <b>Indicator 2d</b> Financial Mgmt & Oversight: managing grant funds responsibility                            |   | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <b>Indicator 2e</b> Financial Mgmt & Oversight: staffing to ensure proper fiscal management                    |   | Working to Meet Standard                  | Working to Meet Standard    | Meets (or Exceeds) Standard |
| <b>Indicator 2f</b> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls     |   |   |                             | Meets (or Exceeds) Standard |
| <b>Indicator 3b</b> Governance & Reporting: complying with nepotism and conflict of interest requirements      |   | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | ASSURANCES                  |
| <b>Indicator 3c</b> Governance & Reporting: meeting obligations timely / appropriate internal controls         |   | Meets (or Exceeds) Standard               | Meets (or Exceeds) Standard | ASSURANCES                  |
| <b>Indicator 5b</b> School Environment: complying with transportation requirements                             |   | Not Applicable                            | Not Applicable              | ASSURANCES                  |

### 3c. Governing Body Performance

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

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

| Board Member Name  | Position  | Training Hours Completed | Training Hours Required |
|--------------------|-----------|--------------------------|-------------------------|
| Stuart Gachupin    |           | 8                        | 8                       |
| Ryszard Wasilewski |           | 8                        | 8                       |
| Danielyn Hardy     |           | 8                        | 8                       |
| Kenneth Sando      | President | 8                        | 8                       |
| Corinna Yep        |           | 8                        | 8                       |

Figure 7. Current governing council members

\*Training requirements reduced by any approved exemptions.