



Part B—Progress Report

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

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

Meets the Standards	<ul style="list-style-type: none"> In each year of the contract term, the school has a demonstrated record of meeting all standards, which is supported by evidence. 	
Demonstrates Substantial Progress	Demonstration Through Data	Demonstration Through Systemic Improvement Plan
	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> 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. 	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years in the contract term, <i>however...</i> The narrative describes specific adult (teacher, leader, board) actions taken to improve performance and outcomes by addressing the root cause of the inadequate performance; AND The site visit team can verify the implementation of reported improvement actions by evaluating specific evidence at the school site that is observable, verifiable, and readily available; AND The narrative identifies measurable successes during the most recent year resulting from the improvement actions taken; AND An evaluation of the data and evidence supports the observable and reported successes.
Failing to Demonstrate Progress	<ul style="list-style-type: none"> The school does not have a demonstrated record of meeting all standards in each of the years of the contract term. An evaluation of data and evidence (for academic narrative this includes all available academic performance data, including state assessment data) does not demonstrate at least two years of sustained improvement toward meeting the standard. AND ONE OR MORE OF THE FOLLOWING: The narrative is focused on describing circumstances connected to the poor performance and/or excuses for the poor performance (e.g. serving a disproportionately high rate of students with disabilities, serving a disproportionately high rate of “at-risk” students, a lack of funding, teacher/administrator turnover, etc.), and/or either does not describe specific adult improvement actions taken or describes minimal adult improvement actions taken; or The site visit team is not able to verify implementation of the reported adult improvement actions because there is no observable, verifiable evidence presented during the site including renewal site visit; or The narrative fails to identify any measurable successes during the most recent year, or evaluation of the data and evidence directly contradicts reported successes. 	

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

Innovative and Distinctive Education Program

Note: The “Innovative and Distinctive Education Program” as part of the charter school renewal application was not part of the original framework criteria.

School response:

Walatowa High Charter School (WHCS) was established in 2001 as the second Native American public charter school in the state and the first Native State Charter High School. This authorization allows the school to provide an alternative educational setting to parents and students in the public school system and its own Local Education Agency (LEA). WHCS implements a multi-generational school model in which the school is both an educational institution and a center of intra-community dialogue. To improve student learning and build stronger families WHCS’s community school model focuses on its holistic indigenous pedagogy which lays the foundation of WHCS’s Mission Statement:

“Through a community-integrated experiential learning program, Walatowa High Charter School will prepare students to be academically successful, while promoting cultural awareness, community, wellness, leadership, college and career readiness”.



Figure 1: Jemez Pueblo Buffalo Dance

1) Teaching methods:

WHCS’s community asset-based learning approach is rooted in Best Practices in Native education pedagogy. These place-based practices entail providing a culturally relevant curriculum to Native

students' lives by incorporating experiential learning techniques that bring meaning to local places, events and situations. Indigenous Best Practices integrate teaching methods and strategies that encourage innovation and kinesthetic problem solving rather than memorization. They also use information technologies, to direct self-learning and self-awareness, capture indigenous knowledge, and to create bridges to successful postsecondary opportunities. Informed by this understanding, WHCS utilizes a unique multidisciplinary instructional student-centered active learning approach called phenomena-based teaching and learning (PhenoBL).

Phenomena (a.k.a. real-world events) -based instruction is the foundation of the Next Generation Science Standards (NGSS) three-dimensional learning process – the integration of Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs) with Crosscutting Concepts (CCCs). NGSS's performance expectations (PEs) are the result of all three dimensions coming together. WHCS integrates synergy among subject areas by holistically connecting educational standards (NM Content Standards, CCSS, NGSS and 21st century learning skills) with Native American culture and indigenous Best Practices when writing curricula.

An example of a schoolwide PhenoBL unit is described below:

- The local Phenomenon WHCS students observed during the Fall 2020 semester was a decrease in the number of the beaver population in the Jemez watershed. The Phenomenon directed the selection of the Next Generation Science Standards (NGSS) to identify the Driving Question as follows:
- Performance Expectation PE: HS-LS2-6: Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions but changing conditions may result in a new ecosystem
- Scientific and Engineering Practices (SEPs): Engaging in Argument from Evidence
- Disciplinary Core Ideas (DCIs): LS2.C (Ecosystem Dynamics, Functioning, and Resilience)
- Crosscutting Concepts (CC):
 - Systems and System Models: A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.
 - Stability and Change: For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.
- Driving Question: What factors result in ecosystem change?

The Driving Question informs the cross-curricular lesson plans across Science, Computer Science, ELA and Math. Figure 1 (shown below) illustrates WHCS's Fall 2020 PhenoBL instructional unit which interconnects CCSS, NGSS and Computer Science (CSTA) standards with cross-curricular instruction (Life Science, Math, ELA, and Computer Science).

The PhenoBL Capstone Project called "Stewards Building Wetland Habitats and Beaver Monitoring" (described below) culminates in the integration of WHCS's community school model, Indigenous Education, and academic rigor to ensure post-secondary success. The Capstone Project is linked to the

Career Technical Education's (CTE) Career Cluster "Agriculture, Food and Natural Resources, Environmental Service Systems Career Pathway", Essential Topic ESS03.01 – Problem-Solving and Critical Thinking. The Capstone project supports the 2017-2022 Charter School Goals and Objectives-Student Annual Achievement Goals to fulfill the Mission-Specific Indicators for College Readiness and Post-Secondary Acceptance.

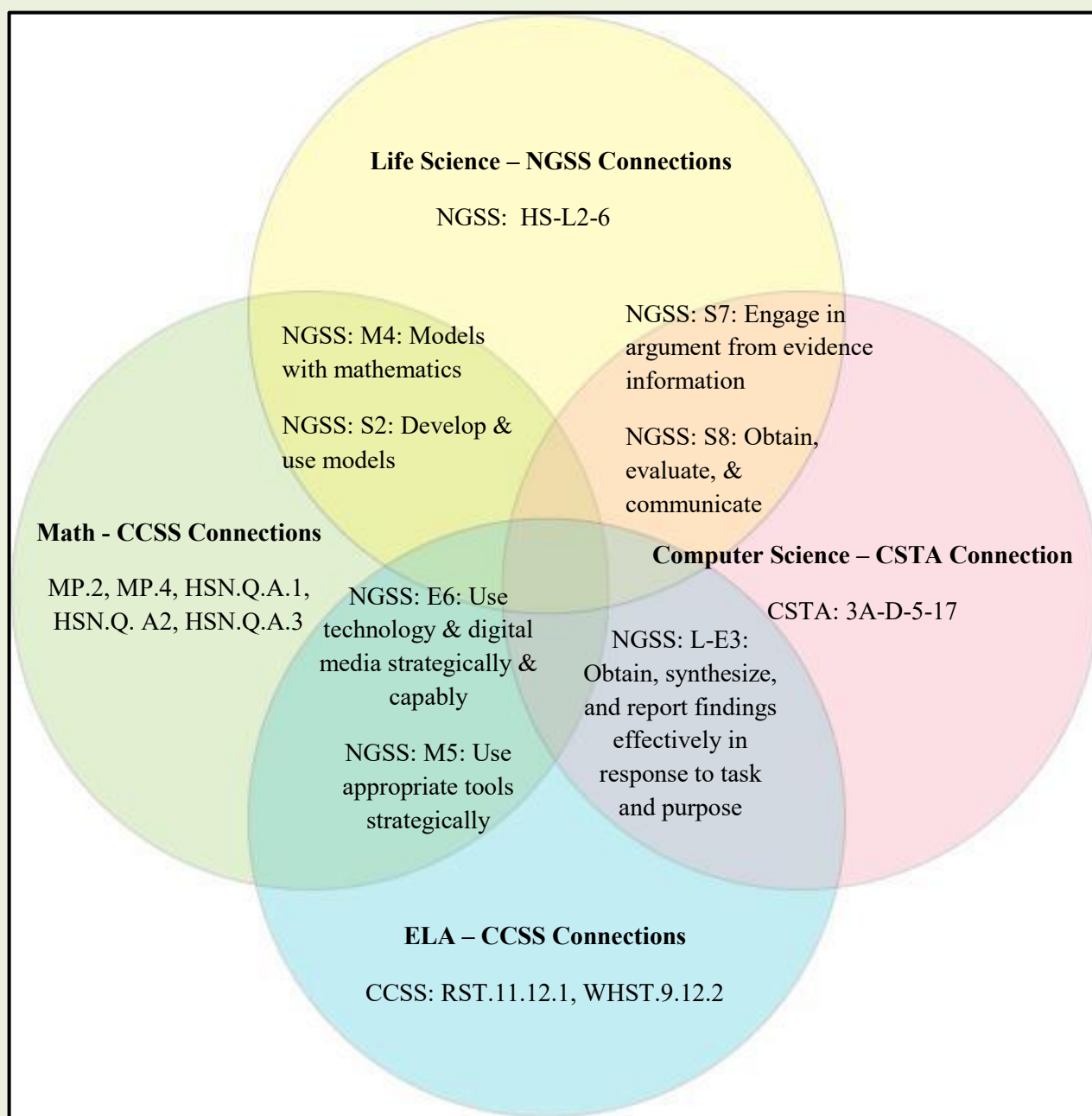


Figure 1: Relations and convergences in literacy, math, and science and computer science practices as identified by the CCSS, NGSS and CSTA standards

Connections to other DCIs in this grade-band: HS.PS1.B (HS-LS2-3),(HS-LS2-5); HS.PS3.B (HS-LS2-3),(HS-LS2-4); HS.PS3.D (HS-LS2-3),(HS-LS2-4); HS.ESS2.A (HS-LS2-3); HS.ESS2.D (HS-LS2-5),(HS-LS2-7); HS.ESS2.E (HS-LS2-2),(HS-LS2-6),(HS-LS2-7); HS.ESS3.A (HS-LS2-2),(HS-LS2-7); HS.ESS3.C (HS-LS2-2),(HS-LS2-7); HS.ESS3.D (HS-LS2-2)

Science:

NGSS: HS-LS-2 Ecosystems: Interactions, Energy, and Dynamics

Activities:

Prelab: Students were introduced to the Investigative Phenomenon “Lowland tropical forest plants support a complex insect community” to develop an initial claim regarding the Driving Question: What factors result in Ecosystem change? Students then simulated a forest ecosystem undergoing changes that affected its biodiversity (Changing Ecosystems Lab). The experiment addressed consequences of biodiversity decline (habitat destruction, pollution, climate change etc.) which directly related to the observed Beaver Phenomenon. Students learned how to identify and justify relative densities of organisms for all trophic levels and predicted possible ecological outcomes if new variables are introduced to the ecosystem.

English:

CCSS: ELA-LITERACY.RST.11-12.1

Activity:

Students cited specific textual evidence to support the scientific claim that Native Americans used fire to manage forests in the Eastern United States. (Marc D. Abrams, Gregory J. Nowacki. Global change impacts on forest and fire dynamics using paleoecology and tree census data for eastern North America. Annals of Forest Science, 2019; 76 (1) DOI: 10.1007/s13595-018-0790-y)

Math:

CCSS: MP.2, MP.4, HSN.Q.A.1, HSN.Q.A.2, HSN.Q.A.3

Activity:

For this lesson students used the sample data collected in the Changing Ecosystems Game to plot a graph “Species Populations Over Time”. Based on these results students calculated the percentage change in each species’ population in the ecosystem. The activity was specifically developed to address a previously identified student achievement gap. In particular, the lesson assessed how well students were able to interpret percent increase and decrease by translating between percents, decimals, and fractions, representing percent increase and decrease as multiplication and recognizing the relationship between increases and decreases.

Computer Science:

CSTA: 3A-D-5-17 - Create computational models that simulate real-world systems

Activities:

Introduction to Complex Adaptive Systems and Computer Modeling and Simulation: Students experienced being part of a complex adaptive system: Turn and Walk: Participatory Simulation. Students learned that complex adaptive systems are 1) made of many interacting parts or agents, 2) each agent follows its own rules, 3) emergent patterns can result from the interaction of agents. Students learned that models are representations of reality and do not incorporate all features of the real world. Models contain assumptions. Students were then introduced to block programming using Sphero BOLT app-enabled robots where they learned that programs consist of simple instructions that are executed in a sequence.

Capstone Project: “Stewards building wetland habitats and beaver monitoring”

The Jemez River is a tributary to the Rio Grande and represents a watershed dominated by both forest and rangeland on mostly USDA Forest Service, Tribal, and private land. Located entirely in Sandoval County the Jemez watershed includes the villages of Jemez Springs, Canon, San Ysidro and unincorporated areas surrounding them, as well as the Pueblos of Zia, Jemez, and Santa Ana tribal lands. For our Native American communities, water does not only sustain life-it is sacred. As a community-based school, WHCSs students actively participate in environmental studies that specifically address their ecosystem so that they learn how to integrate Indigenous approaches to their watershed management and restoration. The Capstone Project is designed to purposely demonstrate Career and Technical Education (CTE) competencies, workforce and college readiness and adherence to the 2017-2022 Charter School Goals and Objectives-Student Annual Achievement Goals. All quarterly cross-curricular Pheno-BL Capstone projects entail a Social Emotional Learning (SEL) component such as “thinking globally, going locally” to help students contextualize SEK in real-world, complex issues.

For over a decade WHCS has partnered with River Source to implement Watershed Community Science through hands-on science in a real-world context. WHCSs cross-curricular Ecology unit is strongly connected with the observed beaver population Phenomenon. Beavers are ancient watershed managers, working hard to build dams that create wetlands. These wetlands help filter contaminants, reduce flooding downstream and ultimately create critical habitat for wildlife, particularly for Species of Greatest Conservation Need (SGCN). WHCS’s NM standards aligned capstone project (please see lesson plans below) is conducted each year in collaboration with River Source and the New Mexico Department of Game and Fish. The lessons focus on creating watershed stewards, mapping existing and potential beaver habitat, learning how to avoid human-beaver conflicts and to study the health of wetlands. Each year, the water quality data is presented by the students to their respective tribal communities and shared with other NM schools at the annual Watershed Congress at the Coronado Historical Monument.

Lesson 1 Intro to wetlands

Lesson 2 Wetlands habitat monitoring

Lesson 3 Data analysis and presentation



Figure 2: Jemez River Water Quality Monitoring and Field Trip to the ABQ Water Quality Authority Utility

2) Measures of Student Achievement

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

WHCSs inquiry cycle of data-driven instruction focuses on 3 tiers of assessment, analysis, and action to provide the key framework for student achievement. Level 1 classroom assessments are both formative and summative and are used to determine a baseline of individual student and grade performances based on the schoolwide standards-based assessment plan. Standards-aligned instruction is integrated into the schools online standards-aligned “Lesson Planner” platform. Use of TPB’s “Learning Analytics” at all three assessment levels examines group and sub-group student performance necessary to guide the development of improvement plans and to identify at-risk students who may need intervention support. Level 2 interim assessments (e.g., Accuplacer) gauge student growth according to NGSS, CCSS and state benchmarks. WHCS’s short-cycle interim assessments aggregate and disaggregate data to produce multiple window views on student performance thus specifically targeting student achievement gaps. Level 3 annual summative assessments are measured by the Student Achievement Test (SAT) for ELA/Reading and Math. Student achievement is also measured by WHCS’s Mission-Specific Indicator of College Readiness. To meet this goal, 11th and 12th grade students take the Accuplacer Reading, Sentence Skills and/or Elementary Algebra Accuplacer Test and/or ACT/SAT Assessments. Additional Mission-Specific Indicators to measure student achievement are WHCS’s Post-Secondary Acceptance goal: for SY 2017-2022, WHCS High School graduates will be accepted to post-secondary education institutions within the first year following graduation and Post-Secondary Acceptance College/Career Readiness - Dual Credit goal: WHCS will enroll 100% of students in one or more dual credit courses by their graduation date, 80% of whom will complete the course(s) with a passing grade.

3) Professional development for teachers

WHCS continues to utilize its collaborative Professional Learning Community (PLC) process of collective inquiry to assess and review student learning and to effectively build capacity of teachers and leaders. Online curriculum delivery and quality of instruction are consistently monitored and assessed

to ascertain that curriculum and instruction are aligned to district, state and national standards that include college- and career readiness. Continuous evaluation of curriculum delivery in conjunction with implementation of social-emotional learning (SEL) practices is monitored using the Assessment Tool for Teachers based on the Responsive Classroom Model. WHCS's professional development (PD) is aligned with the schools DASH plan as well as with the school level and teacher level professional learning goals. Effective instructional models for WHCS's hybrid classroom are taught during professional development (PD) and professional learning community (PLCs) meetings throughout the school year.

WHCSs professional development plan (PDP) is comprehensive and supports continual teacher learning with the goal of improving a teacher's ability to improve student achievement. WHCSs PD is framed to train teachers to put into practice the four core principles of data-driven instruction: assessment, analysis, action, and developing a data-driven culture. As an example:

- 1) Assessment: based on student achievement an ELA Benchmark SMARTIE (specific, measurable, achievable, relevant, time bound, inclusive, and equitable) goal for WHCS's DASH plan (Educational Plan for Student Success) was developed for the SY 2020-2021. The goal states that "in 36 weeks student rigor will be increased through progress to increasingly rigorous levels of instruction and practice. Online lessons will allow for teacher-led instruction and follow the "Gradual Release Model".
- 2) Analysis: lesson plans demonstrated a disconnect between education technology (ed tech) and teaching practice.
- 3) Action: targeted professional learning activities were designed for teachers to learn how to effectively integrate educational technology (e.g., diverse online learning platforms) into their Google Classrooms.
- 4) Data-driven instruction: standards-aligned diagnostics in ELA online programs accurately assessed student progress to identify and remediate student achievement gaps.

WHCS's 2020-2021 PDPs contain opportunities for district-provided professional learning (e.g., PBIS and multisensory teaching), school-based team experiences (e. g. PhenoBL, culturally responsive teaching, college and career readiness training as well as individual opportunities provided outside the district (e. g. Computer Science Alliance, Southern Regional Education Board (SREB) career and technical education (CTE), SCRIPT Workshop, Next Generation Science Standards (NGSS) Implementation Classroom Innovations PLC meetings, Reading Plus-ELA Depth of Knowledge Coaching.

Since 2019, the WHCS STEM team has participated in a robust, year-long Computer Science professional learning program (Code.org) which meet the six key criteria (sustained, intensive, collaborative, job-embedded, data-driven, classroom-focused) for PD outlined in Every Student Succeeds Act (ESSA). Code.org's and WHCS's PD is student centered as it is designed to allow educators to reflect on the realities of their specific contexts, attend to equity challenges that arise in

their classrooms, adjust their learning resources based on student need and progress and build a culturally sensitive and relevant curriculum. The use of distributed expertise and PD resources allows WHCS's educators to effectively engage students and deepen learning.

PD is also being provided to WHCSs tribal liaison to promote Computer Science, Engineering and Robotics within our tribal communities to advance WHCSs STEM programs. Code. org's PD also offers ISTE membership (International Society for Technology in Education), allowing WHCS's CS teachers access to a Professional Learning Network, webinars and ISTE Conferences. WHCS successful implementation of schoolwide Computer Science Principles into all grade levels has led to the STEM team being selected by NMPEDs Math and Science Bureau to participate in Next Generation Science Classroom Innovations professional learning committee (PLC).

4. Learning programs

Indigenous Knowledge:

WHCS's curriculum and New Mexico's Activities Association (NMAA) Extra-Curricular activities are built around the traditional calendars of the Jemez and Zia Pueblos communities to ensure that the calendar reflects tribal community events and activities. The variable school calendar's objective is to ensure that WHCS collaborates with Tribal governments and strengthens our student's association between cultural activities and ethnic identity. Importantly, WHCS's school calendar allows for increased student attendance and active participation in diverse learning programs.

As a community school, WHCS represents both an educational institution and a center of Indigenous community life that partners the school with diverse community resources. Central resources for the school are the Tribal Education Departments who continue assisting the school in building awareness and capacity around Indigenous language revitalization. An example of the school's collaboration with Tribal Education Departments of the Pueblos of Jemez and Zia and with the Institute of American Indian Arts (IAIA) is WHCS's "World Heritage Language Course". This course represents a unique language acquisition program as it is not only delivered by tribally approved language instructors in Keres and Hemish but also offers postsecondary credit. A second example of the school's collaboration with Tribal Education Departments is the integration of the "Junior Internship Program". This community-based instructional program offered by the Pueblo of Jemez focuses on strengthening Native Communities and Organizations through American Indian Leadership.

Tribal enculturation among Native American youth is strongly associated between cultural activities and traditional practices. Federal grants assist WHCS to incorporate special enrichment programs which preserve traditional Native American practices into the schoolwide curriculum. These workshops include Cochiti Pueblo Basket Weaving, Native American Drum making, Indian Horno Oven building, Native Cooking and Health, Ethnobotany and Native American Agriculture workshops. All activities are standards-aligned and integrated into a rigorous dual credit program in collaboration with NM tribal (Institute of American Indian Arts, Southwestern Indian Polytechnic Institute) colleges.

Computer Science:

Before the outbreak of the Covid pandemic, WHCS had already begun its third year of successfully evolving into a Distributed Expertise Model School for teaching computing in person and through distance learning. WHCS's distributed expertise approach involves teaching within the context of multi-disciplinary and cross-institutional course collaboration. WHCS's CS curriculum supports a differentiated learning environment through maker-centered classrooms built around project-based learning in alignment with three educational sets: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and 21st Century Learning Skills. WHCS's CS program promotes equity by intentionally closing the gender achievement gap. WHCS not only provides computer coding skills to young women and encourages greater participation of Native American students in STEM fields but is also an active member of the Girls Who Code Club, a Sisterhood of Native American Coders.

Robotics and Microcontrollers:

During the first two years of CS curriculum implementation WHCS has successfully collaborated with AISES (The American Indian Science and Engineering Society). This partnership led to the implementation of AISES' SPRK-ing Interest in STEM+CS program to increase awareness, interest, and competency in STEM+CS among Native K-12 students through hands-on activities and staff PD in Sphero BOLT Robot coding.

WHCS has successfully integrated cross-cutting concepts by linking the application of Space Science to Computer Engineering, Math and Physics. This mission was achieved by partnering with SIPI (Southwestern Indian Polytechnic Institute) to integrate its renowned NASA Technologies Curriculum into WHCS Robotics and Microcontrollers curriculum.



Figure 3.1: RoadRunner 4.1 Rover, Figures 3.2 and 3.3 WHCS's Microcontroller and Robotics Programs

WHCS advanced its STEM curriculum through a suite of hands-on 21st century learning skill programs extending to Elenco and Fisher Electronics and the implementation of the Arduino CTC 101 STEAM program. WHCS's unique hybrid teaching model is always blended with asynchronous online learning using highest quality resources across all disciplines. Each of WHCS's online learning programs are meticulously screened to be aligned with NM content standards, CCSS and NGSS. To accommodate

different learning modalities WHCS supplemented the STEM curriculum with high tech digital resources and state of the art virtual labs. These include:

- Weekly virtual outreach interactive STEM programs hosted by Albuquerque's Explora Museum for which each of our entire student population received hand delivered lab supplies facilitated by our tribal liaison during the pandemic.
- 200+ Labster Science Labs (virtual simulations) which use high tech visual learning, gamification and storytelling approaches to engage students in course materials and improve students' conceptional learning.
- Expandable Mind Software – a highly interactive and adaptive suite of Biology simulations and tutorials to increase student achievement (NGSS aligned)
- PhenoBL Forensic Science Labs (Learn Engines) which blend real and virtual worlds (NGSS aligned three-dimensional learning)
- eLearning interactive, self-paced platforms for Science, Chemistry, Environmental and Earth Science, Advanced Placement Science
- PhenoBL NGSS aligned transportable Flex labs for our socially distanced classrooms or with students at home

ELA:

WHCS's literacy curriculum rapidly accelerates reading proficiency growth

WHCS's literacy curriculum rapidly accelerates reading proficiency growth in struggling readers by utilizing interactive, personalized reading programs. Student achievement gaps are identified through alignments with Common Core English and Math Standards. The first program called "Reading Plus" is an adaptive literacy program that develops fluency, comprehension, and motivation in students to become successful readers. On average, WHCSs students grow more than 1.5 grade levels per year using the program and several students have been able to jump as many as six grade levels in one year. The second program called "Readorium " represents a transformative, science reading comprehension program which utilizes research-based proficient reading strategies to understand text. The third program called "IXL-Learning " uses real-time diagnostics to get up-to-date, grade-level specific, Common Core skill alignments of students' progress in ELA, Math and Science. IXL provides our students immersive personalized learning to differentiate instruction, fill individual knowledge gaps, and facilitate meaningful progress.

Art:

Art at WHCS commences with two years of foundational instruction during which students gain an understanding of the elements of art and principles of design. For 11th and 12th grade, WHCS's 2-D and 3-D Art program provides students with post-secondary credit by partnering with the Institute of American Indian Arts (IAIA). The 3-D Art program ties into the NGSS standards of the Microcontroller "Arduino Uno" curriculum as combined with TinkerCad, an interactive 3D virtual design tool, students learn to wire and write Code to create functionality.

WHCS's Art program is unique as it embraces students' desire to preserve traditional Native design and art form. WHCS strives to foster a sense of pride in students Pueblo culture, most importantly to express ideas that represent 'their' experiences growing in our modern world, while grounded by a culture with thousands of years in history. The Art curriculum is supplemented by WHCS's community-based curriculum which integrates Jemez Embroidery, Pueblo Pottery, Hispanic Retablo painting and Native American leather tooling workshops provided by local artists and craftsmen.

6. School's Equity Plan:

Walatowa High Charter School (WHCS) represents a culturally and linguistically responsive community school committed to providing an equitable learning environment for all students.

To ensure equity and improvement for all students, WHCS focuses on five Equity Objectives for which specific examples of implementation are described below:



Figure 4: WHCS's Equity Objectives

Example for Equity Objective 1: Student Access and Opportunity

WHCS represents a rural, low-income school serving a percentage of 98% of high-need, socio-economically disadvantaged, minority students. The passage of Every Student Succeeds Act (ESSA) represented an opportunity for WHCS to expand its measures to assess school performance, to implement equity-enhancing approaches and to close persistent achievement gaps. In 2016, as part of the Opportunity Across America Tour, U.S. Secretary of Education John B. King Jr., joined by New Mexico Secretary of Education Hanna Scandera visited WHCS to applaud WHCS's academic growth, preservation of students' unique hybrid (digital and in person learning) teaching approach is an example as to how WHCS specifically addressed its student needs two years prior to the Covid pandemic outbreak. The integration of WHCS's innovative, sustainable, and adaptable blended learning approach

led to the school overcoming its demographic, economic and institutional challenges. The hybrid model promotes educational equity by

Eliminating distance and transportation barriers of rural students to enrichment programs, services, and resources

- 1) Narrowing the achievement gap by customizing learning opportunities for students to access high quality, low-cost and personally relevant educational materials
- 2) Ensuring equity among ELL students and non-ELL students
- 3) Improving the flow of educational information between all stakeholders to better meet students' needs and by
- 4) Providing equal access to standards-based, highest quality and competitive instructional resources thus providing equity for all learners.

A second example of WHCSs equitable student access is the school's post-secondary agenda which allows all students to have equitable access to all college and career readiness programs and related services. WHCS provides access for college and career parent information presentations, college/career parent information presentations, college/career assessments, dual credit courses through IAIA, SIPI, UNM-LA, college/career campus visit, McDonalds Archway Employment opportunities and POJ Vocational Rehabilitation. A distinctive feature of WHCS's post-secondary success strategy is the employment of a tribal college and career counselor to examine community needs that fit with postsecondary opportunities, promote college fairs, college representative visits, summer programs, college applications, Free Application for Federal Student Aid (FAFSA) and ACT/SAT provided in the students' Native language. The counselor focuses on the longitudinal process of pre-college career planning, trains parents and matches student interests with appropriate schools, also tying this back in with our school communities.

To provide equity for students with disabilities, WHCS plans life after WHCS (Transition) for students with IEPs. Transitioning focuses on improving students' academic and functional achievement, addressing the unique strengths, needs, and preferences of each student. It involves preparing students for further education, employment, and/or independent living. The school-based Transition Planning Team (student, Parent/Guardian(s), IEP Team, Teachers, Related service providers, Executive Director Participating agencies) leads this process by developing student transition plans. These plans can include College, Vocational education, Integrated employment and/or supported employment, Continuing and adult education, adult services, independent living, Community participation. Plans are analyzed annually with goals and objectives and Transition Timeline completion.

Example for Equity Objective 2: Leadership that Drives Change

WHCs leadership is grounded in and driven by a belief in equity and excellence for each student. WHCS actively engages in the Charter Schools Program (CSP) Educational Leadership Roundtables addressing school equity. WHCSs equity centered capacity building focuses on 6 critical elements which are:

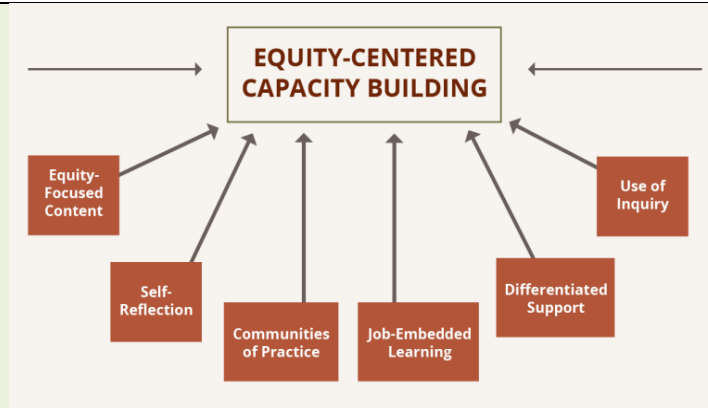


Figure 5: Equity-Centered Capacity Building

WHCS's PhenoBL learning program is an example of how the school's leadership incorporates equity focused content. PhenoBL capitalizes on the equity components of relevance, prior knowledge, meaning-making resources, and engagement. Engagement is a crucial access and equity issue as students who do not have access to the material in a way that is relevant to them are disadvantaged. Selecting phenomena that students find interesting, relevant, and consequential helps support their engagement. WHCS strives to make every day phenomena phenomenal as WHCS aims to realize the vision of "all standards, all students."

Example for Equity Objective 3: Safe and Supportive Environment

A unique area of school equity improvement was identified during an Equity-Centered Capacity Building leadership meeting. Leadership discovered that the school was implementing restorative practices addressing student behavior and the social-emotional learning (SEL) curriculum to address students' emotions and attitudes separately. As both programs invite shared values, encourage peer-to-peer relationships, and hold staff and students accountable to expectations, HCS has now implemented both practices together to improve educational equity. WHCSs PLC schedule was revised to allow for the allocation of specific times to continue building capacity for SEL skill building PD and restorative practices throughout school's different levels and to create opportunities for student and parent leadership around equitable school climate and culture.

7. Monitoring students' social emotional and behavioral development

The school's response plan considers the different needs of students and connects students/parents/communities to a compilation of social-emotional learning (SEL) and self-care resources. These resources are made available on the school's website and through consistent email and phone communication with community leaders, parents, guardians, and students. Walatowa High Charter School is continuously building and sharing social and emotional learning strategies to support students, families, and staff to use emotional intelligence strategies according to the RULER (Recognizing, Understanding, Labelling, Expressing, and Regulating) approach. With forced distance

learning due to the COVID-19 pandemic, WHCS provided additional behavioral health support resources such as mindfulness sessions and virtual school counseling during the school day.

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:

Walatowa High Charter School will present a PPT/Video during the 15-minute school renewal hearing.

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 A1 and reference the appendix by name in this narrative. (Appendix A1 – 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:

WHCS’s 2016 Charter School Renewal Report recommended WHCS’s charter renewal based on the school’s letter grade performance, specifically that the school had maintained a three-year average letter grade of a B. The 2016 “A” letter grade fell to a disappointing school letter grade of a D in 2017-2018 (similar to PEC Tier Level 3) and remained at PEC Tier Level 3 in 2018-2019 (please see Fig. 1 below). Although the school’s immediate remediation actions halted the drastic academic achievement drop in 2018, the school’s academic performance plateaued at Tier Level 3 in 2018-2019 with 43.46 points overall on the NM System of Support and Accountability. The Tier Level for 2019-2020 cannot be determined due to the COVID-19 health emergency school closures in Spring 2020.

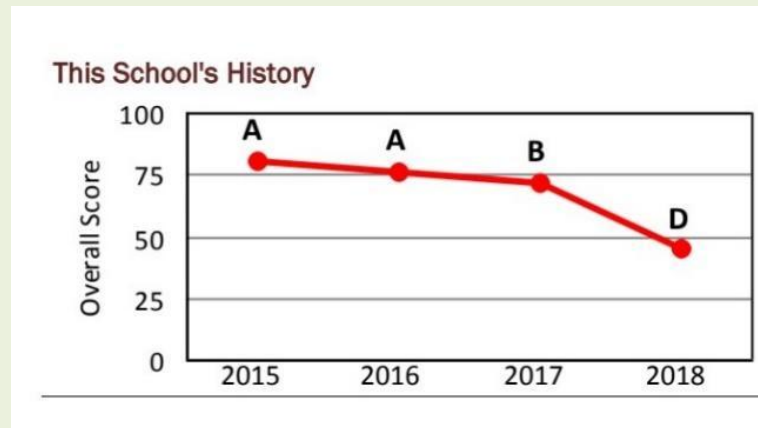


Figure 1: NMPED's WHCS Grading Report from 2018

NMPED's 2018 PARCC Briefing Packet states that "Native American students are showing the most academic progress statewide—8.2 percentage points up in reading—with Hispanic students, students from low-income backgrounds, and English Learners all showing major gains". NMPED's 2017-2018 Student Assessment Results determined a statewide 28.6 % proficiency rate in PARCC ELA/Reading for ELL and non-ELL students. This report also showed a 17.6% proficiency rate for American Indian students for PARCC ELA/Reading by Student Subgroup (please see Figure 2 below).

Subgroup	N (2018)	2015 Proficiency (%)	2016 Proficiency (%)	2017 Proficiency (%)	2018 Proficiency (%)	2-Yr Change	3-Yr Change	4-Yr Change
All	214,685	26.4	27.7	28.6	31.1	2.5	3.5	4.7
Female	105,935	31.6	33.5	34.6	37.6	3.0	4.1	5.9
Male	108,750	21.4	22.0	22.9	24.9	2.0	2.9	3.5
White	51,313	42.4	42.8	44.3	46.7	2.4	3.9	4.3
Black	6,745	24.1	23.9	23.2	27.4	4.2	3.4	3.3
Hispanic	126,874	21.4	22.9	23.8	26.2	2.4	3.4	4.8
Asian	4,151	53.8	55.1	46.0	54.2	8.2	-0.9	0.4
Amer. In.	25,311	13.6	16.9	17.6	21.8	4.2	4.9	8.2
ED	155,206	18.6	20.2	21.5	24.4	2.9	4.2	5.8
SWD	31,876	3.7	4.0	4.0	4.8	0.8	0.8	1.1
EL	29,269	3.5	4.3	3.5	7.4	3.9	3.1	3.9

Figure 2: NMPED PARCC Briefing Packet 2018

WHCS's PARCC ELA/Reading data for 2017-2018 (please see Figure 3 below) demonstrated a 17% reading proficiency rate for all students and a 15 % reading proficiency rate for Native American students based on three years of student performance. The comparison of the data shows that in 2017 WHCS's student were not underperforming in their reading proficiency compared to all other American Indian students.

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.

		Gender		Race / Ethnicity						Econ Disadv	Students with Disabilities	English Language Learners
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading	Proficient (%)	17	24	≤ 20	-	-	-	-	15	15	-	≤ 20
	Points Proficiency	1.67										
	Points Student Growth	4.19										
Math	Proficient (%)	15	21	≤ 20	-	-	-	-	13	13	-	≤ 20
	Points Proficiency	1.47										
	Points Student Growth	4.91										

Figure 3: NMPED School Grading Report Card 2017

This report showed that WHCS demonstrated a remarkable increase in reading proficiency from 2016-2017. Within one year, WHCS was able to move 32 % of its students reading at proficiency Level 2 into Level 3 and 30 % of its students in Grades 9 and 11 and app. 20 % of its students in Grade 10 into reading proficiency Level 4 (= proficient). Both Reading and Math proficiencies showed student growth in this SY. This data is significant as it clearly demonstrates WHCS's success in closing the achievement gap in both Math and English until 2017-2018. The data also signifies that until 2017 WHCS advanced educational equity and opportunity for its 98% ELL students many of whom come from low-income backgrounds, as shown in Figure 4 below:

Enrollment by Other Subgroups

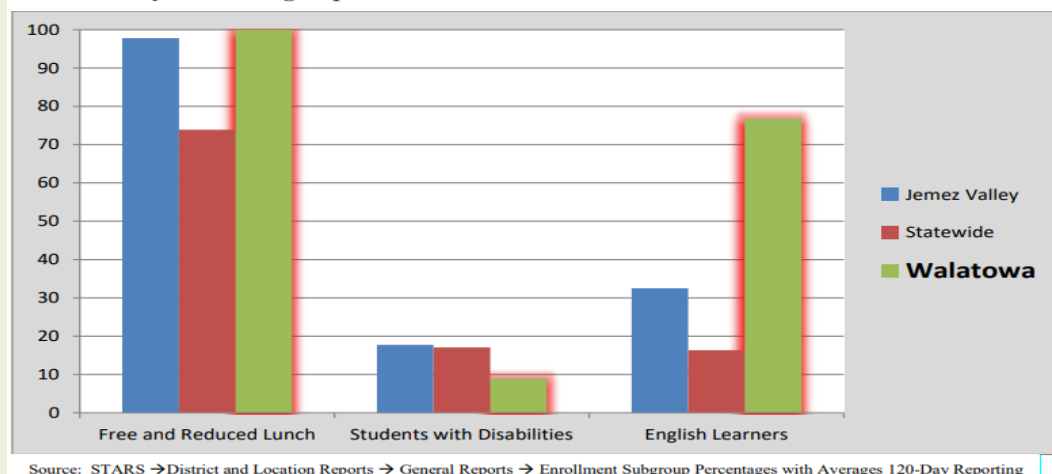


Figure 4: NMPED 2019-2020 Annual Performance Report Summary

WHCS's Overall Performance Percentage Score for 2018-2019 for WHCS was 43 which is 1% lower than Jemez Valley High School (44%), the second and only high school in the Jemez Valley Public School District. WHCS has 20 % more Native American and 52% more ELL students enrolled than

Jemez Valley High School. When compared to High Schools in a 50-mile radius with similar demographics, WHCS Performance Percentage averages 3 % (Cuba High School) and 5 % (Bernalillo High School) higher (please see Figure 5 below).

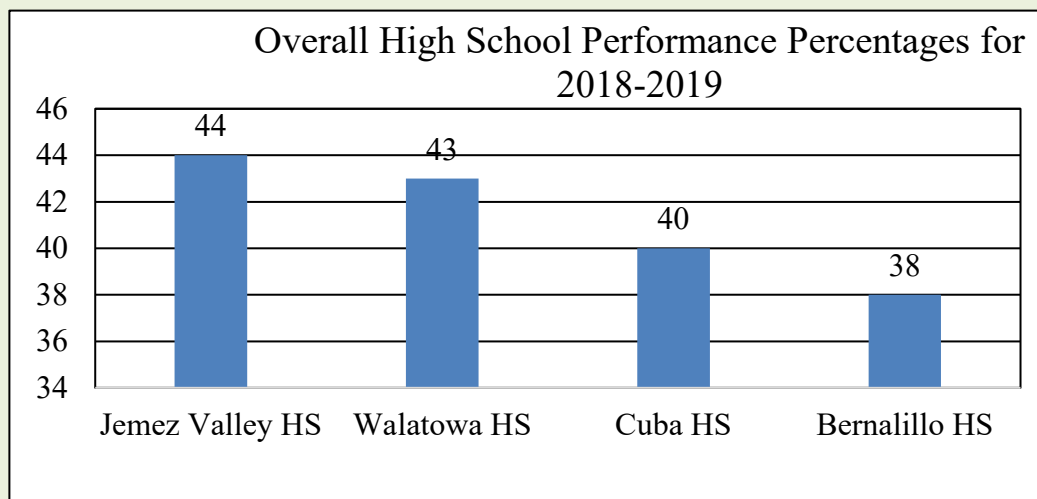


Figure 5: Overall High School Performance Percentages for SY 2018-2019

Figure 6 (please see below) shows the student Percent Proficiencies in Reading and Math from 2016-2018. The Partnership for Assessment of Readiness for College and Careers (PARCC) test was used in 2017 and 2018 and in 2019 the New Mexico Standards Based Transition Assessment of Math and English Language Arts (TAMELA) was used to measure academic achievement. The graph shows a 100% proficiency percentage decline for math and a 5 % proficiency percentage decline for reading from 2017-2018.

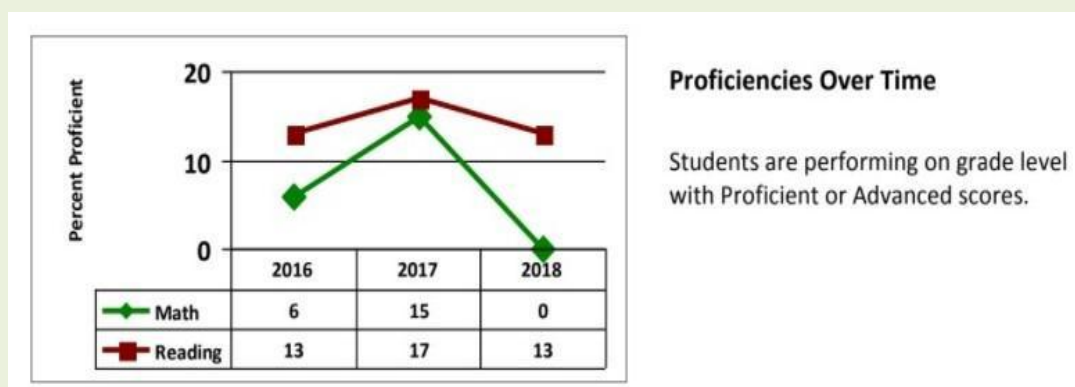


Fig. 6: WHCS Student Percent Proficiencies in Reading and Math from 2016-2018

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>
 ≤ masking rules prevents Pct difference

Table 1 shown below shows the reading proficiency data for 2017, 2018 and 2019. A -4 Percentage Difference (Pct Diff) decline in reading proficiency was observed from 2017 to 2018 which slightly improved to a -2 Percentage Reading Difference (Pct Diff) in 2018-2019. The stabilization of the 2018-

2019 reading proficiency was due to the immediate implementation of a rigorous data driven school improvement plan which is described in detail below. Insufficient data is available for the 2018-2019 math proficiency data.

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	36	17	38	13	-4	38	11	-2
AI Students	34	15	37	11	-4	38	11	0

Table 1: WHCS Reading Proficiency data from 2017, 2018 and 2019

≤ masking rules prevents Pct difference

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

From 2017-2018 WHCS's higher performing students showed a five-letter grade decrease (from an A to an F) and the lowest-performing students' grades falling from a C to a D. This grade shift resulted in substantial decrease from 12.23 points (Letter Grade C) to 2.24 points (Letter Grade F) in WHCS's 2018 school standing score of student performance at grade level.

Root Causes for the 2017-2019 academic performance decline:

High quality teacher recruitment and retention is a continuing critical issue for small and rural school districts but especially for WHCS. The school is located on the Jemez Reservation, in Jemez Pueblo. The Pueblo of Jemez has a closed village policy so that housing is neither available in Jemez Pueblo nor in the surrounding areas for WHCS employees. WHCS staff who do not live in the surrounding areas must commute from Bernalillo, Rio Rancho, Albuquerque, or Santa Fe. Figure 7 (please see below) shows the teacher retention percentage for 2014 through 2017. Annually, the school's teacher retention rate has been below the PEC's stated goal of 80% retention (lower than 20% turnover). The school had the greatest retention between the second and third school years with 100% retention rate. Given the small number of teachers employed at WHCS, the resignation of a single teacher greatly impacts the Teacher Retention percentage.

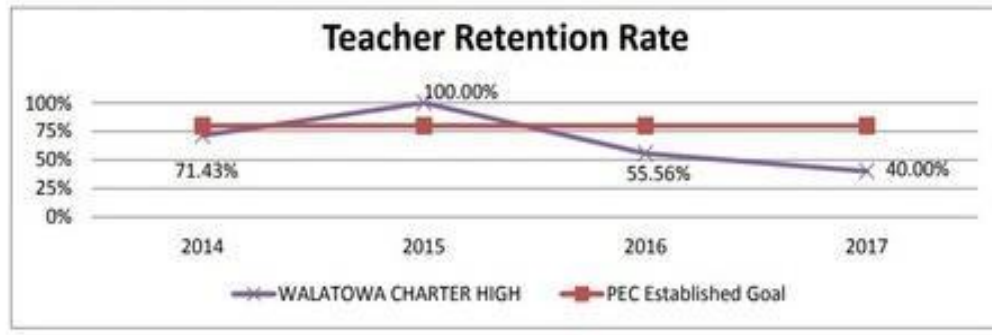


Figure 7: Teacher Retention Rate 2014-2017

In 2017 WHCS lost two vital staff members: WHCS's long-term Level III Math Teacher retired, and the Level II English Teacher relocated to a closer school. In 2017 WHCS hired the only applicant for the Math Teacher position, an aspiring Level I teacher who was in the process of completing his endorsement in Mathematics. Instruction was primarily focused on assisting low-achieving students omitting differentiation for high-performing students. It was later determined that the proficiency decrease of high performing students was attributed to disengagement and demotivation.

In 2017 WHCS also hired two English teachers, who then both resigned within 6 months. Discussions with students and parents revealed that WHCS's new staff was not trained and partially resistant to integrating Indigenous Best Practices in teaching resulting in students not only not understanding the lessons but also losing confidence which in turn resulted in a lack of motivation and reluctance to practice skills.

In 2017 WHCS hired a Level I Math teacher, a part time Level II English teacher and a long-term substitute teacher for English. In 2019 WHCS successfully recruited a Level III Math teacher and an additional English Curriculum Specialist. Next to their expertise in teaching, all new teachers who all have extensive knowledge in working with Native American students, ELL learners and strong expertise in differentiating instruction.

Setting Student Achievement Goals (school/adult/leader/teacher actions):

In accordance with the Charter Contract between the NM Public Education Commission and WHCS, the school did not meet the Department's standards of excellence identified in the Academic Performance Framework adopted by the Commission. On Sept. 20, 2018, WHCS developed, submitted, and implemented its school improvement plan which included:

- 1) Culturally responsive practices: WHCS staff conducted individual and group meetings with students at all grade levels and with parents/guardians to facilitate open discussion. These meetings identified that the Math instruction lacked assessments to identify student achievement gaps and to check for understanding, lessons were not being appropriately differentiated for low- and high-performing students and that the new staff was inexperienced

in teaching with cultural competency. WHCS immediately addressed these issues before the school's improvement plan was initiated. Specifically, WHCS initiated meetings to encourage students and parents/guardians to communicate their concerns with WHCS's teachers and administration. This open discussion resulted in resetting student's engagement, motivation, and rebuilding trust. Administrators also paired new teachers with teacher mentors to model multicultural practices in the classroom, integrated weekly practice of culturally responsive teaching methods and differentiation of culturally sensitive lesson planning. Accountability was provided through lesson plan documentation, classroom observations, critical feedback, one-on-one administrator-teacher meetings, student discussions.

2) Improving School Culture: A next step in reestablishing positive relationships with students was to restore a collaborative culture. Core components of culture are relevance and responsibility for high standards of performance combined with structured student support. Many students and parents/guardians were struggling to understand the changing landscape of Standardized testing introduced by the Common Core State Standards. WHCS hosted multiple student/parent/community nights to inform about new testing shifts, such as the emphasis on college and career readiness and to reinforce student performance, student's responsibility to learn and the school's responsibility for learning. Invitations to meetings and meeting agendas are posted on the school's website and are also evidenced by email communications and sign-in sheets. WHCS multi-year Indian Education Grant Award functions under the recommendations of WHCS's Native American Parent Advisory Committee as documented in the grant application. The Committee makes recommendations to ensure that WHCS encourages and inspires academic achievement, social and emotional development, and cultural awareness. The successful multiple year collaboration between WHCS and the Advisory Committee documents how the school has effectively promoted cultural diversity between community, staff and students.

3) Implementation of Data driven Instruction (DDI):

- Professional Learning Community (PLC): School leadership implemented PLC agendas for schoolwide DDI to improve student performance as evidenced by sign-in sheets and meeting agendas. Various sources of assessment data showed that a uniform student assessment system aligned with the Common Core was needed to comprehensively assess student learning and target student achievement gaps. Measuring the Common Core requires correspondingly high-quality assessment measures which integrate all Depths of Knowledge (DOK). It was therefore determined that PLC meetings focus on the five core drivers of assessment (transparent starting point, formative, and summative assessments, aligned to state tests and college readiness, aligned to instructional sequence and continuous review). PD was also offered to train teachers and teacher mentors how to implement the DOK Framework. Cohesive, standards-aligned, cross-curricular assessments were then built into the school's online lesson plan platform (TeacherPlanBook, TBP) and reviewed on a weekly basis.
- WHCS's Response to Intervention (RtI) model was restructured to better integrate screening and progress monitoring within its multi-tiered prevention system. Evidence

<p>based interventions are screened for effectivity and adjusted in intensity and nature of those interventions depending on a student's responsiveness. The RTI framework is currently being integrated into PED's MLSS initiative in collaboration with WHCS's assigned MLSS coach. WHCS's RTI framework is shown below:</p>	
RTI Tier 1:	How WHCS Supports Students as evidenced by:
<ul style="list-style-type: none"> All students receive high quality classroom instruction 	<p>WHCS utilizes only High Quality Instructional Materials (HQIM)</p>
<ul style="list-style-type: none"> Ongoing student assessment (screening and monitoring with a focus on ELA and Math) Analysis of data to examine student achievement and effectiveness of instruction 	<ul style="list-style-type: none"> i-Ready Diagnostic and Standards Mastery adaptive assessment to measure specific grade-level standards. Student growth is continually measured to chart a grade-level proficiency for every student. i-Ready Assessment Dyslexia Screening Daily Reading Plus (ELA) – a differentiated adaptive literacy program which improves comprehension, vocabulary reading efficiency. Reading Plus is aligned with CCSS, NM Standards WIDA Standards Framework for use with English learners (ELs) Daily implementation of CCSS aligned adaptive IXL Learning in ELA and Math as evidenced by the school's schedule. IXL's real-time data was utilized to analyze each students' grade level proficiency in ELA and language art strands. Real-time diagnostic action plans were developed for each student to facilitate meaningful progress by closing the achievement gap and differentiating instruction for each student. WHCS integrated supplemental ELL support resources such as WIDA Test Preparation (IXL Learning) and Academic Language Development classes into its schedule Bi-weekly PLC meetings to analyze student performance and all decisions made for decision making PD – data-driven instruction to improve instruction, individualized learning determined by NMTEACH evaluations and PDPs. Mandatory tutoring class time for any student falling below 70 % on the College and Career Readiness online standards-aligned, differentiated instruction which must include Depth of Knowledge (DOK) strategies, TESOL strategies aligned with Danielson Framework as documented in lesson plans on the online TBP platform. Continuous integration of best practices as outlined in the Response to Intervention Model with emphasis on Social-Emotional Learning (SEL) strategies are being merged with Positive Behavioral Interventions and Strategies to identify specific student needs and to provide targeted interventions (see MLSS plan) ACT and SAT Preparation Boot Camps (September 2018 and October 2018) to improve student's assessment (College and Career Readiness documentation).
RTI Tier 2:	How WHCS Supports Students as evidenced by:

<ul style="list-style-type: none"> Students who are not making adequate progress are provided with increasingly intensive instruction/targeted interventions matched to their needs based on levels of performance and rates of progress. 	<ul style="list-style-type: none"> IXL Learning: (ELA, Math and Science) – CCSS aligned personalized learning specifically target student achievement gaps (data captured online) Individualized IXL skill plan reinforcement as determined by IXL Learning Readorium Scholar individualized, intensive reading interventions such as demonstration chapter with a mentor in each book, use of many missing choices (Cloze technique), scaffolded hint system etc. (data captured online) Science “mCurriculum” digital, interactive student paced lessons (middle school, high school, and advanced placement curriculum), (data captured online) Small group and 1-to-1 tutoring settings, integration of multisensory reading therapy strategies 	
RTI Tier 3:		
<ul style="list-style-type: none"> Intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress are then referred for a comprehensive evaluation and considered for special education services (IDEA Act 2004). 	Behavior Intervention Plan (BIP), accommodations include increasing frequency of Tier 2 Interventions, individual mentoring during online and offline instruction, collaboration with staff, increase frequency of student performance monitoring to target student needs.	
<p>In 2020/21 WHCS’s intensive annual planning was then aligned with and incorporated into NMPEDs DASH (Data, Accountability, Sustainability and High Achievement) plan. For WHCS’s focus area of DDI, the core team established the desired outcomes “to increase overall student achievement, identifying student achievement gaps and to increase student proficiency for low achieving students”. Through data analysis and review by the core team, student achievement goals were set for ELA and Math. The following Critical Action steps were taken, as outlined below (Table 2):</p>		

Timeline	Critical Action	Person(s) Responsible	Person(s) Involved
08/04/2020 – 11/04/2020	1) Initial Testing to determine base values of student proficiency in Math and English	Kristina Kommander Arrow Wilkinson	Teachers, Administration, Leadership Team will be involved
08/04/2020 – 11/04/2020	2) Use data to align/modify/improve instruction	Kristina Kommander Arrow Wilkinson	Teachers, Administration, Leadership Team will be involved
08/04/2020 – 11/04/2020	3) Use data to address individual student needs	Kristina Kommander Arrow Wilkinson	Teachers, Administration, Leadership Team will be involved
08/04/2020 – 11/04/2020	4) Use data for multi-disciplinary cross-collaboration	Kristina Kommander Arrow Wilkinson	Teachers, Administration, Leadership Team will be involved

Table 2: WHCS NMDASH plan: Critical Actions for Focus Area “Data-driven Instruction”

WHCS’s current ELA and Math SMARTIE (specific, measurable, achievable, relevant, time bound, inclusive and equitable) goals are rigorous and follow the “gradual release” model to ensure student achievement. WHCS’s NMDASH plan Focus Areas Standards alignment in English and Math are shown below (Table 3):

Focus Area: Standards alignment - English

Desired Outcomes:	In 36 weeks, ELLs will be provided with strategic types of adaptive instruction including differentiated scaffolding, and removing these supports as students’ skills develop. In 36 weeks, student rigor will be increased through progress to increasingly rigorous levels of instruction and practice and CCSS alignment of lesson and curriculum plans. Online lessons will allow for teacher-led instruction and follow the “Gradual Release” model. Annual Goal: Students’ goals and milestones will be individually created based on their initial assessment at the beginning of the school year and ongoing performance. This personalization will increase student achievement by having students take ownership of their own learning.
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Critical Actions

Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/04/2021 – 04/04/2021	1) Lesson plans /Curriculum Plans submitted /submitted on	Lesson Plans, PDPs, Elevate NM Teacher Evaluations	Kristina Kommander Arrow Wilkinson	Subject specific teachers, Administration
01/04/2021 – 04/04/2021	2) CCSS/NGSS aligned lesson plans containing student-friendly lesson objectives (I can statements), DOK questioning and answering techniques, differentiated instruction for ELL and IEP students	Lesson Plans, PDPs, Elevate NM Teacher Evaluations	Kristina Kommander Arrow Wilkinson	Subject specific teachers, Administration
01/04/2021 – 04/04/2021	3) Quality of lesson plans reflect Level of Teacher Effectiveness (Level I, II or III), Levels II and III must demonstrate ability and implementation of scaffolded instruction, cross-collaboration and implementation of culturally relevant instruction	Lesson Plans, PDPs, Elevate NM Teacher Evaluations	Kristina Kommander Arrow Wilkinson	Subject specific teachers, Administration

Progress Indicators

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
02/04/2021	Lesson plans, PDPs, Elevate NM	

Focus Area: Standards alignment - Math

Desired Outcomes:				
Critical Actions				
Timeline (start/end dates)	Critical Action to Address Root Cause & Achieve Desired Outcome	Resources Needed / Source	Person(s) Responsible	Person(s) Involved
01/04/2021 – 04/04/2021	1) Lesson plans /Curriculum Plans submitted /submitted on time	CCSS aligned lesson plans, PDPs, Elevate NM teacher evaluations	Kristina Kommander Arrow Wilkinson	Grade specific teachers
01/04/2021 – 04/04/2021	2) CCSS/NGSS aligned lesson plans containing student-friendly lesson objectives (I can statements), DOK questioning and answering techniques, differentiated instruction for ELL and IEP students	CCSS aligned lesson plans, PDPs, Elevate NM teacher evaluations	Kristina Kommander Arrow Wilkinson	Grade specific teachers, Administration
01/01/2021 – 04/04/2021	3) Quality of lesson plans reflect Level of Teacher Effectiveness (Level I, II or III). Levels II and III must demonstrate ability and implementation of scaffolded instruction, cross-collaboration and implementation of culturally relevant instruction	CCSS aligned lesson plans, PDPs, Elevate NM teacher evaluations	Kristina Kommander Arrow Wilkinson	Grade specific teachers, Administration
Progress Indicators				
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments		
02/04/2021	CCSS aligned lesson plans, PDPs, Elevate NM Teacher Evaluations			

Table 3: WHCS's 90-Day DASH Plans for SY 2020-2021 English and Math

Evidence of Actions Taken and Measurable Successes:

NMDASH plan Review Summary:

The implementation of desired outcomes of focus areas is monitored by strategically selected progress indicators by the core team. These indicators represent the evidence-based metrics that are used to measure progress toward the desired outcomes and goals. The NMDASH plan Review Summary (Table 4) demonstrates that 6/6 indicators showed exemplary/solid progress validating that WHCS is achieving its “Educational Plan for Student Success”. WHCS’s Core Team represents diverse backgrounds and viewpoints, and each member has a designated data-based role selection. Student Achievement Summative and Benchmark Goals have been set and are SMART (Specific, Ambitious, Attainable, Relevant and Time-bound). The School Core Team has conducted a root cause analysis and selected high-leverage and aligned focus areas. All Focus Areas have a 90-Day “Desired Outcome” with strategic critical actions and developed progress indicators (please see Table 4 below).

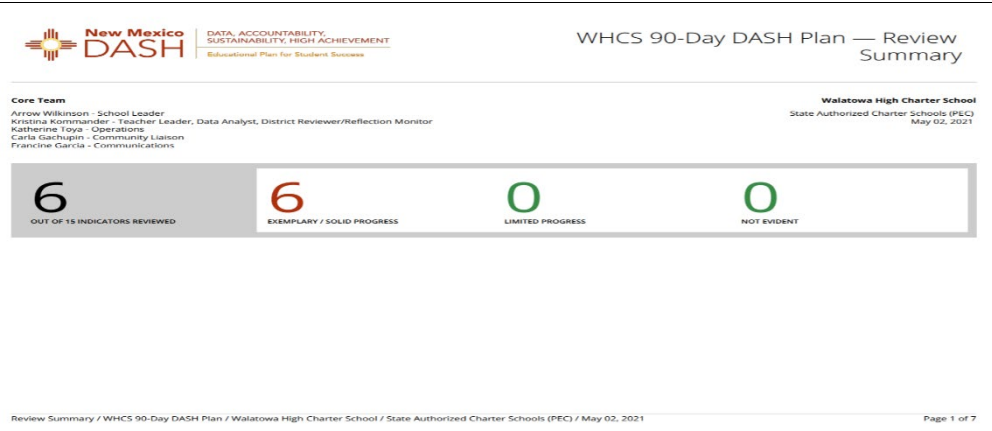


Table 4: NMDASH Plan Review summary 2020-2021

The reporting of accurate student achievement data in 2019-2020 is impacted by the COVID-19 pandemic. Although students were provided with Google Laptops for online instruction at the beginning of the school year, some students either did not have internet access or internet connectivity was unreliable. WHCS location is unique as it is not only rural but also situated on tribal lands. With Jemez and Zia Pueblo closed to the public, students with no internet access were hand delivered alternative instructional resources such as textbooks and worksheets via WHCS's tribal liaison. Some relief was provided by installing Wi-Fi hotspots in designated areas within the Pueblo and by purchasing individual student hot spots. Lack of internet access has affected reliable analysis of student performance data using WHCS's digital learning programs and Google Classroom metrics. In Spring 2021, the Jemez Pueblo secured an E-Rate (Educational rate) application from the Federal Communications Commission (FCC) to connect Fiber for high-speed broadband internet to the community.

Examples for WHCS's data-driven instructional management:

Reading Data:

2017-2018: InSight Assessment Benchmark comparison and Proficiency Level Gains in:

47 students completed Benchmark 1 beginning of year and Benchmark 3 end of year. 62% of students made gains. The proficiency level factors in the comprehension, vocabulary, and silent reading rate. Notably, the proficiency level started at 3.3 and grew to 5.1. This is 1.8 grade level gain. In addition, the number of students on grade level and above increased from 6% to 17%. The number of students 3 or more grade levels and below decreased from 80% to 64%. In summary, for students who completed both Benchmark 1 and 3 and completed 40 or more SeeReader lessons (described below), the proficiency level gains were 3.2 grade levels in one year. The proficiency level for this group started at 5.1 and increased to 8.3.

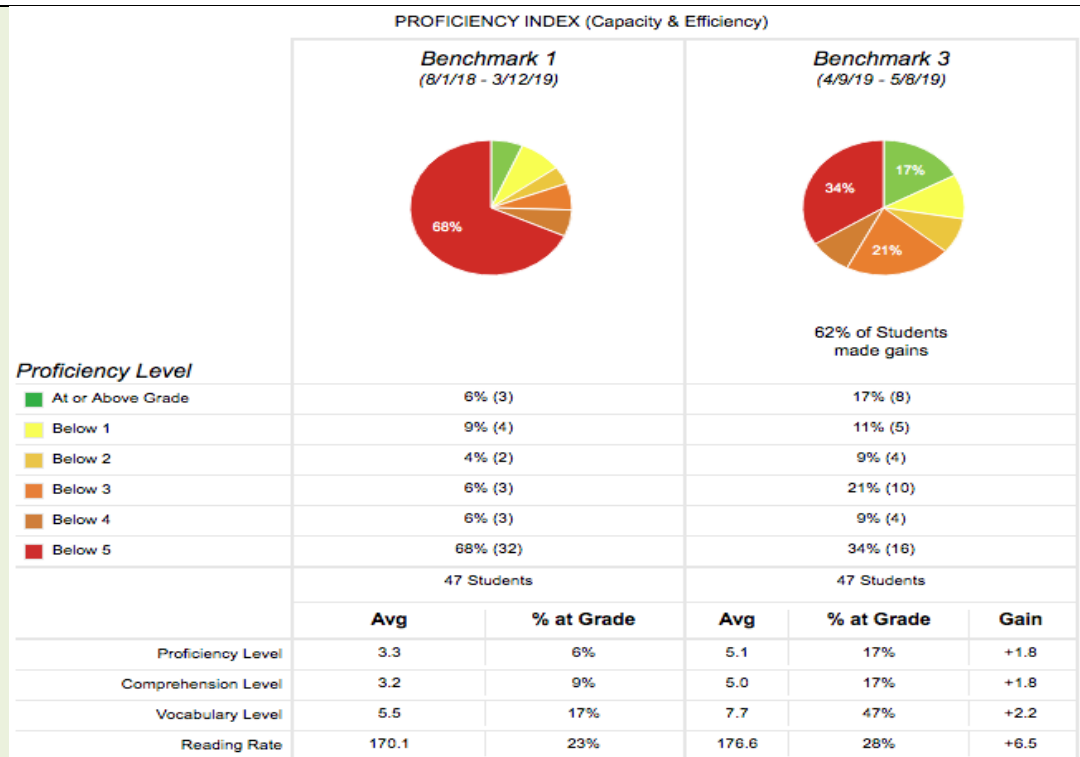


Figure 7. 2017-2018: InSight Assessment Benchmark comparison and Proficiency Level Gains

2018-2019: Reading Plus SeeReader Instructional Gains:

Figure 8 (please see below) illustrates use and progress that students have made with SeeReader, the Reading component of Reading Plus. SeeReader is a web-based eReader that dynamically responds and adjusts to student performance. Students read literary and informational texts, and then answer questions about each text to assess their comprehension. SeeReader texts are carefully crafted for grade level readability including a Lexile along with grade level vocabulary. While working in the SeeReader Reading component, students develop both fluency and comprehension skills. Progress with the program is depicted for various lesson groups to reinforce the fact that more use results in more gains. In 2018-2019 63 students were enrolled in Reading Plus. 18 students had completed 75 or more SeeReader lessons. These students were on track to meet the goals established between Walatowa and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). Notably, there were 10 students who had completed or who were working on the college level content (Text Lexile Range 1260-1380+) in Reading Plus. There were 4 students working at the 12th grade content level (Text Lexile Range 1230-1380). Figure 8 indicates 12 students had completed more than 80 SeeReaders and had a range of 2.9 to 6.0 grade level gains in the grade level content with which they are practicing. 48% of all students are practicing one grade level below or at/above grade level content. Students needing catch up growth in reading need several years of a reading intervention to make gains to grade level. Additionally, when students have reached the 21-40 lesson mark, improvement in fluency becomes apparent, as shown in Figure 8. As students achieve grade-level comprehension-based fluency rates, they can begin to focus on applying their fluency skills to

increasingly difficult content. In 2018-2019 students had increased their silent reading rate an average of 55 words per minute and 63% were reading at the rate target.

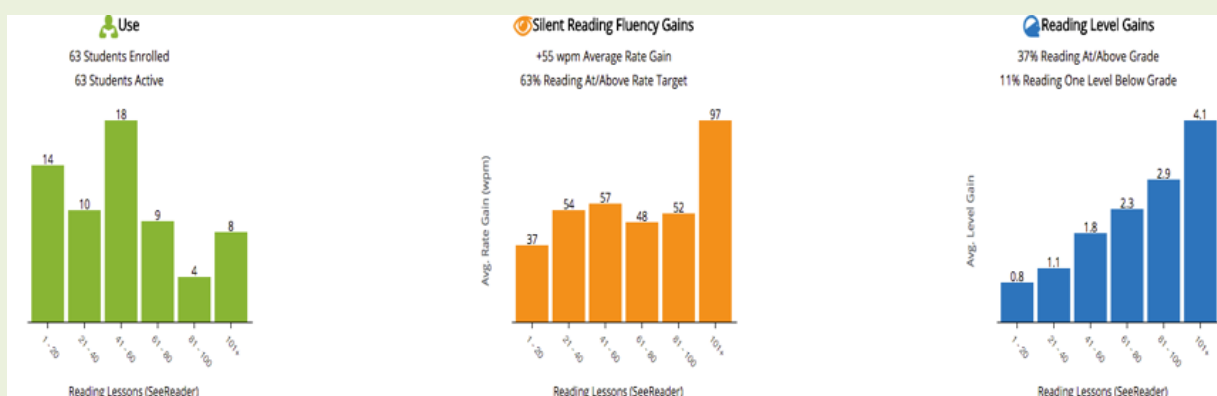


Figure 8. Information as of May 16, 2018

2018-2019: Reading Plus SeeReader Instructional Gains:

Figure 9 indicates that 22 students have completed more than 40 SeeReaders and have a range of 2.3 to 3.4 grade level gains in the grade level content with which they are practicing. 28% of all students in May 2019 were practicing one grade level below or at/above grade level content. In 2019 students had increased their silent reading rate an average of 31 words per minute and 59% were reading at the rate target.

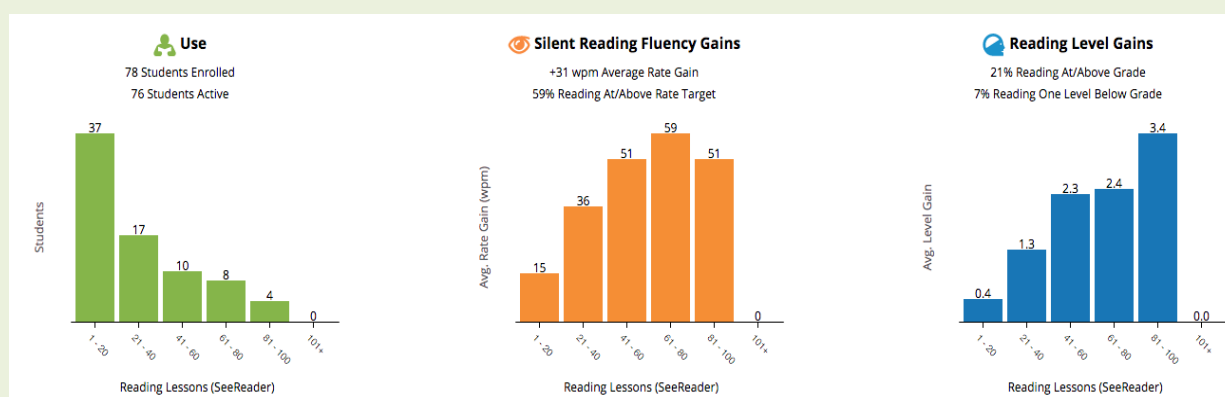


Figure 9. Information as of May 16, 2019

Figure 10 provides the use and progress in the reading lessons for students using Reading Plus as of July 7, 2020. 17% were reading at/above grade level and 10% were reading one level below grade. 58% reading at or above their silent reading fluency target.



Figure 10. Information as of May 16, 2020

Although the data shows that students reading fluency, literacy and comprehension are improving in all grade levels, WHCS's reading assessment summary report of March 2020 (Figure 11) determined that 80% of students are reading "3 or more grade levels below their actual grade level". At the end of 2020 SY only 18% of 9th graders were reading at grade level. This data affirms that middle school students transition to WHCS's with significant reading achievement gaps which take years of remedial education during high school years. 38% of 12th graders were able to read at grade level in 2020. In addition, inadequate reading skills lead to comprehension difficulties in other subject areas, inefficacy in mastering 21st century skills, a disadvantage during standardized testing and problems continuing with post-secondary education.

Summary of Reading Progress by Grade

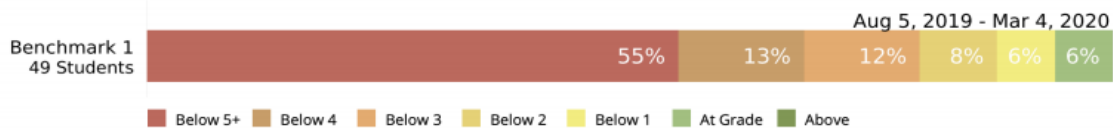
Reading Progress by Grade

Grade	Enrolled	Assessed	Active	Avg Reading Lessons (SR)	Avg Guided Rate Gains (wpm)	Avg Level Gains	% At/Close to Grade
9th	17	17	17	59.8	55	2.5	18%
10th	9	9	9	60.3	49	2.6	33%
11th	15	14	14	74.5	53	3.2	29%
12th	9	8	8	20.1	19	0.9	38%
Totals	50	48	48	57.6	47	2.4	27%

Reading Plus Assessment Beginning of Year

The Reading Plus adaptive assessment, InSight, is a valid and reliable assessment that provides measures of reading comprehension, vocabulary, and reading rate that are used to calculate an overall proficiency score.

49 students at Walatowa HCS took the initial assessment, Benchmark 1, at the beginning of the school year and/or upon first login. This assessment provides baseline data for students prior to working on Reading Plus. 12% were reading at or above grade level or one grade level below. 80% were reading 3 or more grade levels below their actual grade level.



Benchmark by Grade

Grade	Enrolled	Test	Assessed	Avg Comp	Avg Vocab	Avg Rate	Avg Proficiency	Proficiency Groups	Avg Reading Lessons	Avg Time Since B1
9	17	B1	18	3.4	6.9	144	3.4		-	-
10	9	B1	9	5.9	8.3	158	5.8		-	-
11	15	B1	14	6.8	9.2	190	6.9		-	-
12	9	B1	8	9.1	11.6	157	9.0		-	-

Benchmark by Grade

Using Lexile Bands

Grade	Enrolled	Test	Assessed	Avg Comp Text Lexile	Avg Vocab	Avg Rate	Avg Proficiency Text Lexile	Proficiency Groups	Avg Reading Lessons	Avg Time Since B1
9	17	B1	18	620-790	6.9	144	620-790		-	-
10	9	B1	9	850-980	8.3	158	850-980		-	-
11	15	B1	14	950-1030	9.2	190	950-1030		-	-
12	9	B1	8	1100-1220	11.6	157	1100-1220		-	-

Figure 11: WHCS Reading Plus Program SY 2019-2020 Reading Report

Figure 13 shows an excerpt of the reading proficiency of 9-12th grade students reading "Engineering Technology and Application of Science" using an adaptive 6th-8th grade science reading program called "Readorium Scholar". This additional reading program was integrated into WHCS's SY2020/21 science curriculum to not only assess student's literacy comprehension skills in science but also to

engage students in reading scientific texts at their reading levels. In accordance with WHCS's Reading Plus data, Readorium Scholar proficiency percentages show that none of the students are reading at 100% middle school reading levels.

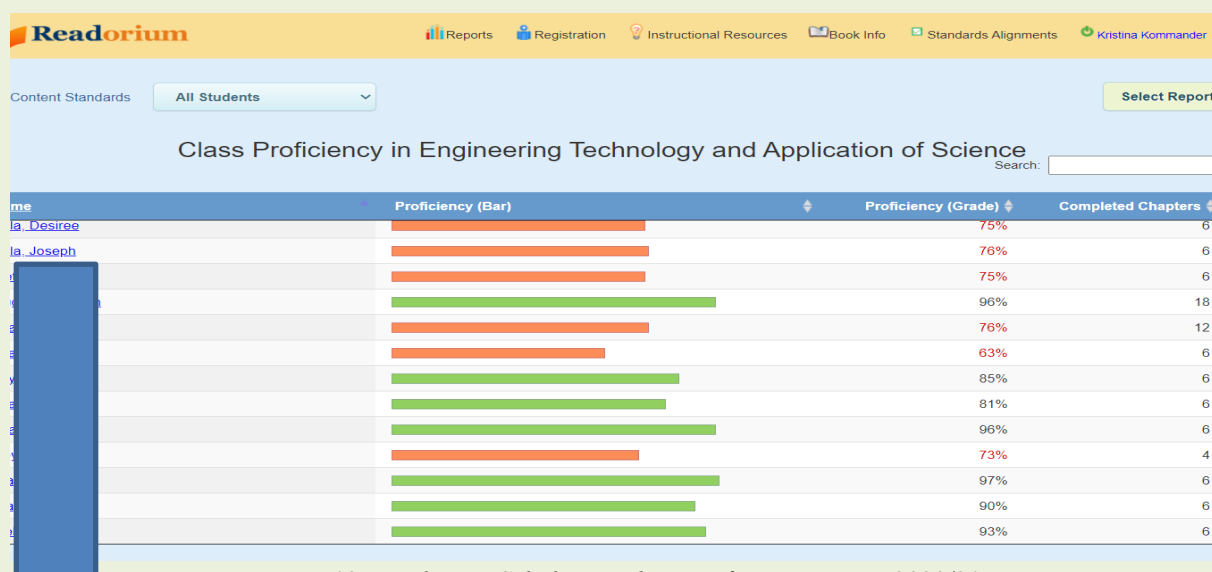


Figure 13: Readorium Scholar Reading Proficiency Report 2020/21

Figure 12 shows that approximately 25% of middle performing students were still not significantly improving in reading and that low and middle performing students improved in math above district levels.

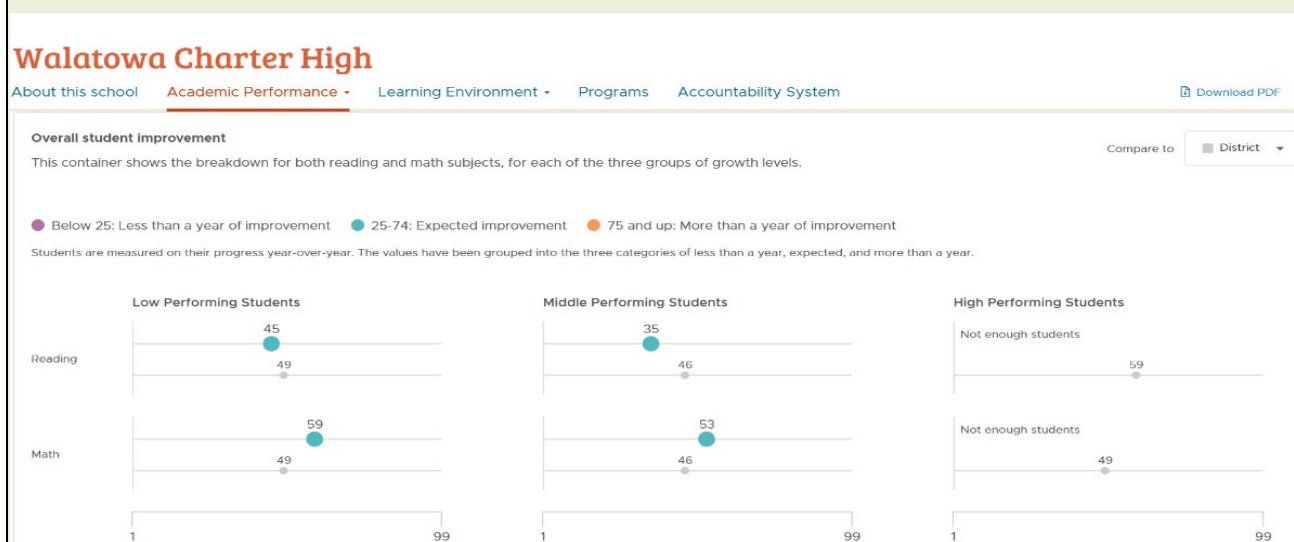


Figure 12: The diagram shows breakdown for both Reading and Math for low and middle performing students. There are not enough students to evaluate high performing students (NMPED's School Summary Report for SY 2019-2020).

Current Actions Taken to Improve Outcomes for SY 2021-2022 and Conclusion:

In 2019 -2020, NMPED changed the annual assessment from PARCC to the Student Achievement Test (SAT) for ELA/Reading and Math. For school years 2019 through 2022, WHCS will implement the NMPED Assessment measure Student Achievement Test (SAT) in ELA/Reading and Math. SAT comparative data is unavailable due to Covid-19 cancellation of SAT for 2019-2020 but will be rescheduled during the 2020-2021 school year.

The greatest difficulty in utilizing student assessment data to inform instruction has been in obtaining reliable baseline data to determine a student's academic standing. This has been due to the continuous shift in state standardized testing and exacerbated by the COVID-19 crisis. To be able to use data systematically to improve instruction is therefore the priority area for WHCS's leadership and NMDASH core team. WHCS is still processing the impact of COVID 19 but has developed a strategic and sustainable action plan which prioritizes instructional time, ensures student equity, targets low- and high performing students to provide individualized learning, uses DDI to determine patterns of learning, refine instructional strategies, inform curriculum, and communicate student progress to students and families. Action steps beginning in summer school will commence with:

- Initial Screening: Grade-level standards mastery assessment will be determined each semester using i-Ready Standards Mastery Software, Algebra Readiness screening for incoming Freshmen, Reading Plus and Readorium Software. Standards-aligned lesson, and curriculum planning is continuously monitored as evidenced by standards-aligned lesson plans, DASH plan progress reports, NMTEACH evaluations, PLCs, tutoring, common formative, benchmark, and summative assessments.
- Deeper Diagnostic Assessments: To eliminate the need for multiple redundant tests in Math and English, to identify student achievement gaps particularly due to the COVID-19 pandemic, WHCS is delivering individualized learning paths for each student. Evidence: i-Ready Diagnostic Data: each student's ability level including skills above and below a student's chronological grade is assessed during summer school and at the beginning of the school year.
- PD for DDI: WHCS would like to thank NMPED's Math and Science Bureau for offering NGSS PD curriculum integration PD during the COVID pandemic and for specifically inviting WHCS to participate in "Making Sense of Student Work" summer workshop, which will assist teachers to better analyze and improve formative assessments.
- Completion of the following assessments: I-Ready ELA/Math, Accuplacer: ELA/Math, PSAT/SAT: ELA/Math (NMPED required), Science (NMPED required), Reading Plus: ELA Math and Asvab: ELA/Math and Career Cluster

The data analysis of student assessments will determine WHCS's class schedule, classroom practice and interventions.

WHCS would like to thank our NMPEC members for their commitment and service to improve education.

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 A2 and reference the appendix by name in the narrative. (Appendix A2 – 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:

Educational Program of the School

Walatowa High Charter School implements a community school model which is both an educational institution and a center of Indigenous community life that partners the school with community resources. The Two-Generation approach focuses on creating opportunities for and addressing needs of both children and 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 partnerships 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

The key provisions related to Walatowa High Charter School's educational approach is a community-integrated experiential learning program and College and Career readiness. WHCS's curriculum integrates "Best Practices" of Indigenous Pedagogy which emphasizes the values of Indigenous culture and tradition. This is evidenced by:

- Integration of standards aligned culturally responsive teaching methods e.g., Pheno-BL, connecting academic language to culture into WHCSs curriculum
- Community-integrated experiential learning such as Cochiti Pueblo Basket Weaving, Native American Drum making, Indian Horno Oven building, Native Cooking and Health, Ethnobotany, Traditional Jemez Embroidery, Native American Leathercraft and Native American Agriculture workshops.
- WHCS granted Title VII Indian Education Formula Grant (EASIE) funds to integrate Indigenous Education at WHCS through partnerships with Southwestern Indian Polytechnical Institute (SIPI) and Institute of American Indian Arts (IAIA).
- Computer Science (NMPED Math and Science Bureau) Grant funds support Native American education through the development of a culturally sensitive curriculum that bridges cutting-edge technology and endangered traditions.

Walatowa High Charter School maintains strong partnerships with post-secondary institutions to ensure its implementation of college and career preparation program as evidenced by:

- College Artifacts such as pennants and motivational quotes in the hallways
- Native American Programs based college campus visits: Haskell Indian Nations University, University of Kansas, Oklahoma State University, University of Oklahoma Oklahoma School of Arts and Science, Institute of American Indian Arts, Southwestern Indian Polytechnic Institute, Northwest Indian College, Fort Lewis College, University of Minnesota Morris.
- Destination College Summer Bus Tours: Eastern New Mexico University, Doña Ana Community College, New Mexico State University, Mesalands Community College, New Mexico Military Institute, Clovis Community College, Central New Mexico College
- New Mexico Campus Visits: New Mexico State University, University of New Mexico, Eastern New Mexico University, New Mexico Military Institute
- Participation in the University of Colorado Boulder Upward Bound (CUUB program to prepare for college entrance and to succeed in pre-college performance
- Participation in College Horizons (CH), an annual pre-college summer program for Native American, Alaska Native and Native Hawaiian high school sophomores and juniors.
- Dual-credit enrollment of Juniors and Seniors: Southwestern Indian Polytechnic Institute (SIPI), College of New Mexico (CNM), University of New Mexico – Los Alamos (UNM-LA)
- ASVAB testing to determine qualification for enlistment in the United States Armed Forces and as a career cluster.

- WHCS continues to grow Computer Science Alliance's "Computer Science Principles" classes at all grade levels (9-12) leading to students opting to take the AP CS Principles exam or taking a dual-credit class "CS108L -NM CS of All" (University of New Mexico/Santa Fe Institute).
- WHCS has been awarded Career Technical Education (CTE) grant to implement "Innovations in Science and Technology (Southern Regional Education Board)

Student focused terms as evidenced by:

- Integration and cross-curricular alignment of Common Core Standards (CCSS), NM Standards, Next Generation Science Standards (NGSS) and Computer Science Standards (CSTA)
- Multi-disciplinary, culturally and context relevant, Phenomenon-based learning (Pheno-BL) approach
- Innovative, sustainable hybrid learning model (in person and online) to provide educational equity to all students
- Implementation of a rigorous curriculum and instruction (e.g., shared academic language demonstrating proficiency and fluency, use of rigor relevance framework, use of highest quality instructional materials, use of personalized learning resources such as IXL Learning and Reading Plus to supplement differentiation)
- Establishment of a culture of high expectations and communicating these to parents and students (e.g., classroom motivation and management plans, bell-to-bell teaching, classroom organization, communicating expectations, actively engaging students, providing relevant feedback)
- Individual students "Next-Step-Plans" which target the student's postsecondary interests and set forth the studies he or she will complete during high school to be on track for graduation. Bi-annual information sessions ensure that all stakeholders are informed and can identify areas of improvement and develop a credit recovery program if needed.
- Student Survey with Crosswalk to NMTEACH Rubric: Teacher Effectiveness and Growth

Teacher focused terms as evidenced by:

- Professional Learning Communities (PLC's Departmental Collaboration and Equity Council Member): PLC meetings occur Thursday of weekly and/bi-weekly to assess student learning, align instruction and to effectively build capacity of teachers.
- STEM PLC meetings (Next Generation Science Standards (NGSS) Implementation Classroom Innovations: weekly, 12 weeks (2021)
- Professional Development: e.g., Computer Science Alliance 2019-202 ongoing Code.org workshops, Southern Regional Education Board (SREB) career and technical education (CTE) Summer 2020 workshop, Computer Science SCRIPT Spring 2021 Workshop, Reading Plus-ELA Depth of Knowledge Coaching, 2019 Selecting Level II Assessments, 2019 Data-driven Instruction, 2019 Creating Rigorous and Relevant Learning Experiences (International Center for Leadership in Excellence)

- Professional Development Plan (PDP) which is uploaded into the Frontline (now Canvas) platform, which also provides access to high quality professional development resources for teachers. During each instructional cycle, teachers continue to self-assess and to identify priority areas of improvement in alignment with NMTEACH measurement goals.
- ISTE membership (International Society for Technology in Education) for STEM teachers to promote teacher access to a Professional Learning Network, webinars and ISTE Conferences.
- 2019-2020 “Innovations in Science and Technology” workshops (Southern Regional Education Board)

Parent focused terms as evidenced by:

- Communication with families is multi-pronged through Skyward (Student Information System) , email, phone, Pueblos of Jemez and Zia Tribal Newsletters, WHCS website and WHCS Annual Information Report.
- Next Step Plans are provided to parents during Parent Teacher Nights. Plans are updated yearly.
- Parent Information Meetings: Bi-Annual ACT Assessment, State Assessment Reports (ELA and Math)
- Student/Parent/Teacher Information Nights
- Free Application for Federal Student Aid (FAFSA) Nights
- Parent information/resources for College and Career readiness
- Parent resources posted on school’s website and emailed to parents
- Parent Survey with Crosswalk to NMTEACH Rubric: Teacher Effectiveness and Growth
- Indian Education Committee works to comply with rules and regulations governing Title VI grants.
- New Mexico Computer Science (NM CS) Grant Program: WHCS’s tribal liaison (trained in Code.Org outreach program) holds regular parent and community information meetings to encourage parent/guardian engagement and student support. Emphasis is placed on motivating young women to participate in Computer Science to promote equity in STEM education.

The following 2017-2022 Charter School Goals and Objectives-Student Annual Achievement Goals are titled and numbered as stated in the WHCS negotiated Performance Framework. Longitudinal data show that WHCS has met 4/5 school-specific goals in each year of the contract term. Although the Reading Expectation Goal had dropped from 2017-2019, WHCS has shown an average percentage growth in ELA in 2018-2019 of 2.5%. We are certain that WHCS’s data-driven assessment to inform instruction by highly qualified teachers will accelerate student reading proficiency and close student achievement gaps in SY 2020-2021.

WHCS Mission-Specific Indicators 1 and 2: English Language/Reading and Math

1. Mission-Specific Indicator: For SY 2017-2022, WHCS Full Academic Year (FAY) Students will meet expectations in Reading as measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

2. Mission-Specific Indicator: For SY 2017-2022, WHCS Full Academic Year (FAY) Students will meet expectations in Math as measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

Achievement Data

Achievement data for the Walatowa High Charter School 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 in 2019 the TAMALA test was used.

Reading Achievement Data

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	36	17	38	13	-4	38	11	-2
American Indian Students	34	15	37	11	-4	38	11	0

≤ masking rules prevents Pct difference

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

Results: Average Student Growth ELA:

2017-2018 ELA Score

2018-2019 ELA Score

716	734.5	ELA: 2.5 % increase
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Math Achievement Data

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	34	15	28	18	3	39	≤ 10	

American Indian Students	32	13	28	18	5	37	≤ 10	
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≤ masking rules prevents Pct difference

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

Results: Average Student Growth Math:

2017-2018 Math Score

2018-2019 Math Score

663.92%	668.33%	Math: 4.42-point increase
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Science Achievement Data

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	12	≤ 20	16	25		20	≤ 20	
American Indian Students	11	≤ 20	16	25		19	≤ 20	

≤ masking rules prevents Pct difference

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

WHCS Mission-Specific Indicator 3: College and Career Readiness

3. Mission-Specific Indicator: College Readiness: For SY 2017-2022, for this goal, WHCS FAY 11th and 12th grade students will take the Accuplacer Reading, Sentence Skills and/or Elementary Algebra Accuplacer Test and/or ACT/SAT Assessments.

Achievement Data

2017

2018

2019

All Senior Group	American Indian	Average Score	Met Goal	All Senior Group	American Indian	Average Score	Met Goal	All Senior Group	American Indian	Average Score	Met Goal
17	15	15.8	100 %	12	12	15.0	100 %	11	11	15.8	100 %

*ACT Comparative data unavailable due to Covid-19 cancellation of ACT for 2019-2020 spring assessment. ACT will be rescheduled for fall 2020.

WHCS Mission-Specific Indicator 3: Indicator 4: Post-Secondary Acceptance

Mission Specific Indicator #4: Post-Secondary Acceptance-For SY 2017-2022, WHCS High School graduates will be accepted to post-secondary education institutions within the first year following graduation.

Achievement Data

2017				2018				2019			
All Senior Group	American Indian	Average College/Career Program Acceptance	Met Goal	All Senior Group	American Indian	Average College/Career Program Acceptance	Met Goal	All Senior Group	American Indian	Average College/Career Program Acceptance	Met Goal
17	15	2	100 %	12	12	2	100 %	11	11	1	100 %

* Institute of American Indian Arts (IAIA). Central New Mexico College (CNM). Southwest Indian Polytechnic Institute (SIPI). (UNM-LA) University of New Mexico-Los Alamos, (NMSU) New Mexico State University. U.S. Army National Guard, U.S. Navy, Tellitech Automotive, Carrington, Haskell, Morris-Minneapolis, Employed.

*Because students participate in our dual credit program, they must meet all admission requirements to be eligible to participate. Each Student has been accepted into the Institute of American Indian Arts/ UNM-LA and completed college level courses with passing grades.

* Acceptance data for 2020 unavailable due to Covid-19. Pueblo of Jemez and Pueblo of Tysia

Reservation lockdown may have impacted application submissions.

WHCS Mission-Specific Indicator 5: Post-Secondary College/Career Readiness-Dual Credit

Mission-Specific Indicator #5: Post-Secondary College/Career Readiness -Dual Credit: Walatowa High Charter School will enroll 100% of students in one or more dual credit courses by their graduation date, 80% of whom will complete the course(s) with a passing grade.

Achievement Data

2017				2018				2019			
All Seni or Gro up	Americ an Indian	Avera ge Dual Credit Cours es	Met Goal	All Seni or Gro up	Americ an Indian	Avera ge Dual Credit Cours e	Met Goal	All Seni or Gro up	Americ an Indian	Avera ge Dual Credit Cours es	Met Goal
17	15	2	100 %	12	12	1	100 %	11	11	2	100 %

* Institute of American Indian Arts (IAIA). Central New Mexico College (CNM). Southwest Indian Polytechnic Institute (SIPI). (UNM-LA) University of New Mexico-Los Alamos, (NMSU) New Mexico State University

* Dual Credit Course Completion – Course grade reflected on high school transcript.

*Cohort 1: Students who begin their 9th grade year enrolled at the school and remain for the entirety of their high school career.

*Cohort 2: Students who enrolled for less than their full high school career.

*Because students participate in our dual credit program, they must meet all admission requirements to be eligible to participate. Each Student has been accepted into the Institute of American Indian Arts/ UNM-LA and completed college level courses with passing grades.

* Dual Credit Comparative data unavailable due to Covid-19 course cancellation of class 2020.

Dual Credit Course will be offered in the spring of 2021.

Conclusion:

Continue implementing the college and/or career application and acceptance requirement.

Action Plan: WHCS will strengthen its focus on meeting the needs of American Indian students as follows:

1. Continue to disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
2. Continue to re-evaluate the use of federal funds to ensure the needs of American Indian students are being met.
3. Continue to develop additional relationships with college and/or career programs to create multiple student options.

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

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.

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
2016-2017	4	<p>2017-001: Capital Assets (Other Matters)</p> <p>Capital Assets: WHCS did not include fire alarm system upgrade costing to our capital assets listing. The school bus disposal was not notified by the Office of the State Auditor in 30 days prior to disposal. WHCS Governing did not have the inventory certified.</p> <p>2016-002: Internal Control over Cash Disbursements (Other Matters)</p> <p>Large scale purchases of Food Services and computer asset purchases.</p> <p>2014-002 Background checks (Other Matters)</p> <p>3 employees did not have a comprehensive background check on file.</p> <p>2017-002 Procurement</p> <p>WHCS does not have a chief procurement officer.</p>	<p>The fire alarm system upgrade has been included in our capital assets listing. The Governing Board is in the process of certifying the inventory lists. The Office of the State Auditor will be notified by sending Form PED 947.</p> <p>WHCS is in the process of obtaining procedures for Student Nutrition Bids from various school districts and food vendors. WHCS is notifying all large-scale purchases to the governing council before the purchase. WHCS has updated the schools' policies and procedures to include sole sourcing goods and services.</p> <p>WHCS has obtained 2 of 3 employees' background checks. The 3rd employee background check is in process.</p> <p>WHCS follows the State Statute for a Chief Procurement Officer as of 10-20-2017.</p>

2017-2018	5	<p>2018-001 Internal Control over Bank Reconciliation (Significant Deficiency)</p> <p>Outstanding deposits and stale checks not properly stated at year end. Wire transfers are not valid reductions to cash at year end.</p> <p>2018-002 Internal Control over Financial Reporting. (Significant Deficiency)</p> <p>Journal entries-no prior approvals, trial balance not maintained on a cash basis. Food service fund expenditures exceed revenues and several funds with various positive/deficit fund balances.</p> <p>2018-003 Personnel Files (Other Noncompliance:</p> <p>Personnel files lack completed federal i-9 forms for citizenship and one personnel file lacked an ERB enrollment for and beneficiary designation form.</p> <p>2018-004: Audit Confidentiality (Other Non-Compliance)</p> <p>Governing Board Meeting 10-2017 school publicly discussed potential audit findings.</p> <p>2018-005: Timely Submission of ERB and RHC Contributions</p> <p>NMERB and NMRHC were both submitted late and accessed late payment fees.</p>	<p>WHCS has ensured to report adequate internal controls regarding bank reconciliations monthly. Will also make sure there are no possible misstatements of the financial statements by properly classifying all outstanding items at year end.</p> <p>WHCS ensures that all internal controls are met accordingly with the financial reports, especially processing of journal entries.</p> <p>WHCS ensures that all required documentations are updated in all personnel files to be following NMAC 6.20.2.18.</p> <p>WHCS ensures that the audit has been released by the office before publicly discussing potential audit findings. NM Charter Schools Audit Rile 2.2.2.10.</p> <p>WHCS ensures monthly contributions are submitted to avoid any late payment fees.</p>	

2018-2019	3	<p>2019-001 Governing Council Approval of Budget Adjustment Request (Other Non-Compliance)</p> <p>Selected BARS in August 2018 and March 2019 the minutes did not reflect the details of the specific BARS that have been approved by the Governing Council.</p> <p>2019-002 Internal Control over Bank Reconciliation (Other Non-Compliance)</p> <p>Outstanding deposits dates ranging from June 2012 to October 2014.</p> <p>Outstanding stale checks, dates ranging from October 2012 to April 2018.</p> <p>2019-003: Internal Control over Financial Reporting (Significant Deficiency)</p> <p>-----</p> <p>2020-01: Internal Control over Bank Reconciliation (Previously 2018-001) (Other Matters)</p> <p>2020-002 Budgetary Conditions (Other Non-Compliance)</p> <p>Fund over exceeded budgetary authority.</p> <p>2020-003 Internal Control over Financial Reporting (Previously 2018-003 (Material Weakness))</p>	<p>WHCS is indicating each month the specifics of BARS that are needing Governing Board approval.</p> <p>WHCS assures that all accurate bank reconciliations are performed monthly, and all stale checks and deposits are canceled for the year end.</p> <p>WHCS is reaching out for additional assistance with year-end closing procedures and report processing.</p> <p>WHCS ensures that adequate internal controls are established to ensure adequate bank reconciliations are performed monthly and stale checks and deposits are properly canceled at year end.</p> <p>WHCS will monitor the budget and submit necessary adjustments on a timely basis to avoid any</p>	

		<p>Prior year adjustments not posted, expenditures in excess over revenues and resulted in deficit fund balance.</p>	<p>unbudgeted revenues and over-expended expenditures.</p> <p>WHCS will seek additional assistance for guidance during year-end closing.</p> <p>WHCS will ensure all internal controls over the financial reporting are met accordingly.</p>	

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 to be reviewed and verified 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:

The school's Board of Finance has been maintained during the term of its contract.

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 or 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.

1.a. Implementing the material terms of the approved charter contract: WHCS “Meets Standard”

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 B – 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:

To achieve and maintain organizational performance and compliance WHCS has corrected the 2a-2c: Audit Findings for FY20. The 2020-001 Internal Control over Bank Reconciliation (previously 2018-001) were corrected on 5/13/2021. The 2020-002 Budgetary Conditions (Other Noncompliance) Fund 11000.31000 was corrected 07/2021. The 2020-003 Internal Control over Financial Reporting (previously 2018, 002, Material Weakness) express expenditures have been corrected in the 4th cash report under outstanding loans in June 2021 and the audit journal entries have been posted. To maintain compliance with “3c: Is the school meeting reporting requirements?” WHCS has resolved the “80D Data Validation for the Licensure Discrepancy of Mrs. M. Riley. Mrs. Riley has obtained a substitute teacher license and in addition, a Level II certified English teacher was hired. WHCS completed its K5 and ELTP participation survey on May 17, 2021, the DOH PPE Reporting was completed on May 02,

2021, and the Digital Access Survey was completed and submitted. The NMEDGE CPO#14422 is valid until October for Dr. Arrow Wilkinson. WHCS has obtained an ORI number (NM931210Z) for background check screening.

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 NMA §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:

SY2020/2021

Member Name	Role	Service Term	Training completed	Committee Membership
Kenneth Sando	Board President	July 2020-2021 2017 – June 2018	April 2021	Audit
Corinne Yepa	Member	July 2020-2021 June 2021	May 2021	Audit
Katherine Toya	Member			
Stuart Gachupin	Member	July 2020-2021 June 2021	April 2021	

Francine Garcia	Member			
Carlos Chavez	Member			
Danielyn Pino	Member	July 2020- June 2021	April 2021	Finance
Vincent Madalena	Member			
R. V. Wasilewski	Member	July 2020- June 2021	April 2021	Community Member

SY2019/2020

Member Name	Role	Service Term	Training Completed	Committee Membership
Kenneth Sando	Board President	July 2019- June 2020	June 2020	Audit
Corinne Yepa	Member	July 2019- June 2020	June 2020	Audit
Katherine Toya	Member			
Stuart Gachupin	Member	July 2019- June 2020	June 2020	Finance
Francine Garcia	Member			
Carlos Chavez	Member			
Danielyn Pino	Member	July 2019- June 2020	June 2020	Finance
Vincent Madalena	Member			
R. V. Wasilewski	Member	July 2019- June 2020	June 2020	Finance

SY2018/2019

Member Name	Role	Service Term	Training Completed	Committee Membership
Kenneth Sando	Board President	July 2018- June 2019	June 2019	Audit
Corinne Yepa	Member	July 2018- June 2019	June 2019	Audit
Katherine Toya	Member			
Stuart Gachupin Vincent Madalena	Member	July 2018- June 2019	June 2019	Finance
Francine Garcia	Member			
Carlos Chavez	Member			
Danielyn Pino	Member	July 2018- June 2019	June 2019	Finance
Vincent Madalena	Member			
R. V. Wasilewski	Member	July 2018- June 2019	June 2019	Finance

SY2017/2018

Member Name	Role	Service Term	Training Completed	Committee Membership
Kenneth Sando	Board President	July 2017-June 2018	Yes	Audit
Corinne Yepa	Member	July 2017-June 2018 July 2017	Yes	Audit
Katherine Toya	Member			
Stuart Gachupin	Member	July 2017- July 2017	Yes	Finance
Francine Garcia	Member			
Carlos Chavez	Member			
Danielyn Pino	Member	July 2017-June 2018 July 2017	Yes	Finance
Vincent Madalena	Member			
R. V. Wasilewski	Member	July 2017-June 2018 July 2017	Yes	Finance

- At no time during the contract term did the membership of the Walatowa High Charter School Governing Council fall below the requirements of its by-laws or the state statutory minimum of 5 members.
- The Walatowa High Charter School Governing Council always maintained the required committee membership during the contract term.
- There were no vacancies on the Walatowa High Charter School Governing Council during the contract term.
- All members of the Walatowa High Charter School Governing Council completed all training-hour requirements in every year of the contract term.

[Click here to enter text.](#)

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

