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**Charter Schools Division
2021-22 Revised Preliminary Renewal Analysis
November 2, 2022**

School Name: Hózhó Academy

School Address: 515 Park Avenue, Gallup, NM 87301

Head Administrator: Juliane Hillock

Governing Board Chair: Jeremy Boucher

Business Manager: Katie Rarick

Authorized Grade Levels: K-12

Authorized Enrollment: 728

2021-22 End of Year Enrollment: 406 (Charter School Enrollment by District); 505 (EOY Students by Grade w/in School)

Contract Term: 2018-2023

Mission: Hózhó Academy is committed to the tradition of a Classical education. We are committed to a rigorous program that will develop students who are educated in all of the liberal arts and sciences as well as in moral character and civic virtue. Our goal is to provide the best education possible, which will permit a full understanding of all students' cultures.

Educational Program as written in the contract:

- i. Hózhó Academy students learn explicit phonics, reading, English, spelling, composition, math, history, geography, science, music, and art.
- ii. The following are all required components of the curriculum:
 - a. Basic cognitive skills: reading, writing, mathematics;

- b. Core subjects: English language and literature, history, geography, science, mathematics;
 - c. Other classical subjects: music, visual arts, Latin (starting in 6th grade), modern foreign language (Spanish or Navajo as selected by parent); and
 - d. Auxiliary subjects: Physical education.
- iii. Virtuous Living - All students maintain a portfolio that Includes a demonstration of the work related to the core virtues of Compassion, Perseverance, Courage, Respect, Responsibility, Diligence, Temperance, and Integrity.
 - iv. iv. Traditional Learning- Our curriculum is based in Riggs Phonics, Singapore Math, and the Core Knowledge Sequence.

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school did any of the following:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

Renewal Application

Part A of the Renewal Application is provided by the Charter Schools Division (CSD). All other parts of the application are provided by the school.

Part B: Progress Report

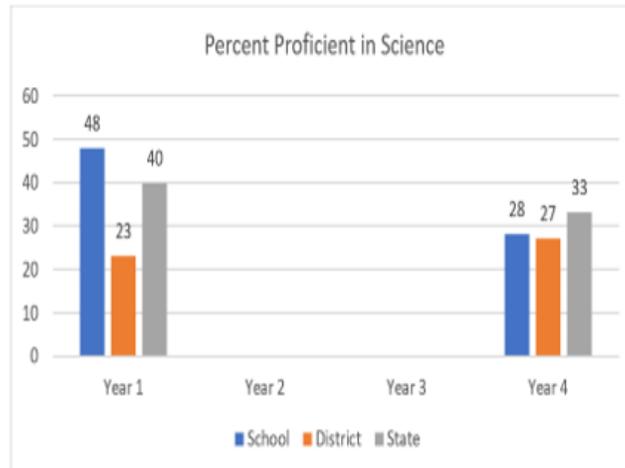
The school’s narratives in Part B are rated **Meets the Standards, Demonstrates Substantial Progress, or Failing to Demonstrate Progress** according to the rubric on pages 6-7 of the 2022 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Failing to Demonstrate Progress
1.b. Mission-Specific Goals	N/A
Organizational Performance	Rating
2.a. Educational Program	Demonstrates Substantial Progress
2.b. Financial Compliance	Demonstrates Substantial Progress
2.c. Governance Responsibilities	Demonstrates Substantial Progress
2.d. Equity and Identity	Demonstrates Substantial Progress
2.e. Tribal Consultation	Failing to Demonstrate Progress
2.f. Other Performance Framework Indicators	Demonstrates Substantial Progress

1.a. Student Outcomes



Note: NMPED proficiencies were published as $\leq 20\%$ and $\geq 80\%$ with exact percentages given only for schools between 20 and 80%. Both district and school math proficiencies were below 20% in 2021-22.



In the first year of operation, Hózhó had an overall standing of 29 according to the NM System of School Support and Accountability. In school year 2018-2019, Hózhó had a reading proficiency below both district and state percentages; a math proficiency higher than the district percentage and nearly even with the state percentage; and a science proficiency above both district and state percentages. The state does not have data for school years 2019-2020 and 2020-2021. In the most recent year, Hózhó's proficiency scores were below the state in all content areas, and either slightly above or slightly below the district average.

The school has had challenges in obtaining valid and reliable data for the term of their contract. Some were due to the common challenge of no statewide assessment data during the pandemic. Other challenges were unique to Hózhó: the misadministration of NWEA (wrong version of the assessment) and incorrect coding on ELA assessment in 2018-19. Also, because the school de-emphasizes the use of technology, they found assessing younger students with technology difficult. Part B responses, as well as the Head Administrator interview, indicate actions were taken to improve performance and outcomes as soon as possible when a problem was discovered.

The school uses NWEA MAPS and DIBELS to determine students' learning needs. With regard to MAPS testing, unfortunately, the school does not have valid data for the first year of operation as Schoolwide NWEA growth test results were invalid because some students were given the wrong test version. For the following two years, 2019-2021 the school also does not have reliable data.

In 2021-22, NWEA MAPS was administered to approximately 500 students. In Reading, White and Asian subgroups performed above average; Native American, Hispanic, and African American subgroups performed below average. In Language Usage, White and Asian subgroups performed above average in the most recent year; Native American, Hispanic, and African American subgroups performed below average. In Math, White and Asian subgroups performed above average in the most recent year; Native American, Hispanic, and African American subgroups performed below average.

In addition to administration complications with NWEA testing, staff described challenges in administering Istation. The school model de-emphasizes use of technology, students are engaged with hard copy books, handwriting on paper, hands-on activities such as gardening and science projects; but rarely are students (especially K-2) involved with individual use of technology. When teachers administered Istation to K-2 students, the lack of students' familiarity with technology created problems. Teacher focus groups and leadership interviews questioned whether performance on the tests was due to lack of content knowledge or lack of skill using technology. Interviewees suggested students were distracted by images on the screens and were not used to manipulating the mouse and using a keyboard, despite given time to practice using technology. To have more reliable literacy data in the K-2 grades, the school added DIBELS testing to the suite of tests currently in use; no results were provided.

The percentage of students making expected mid-year progress in 2021-22, in Language, Reading, and Math on the iMSSA interim assessment were well into the 90s for each grade level. These results did not correlate with the NM-MSSA summative assessment. This was an issue statewide, and one of which PED Accountability is aware.

1.b. Academic Performance Mission-specific Goals were not included in the current contract.

2.a. Educational Program

Most of the elements of the educational program are being implemented. Classroom observations, the master schedule, teacher focus group and leadership responses indicate that basic skills are being taught throughout the school. The Riggs Phonics program and Singapore Math were observed in the lower levels as well as seen on posters and white boards. The school uses Core Knowledge as a "curriculum resource" for K-6 history and science and a few literature books for grades 4 and 5. The school is not using the Core Knowledge Sequence.

The classical model was observable throughout the school, including at the daily morning assembly where students identify works of art and literature from the Western canon and recite from memory documents such as the Preamble to the Constitution. Classroom observations showed study of the literary canon. Some teachers appeared to be following a

more traditional model of instruction, remaining at the front of the classroom. Students take Latin and Navajo language classes as well as art, music, and PE.

All students maintain a portfolio that includes a demonstration of the work related to the core virtues of Compassion, Perseverance, Courage, Respect, Responsibility, Diligence, Temperance, and Integrity. Students use their daily planners to track the use of the virtues in their classes. The planners are signed by teachers, who indicate that a student has done well in using or has not used specific virtues; and this method was used to communicate with parents. Parents shared stories about their children referring to specific virtues at home and talking about what virtues they were learning about in school.

In spring 2022, the governing board voted to revise the school's mission to: "*The mission of Hózhó Academy is to train the minds, improve the hearts and strengthen the bodies of our students through a Classical education in the liberal arts and sciences, with instruction in the principles of moral character, civic virtue, and physical vigor.*" This is the mission statement on the school's website and students recite it during morning assembly; this is not the mission statement in the charter contract. The school has not submitted a mission change amendment request to the PEC. When asked about it, the head administrator and the school's attorney indicated that this was an oversight, and they intended to submit the request.

Physical fitness is a core element of the school's revised mission. The impetus for the ARETE, the fitness initiative, was that the pandemic hit the community particularly hard, and the health of individuals in McKinley County ranks 32nd out of 32 counties ranked.

Students were observed wearing athletic-style clothing throughout the day. Students were able to talk about the health initiatives, including PE, healthy food choices (which they liked), counseling programs and developing a positive attitude. Students felt that if they were experiencing trauma such as loss of a family member, they would receive support from counselors. They were certain that a student experiencing trauma would be noticed by staff and/or other students and would be referred to the counselor.

The revised mission retains the original emphasis on classical education and moral virtues, but does not include any reference to culture. The original mission included the statement, "Our goal is to provide the best education possible, which will permit a full understanding of all students' cultures." Because the school is located in a community with a high Native American population, and the school's student population is just under 50% Indigenous, and because the school was founded as a unique blend of a classical model with the Navajo philosophy of Hózhó, the impetus for the removal of any reference to culture in the revised mission is unclear.

2.b. Financial Compliance

The first few years of audit reports resulted in several audit findings, however, the school's most recent audit had no findings. Hózhó has not experienced the same fluctuating cash balances common to charter schools in their first few years of operation which, in part, can be attributed to their growth in enrollment.

The school's demographics have resulted in grant funding opportunities, e.g. ARPA, CRSSE, and CSP distance learning grants, which the school used strategically to support instruction. Since the school opened, at least 30% of direct instruction and support expenses have been funded through grants. Only a small portion of FY21 and FY22 classroom FTEs were paid for with COVID funding, ensuring many programs will continue after that funding expires.

The school's initial application suggested they would serve grades K - 12 within its first contact term, but once the school opened, they have been phasing in grades and currently serve K-9. With strong retention and recurrent enrollment rates, the school's enrollment projects for FY23 and FY24 appear conservative and achievable given the growth they have experienced thus far.

2.c. Governance Responsibilities

For three of the past 4 years of the contract, the school has received a Working to Meet rating on their Annual Reports for this indicator. At no time has board membership fallen below the minimum of 5 members.

However, the governing board members have not always earned required training hours. Although most board members have completed training each year, one board member did not complete required training during two years and another did not complete required training during one year. The school's response to this section in Part B reads, "To address the missing training hours, the Board has added a standing discussion item to the Board Meeting Agenda for greater accountability." When asked during the site visit how they will ensure completion of required training, board members stated they would keep better track of their own training from now on. Board members did not refer to a specific plan at that time.

The Board has also had difficulty recruiting new members. They discussed plans to focus on developing recruitment efforts and add this as an ongoing discussion item to Board meetings. They have also recently been able to add two new members.

In regards to Governance Responsibilities, Hózhó Academy has not met the timely submissions for Amendment Requests for their mission change amendment.

2.d. Equity and Identity

The school's percentage of Native American students has been just under 50% in each year of its contract. The school's values are translated into Navajo and Zuni languages. The school provides instruction in Spanish, Navajo, and Latin. A staff member is currently working with Zuni Pueblo to become certified to teach Zuni. Some Native American art and artifacts are displayed at the school, but the preponderance of the visual arts and all of the music in the arts curriculum are from the Western canon and images of Columbus are displayed on the walls.

The amended mission statement, which originally included reference to all students' cultures, no longer acknowledges culture.

The school has a parent advisory committee which also serves as the equity council. One parent on this committee, who is Navajo, was part of the original pre-pandemic equity council, and

then continued on the new council when the school returned to in-person instruction. The equity council meets monthly with the head administrator. The council organized a week-long series of Native American history and culture events in November 2021. That event is being expanded to three weeks in November 2022. The school currently provides food services and is working to provide transportation services.

To comply with the Martinez-Yazzie mandate to provide culturally and linguistically relevant (CLR) instruction and to support and validate students' cultures, identities, and sense of belonging, the school has submitted its CLR Readiness Assessment but has not yet submitted a CLR Inventory or Framework for implementation of CLR objectives.

The school has requested from Hillsdale College a curriculum map of the Hillsdale social studies curriculum and the newly adopted New Mexico social studies standards. Once that has been provided to the school, teachers will work in PLCs to ensure that their instruction is aligned to the standards.

2.e. Tribal Consultation

Hózhó is a school that falls under the NM Indian Education Act, as well as the 6.35.2 NMAC definition of a "historically defined Indian-impacted" school, and as such has requirements for conducting a needs assessment and a system framework to support students, in consultation with tribal partners. NMAC definitions published in 2020, mid-term for Hozho read as follows:

6.35.2.F. "Historically defined Indian impacted school district" means a school district, a state-chartered charter school, or locally chartered charter school that meets at least one of the following criteria:

- (1)** serves at least 175 American Indian or Alaska Native students and is located wholly or partially on tribal land; or
- (2)** identifies at least ten percent of its overall student population as American Indian or Alaska Native and is located wholly or partially on tribal land; or
- (3)** identifies at least forty-five percent of its overall student population as American Indian or Alaska Native.

In 2021-22 Hózhó had 209 enrolled Native American students. The Indian Education Division within PED confirmed that the school has been included in correspondences about its obligations, with offers of support and technical assistance.

According to the Head Administrator, the school has reached out to the Navajo Nation requesting consultation and has been advised that the school needs to reach 50% enrollment for consultation to take place. Staff further described collaborating with the Navajo Nation to provide presentations and training activities. The school told CSD it has an open door and attempts to honor tribal requests but confirmed tribal consultation has not occurred.

When asked about Hózhó, Dr. Andy Nez of the Department of Diné Education (DODE) has informed the PED that the school has not reached out to the Navajo Nation for consultation. Dr. Nez shared that they have made several attempts in the past to contact Hózhó, but Hózhó always told DODE that they do not meet the criteria – referencing ESSA 8538, an affected tribe meets with the LEA as a result of having 50% or more Native American students, not just Diné. Dr. Nez acknowledged that although this may be the federal criteria, consultation is still required per the Indian Education Act. This is confirmed in rule.

The number of Zuni students is significantly lower than that of Navajo students. In Part B, the school describes direct contact with the Pueblo of Zuni's local governing agencies “to gain the needed support when necessary” but has not provided documentation of efforts to consult with the Zuni Pueblo.

The IED reports the school has submitted a needs assessment and systemic framework. Hózhó has not yet submitted an accountability tool, written statement, evidence of tribal consultation, or a review of the evaluation and progress made. The CSD also has not seen evidence of tribal consultation or any correspondence between the school and the DODE.

2.f. Other Performance Indicators

The school has earned (5) repeat ratings of working to meet standard, and three (3) does not meet standard ratings over the course of their contract term. Of these ratings, 2a and 2c were covered in the above financial section and 3a was covered in the above governance section of this report.

Indicator 1.d. Rights of English Learners: The school had some issues with identifying and documenting ELs in 2020 and 2021. CSD provided technical assistance and the school brought their EL identification processes into alignment with PED policy. The school hired a registrar to more thoroughly investigate records from previous schools and to ensure that the documentation is properly recorded in each student’s file. The school also hired a TESOL-endorsed EL coordinator. The school was rated Meets Standard on this indicator in 2021-22.

Indicator 4.c. Staff Credentialing: Part B details the difficulties the school has had in this area, citing ongoing issues navigating the licensure system.

Indicator 4.e. Background Checks: The school has yet to obtain an ORI number to run background checks on staff. Another Gallup-area charter school has been performing this service for Hózhó for years, but has recently informed the school that this is unsustainable long-term. In a recent attempt to obtain an ORI number, the school was told there was a hold on providing them (there is at least one other state charter school in the same situation). Despite this obstacle, the 2021-22 rating is Meets Standard.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A