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Charter Schools Division 2021-22 Annual Report

School Name: Dził Dít'ooí School of Empowerment, Action and Perseverance

School Address: PO Box 156 Navajo, NM 87328

Head Administrator: Kayla Begay

Governing Board Chair: Becki Jones

Business Manager: Charlotte Archuleta

Authorized Grade Levels: 6-12

Authorized Enrollment: 180

2021-22 End of Year Enrollment: 43

Contract Term: 2020-2025

Mission: As a result of a DEAP education, students will be able to use their cultural, vocational and academic skills to analyze their surroundings in order to plan the transformation of their community and their world, live a healthy life and use the tools they were taught to achieve holistic wellness, use their understanding of identity, and its impact on local and global communities to promote the restoration and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dít'ooí area by consciously balancing the needs of the land with the needs of the people.

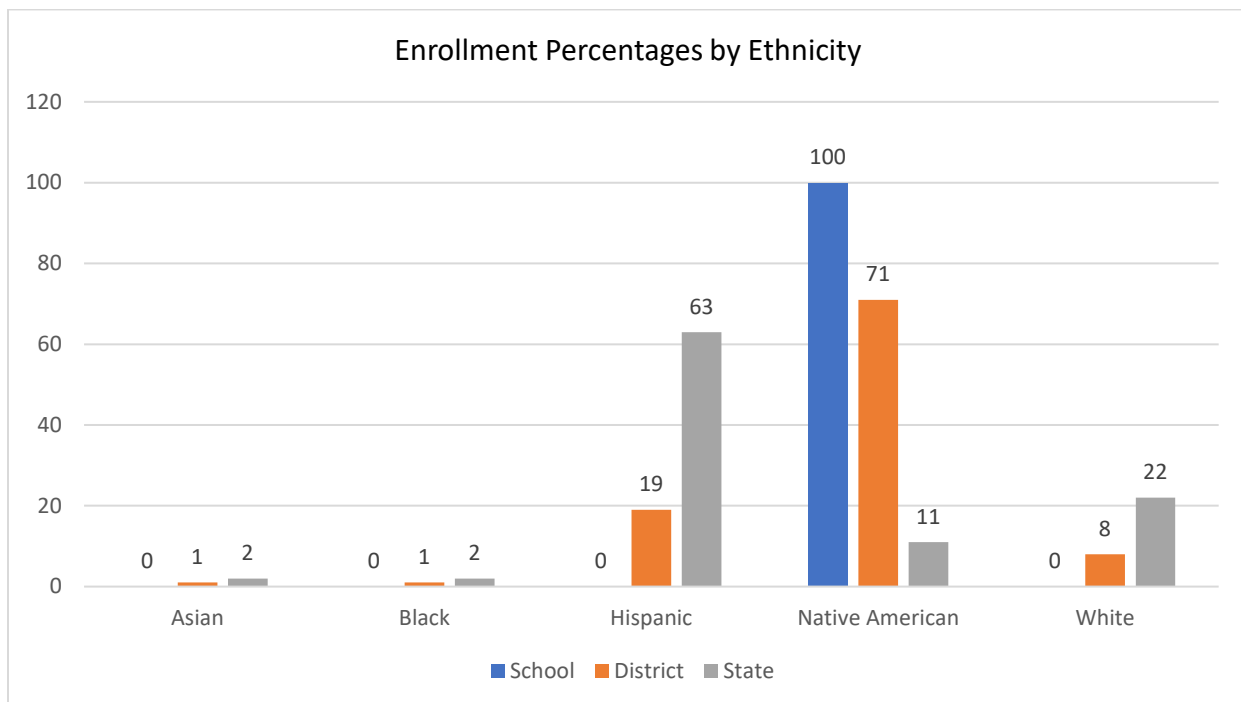
About the School

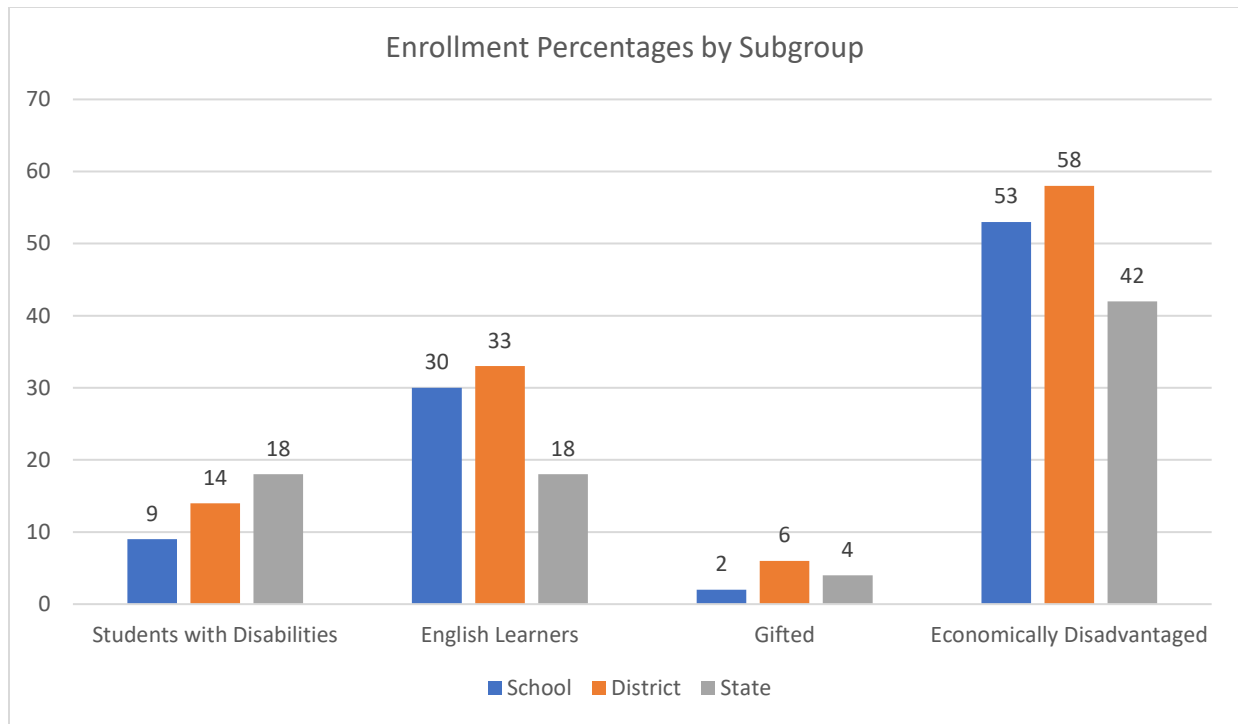
Dził Dít'ooí School of Empowerment, Action and Perseverance (DEAP) received its initial PEC-authorized charter in 2015. The school is located on the Navajo Nation in Northwestern New

Mexico. The school serves grades 6-12 and as of school year 2021-22, has a total enrollment of 43 students, although it is authorized to serve 180. The school has a partnership with the NACA Inspired Schools Network.

DEAP students participate in a land-based curriculum that allows them to analyze their surroundings and to plan the transformation of their community and the world. Students learn to live a healthy life, to understand and preserve their identity, and to restore, honor, and perpetuate their Dine culture. The school provides hands-on learning, outdoor experiences and often partners with local farms and land-based education programs. The curriculum is intended to prepare students for college and to provide pathways to careers in STEAM, ecology, food security, and agriculture, and to promote and increase health and wellness, community wellness, and community leadership and action. DEAP students participate in projects and events such as: sacred site visits, community gardening, garden and cooking workshops, and harvest festivals.

Demographics as reported in STARS 2021-22 End of Year (EOY)





Note: Graduation End of Year STARS enrollment report used for all data except Gallup district economically disadvantaged percentage, as the report showed this as 0. The average of the 40 Day, 80 Day, and 120 Day reports was used in place of the EOY report.

Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	40
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	80
Overall Academic Score: average of Indicators 1 and 3	60

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

Dził Dít'ooí School of Empowerment, Action and Perseverance ranked above **30.2%** of high schools statewide. The school received a designation of **Traditional Support School**.

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		Examples: In a group of 17 students, if the proficiency was 3% the chart would show ≤ 20% and if it was 98% it would show ≥ 80%.
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	

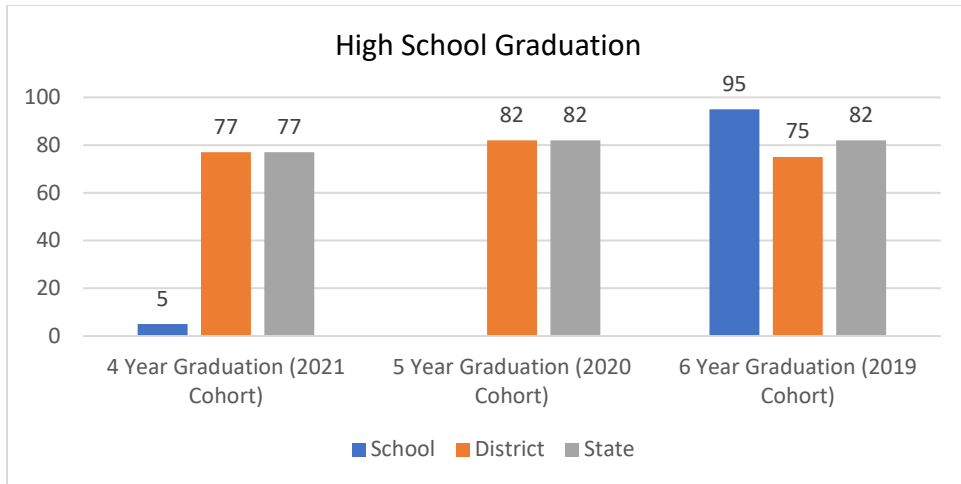
N = 41-100	5% to 95%	In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	*****		*****
Asian			
Black			
Hispanic			
Native	*****		*****
White			
SwD			
EL	*****		*****
FRL	*****		*****

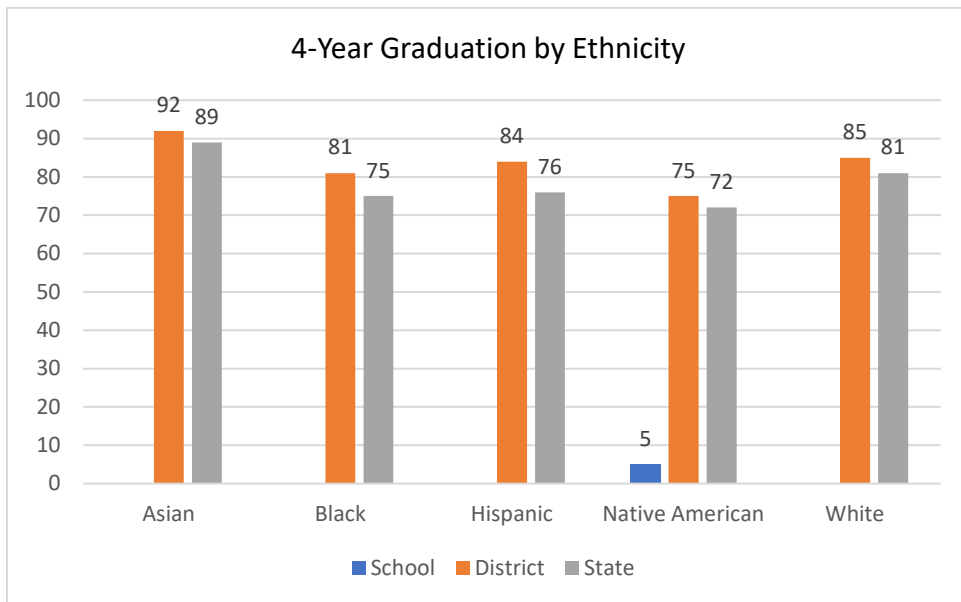
English Learner Progress toward Proficiency: 0%

High School Graduation

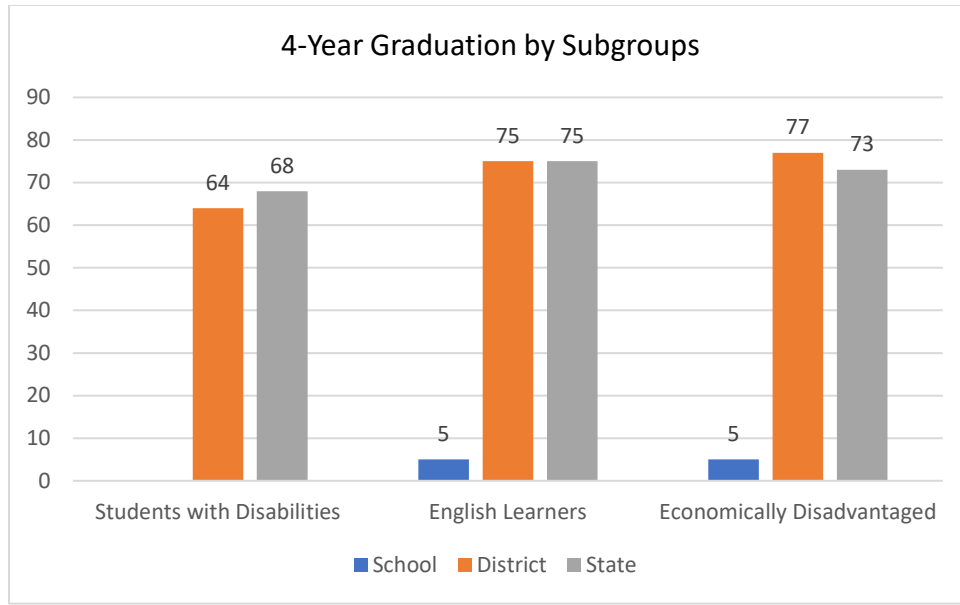
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.



Note: The school-level percentage for 4-Year Graduation is $\leq 5\%$ and for 6-Year Graduation is $\geq 95\%$ in order to mask data due to student population size. The school's enrollment is very small, and due to the PED shared accountability model for calculating graduation rates, the PED data file does not contain data for the 5-Year Graduation rate.



Note: The school-level percentage for the Native American category is $\leq 5\%$ in order to mask data due to student population size.



Note: The school-level percentages for the English Learners and Native American categories are ≤ 5% in order to mask data due to student population size.

Mission-Specific Goals

Goal 1: At least 80% of all DEAP students, enrolled on the 40th and 120th day, will complete a 40-hour land-based learning project (that integrates cross-curricular common core standards) annually and will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.

Performance Level	Target	Points
Exceeds Standard	More than 85% of all DEAP students, enrolled on the 40th and 120 th day, will complete a 40-hour land-based learning project (that integrates cross-curricular common core standards) annually and will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.	100
Meets Standard	75-85% of all DEAP students, enrolled on the 40th and 120th day, will complete a 40-hour land-based learning project (that integrates cross curricular common core standards) annually and will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.	75
Does Not Meet Standard	50-74% of all DEAP students, enrolled on the 40th and 120th day, will complete a 40-hour land-based learning project (that integrates cross curricular common core standards) annually and	25

	will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.	
Falls Far Below Standard	Below 50% of all DEAP students, enrolled on the 40th and 120th day, will complete a 40 hour land-based learning project (that integrates cross-curricular common core standards) annually and will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.	0

Rating: Meets Standard (80%)

Goal 2: 75% of all DEAP students, enrolled on the 40th and 120th day, will complete a Diné Studies course with a grade of at least 70% which includes demonstration of proficiency in core cultural competencies (Navajo Content Standards) through portfolios, cultural arts projects, and performances evaluated by cultural experts OR complete a dual credit Diné Studies course with a grade of 70% or higher.

Performance Level	Target	Points
Exceeds Standard	90% or more of all DEAP students, enrolled on the 40th and 120th day, will complete a Diné Studies course with a grade of at least 70% which includes demonstration of proficiency in core cultural competencies (Navajo Content Standards) through portfolios, cultural arts projects, and performances evaluated by cultural experts OR complete a dual credit Diné Studies course with a grade of 70% or higher.	100
Meets Standard	75-89% of all DEAP students, enrolled on the 40th and 120th day, will complete a Diné Studies course with a grade of at least 70%, which includes demonstration of proficiency in core cultural competencies (Navajo Content Standards) through portfolios, cultural arts projects, and performances evaluated by cultural experts OR complete a dual credit Diné Studies course with a grade of 70% or higher	75
Does Not Meet Standard	50-74% of all DEAP students, enrolled on the 40th and 120th day, will complete a Diné Studies course with a grade of at least 70%, which includes demonstration of proficiency in core cultural competencies (Navajo Content Standards) through portfolios, cultural arts projects, and performances evaluated by cultural experts OR complete a dual credit Diné Studies course with a grade of 70% or higher.	25
Falls Far Below Standard	Less than 50% of all DEAP students, enrolled on the 40th and 120th day, will complete a Diné Studies course with a grade of at least 70%, which includes demonstration of proficiency in core cultural	0

	competencies (Navajo Content Standards) through portfolios, cultural arts projects, and performances evaluated by cultural experts OR complete a dual credit Diné Studies course with a grade of 70% or higher.	
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Rating: Meets Standard (79%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Does Not Meet Standard

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Dził Dít'óóí School (DEAP)	2020-21	2021-22
Organizational and Financial Performance		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Does Not Meet Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Does Not Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard
3c Reporting Requirements	Assurances	Working to Meet Standard
4a Rights of All Students	Assurances	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard
4c Staff Credentialing	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard
5a Facilities	Assurances	Meets Standard
5b Transportation	Assurances	N/A
5c Health and Safety	Assurances	Meets Standard
5d Handling Information	Assurances	Meets Standard

Explanation of 2021-22 Indicator Ratings

- 1.b. No proctors for assessments at home. ELA participation 93%; math 90%, science 85%, ACCESS 93%. Target is 95% for all assessments.
- 2.b. Material Weakness audit finding in FY21.
- 2.c. Multiple repeat audit findings in FY21.
- 3.a. 3+ members did not complete all hours, or a total of 4 hours or more missing for all members combined. Some but not all audit committee members attend exit interview.
- 3.c. Two untimely amendment requests.