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Part A: Preliminary Data Report and Current Charter Contract Terms

DZİŁ DITŁ'OOÍ SCHOOL OF EMPOWERMENT ACTION AND PERSEVERANCE (DEAP) updated January 31, 2020

Charts with additional data are marked with  .

School Address: Indian Service Rte 109, Navajo, NM 87328

Head Administrator: Louella Poblano

Business Manager: Michael Vigil

Authorized Grade Levels: 6-11 (adding 12th)

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 Dítł'ooí area by consciously balancing the needs of the land with the needs of the people.

SECTION 1. ACADEMIC PERFORMANCE

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

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

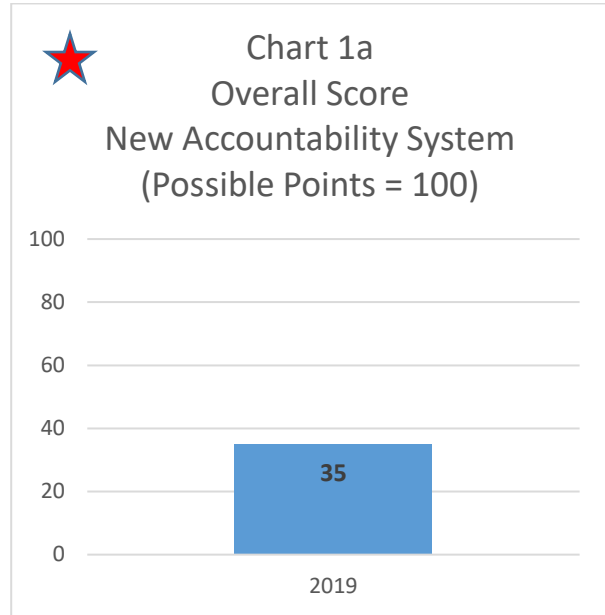
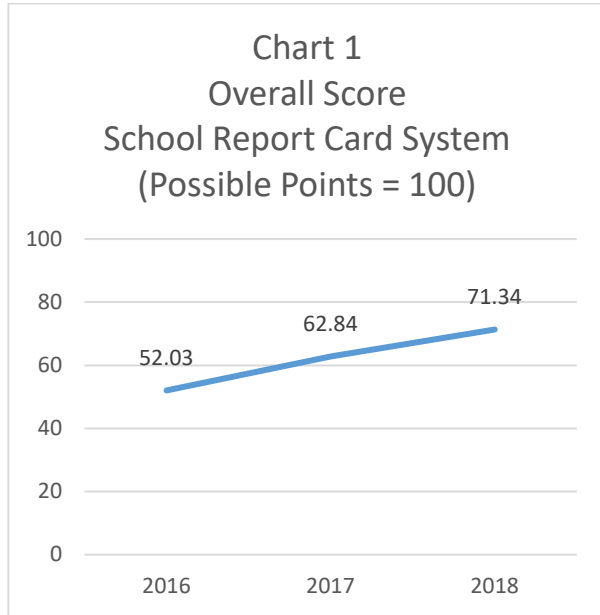
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point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

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

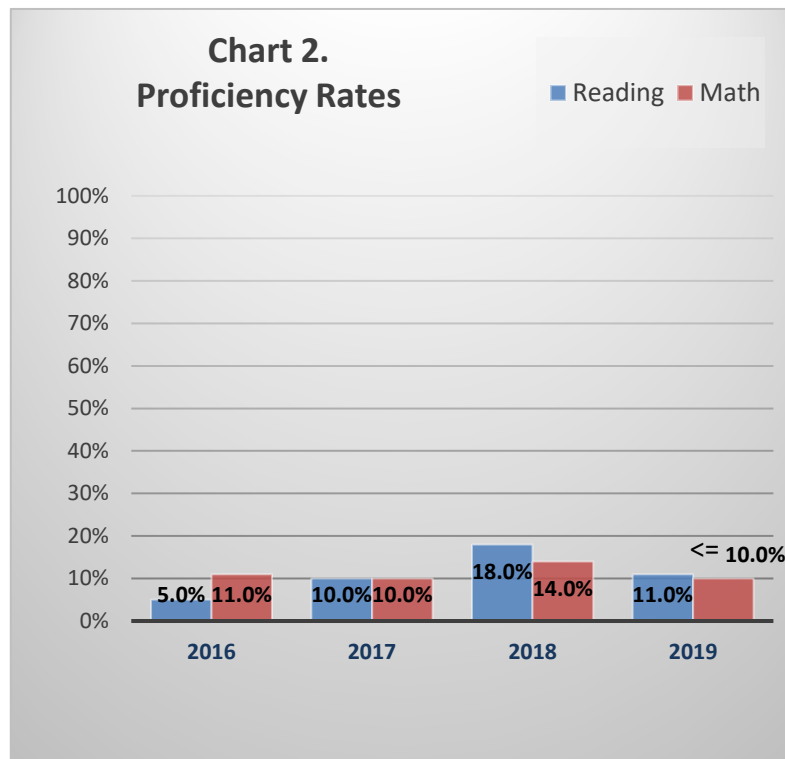
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards. For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

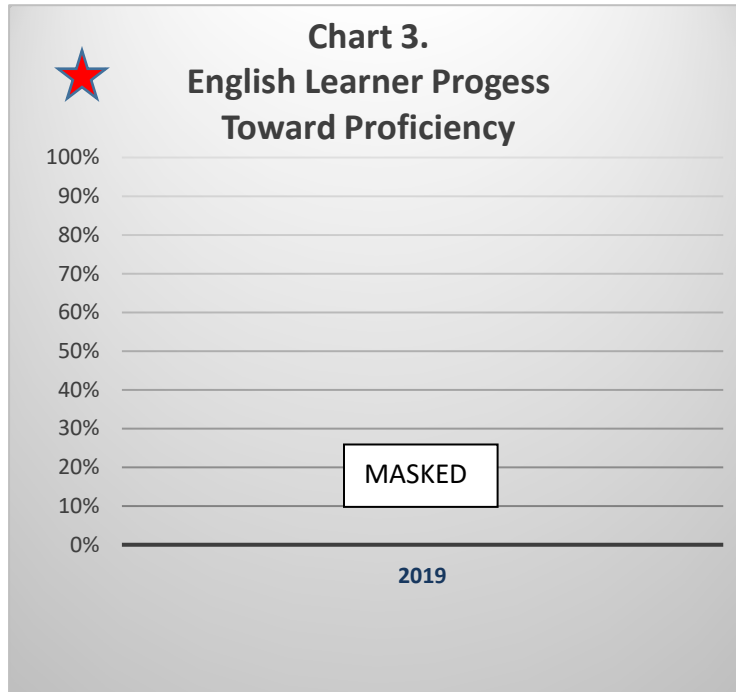
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



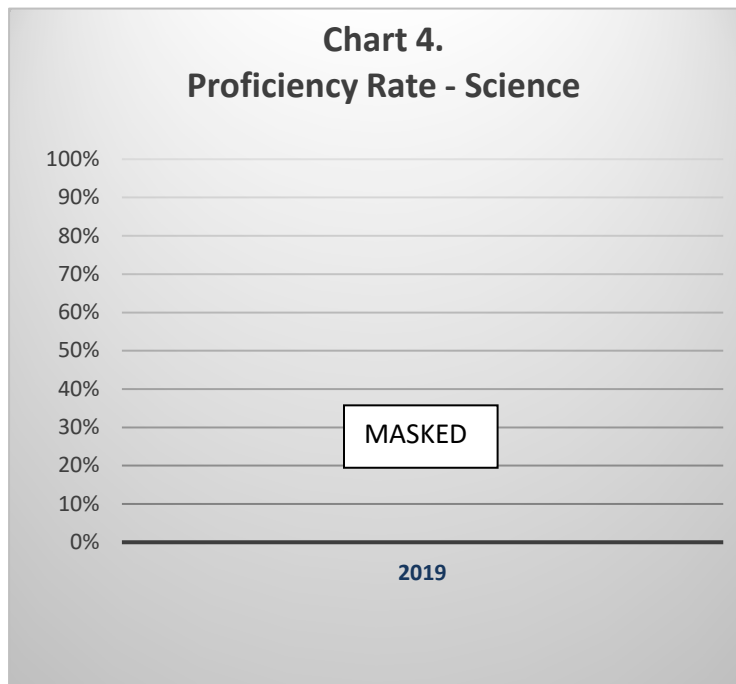
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



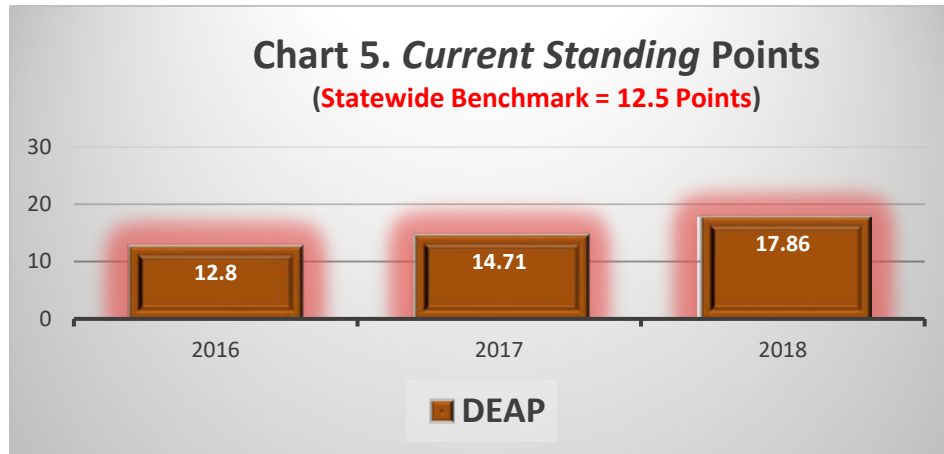
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



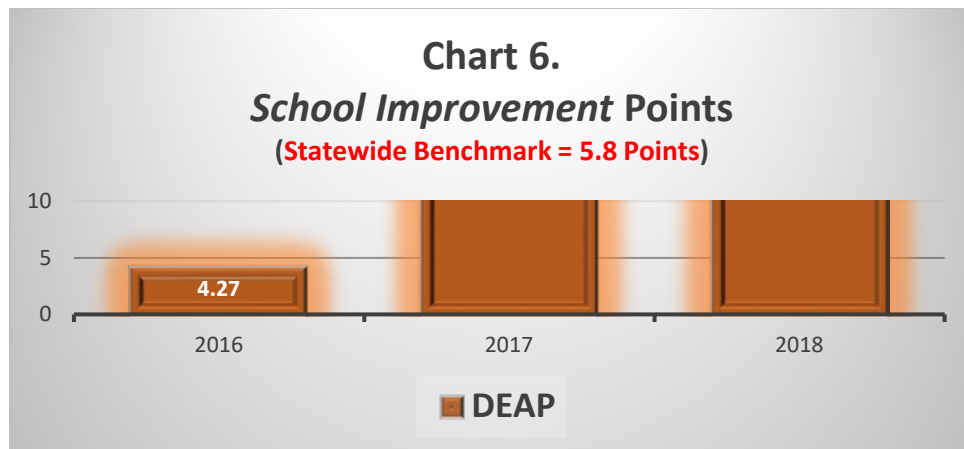
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

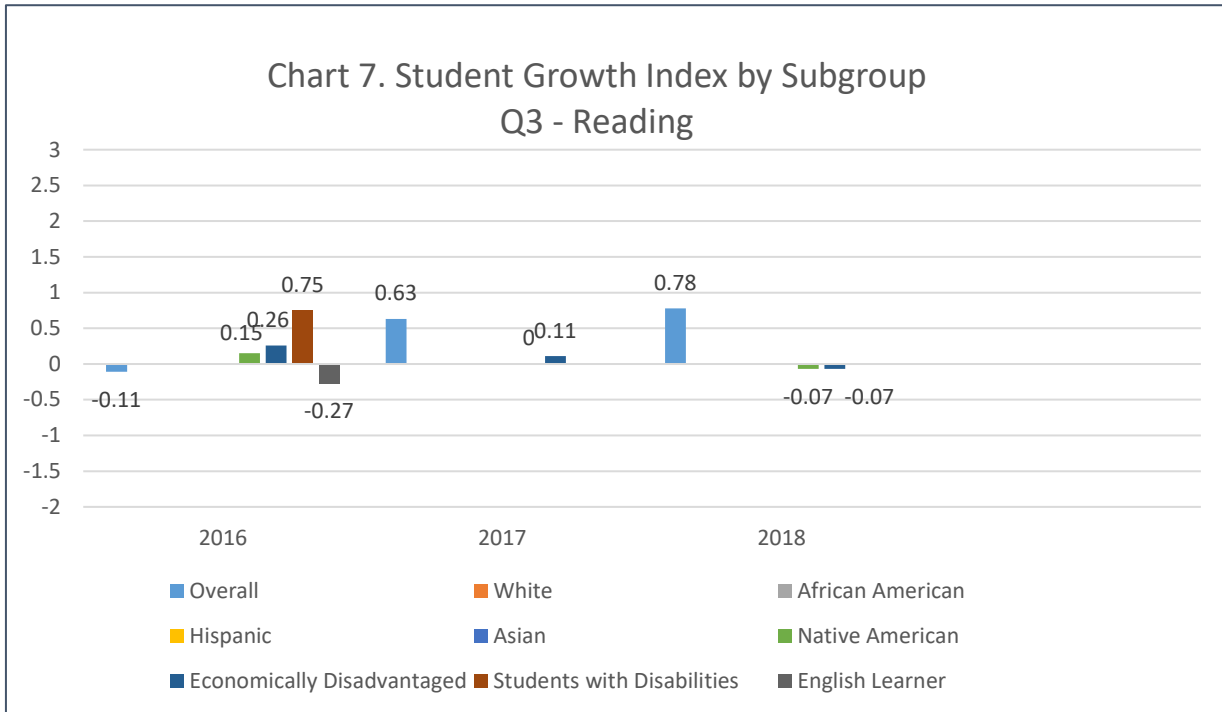


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



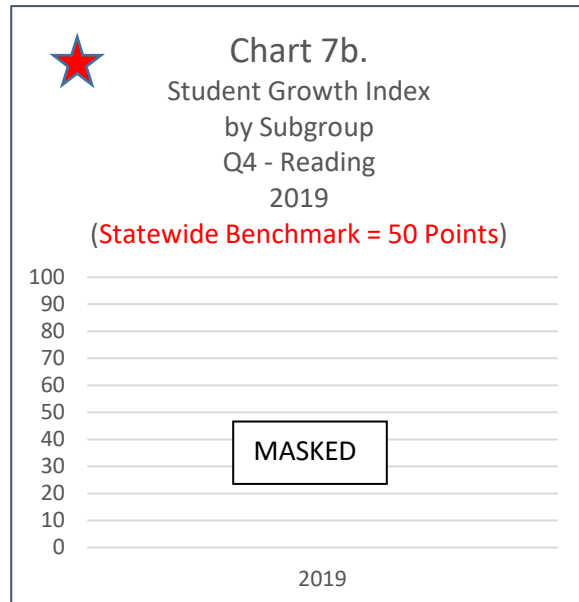
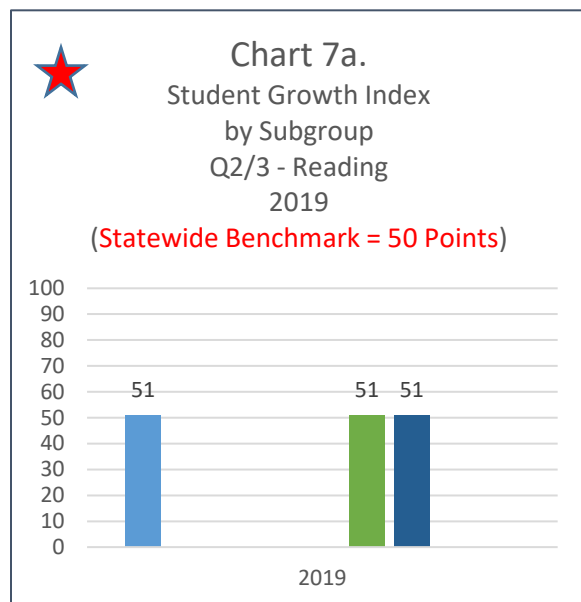
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



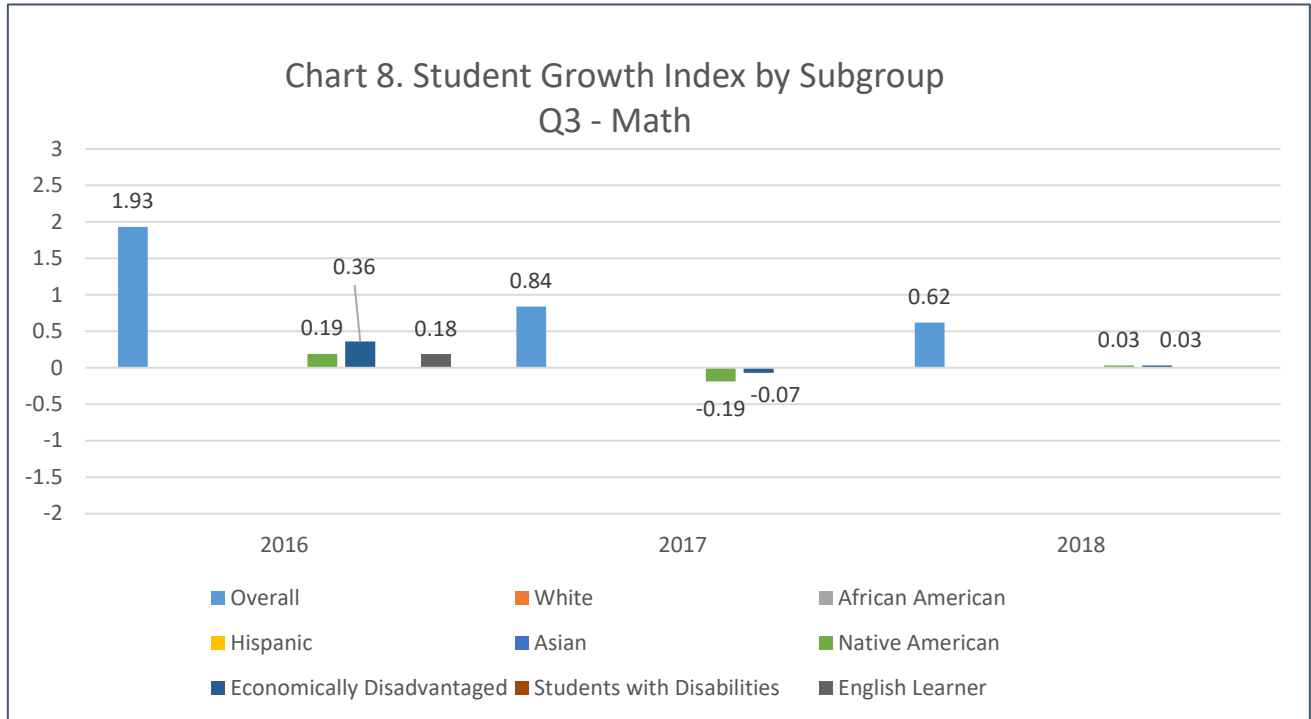
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



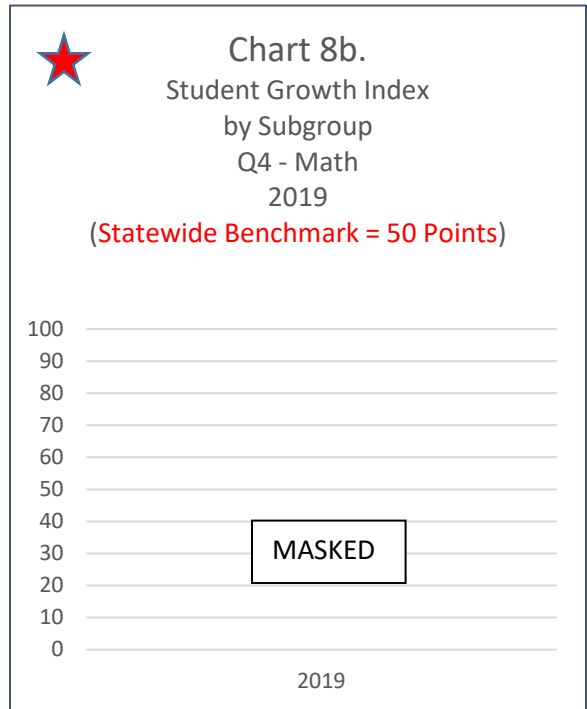
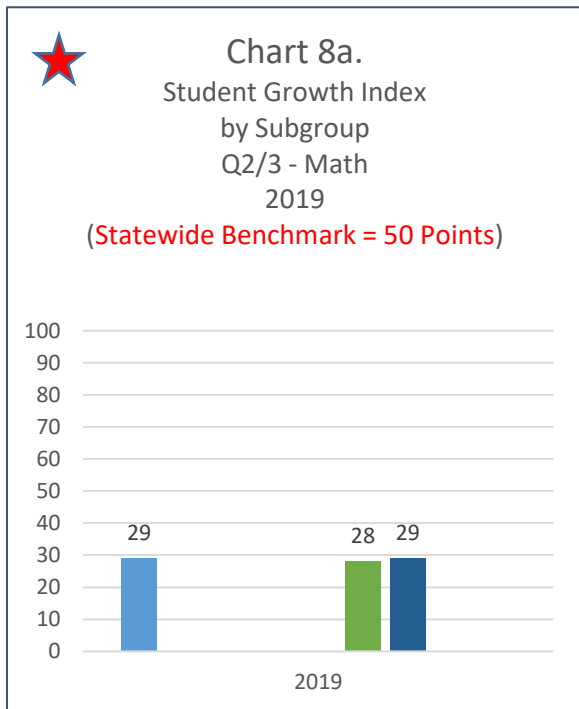
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



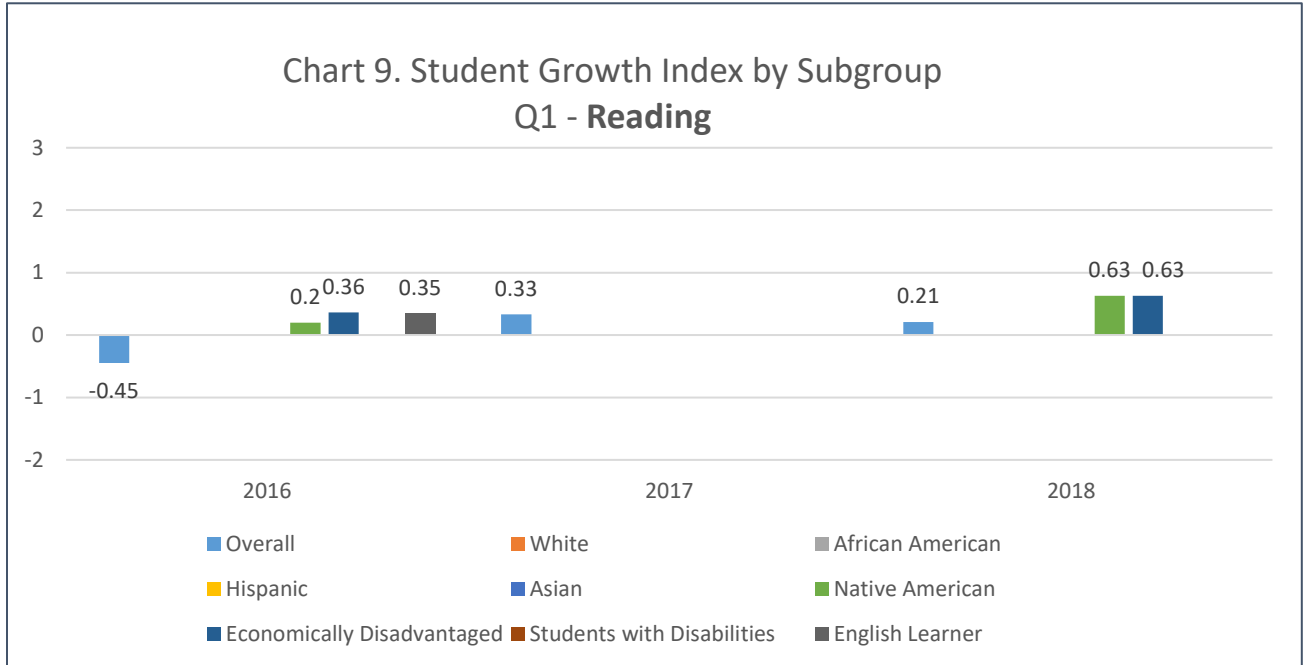
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

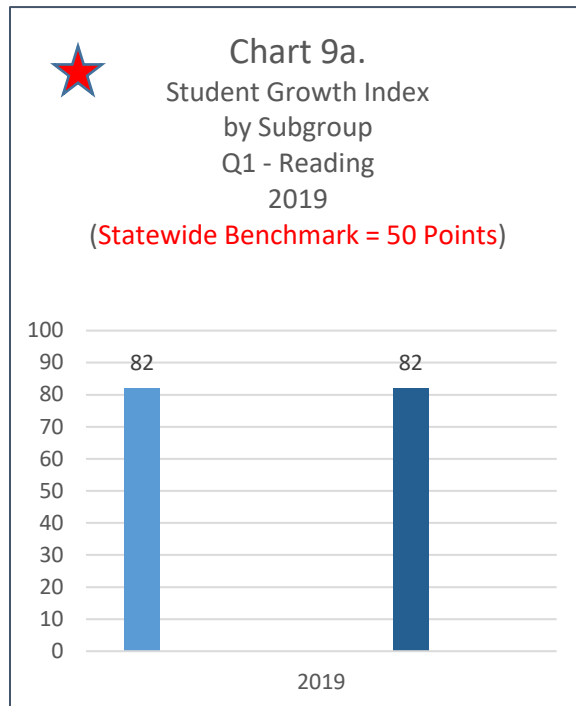


Subgroup – Lowest-Performing Students in Reading

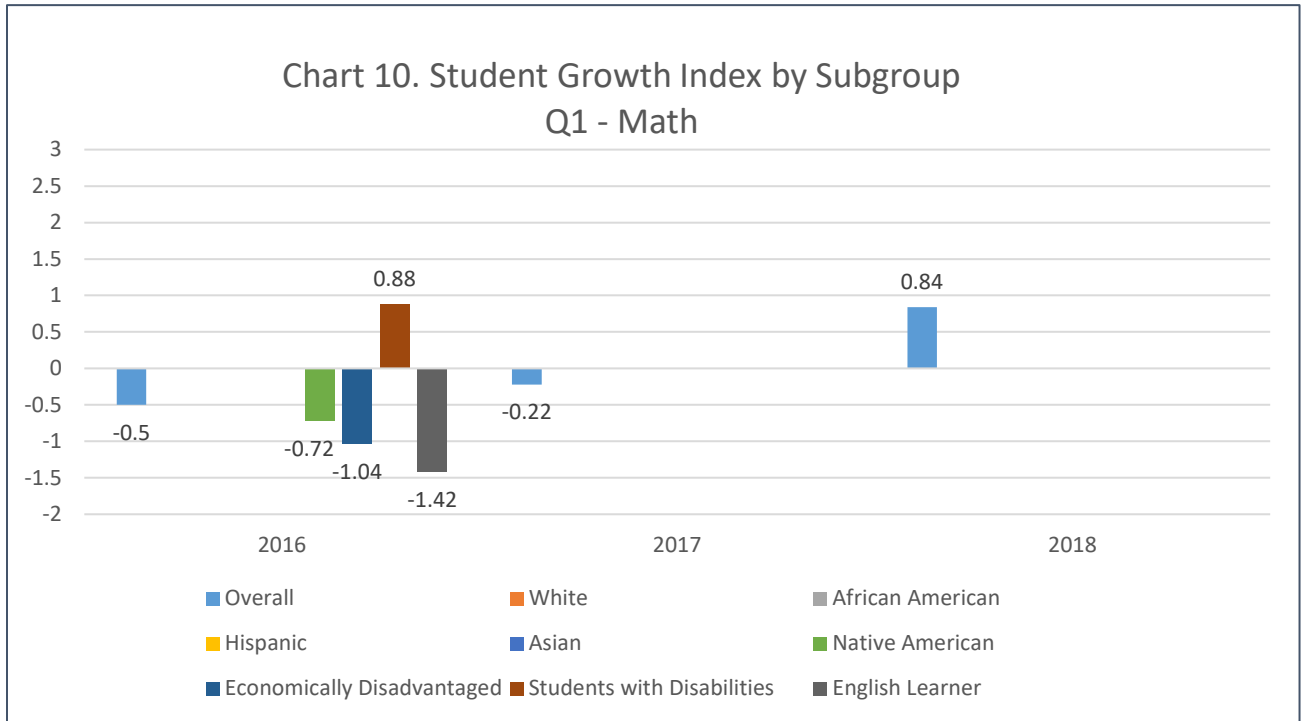
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



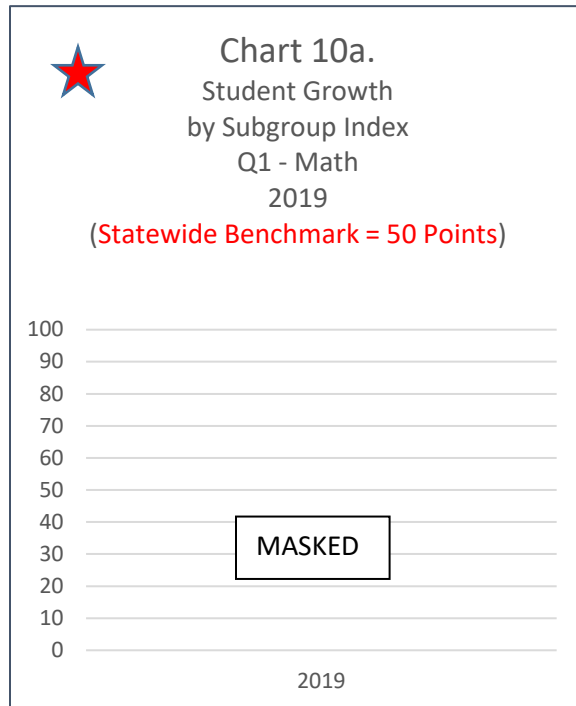
SY2019 Q1 Lowest-Performing Students in Reading



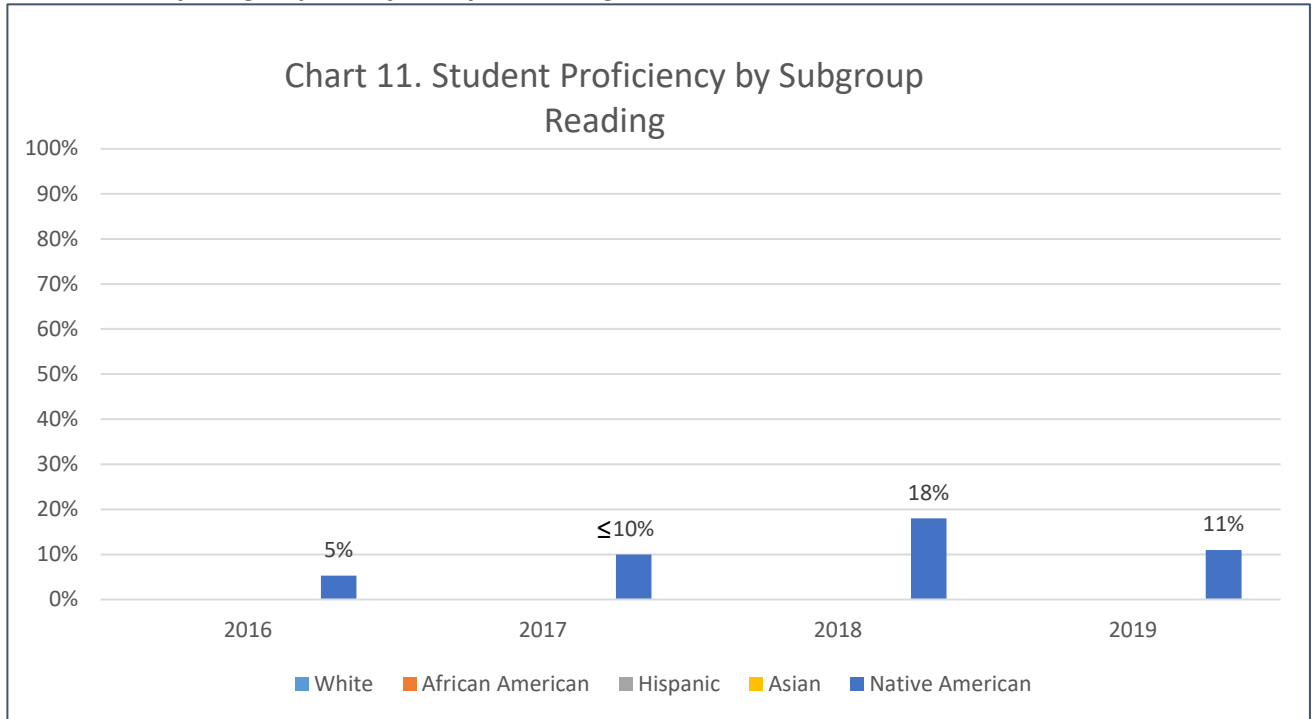
Subgroup – Lowest-Performing Students in Math



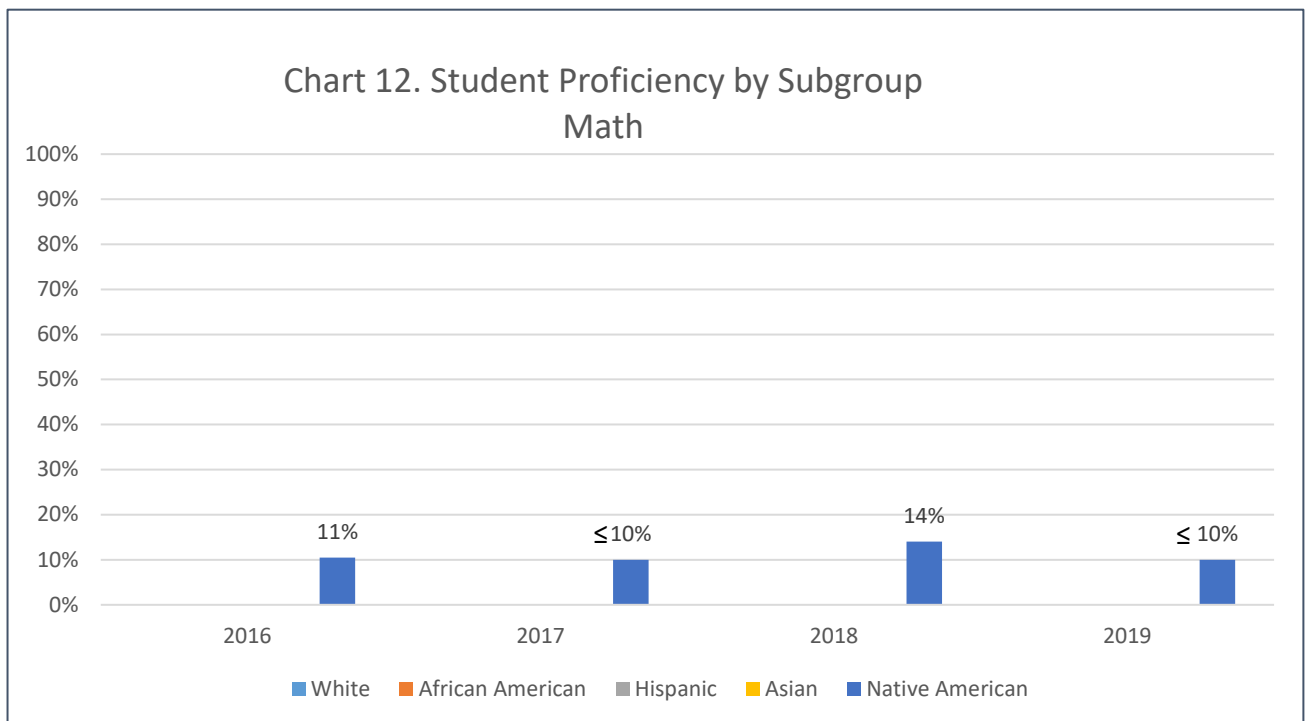
SY2019 Q1 Lowest-Performing Students



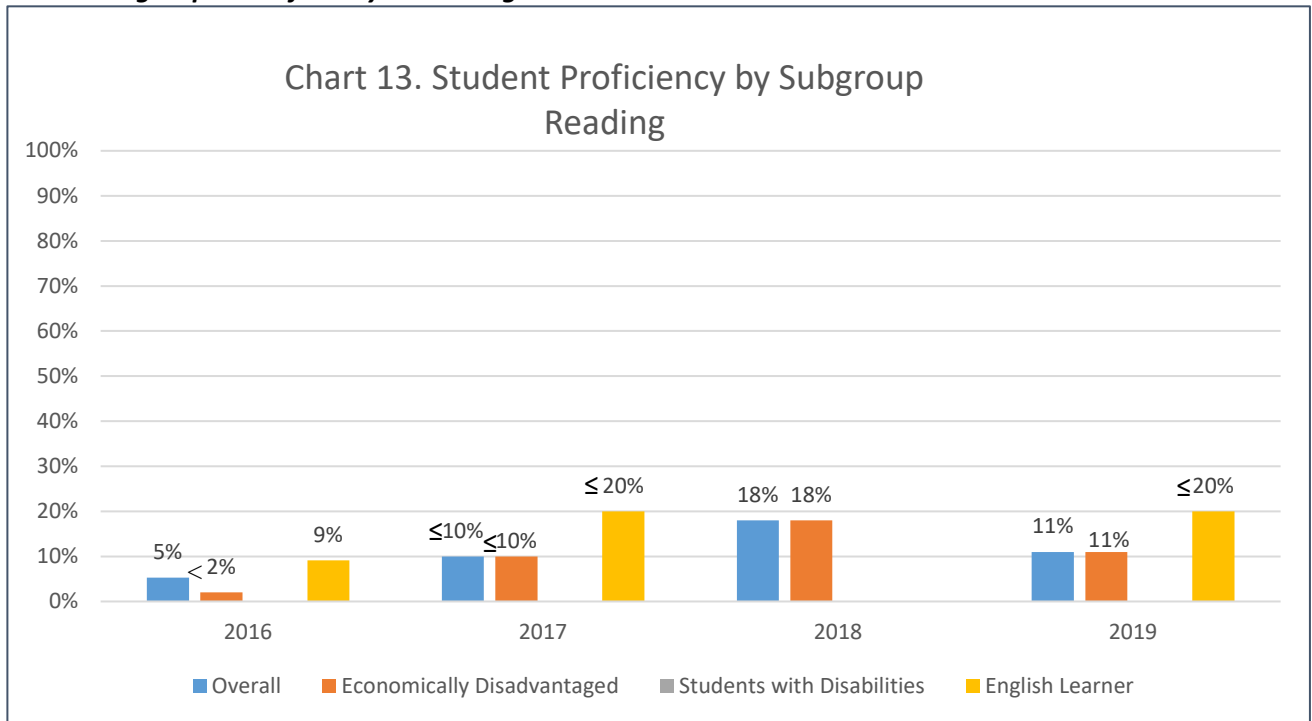
Race/Ethnicity Subgroups - Proficiency in Reading



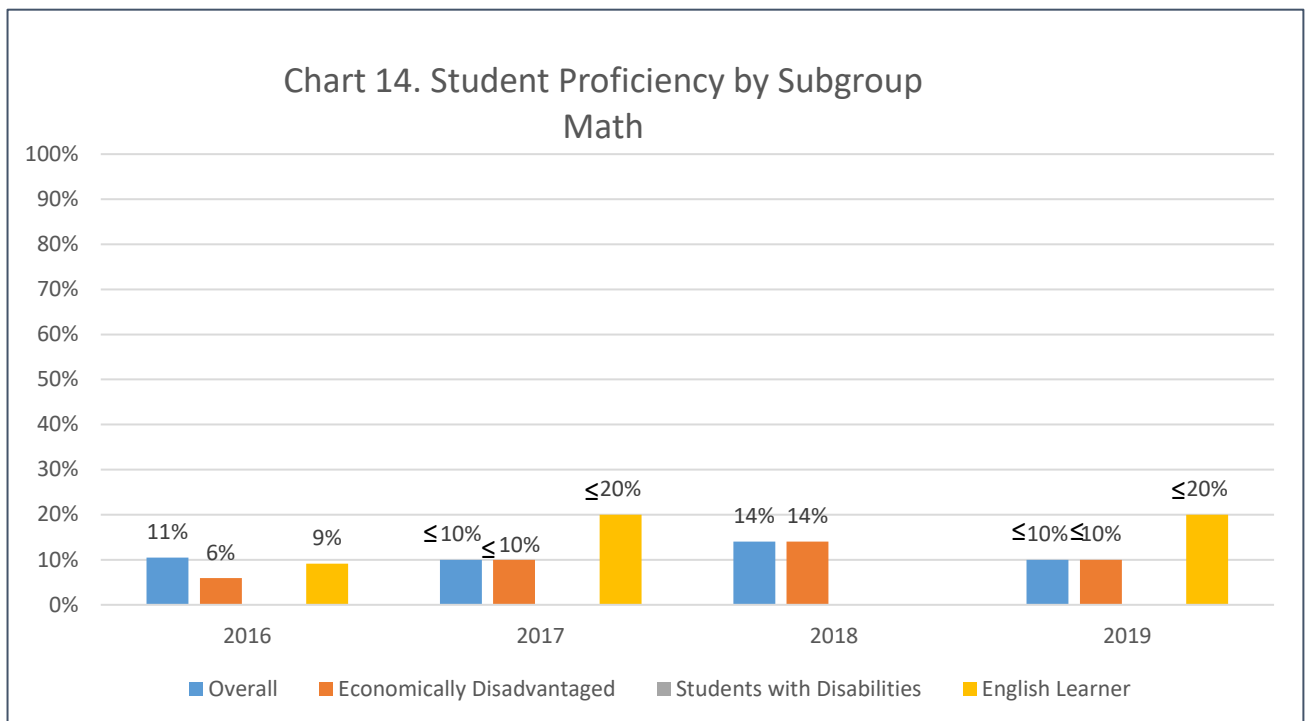
Race/Ethnicity Subgroups - Proficiency in Math



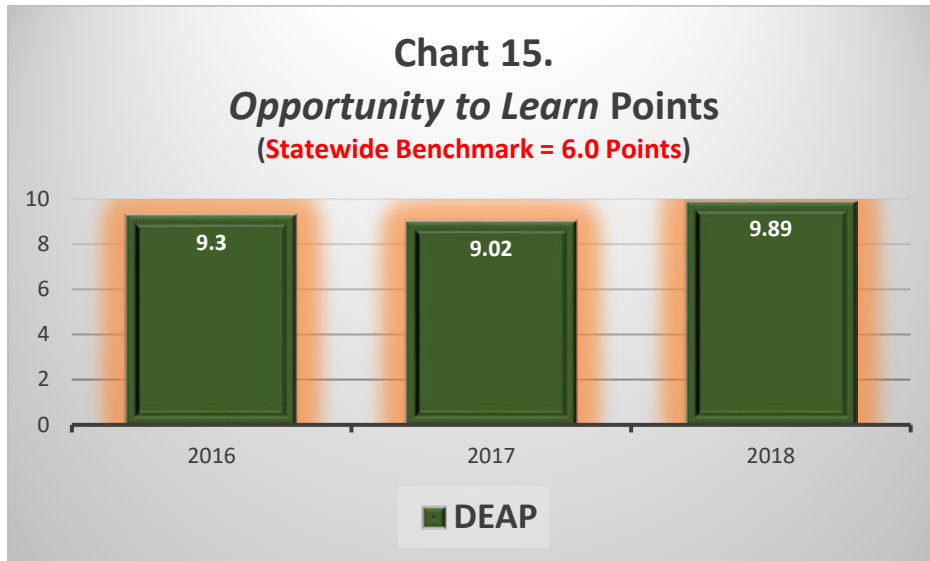
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math



Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. **SHORT CYCLE ASSESSMENT READING** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students. The school meets the target of this indicator if 60 -79% of identified students made at least one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.
2. **SHORT CYCLE ASSESSMENT MATH** Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students. The school meets the target of this indicator if 60 -79% of identified students made at least one full year's growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR the student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2
2016	Not rated	Not rated
2017	Does Not Meet	Falls Far Below
2018	Meets	Meets
2019	Meets	Meets

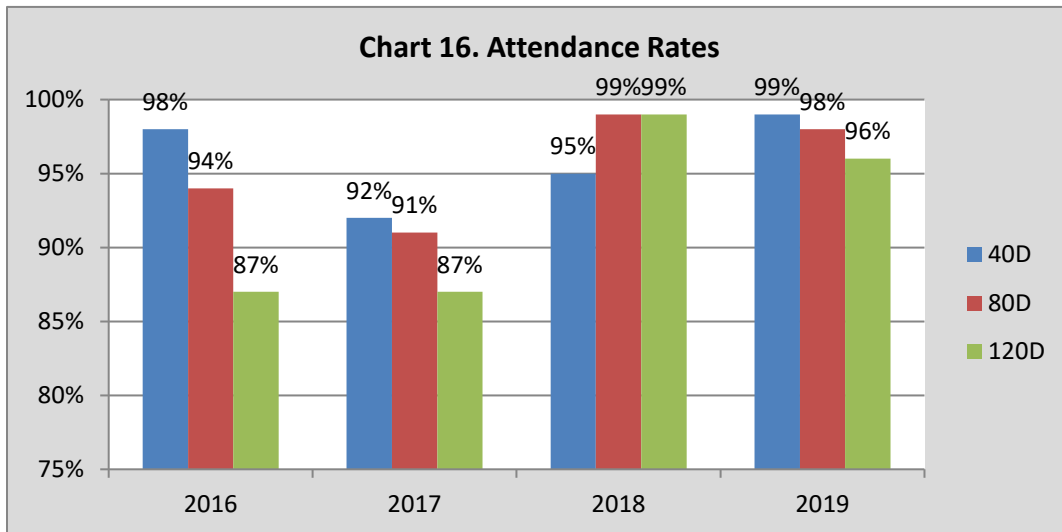
¹ Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

1c. Student Attendance and Enrollment

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

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

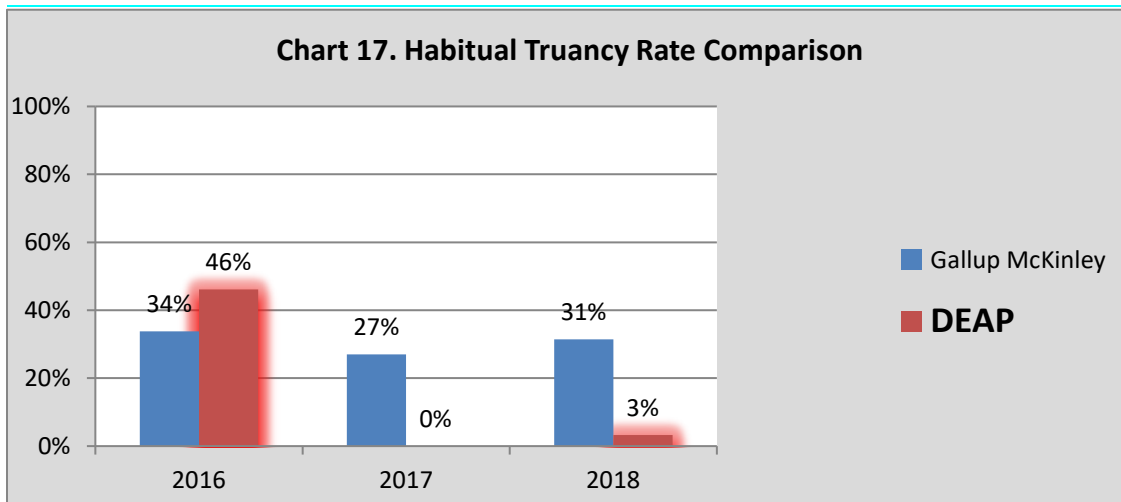
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 17 reflects the school's habitual truancy rate compared to the local district.

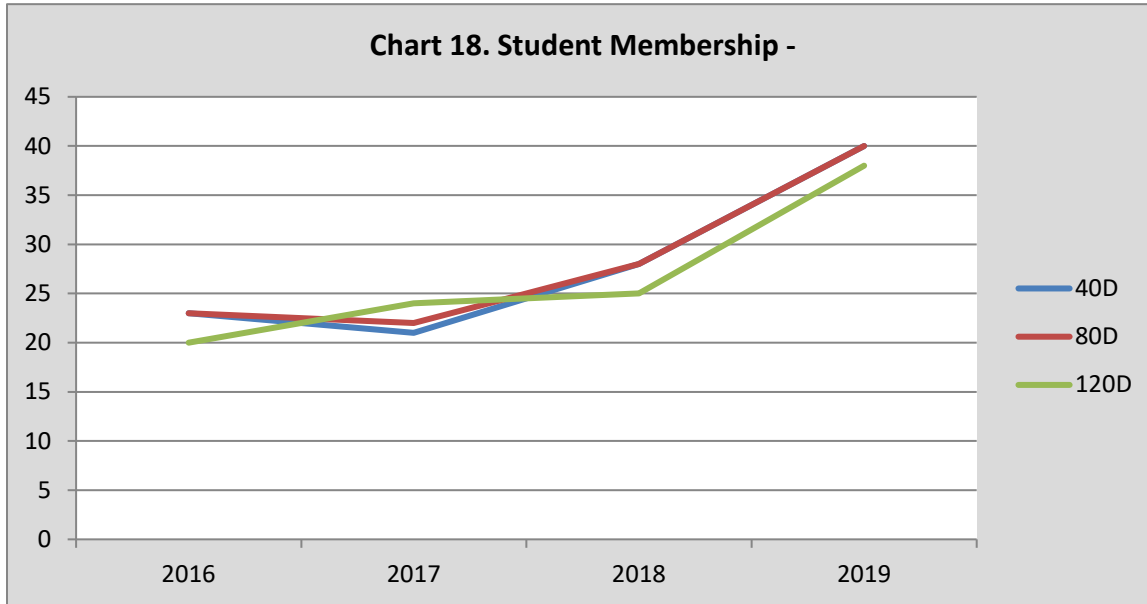
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



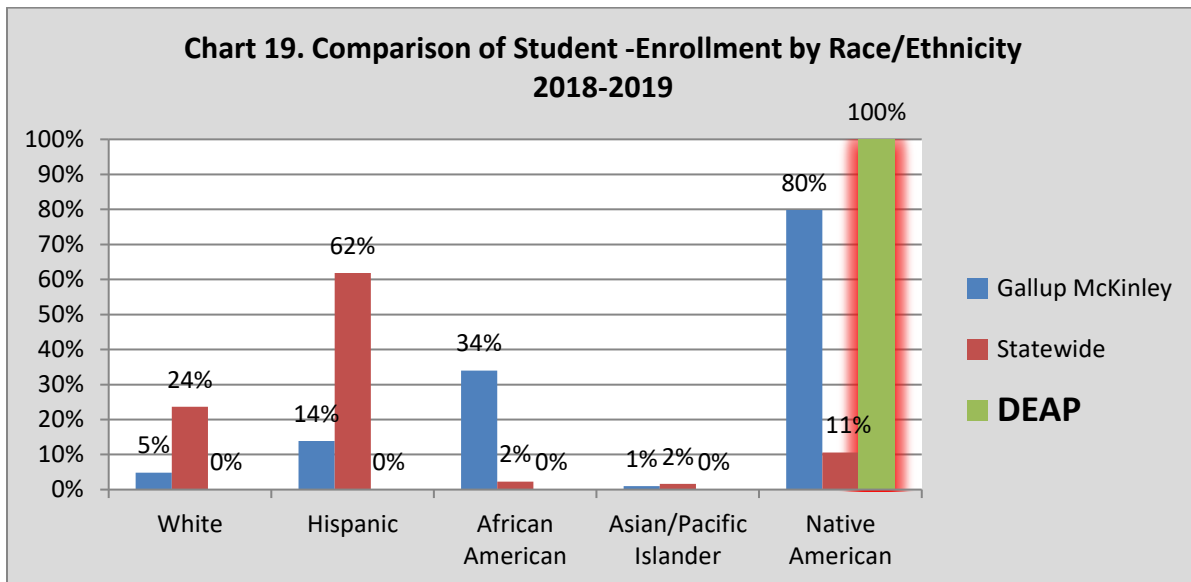
Student Membership (Enrollment)

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

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

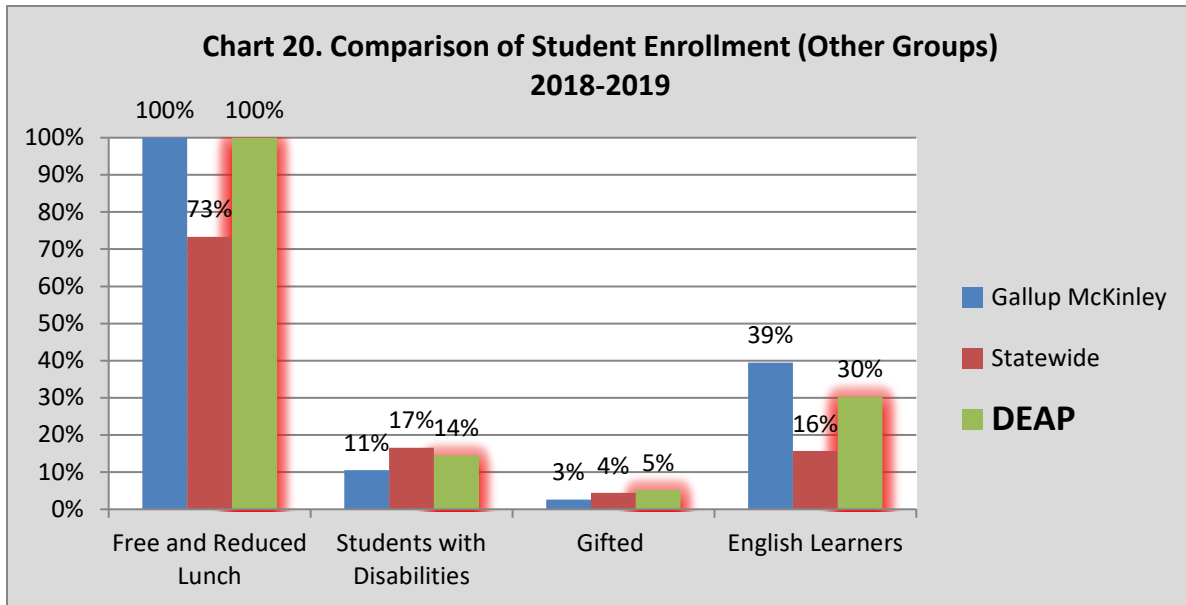


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

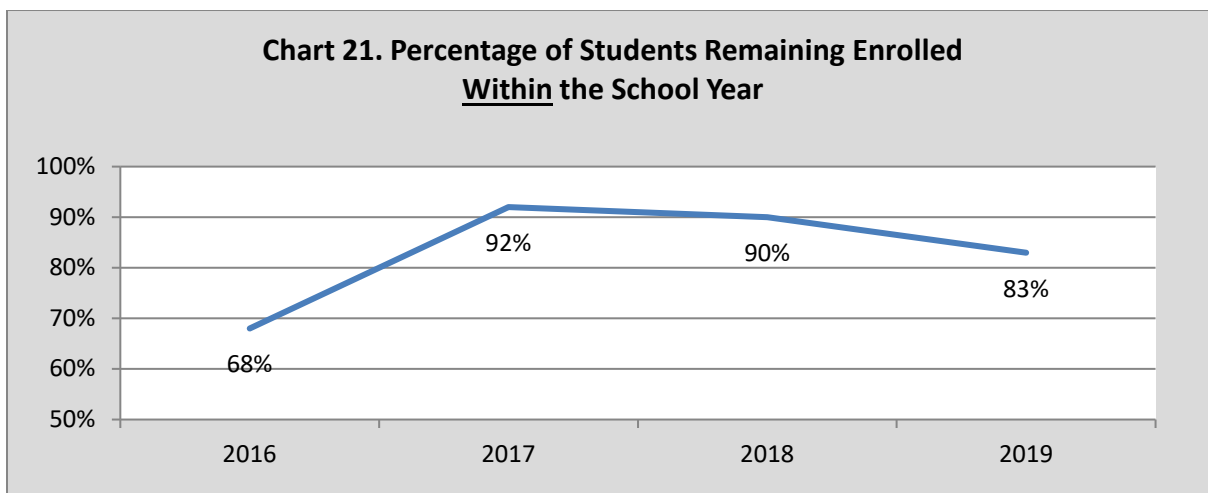


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

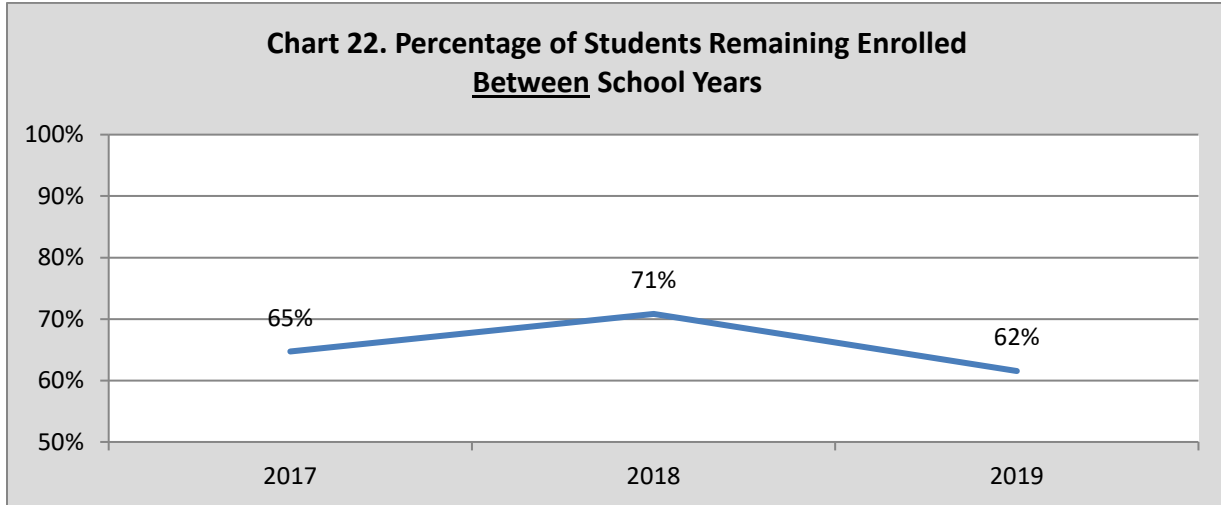
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.



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

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

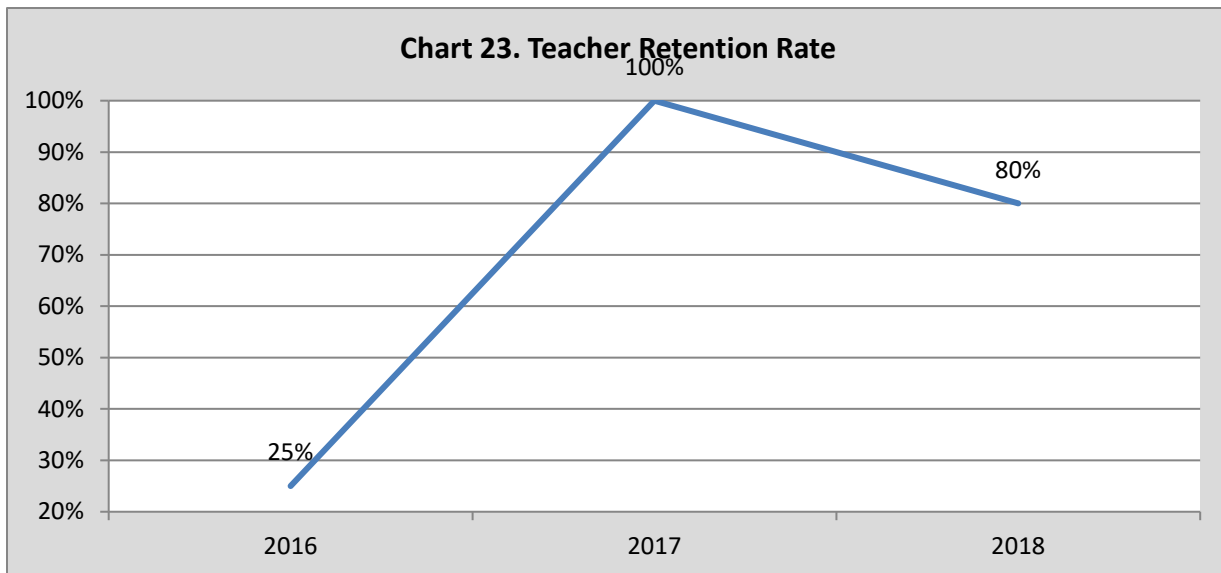


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 23 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

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



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	4	3	0
FY17	7	3	1
FY16	4	0	1

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Purchasing (Previously #2016-001) (Other Noncompliance)

Condition/Context: During our audit, we identified the following issues related to purchasing:

- 3 out of 54 disbursements in which the purchase order was not provided or was prepared and approved after the actual purchase.
- 3 out of 54 disbursements totaling \$292 lacked supporting documentation.
- 2 out of 54 disbursements included sales tax of \$364 on purchases for tangible property exempt from NM GRT.
- 2 out of 54 disbursements where the School failed to make timely payments of invoices, resulting in a total in \$22.58 of incurred late fees.
- 2 out of 2 travel reimbursements lacked evidence of approval.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management's Response: The School will review its procedures over procurement and accounts payable to ensure completeness of record keeping, including purchase orders, invoices, and proof of payments to vendors, and that all items will be paid within 30 days of invoice date. The procedures will ensure that taxes will not be paid on the purchase of tangible personal property. In addition, a review of travel procedures will be completed to ensure appropriate approvals are required.

2018-002 Internal Controls over Reimbursements (Other Noncompliance)

Condition/Context: During our review of the November 2017 USDA claim, the school records supported a claim for 352 lunches, however the school only claimed 306, which represents an under-reimbursement of \$135.

Management's Response: The School maintains a daily count sheet and a monthly summary report which is submitted. The reports will be reconciled to ensure the correct student count for USDA claims are submitted with accuracy. The student count will be recorded on the count sheet by one person and approved by another before being submitted to USDA.

2018-003 Internal Control over Payroll (Previously #2017-004) (Other Noncompliance)

Condition/Context: During our review of 5 personnel files and related salary contracts, we noted the following issues:

- 1 instance in which the background check on an employee was performed 7 months after the employee start date.
- 1 instance in which the ERB enrollment form was not signed by the employer.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management's Response: All payroll documents provided by the employees will be reviewed by both the school administration and the contracted business manager to ensure completeness.

2018-004 Budgetary Conditions (Previously #2016-002 and 2017-002) (Other Noncompliance)

Condition/Context: During our audit, we noted instances where actual expenditures exceeded the budgetary authority:

Fund 25248 - Instruction \$110

Fund 27150 - Support Services \$471

In addition, there were 4 budget adjustments that lacked evidence of governing council approval prior to approval by PED within OBMS.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management's Response: 2 invoices were paid on 06/29/2018 to vendors and caused the expenditures to exceed budget authority. The Public Education Department's deadline to submit BARs had passed and so budget authority could not be adjusted due to PED deadlines. Both funds had plenty of funds available to be moved around with the submission of a budget adjustment. The Business Manager should have waited to pay these invoices in the next fiscal year so that a BAR could have been created, and the invoices could have been paid with the proper budget authority. Management disagrees with the BARs not being approved by Governing Council. The School had informed the Business Manager that they were still going to be purchasing and possibly paying invoices at the end of the fiscal year. The contract business manager requested approval for final BARs from the Governing Council because of the BAR submission deadline. The Governing Council

approved the contract business manager to work with school administration to create final year-end transfer and maintenance BARs. Because of this, a 05/09/18 approval date was recorded in OBMS for those BARs that had been created.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

The School seeks to offer students an engaging and relevant learning experience through the development of innovative and meaningful curricula and instruction. The following highlight some of the key features of the School's educational approach:

***Agricultural Sciences Curriculum:** The School will provide students with hands-on learning through agriculture education. The School will partner with local farms and agriculture programs to prepare students to be college ready, provide pathways to careers in agriculture, promote community wellness, foster Diné culture, and increase opportunities for community leadership and action.

***Personal Wellness**

The School will offer Personal Wellness courses that focus on all aspects of wellness: Physical, Emotional, Intellectual, and Community/Service. The School uses a Wellness Wheel as a tool for students, staff and community to articulate their perceptions, goals and assessments surrounding their health and to assess student progress toward high school graduation, college and career readiness.

***Diné Culture Revitalization and Identity Empowerment:** The School offers courses in Diné Studies, Diné Language & Indigenous Studies to give students a foundation in understanding their identities.

Service Learning. The School seeks to create young leaders that are prepared to transform their community through service and action. All students will take part in planning community events and a Service Learning Capstone project in 12th grade.

Student – Focused Term(s).

Diné Empowerment through Cultural Revitalization and Relevancy: The School's students will receive innovative training that revitalizes Diné culture. For example, the School's students will lead the community in labeling spaces and objects in the Diné language. Additionally, the School will invite guests to present lessons and presentations about Diné culture and life.

Experiential Learning Through Agriculture Sciences: The School's focus on agriculture sciences will provide many opportunities for students to participate in various agriculture projects or events such as community gardens, garden workshops, field trips, harvest festivals and cooking demonstrations. We commit to finding resources for students to participate in hands-on agriculture experiences as part of the School's curriculum during the school day and as after-school activities.

Wellness and Perseverance Philosophy: All students will participate in advisory with a School staff member on a weekly basis. The advisor will serve as mentors and have consistent communication with parents and families. Additionally, students will take a personal wellness course in grades 6-8.

College and Career Readiness: The School will support students in reaching their college and career readiness goals by offering preparation for college entrance exams, college counseling, family counseling, and field trips to local college campuses and/or college fairs.

Teacher – Focused Term(s).

Extensive Unit/Lesson Planning: The School will require that all the School's teachers work together to create and implement strong units and lessons. The School's educators will use the Understanding By Design framework, designed by Grant Wiggins and Jay McTighe, to create lessons that provide students with enduring understandings and essential questions.

The key tenets of Understanding by Design (UbD) are:

1. A primary goal of education is the development and deepening of student understanding.
2. Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts.
3. Effective curriculum development reflects a three-stage design process called "backward design." This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching in which no clear priorities and purposes are apparent.
4. Regular reviews of curriculum and assessment designs, based on design standards, are needed for quality control, to avoid the most common design mistakes and disappointing results. A key part of a teacher's job is ongoing action research for continuous improvement. Student and School performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction.
5. Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These "six facets" provide conceptual lenses through which students reveal their understanding.
6. Teachers, schools, and districts benefit by "working smarter"—using technology and other approaches to collaboratively design, share, and critique units of study.

This rigorous planning process will assure that students are receiving instruction that is critical, relevant and engaging. In addition, teachers will be encouraged to collaborate in lesson planning and instruction during Professional Learning Communities. We want our students to succeed, so we intend to plan for results. Therefore, the School will strive to produce rigorous, relevant and engaging lessons that are developed by innovative and exceptional educators.

Professional Learning Communities (PLC): The School's educators will participate in weekly PLC meetings to collaborate, critique lesson plans, and develop units or learning experiences. PLCs are important to the School's success as it assures that the school's educators are meeting consistently to work, reflect and take action in creating quality and meaningful learning experiences.

Parent – Focused Term(s).

The School considers the relationship between students' families and the School to be of paramount importance and will create structures for their formal and informal involvement with the school.

*At four times during the School year, the School invites students and their families to attend formal conferences during which report cards are given to families.

*The School will sponsor at least 4 events throughout the school year for parents, families and community members to be involved. Some planned events include community-planting, harvest festival, MLK Day of Service, Parents' Day, Grandparents' Day, Navajo Shoe Game and Winter Story Telling. Other events will be planned in unison with parents, students and local community organizations.

*The School will have a Parent Advisory Committee composed of DEAP parents to provide assistance and recommendations to the school's programming.

*The School's Governing Council Bylaws specifically outline that at least 1 member will be a parent of a DEAP student.

3b. Organizational Performance Framework

DEAP	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			Meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.02 School Environment: handling information appropriately	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Falls Far Below (or Does Not Meet) Standard	Not Rated	Working to Meet Standard

3c. Governing Body Performance

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

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

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Benita Litson	President	12/1/2014	Active	8	8	0
Delmaline Muskett		4/10/2018	Active	8	8	0
Gavin Sosa	Vice Pres.	6/1/2017	Active	8	8	0
Michaela Shirley	Secretary	11/1/2016	Active	8	8	0
Thomasine Benally	Treasurer	9/4/2018	Active	10	10	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.