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Charter Schools Division 2021-22 Annual Report

School Name: Six Directions Indigenous School

School Address: 2055 NM-602 Gallup, NM 87301

Head Administrator: Dr. Tamara Allison

Governing Board Chair: Karen Malone

Business Manager: Amber Peña

Authorized Grade Levels: 6-12

Authorized Enrollment: 300

2021-22 End of Year Enrollment: 72

Contract Term: 2021-2026

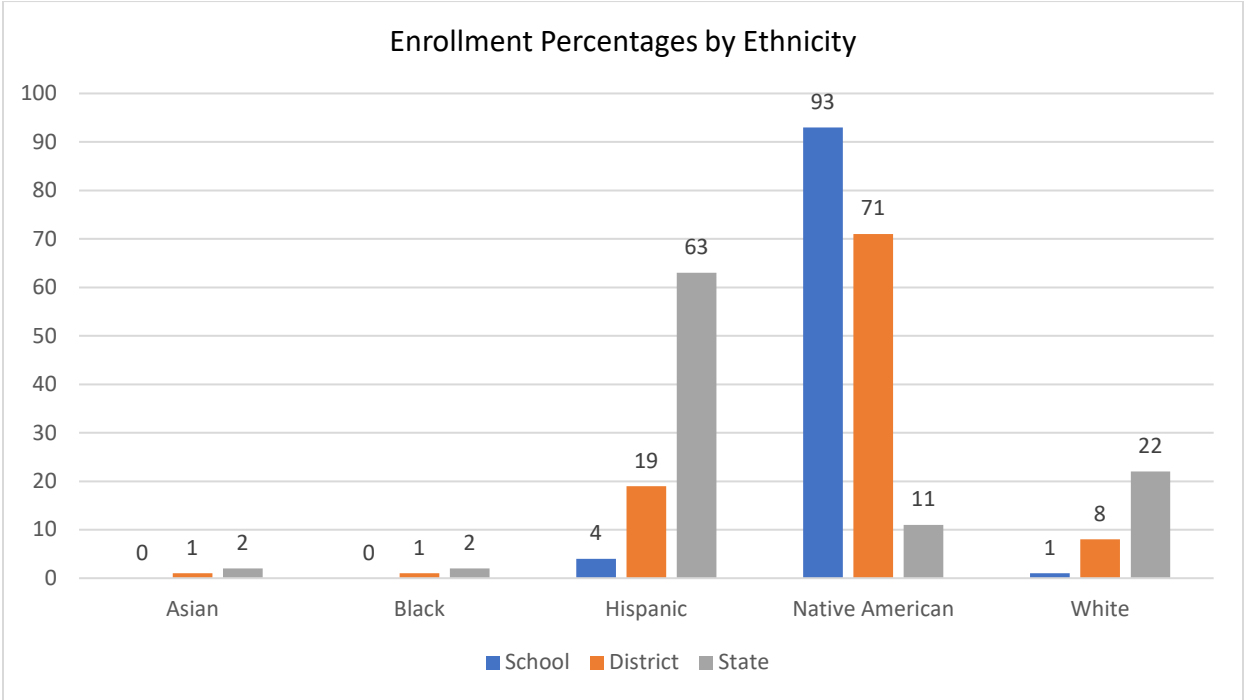
Mission: The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.

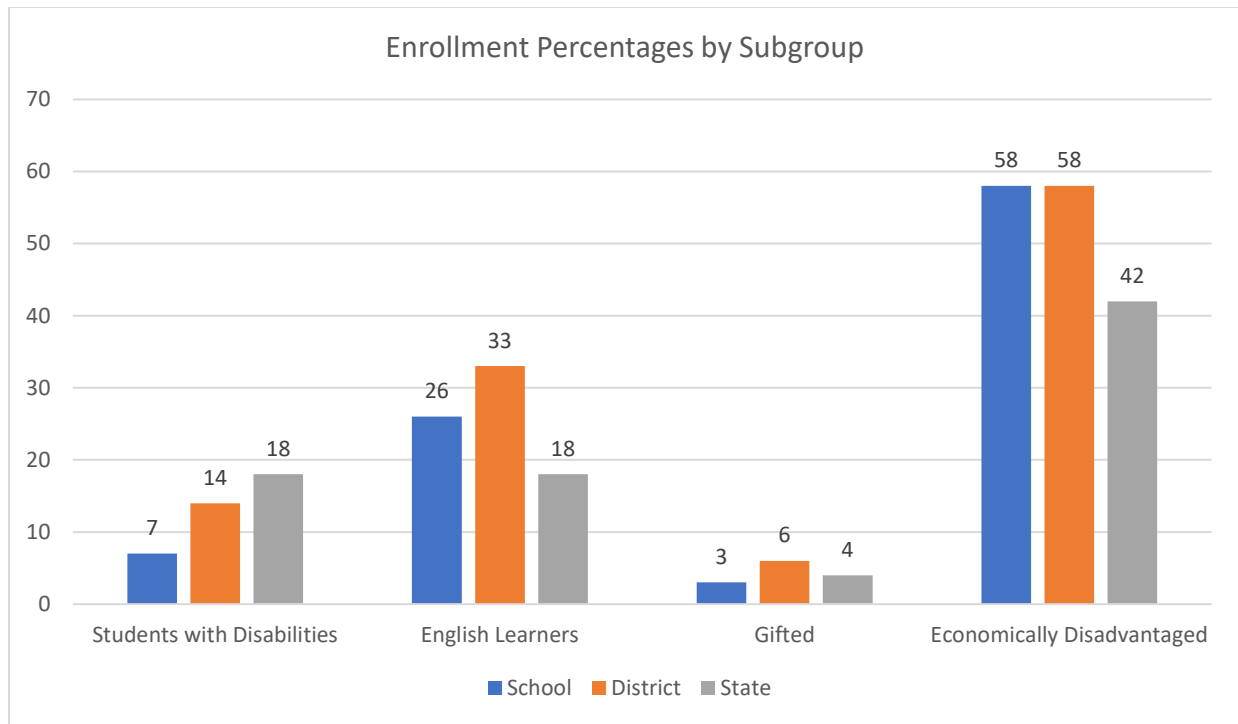
About the School

Six Directions Indigenous School is located in Gallup, New Mexico and serves students in grades 6-12 with a total enrollment of 72 students. The school is authorized to serve up to 300 students. Six Directions is committed to culturally relevant Indigenous education which is achieved through interdisciplinary Project-Based Learning. The school strives to develop critically conscious students who are engaged in their communities.

The content in the curriculum affirms student’s identities allowing students to safely explore and develop academic skills. Students produce products and tackle real world problems specific to their First Nations and Indigenous past and present communities. This is evident throughout the school as students engage in creating community-specific artifacts that represent their cultural values. Instructional staff are supported through professional development to implement Project-Based Learning and culturally responsive methodologies.

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	22
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	92
Overall Academic Score: average of Indicators 1 and 3	57

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.

Six Directions Indigenous School ranked above **4.7%** of high schools statewide. The school received a designation of **CSI – Low Performing**.

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:

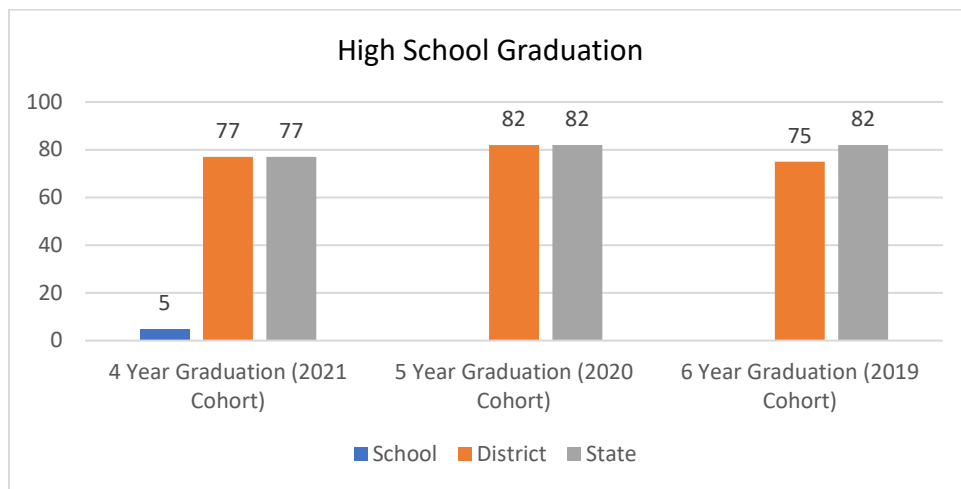
Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.</p>
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 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	*****	*****	*****

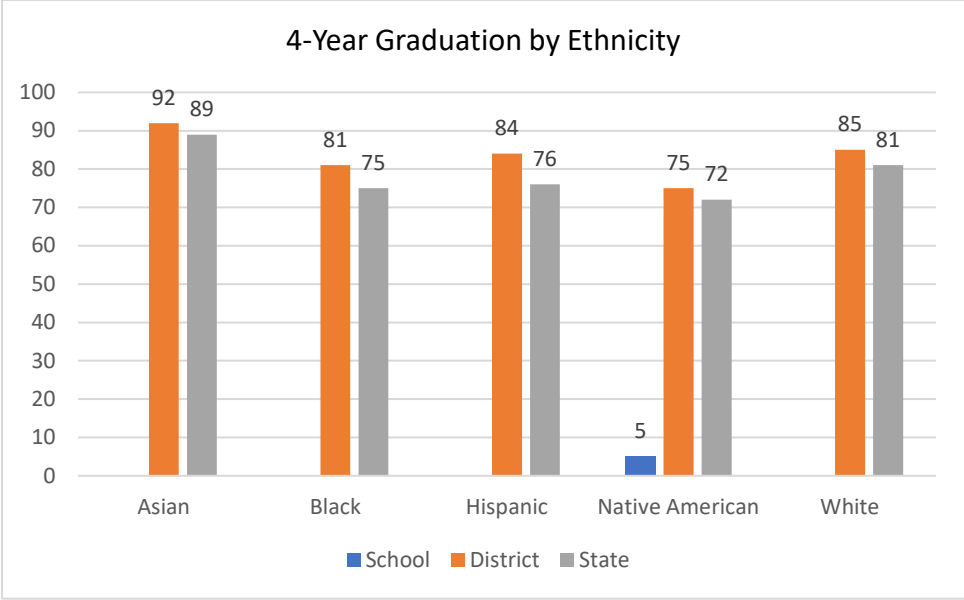
English Learner Progress toward Proficiency: 0%

High School Graduation

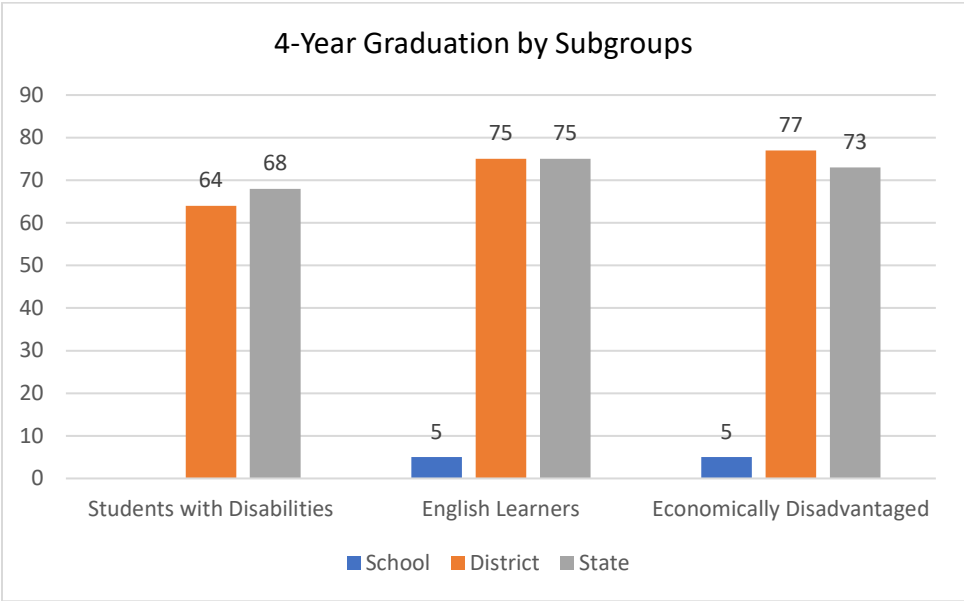
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state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



Note: The school-level 4-year rate is $\leq 5\%$ in order to mask data due to student population size. 5- and 6-year data are not available because the school did not serve grade 12 in those years.



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



Note: The school-level percentage for the English Learner and Economically Disadvantaged categories is $\leq 5\%$ in order to mask data due to student population size. Population size is too small to calculate rates for the Students with Disabilities category.

Mission-Specific Goal: 70% to 80% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.

Performance Level	Target	Points
Exceeds Standard	81% to 100% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.	100
Meets Standard	70% to 80% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.	75
Does Not Meet Standard	60% to 69% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.	25
Falls Far Below Standard	Less than 60% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.	0

Rating: Exceeds Standard (92%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Meets 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**.

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

Explanation of 2021-22 Indicator Ratings

1.b. ELA participation 68%, math 71%, science 79%; ACCESS 89%. Target is 95% for all assessments.

1.d. Based on STARS 120D report: 3 students coded incorrectly; SB and SE proficient in STARS, need ACCESS scores in file, need LUS for SB, recode SE as EL, determine whether SB needs to be recoded; TJ withdrew from school.

1.e. Literacy & Humanities Bureau- This school did not submit their required Literacy Plan for 2021-2022.

2.d. Indian Education Act and Family Income Index.

3.a. 3+ members do 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.

4.b. 120 Day - Attendance - 87%, Retention - 94%, Recurrent Enrollment - 59% (VERY LOW)
Does Not Meet (dependent on STARS EOY report).