



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

ARSENIO ROMERO, Ph.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2022-23 Annual Report
Revised: February 9, 2024**

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

Grade Levels Served: 6-12

Authorized Enrollment Cap: 180

2022-23 End of Year Enrollment: 45

Contract Term: 2020-2025

Waivers: none

Mission:

i. As a result of DEAP education, students will be able to use their cultural, vocational and academic skills to analyze their surrounding 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 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.

Educational Program:

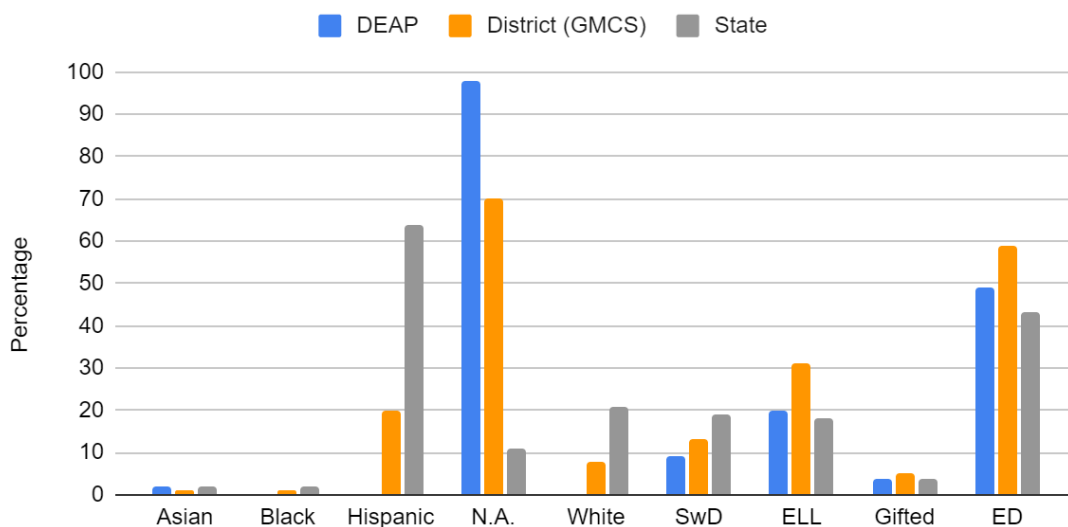
Land Based Learning Curriculum: The School will provide students with hands-on learning through land based learning education. The School will partner with local farms and land based education programs to prepare students to be college ready, provide pathways to careers in STEAM, ecology, food security, agriculture, promote community wellness, foster Dine culture, and increase opportunities for community leadership and action.

i. Experiential Learning Through Land Based Learning: The School's focus on land based learning will provide many opportunities for students to participate in various projects or events such as sacred site visits, community gardens, garden workshops, field trips, harvest festivals and cooking demonstrations.

ii. We commit to finding resources for students to participate in hands-on land based learning experiences as part of the School's curriculum and as enrichment activities, as evidenced by lesson plans, learning goals and outcomes, and partnerships.

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	32
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	75
Overall Academic Score: average of indicators 1 and 3	53.5

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

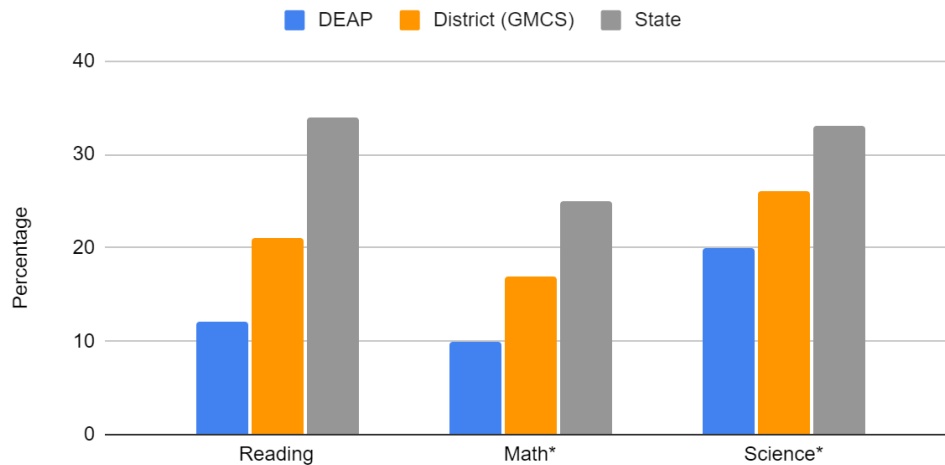
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Dził Dít’ooí School of Empowerment, Action and Perseverance (DEAP)** received a designation of **Comprehensive Support School (CSI)**.

Proficiency

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

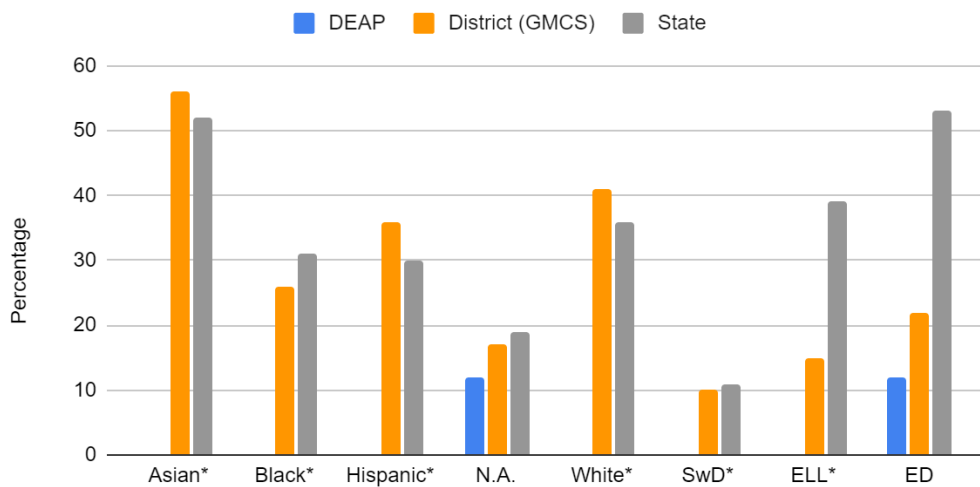
Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size, ≤10% math, ≤20% science.

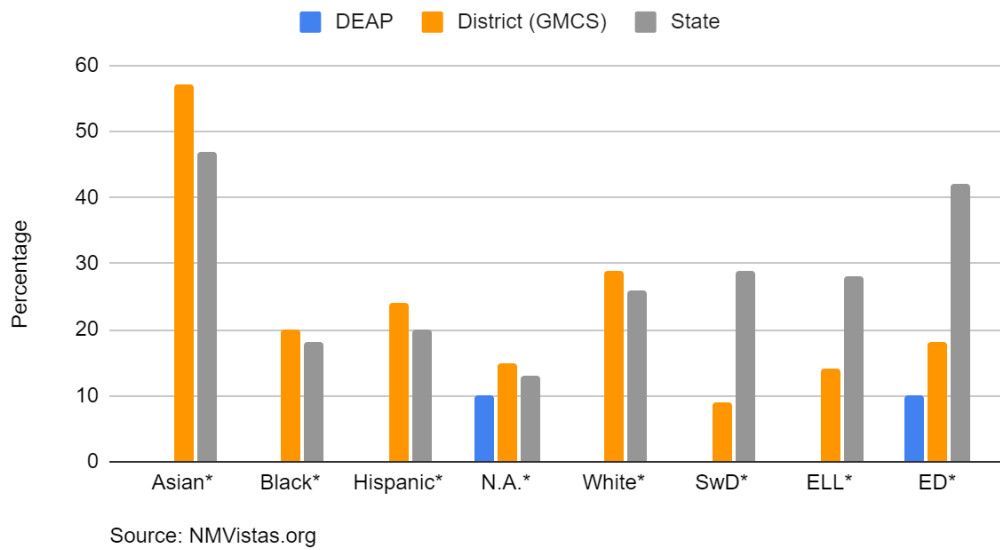
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

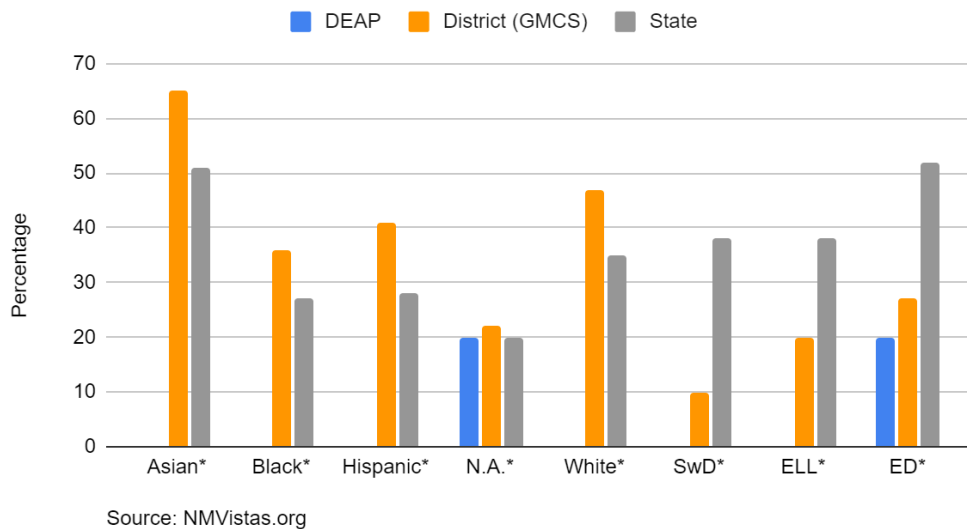
***Note:** groups are masked due to population size, and/or some groups are not represented in the school.

Percent Proficient in Math by Subgroup 2022-23



***Note:** groups are masked due to population size, and/or some groups are not represented in the school. Populations also masked: Native American and economically disadvantaged, $\leq 10\%$ in math.

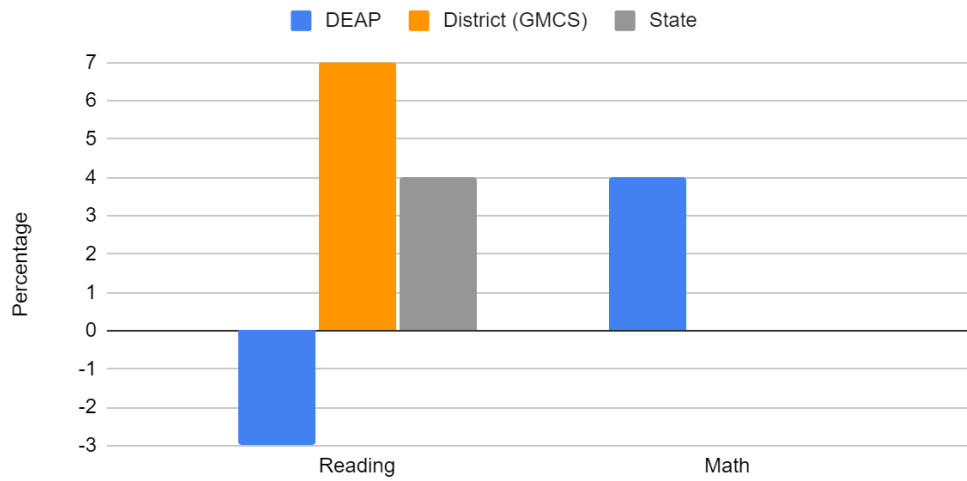
Percent Proficient in Science by Subgroup 2022-23



***Note:** groups are masked due to population size, and/or some groups are not represented in the school. Populations also masked: Native American and economically disadvantaged, $\leq 20\%$ in science.

Improvement (Growth)

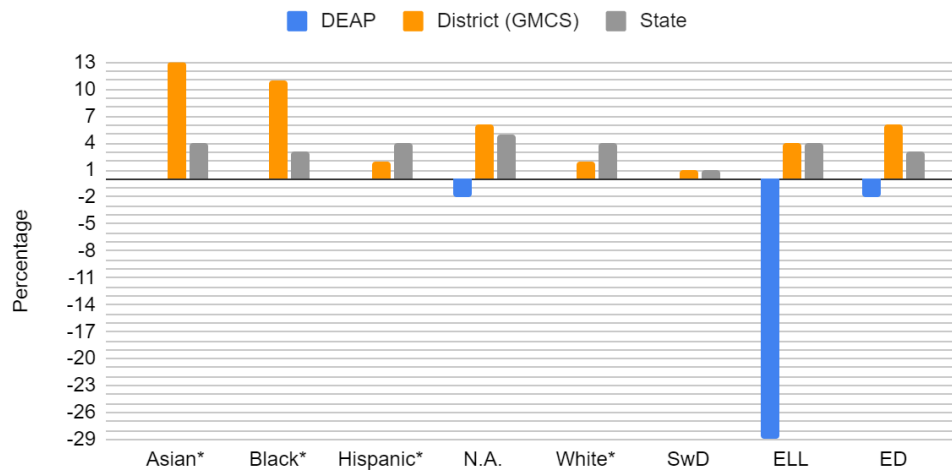
Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** Math growth was 0% for the state and district for SY2023.

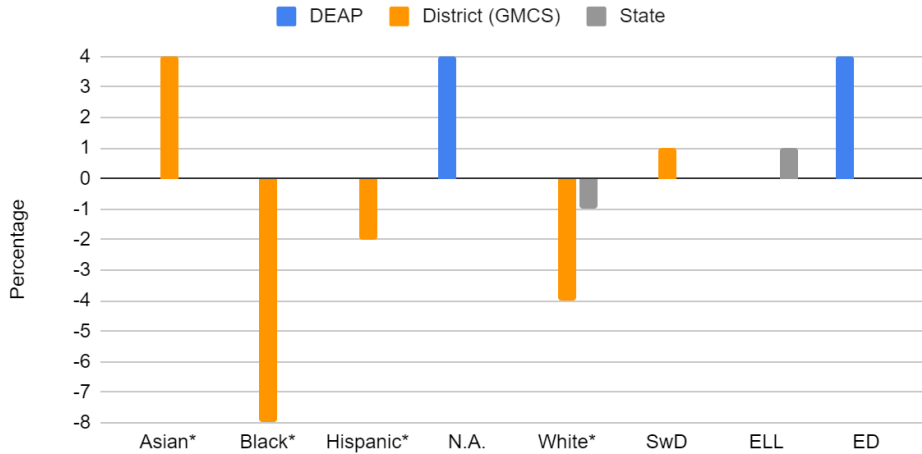
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** groups are masked due to population size.

Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

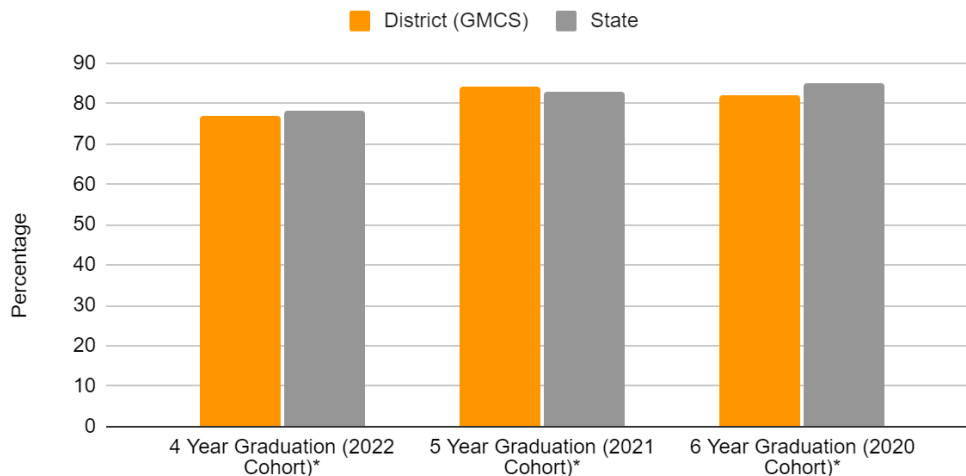
***Note:** groups are masked due to population size.

English Learner Progress (NMVistas): Masked due to population size

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 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.

High School Graduation



Source: NMVistas.org

***Note:** school's 4, 5, and 6-year graduation data are masked due to 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 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.	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 will earn a passing score (75%) on the project presentation rubric to demonstrate increased capabilities in establishing food security, land remediation and community service.	25
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% student attainment- 75 pts.

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 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.	0

Rating: Meets Standard- 79% student attainment- **75 pts.**

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), 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**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Dził Dít'ooí School of Empowerment, Action and Perseverance (DEAP)	2020-21	2021-22	2022-23
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Does Not Meet Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Working to Meet Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Does Not Meet Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Working to Meet Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Working to Meet Standard	Meets Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Does Not Meet Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	Meets Standard
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

- 2.a. One report was submitted late in quarter 1.
- 2.b. FY22 has two audit findings, one is a repeat (material weakness). ([FY22 Audit](#))
- 2.c. 2022-02 is a repeat finding from 2020-002.
- 2.f. 2022-001 finding identifies late payment/fee.
- 4.b. EOY: Attendance rate is 94% (**Attendance rate must be 95%**).
- 4.c. Licensure discrepancies not resolved at end of school year.

Site Visit Attendees

Tuesday, May 2, 2023

CSD Team: Lucy Valenzuela (Lead), Kyle Wood and Kimberly Gonzales (remote)

School Leadership: Kayla Begay, Head Administrator

Governing Board: Becki Jones, Amberia Tolino