



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](http://www.ped.state.nm.us)

ARSENIO ROMERO, Ph.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
January 12, 2024**

**School Name:** Six Directions Indigenous School

**School Address:** 2055 NM-602 Gallup, NM 87301

**Head Administrator:** Rebecca Niiha

**Governing Board Chair:** Dr. Sharon Henderson\*<sup>1</sup>

**Business Manager:** Aaron Savoia\*

**Authorized Grade Levels:** 6-12

**Grade Levels Served:** 6-12

**Authorized Enrollment Cap:** 300

**2022-23 End of Year Enrollment:** 71

**Contract Term:** 2021-2026

**Waivers:** None

**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.

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<sup>1</sup> \*Change notifications are needed for the Governing Board Chair and Business Manager.

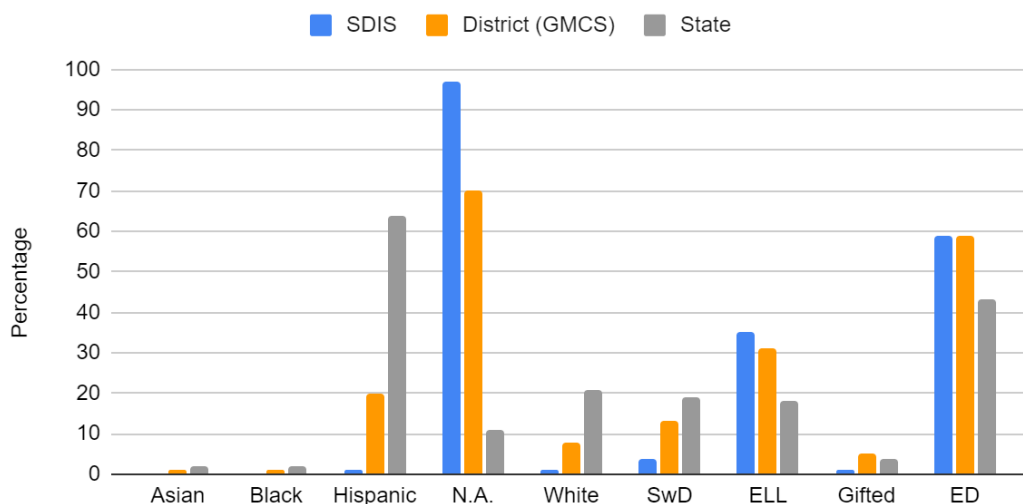
## Educational Program:

5.1.1 Educators will display cultural competence and utilize a curriculum that will recognize and value local, First Nations, and Indigenous funds of knowledge and epistemology when appropriate. The curriculum will address authentic and local topics and allow students to safely explore and confidently develop their own cultural identity. Content in the curriculum will affirm students' identities by giving attention to topics of importance for our students' communities and families and that allow them to see themselves in the curriculum. This will be evidenced by:

- Unit plans for Project-Based Learning related to problems, products, and content of local, First Nations, and Indigenous people from past to present. These unit plans include Essential Questions that challenge students to make sense of their personal identity and community.
- Professional development topics that include Culturally Responsive methodologies.

## 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	43
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	75
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>59</b>

### 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.

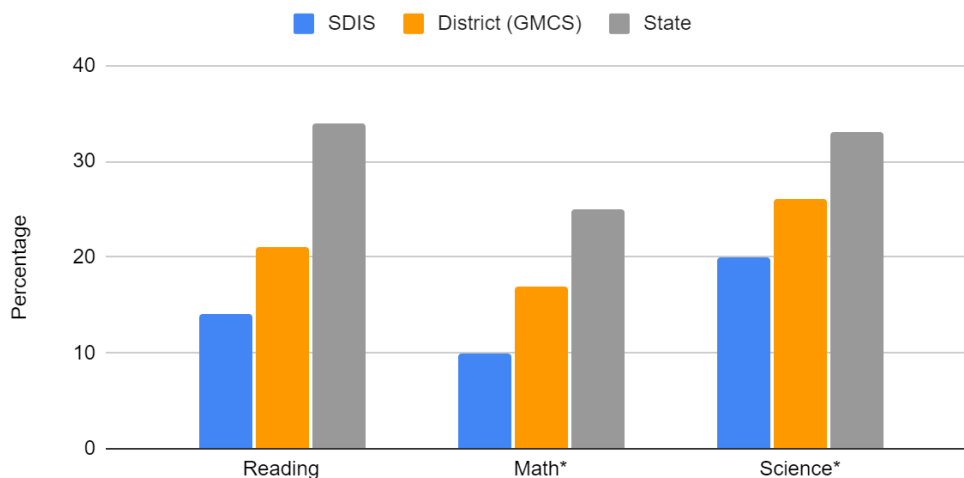
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Six Directions Indigenous School** 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.

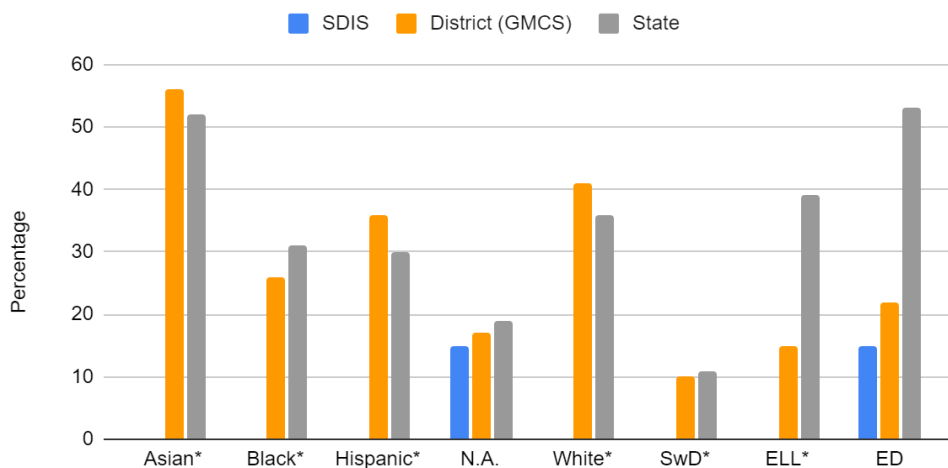
Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

**\*Note:** NMVistas Math and Science scores were masked due to population size: Math  $\leq 10\%$ , Science  $\leq 20\%$

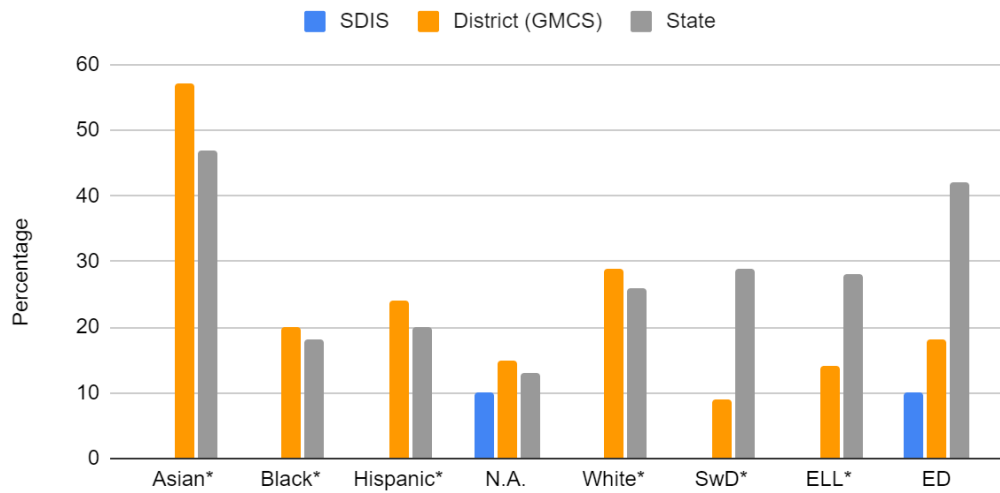
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

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

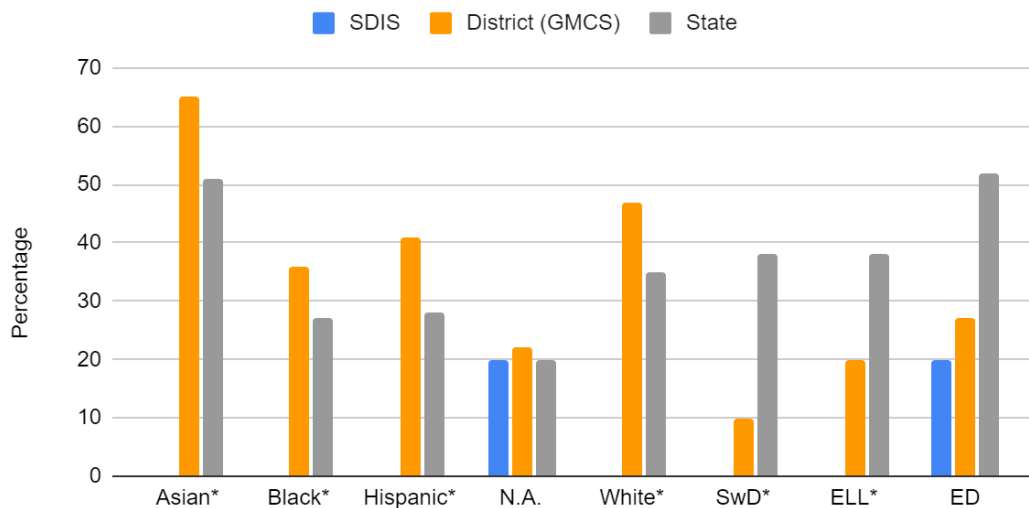
## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school or district. N.A. and E.D. populations are also masked,  $\leq 10\%$  in math.

## Percent Proficient in Science by Subgroup 2022-23

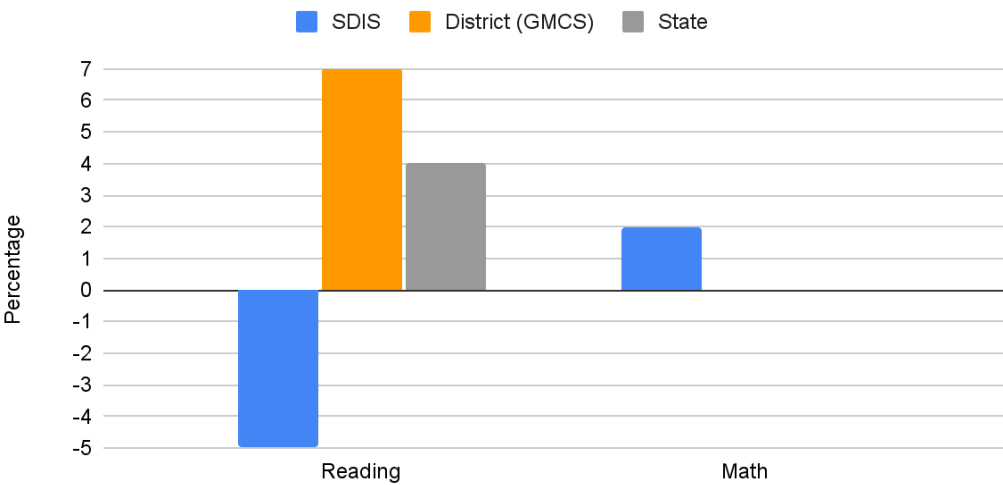


Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school or district. N.A. and E.D. populations are also masked,  $\leq 20\%$  in science.

Improvement (Growth)

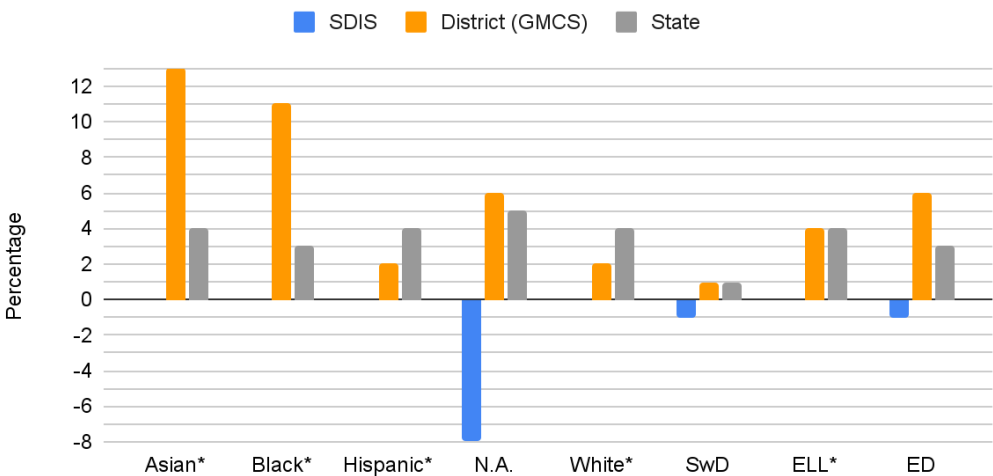
Percent Growth for All Students (2021-22 to 2022-23)



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

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

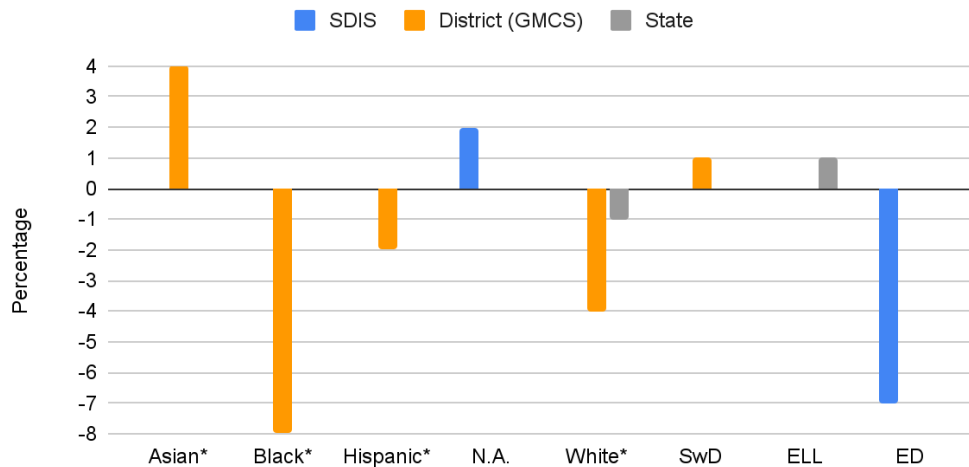
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



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

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

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



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

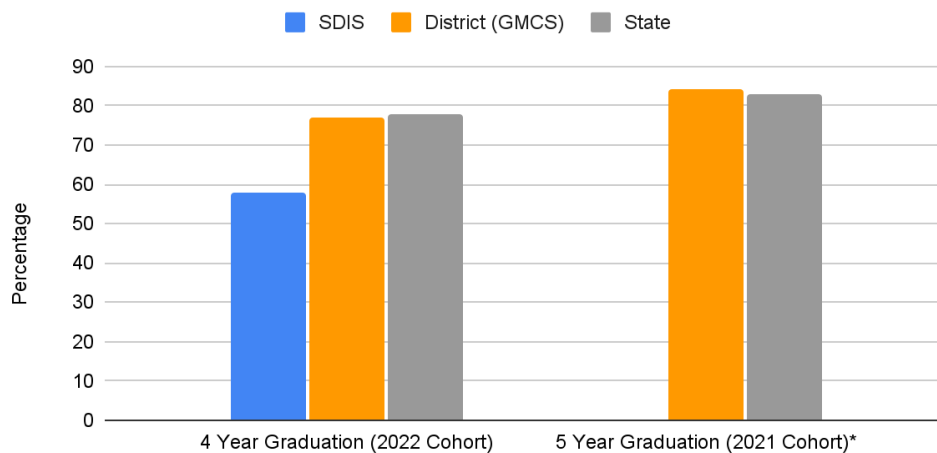
**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school or district.

### English Learner Progress: Masked on NMVistas 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.

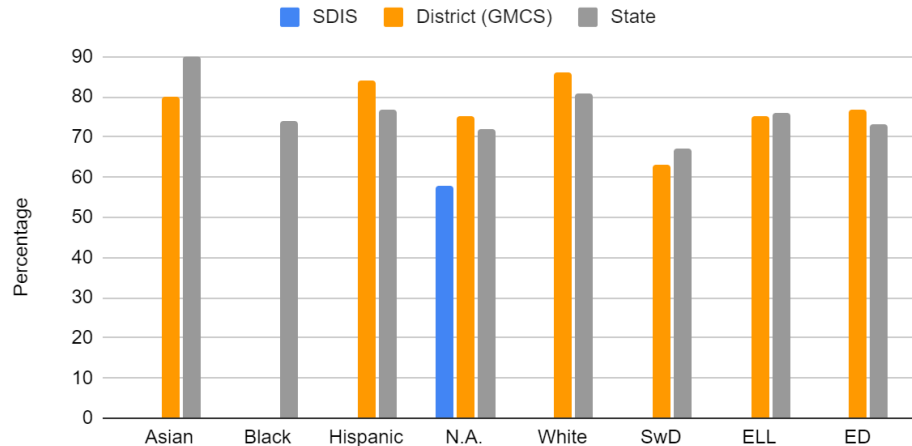
## High School Graduation



Source: NMVistas.org

**\*Note:** First graduating class for SDIS was in 2021-22. Graduation data for 5 year cohort unavailable or masked due to population size.

## 4-Year Graduation by Subgroup



Source: NMVistas.org

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

### Mission-Specific Goals

**Goal 1:** 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: Meets- 78% 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.

Six Directions Indigenous School	2021-22	2022-23
<b>Organizational and Financial Performance</b>		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Does Not Meet Standard	Working to 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	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Financial Reporting and Compliance	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard
2d Managing Grant Funds	Working to Meet Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Working to Meet Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Meets Standard
4a Rights of All Students	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Does Not Meet Standard
4d Employee Rights	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Meets Standard
5b Transportation	N/A	N/A
5c Health and Safety	Meets Standard	Does Not Meet Standard
5d Handling Information	Meets Standard	Meets Standard

#### Explanation of 2022-23 Indicator Ratings

- 1.b. Assessment participation does not meet Performance Framework target; exact percentage masked.
- 2.f. FY22 audit finding 2022-001 reflects paid late fee for past due invoices to vendors.
- 3.a. As of 7/3/23 one member needed 6 hours and two other members needed four hours each.
- 4.b. EOY: Attendance rate is 91% (**Attendance rate must be 95%**).
- 4.c. Licensure discrepancies not resolved at end of school year.
- 5.c. 2022-23 Safe Schools Plan was submitted late on December 29, 2023.

**Site Visit Attendees**

Tuesday, May 9, 2023

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

**School Leadership:** Dr. Tamara Allison

**Governing Board:** Wilhemina Yazzie, Dr. Sharon Henderson-Singer



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District 9, Hobbs

Steven J. Carrillo, Member  
District 10, Santa Fe

January 22, 2024

Rebecca Niiha  
Karen Malone  
Six Directions Indigenous School  
[rebecca@sixdirectionsschool.org](mailto:rebecca@sixdirectionsschool.org)  
[chair@sixdirectionsschool.org](mailto:chair@sixdirectionsschool.org)

Dear Ms. Niiha and Ms. Malone:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2022-2023 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its January 2024 meeting.

As outlined in New Mexico rule NMAC 6.2.9.12 and 13<sup>4</sup>, the PEC has accepted this corrected annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of unsatisfactory performance related to

- student academic growth, proficiency and graduation rates of students as identified on pages 2-8 of the annual report and
- organizational concerns listed on page 10, indicators 4.c. and 5.c. of the annual report,

Of particular concern is that the school is performing at lower levels than the district and the state. The PEC expects improved outcomes in the next annual report. We appreciate your work to improve the issues at the school and outcomes for students.

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<sup>4</sup> <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

The contract and all annual reports for the school are located here:  
<https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> You will work with your staff and board and report your progress the CSD through the annual site visit and report process to show your progress. If you are successful in improving the performance, CSD will report that in the next annual report, and the concerns will be identified as corrected. If you are not successful (which we hope will not be the case), the school may receive a notice of uncorrected unsatisfactory performance next year which could impact the rating for the school and the ultimate renewal of the school. Please note that the school is not being placed on the intervention ladder, but rather should work internally to correct these issues. However, if improvements are not made, the school could be placed on the intervention ladder next year.

The SY 2022-2023 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

*e/Alan Brauer*

Chair, Public Education Commission