



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)

MARIANA D. PADILLA  
SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division**  
**2023-24 Partial Phase II Annual Report**  
**Revised September 11, 2024**

**School Name:** Hózhó Academy

**School Address:** 306 NM Hwy 564 Gallup, NM 87301

**Head Administrator:** Juliane Hillock

**Governing Board Chair:** Jeremy Boucher

**Business Manager:** Katie Rarick

**Authorized Grade Levels:** K-12

**Grade Levels Served:** K-10

**Authorized Enrollment Cap:** 1200

**2023-24 120-Day Enrollment:** 675

**Contract Term:** 2023-2028

**CAPs or Conditions:** none

**Notice from 2022-23 Annual Report:** Not applicable; the school renewed in 2023, therefore, an Annual Report was not required for 2022-23.

**Waivers:** none

**Mission:** The mission of Hózhó Academy is to train the minds, improve the hearts, and strengthen the bodies of our students through a classical education in the liberal arts and sciences, with instruction in the principles of moral character, civic virtue, and physical vigor.

## Educational Program:

A. Hózhó Academy students learn explicit phonics, spelling, and composition as evidenced by a sample program guide, classroom schedules, morning assembly presentation examples, and morning assembly observation, and classroom observations in early literacy classes (K-3) and composition classes (3-8).

B. The following are all required components of the curriculum:

1. Basic Cognitive skills: reading, writing, mathematics;
2. Core subjects: English Language and literature, history, geography, science, mathematics;
3. Other classical subjects offered: music, visual arts, Latin (starting in 6th grade), modern foreign language (Spanish or Navajo as selected by parent); and Physical Education

as evidenced by a sample program guide, classroom schedules, morning assembly presentation examples, and morning assembly observation, and classroom observations.

C. Virtuous Living--All Students are taught the school's core virtues of Compassion, Perseverance, Courage, Respect, Responsibility, Diligence, Temperance, and Integrity, and restorative justice practices as evidenced by daily morning assemblies, reflections in planners and reference during history and literature classes, discipline referral sheets and interview with Dean of Students.

D. Traditional Learning: Our curriculum is based on Singapore Math (K-8) and the Core Knowledge, and Literacy Essentials adapted from Riggs Phonics (K-4), as evidenced by textbooks and teacher manuals in classroom observations.

## Demographics as reported in Nova 2023-24 (120-Day)

**Note:** demographics by subgroup is not yet available; pending Nova certification.

## Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)	2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	Traditional 44.2	pending*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	exempt for 2022-23 (renewal year)	100
<b>Overall Academic Score: average of indicators 1 and 3</b>	N/A	—

\***Note:** NM Vistas scores are not yet available. Report will be updated when published.

**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 school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p><b>Spotlight:</b> Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p><b>Traditional:</b> No other designation</p>	<p><b>TSI (Targeted Support and Improvement):</b> Multi-year low performing subgroup(s)</p>
		<p><b>ATSI (Additional Targeted Support and Improvement):</b> TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p><b>CSI (Comprehensive Support):</b> Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p><b>MRI (More Rigorous Intervention):</b> on CSI for 3 years</p>

**Note about 2022-23 NM Vistas Revision:** on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan* (CSP) that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

**Important:** According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

**Note:** NM Vistas designations and academic proficiencies are not available at this time. Report will be updated when data are available.

**Mission-Specific Goals**

**Goal:** Hózhó Academy students will be able to demonstrate knowledge of classical concepts in art, music, architecture, poetry, and civic awareness of basic rights and responsibilities as citizens of the United States. The ability to identify classical pieces of art and music is the first step in promoting an appreciation and later, a love for beautiful art and music. With this love, students can access beautiful things and improve their quality of life and open doors to connect with others across countries, cultures, and time. It is our goal to ensure that students who graduate have a knowledge of these pieces. All Hózhó Academy students who are enrolled 7 from the 40th to 120th day each year will be assessed on the Hózhó Academy Grade Level Classical Education Assessment and to be given by a school administrator or classroom teacher prior to the last day of school each school year and tracked on the school-wide spreadsheet.

Performance Level	Target	Points
Exceeds Standards	80% or more of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	100
Meets Standards	65%-79% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric	75
Working to Meet Standard	50%-64% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	25
Falls Far Below Standard	Less than 50% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	0

**Rating:** Exceeds Standards- 91.86% attainment: **100 points**

**Organizational and Financial Performance Framework**

**2023-24 Overall Rating: Pending**

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.

### Screenshot of Multi-year Performance Framework Ratings

Hózhó Academy	2023-24
<b>Organizational and Financial Performance</b>	
1a Mission and Educational Program	Meets Standard
1b State Assessment Requirements	Pending
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Meets Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	N/A
2a Governance Requirements	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard
2c Reporting Requirements	Working to Meet Standard
3a Rights of All Students	Meets Standard
3b Attendance and Retention	Pending
3c Staff Credentialing	Does Not Meet Standard
3d Employee Rights	Meets Standard
3e Background Checks, Ethics	Meets Standard
4a Facilities	Meets Standard
4b Transportation	Meets Standard
4c Health and Safety	Meets Standard
4d Handling Information	Meets Standard
4e Information accessible to the public	Working to Meet Standard
4f School climate	Meets Standard
5a Financial Reporting and Compliance	Meets Standard
5b Accounting Principles	Does Not Meet Standard
5c Responsive to Audit Findings	Meets Standard
5d Managing Grant Funds	Working to Meet Standard
5e Staffing for Fiscal Management	Meets Standard
5f Internal Controls	Meets Standard

## **Explanation of 2023-24 Indicator Ratings**

- 1.b. Participation data will be provided in Fall 2024.
- 2.c. Change notification was submitted late for board member change.
- 3.b. Rating is pending until certified 120D attendance data is available from Nova.
- 3.c. Licensure discrepancies not resolved at end of school year.
- 4.e. GC member contact information not listed on website as of July 8, 2024.
- 5.b. [FY23 Audit](#): had 4 New audit findings, (2) Material weakness.
- 5.d. 100% Indian Education Act (27150) reverting grant funds not expended.

### **Site Visit Attendees**

April 10, 2024

**CSD Team:** Cheryl Rowe (lead), Kelli Renken and Lucy Valenzuela

**School Leadership:** Juliane Hillock (head administrator), Stephanie Vicente, Jimmy Malcolm, Cindy Tah, Adrian Garcia, Doug Macpherson, and Raken Weilden

**Governing Board:** Gabriel Suk, Terri Frasier and Jeremy Boucher