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SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

Charter Schools Division  
2024-25 Renewal Application Part A  
Revised August 27, 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

**Facility/building capacity:** 77

**2023-24 120-Day Enrollment:** 55

**Contract Term:** 2020-2025

**Weighted NMCI Number<sup>1</sup>:** 7.29

**Foundation:** No

**Remote or in-person instruction (or ratio if combination):** in-person

**Food services offered:** Yes

**Transportation service offered:** Yes

**Waivers:** none

**Source:** CSD Internal Monitoring

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<sup>1</sup> Most current NMCI number available from PSFA is from June 2024.

**History:**

Dził Dít'ooí School of Empowerment Action and Perseverance opened in 2015 with the Public Education Commission as their authorizer. This is their second renewal application with the PEC.

**Mission:** 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 of School as written in the contract:**

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.

**Amendments approved in last four years:**

| PEC Meeting Date | Approved (Y/N) | Amendment Request |
|------------------|----------------|-------------------|
|                  |                | (none)            |

Source: Amendments and Notifications

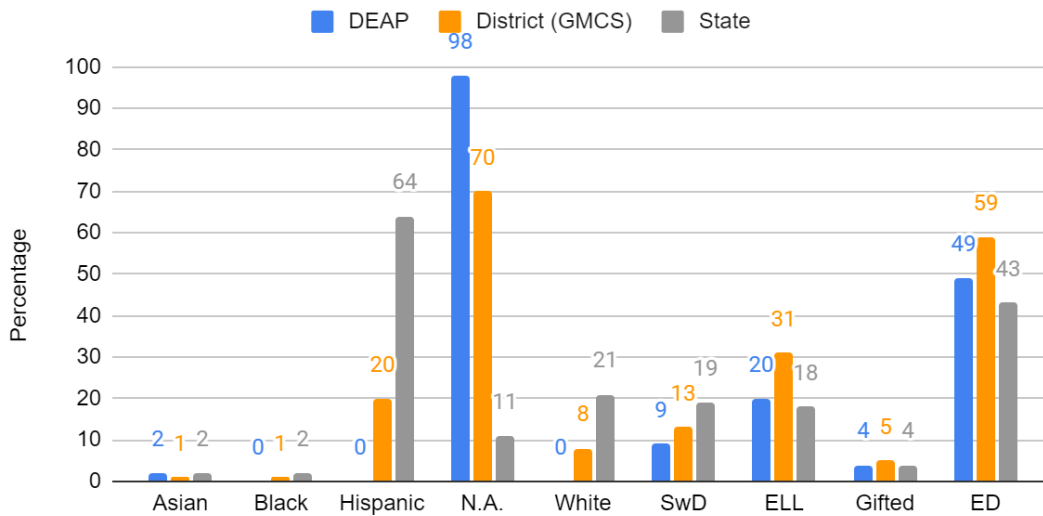
**Head Administrator and Business Manager changes in last four years:**

| PEC Meeting Date | Position           | Person Appointed    |
|------------------|--------------------|---------------------|
| 5/19/2022        | Head Administrator | Kayla D. Begay      |
| 12/15/2023       | Business Manager   | Charlotte Archuleta |

Source: Amendments and Notifications

## Demographics

### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

**Note:** 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

## Academic Performance

| Academic Performance Framework Indicators  | 2021-22 Score | 2022-23 Score  | 2023-24 Score |
|--|---------------|--|---------------|
| 1: State Accountability System: NMVISTAS Overall Score (100 points possible)                 | 40            | 38.8   | pending       |
| 2: Subgroup Performance: high, middle, and low-performing quartiles                          | Not available | <b>Note:</b> #2 Not calculated by PED for 2021-22 or 2022-23 |               |
| 3: School-specific Goals: if two goals, average of points on each goal (100 points possible) | 75*           | 75   | 100           |
| <b>Overall Academic Score: average of Indicators 1 and 3</b>                                 | <b>57.5</b>   | <b>56.9</b>  | –             |

**\*Note:** The Annual Report for 2021-22 indicates a score of 80; the correct score should be 75. Also, Vistas scores were not available in 2020-21, and 2023-24 will be added when available.

**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><br/>Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p> | <p><b>Traditional:</b><br/>No other designation</p> | <p><b>TSI (Targeted Support and Improvement):</b><br/>Multi-year low performing subgroup(s)</p>  |
|  |   | <p><b>ATSI (Additional Targeted Support and Improvement):</b><br/>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><br/>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.

**Overall NMVistas Standing:**

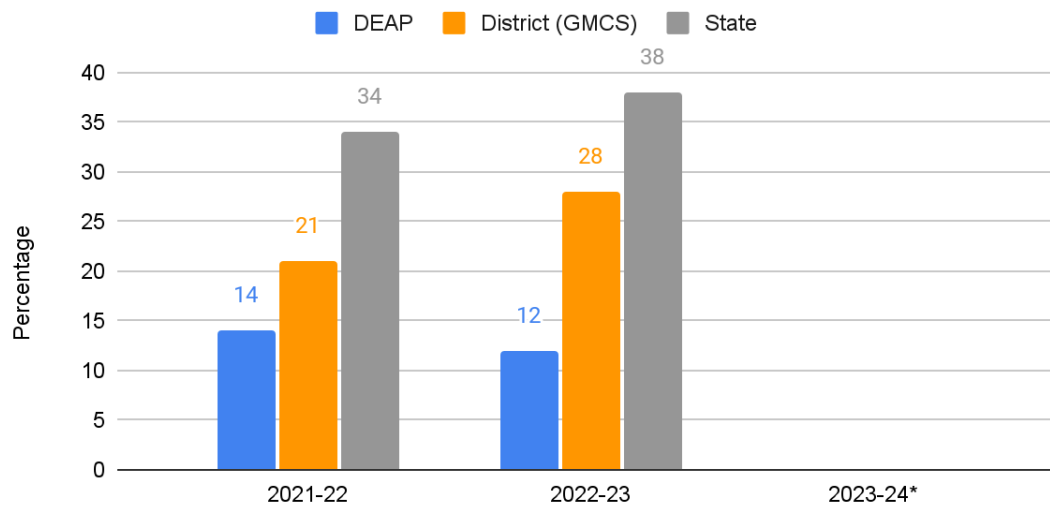
| Contract Year | School Year | NMVistas Score | Designations       |
|---------------|-------------|----------------|--------------------|
| Year 1        | 2020-21     | Not available  |                    |
| Year 2        | 2021-22     | <b>40</b>      | <b>Traditional</b> |
| Year 3        | 2022-23     | <b>38.8</b>    | <b>Traditional</b> |
| Year 4        | 2023-24     | Pending        | ----               |

Source: NMVistas.org

**Academic Proficiency:**

**Reading**

Percent of Students Proficient in Reading across Charter Term

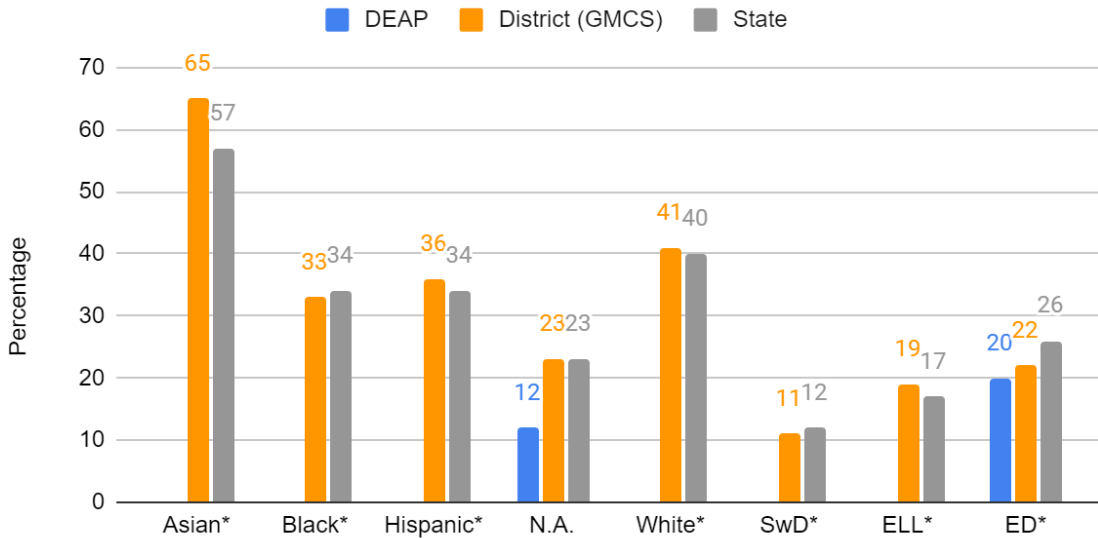


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2021-22 data for DEAP are masked due to too few students represented.

**Note:** 2023-24 reading proficiency data is not yet available from Vistas. Report will be updated when data has been released.

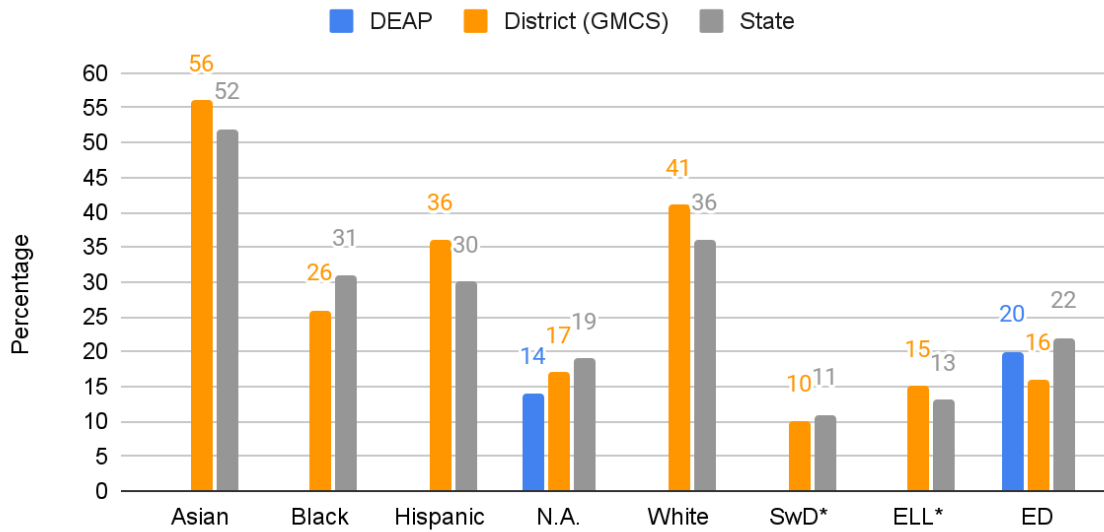
## Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** data masked due to too few or no students represented at school. Economically disadvantaged partially masked, ≤20% proficient in reading.

## Percent Proficient in Reading by Subgroup 2021-22



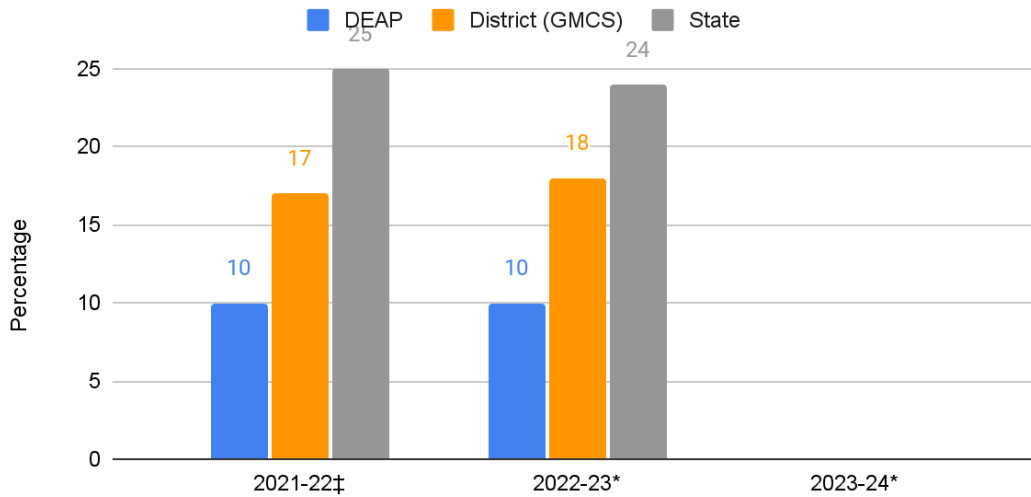
Source: Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2021-22 data are masked due to too few students represented in the subgroup(s).

**Note:** 2021-22 data are missing due to no students represented in the subgroup(s).

## Mathematics

### Percent of Students Proficient in Math across Charter Term

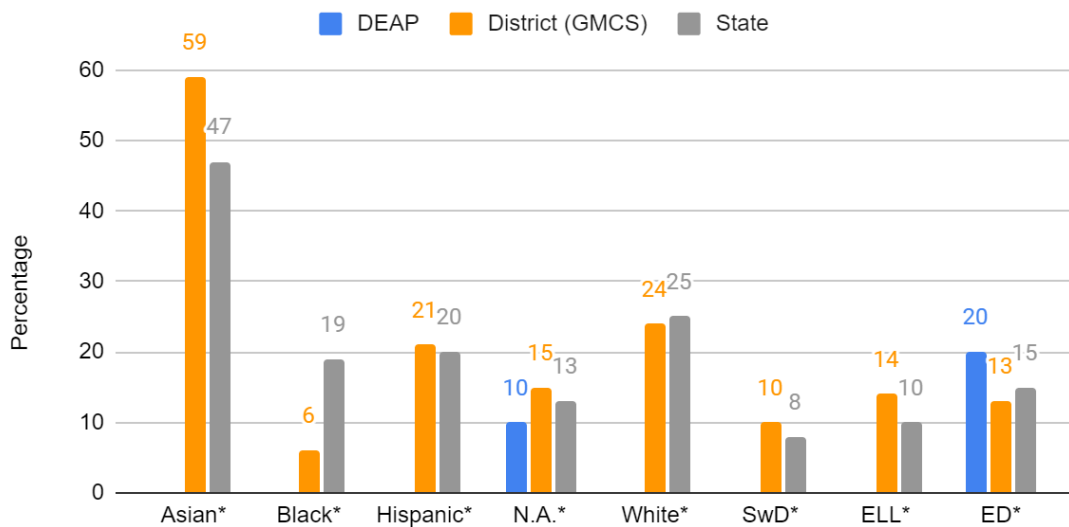


Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

‡Note: the school's 2021-22 math data is blurred (partially masked) at  $\leq 10\%$  proficient.

\*Note: the school's 2022-23 math data is partially masked,  $\leq 10\%$  proficient. Also, 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

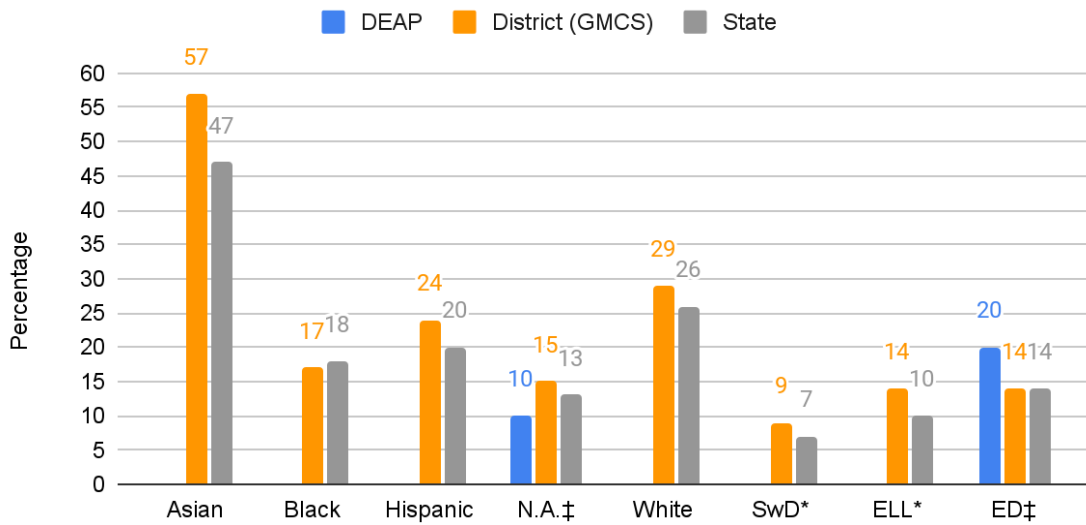
### Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

\*Note: data masked due to too few or no students represented at school. Populations also masked: Native American,  $\leq 10\%$  proficient, and Economically disadvantaged,  $\leq 20\%$  proficient in math.

## Percent Proficient in Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

**Note:** 2021-22 data for DEAP are missing due to no students represented.

**\*Note:** 2021-22 DEAP data are masked due to too few students represented in the subgroup(s).

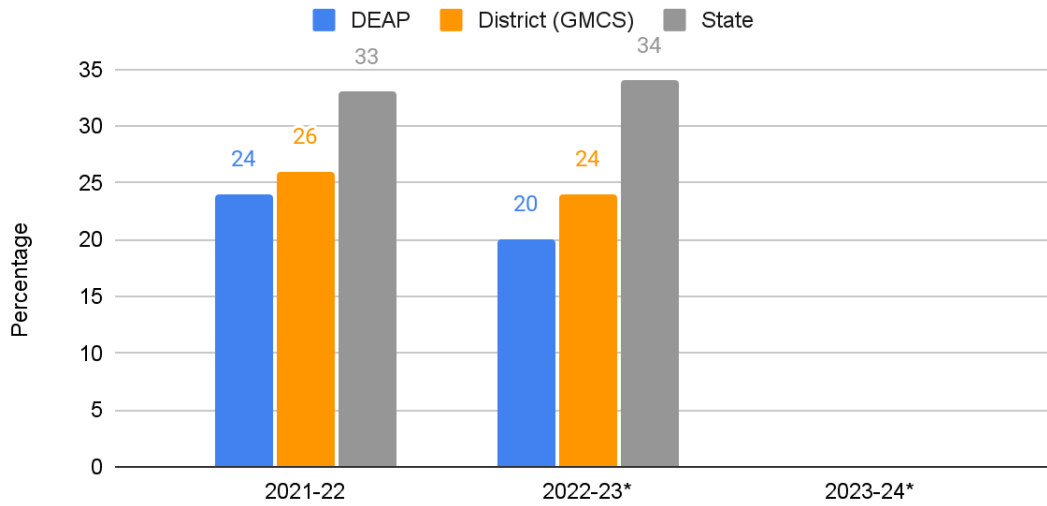
**‡Note:** 2021-22 DEAP data for N.A. are blurred at  $\leq 10\%$  and for ED at  $\leq 20\%$ .

## Science

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



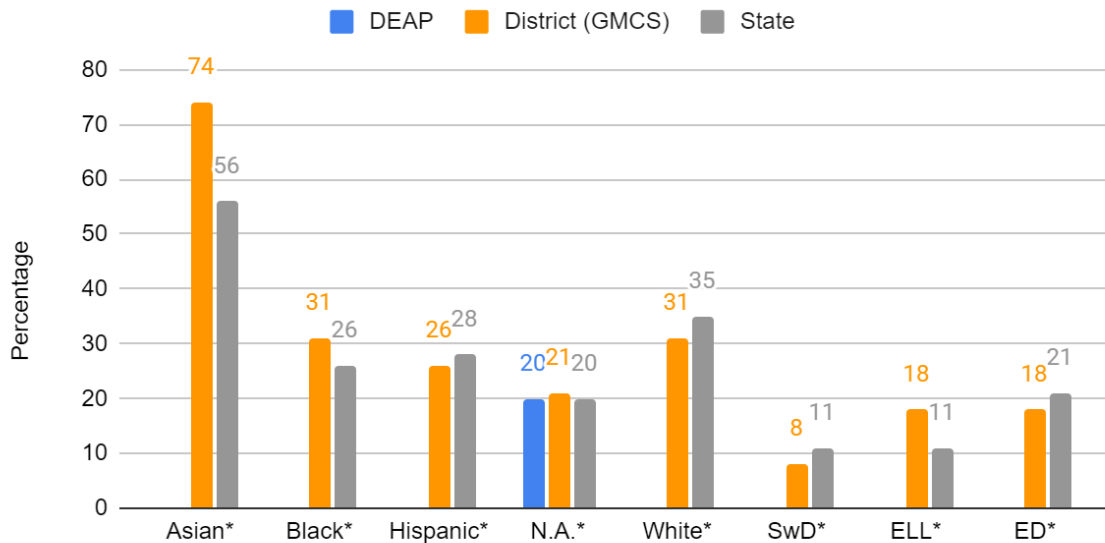
## Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** the school's 2022-23 science data is partially masked,  $\leq 20\%$  proficient. Also, 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.

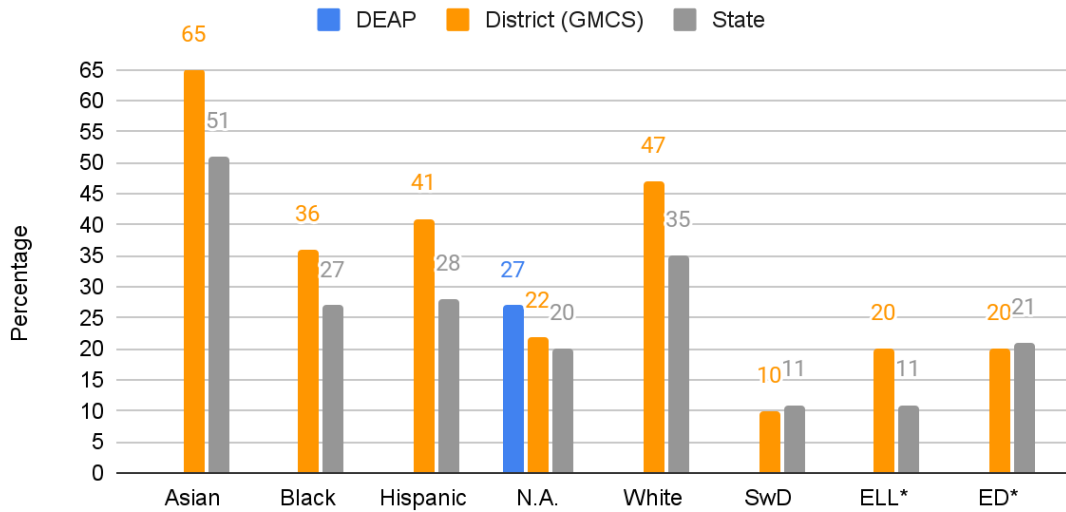
## Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** data masked due to too few or no students represented at school. Native American population also masked,  $\leq 20\%$  proficient in science.

## Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

\*Note: 2021-22 data are masked due to too few or no students represented in the subgroup(s).

Note. 2021-22 data are missing due to no students in the student subgroup.

### English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

| School Year | % English Learning Progress |
|-------------|-----------------------------|
| 2021-22     | Masked                      |
| 2022-23     | Masked                      |
| 2023-24     | Pending                     |

Source: NMVistas.org (WIDA/ACCESS for ELLs)

### High School Graduation Rates:

The data reported each year is for the prior year's cohort of students. Cohort 2022 is the most recent 4-year graduation data available, cohort 2021 is the most recent 5-year data, and cohort 2020 is the most recent 6-year data. Data for the next cohort (2023 4-year, 2022 5-year, and 2021 6-year) will be available in fall 2024 on the NMPED Graduation Data Site: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://www.state.nm.us/education/graduation-data)

**Note:** All graduation data for DEAP is masked due to N size.

**School-Specific or Mission-Specific Goals:**

| Year              | Goal 1                                       | Goal 2                                       | Overall Rating: Academic Indicator 3 |
|-------------------|--|--|--------------------------------------|
| Year 1<br>2020-21 | Not available                                |  |                                      |
| Year 2<br>2021-22 | <b>Meets Standard</b><br><b>75 points</b>    | <b>Meets Standard</b><br><b>75 points</b>    | 75*                                  |
| Year 3<br>2022-23 | <b>Meets Standard</b><br><b>75 points</b>    | <b>Meets Standard</b><br><b>75 points</b>    | 75                                   |
| Year 4<br>2023-24 | <b>Exceeds Standard</b><br><b>100 points</b> | <b>Exceeds Standard</b><br><b>100 points</b> | 100                                  |

\*Note: The Annual Report for 2021-22 indicates a score of 80; the correct score should be 75.

Source: School reported data

**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      |

**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      |

**Student Attendance/Retention/Recurrent:**

| Year    | Student Attendance<br>Target: 95% | Student Retention<br>Target: 70% | Student Recurrent<br>Enrollment Target: 80% |
|---------|-----------------------------------|----------------------------------|---|
| 2020-21 | 99%                               | 96%                              | 83%   |
| 2021-22 | 97%                               | 92%                              | 62%   |
| 2022-23 | 96%                               | 84%                              | 82%   |
| 2023-24 | pending                           | –                                | –   |

**Student Attendance Source:** STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report (Insert NOVA path for newer data)

**Teacher Retention Rate:**

| Year               | Retention Rate |
|--------------------|----------------|
| 2020-21 to 2021-22 | 67%            |
| 2021-22 to 2022-23 | 75%            |
| 2022-23 to 2023-24 | pending        |

Source: STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers) (Insert NOVA path for newer data)

**Enrollment Trends as reported in STARS EOY:**

| Grades Served | FY21      | FY22      | FY23      | FY24    |
|---------------|-----------|-----------|-----------|---------|
| Grade 6       | 5         | 7         | 7         | pending |
| Grade 7       | 5         | 9         | 8         | –       |
| Grade 8       | 10        | 9         | 9         | –       |
| Grade 9       | 9         | 7         | 8         | –       |
| Grade 10      | 8         | 8         | 5         | –       |
| Grade 11      | 5         | 4         | 3         | –       |
| Grade 12      | 3         | 4         | 4         | –       |
| <b>Total</b>  | <b>45</b> | <b>48</b> | <b>44</b> | –       |

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D) (Insert NOVA path for newer data)

**Financial Compliance**

**Staffing measured in Full-Time Equivalents (FTE):**

| Year | Administrator, Principal | EAs | Related Services Personnel, Healthcare | Non-certified Personnel | Other Personnel | Reg Ed Teacher | SPED / Gifted Teacher | TOTAL All Funds |
|------|--------------------------|-----|--|-------------------------|-----------------|----------------|-----------------------|-----------------|
| FY21 | 0.97                     | 0   | 0                                      | 0                       | 0               | 4.00           | .13                   | 5.10            |
| FY22 | 1.00                     | 0   | .07                                    | 1.00                    | .50             | 1.50           | .12                   | 4.19            |
| FY23 | *                        | 0   | .09                                    | .50                     | .02             | 5.50           | .10                   | 6.21            |
| FY24 | Pending                  |     |  |                         |                 |                |                       |                 |

\*Note: Incomplete data on STARS report for FY23 for DEAP; no administrator/principal listed.

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment (Insert NOVA path for newer data)

**FTE paid for with operational funds:**

| Year | Gen Ed Teacher 1411 | SPED Teacher 1412 Gifted 1422 | Gen Ed EA 1711 SPED EA 1712 | Guidance Counselor/ Social Worker 1214 | Principal 1112 Head Admin 1111 | Admin / Support 1113, 1114, 1115 | TOTAL Operational 11000 |
|------|---------------------|-------------------------------|-----------------------------|--|--------------------------------|----------------------------------|-------------------------|
| FY21 | 2.95                | 0                             | 0                           | 0                                      | 1.3                            | 0                                | 5.8                     |
| FY22 | 3.0                 | .5                            | 0                           | 0                                      | 0.5                            | 0.5                              | 7.0                     |
| FY23 | 4.0                 | 0                             | 1.0                         | 0                                      | 1.0                            | 0.5                              | 7.0                     |
| FY24 | 5.0                 | 0                             | 1                           | 0                                      | 0                              | 0.5                              | 8.0                     |

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

**Actual Operational Expenses, in whole dollars, by Function Code:**

| Function                             | Function Name              | FY21      | %    | FY22      | %    | FY23      | %    | FY24    | % |
|--------------------------------------|----------------------------|-----------|------|-----------|------|-----------|------|---------|---|
| 1000                                 | Direct Instruction         | 216,615   | 49%  | 175,398   | 39%  | 343,710   | 59%  | pending |   |
| 2100                                 | Student Support            | 7,194     | 2%   | 43,417    | 10%  | 20,561    | 4%   | -       |   |
| 2200                                 | Instructional Support      | 0         | 0%   | 438       | <1%  | 364       | <1%  | -       |   |
| 2300                                 | Central Administration     | 77,706    | 18%  | 80,521    | 18%  | 27,887    | 5%   | -       |   |
| 2400                                 | School Administration      | 35,854    | 8%   | 15,387    | 3%   | 18,733    | 3%   | -       |   |
| 2500                                 | Central Services           | 49,583    | 11%  | 71,669    | 16%  | 78,882    | 13%  | -       |   |
| 2600                                 | Maintenance and Operations | 42,095    | 10%  | 61,192    | 14%  | 77,556    | 13%  | -       |   |
| 2700-5999                            | All Other Function Codes   | 10,199    | 2%   | 2,317     | <1%  | 19,270    | 3%   | -       |   |
| Total Operational Expense Fund 11000 |                            | 439,246   | 100% | 450,339   | 100% | 586,963   | 100% | -       |   |
| Total Operational Revenue Fund 11000 |                            | \$596,464 |      | \$549,021 |      | \$586,477 |      | pending |   |

Sources: School Budget Bureau; OBMS>Actuals Reports>Actuals Expenditure Rollup Report & Actuals Revenue Rollup Report (Reporting Period– Fourth Quarter (Apr-Jun))

**Operational Cash Balance:**

| Year | Cash Amount  | % Increase (Decrease) | Cash Balance Target | Days Cash on Hand |
|------|--------------|-----------------------|---------------------|-------------------|
| FY21 | \$15,433.00  | 1381%                 | 2.41%               | 8.81              |
| FY22 | \$128,070.00 | 730%                  | 17.36%              | 63.36             |
| FY23 | \$164,891.00 | 22%                   | 18.77%              | 68.50             |
| FY24 | \$244,079.00 | 48%                   | 29.12%              | 106.29            |

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

**Audit Findings:** Audit reports are not completed until a fiscal year ends, so that schools receive the FY2020 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2020-21) are based on the audit report for FY2020 (SY 2019-20).

| Fiscal Year | Total Findings | Repeat Findings | Material Weakness | Significant Deficiency | Disclaimed Audit |
|-------------|----------------|-----------------|-------------------|------------------------|------------------|
| FY20        | 5              | 0               | 1                 | 0                      | No               |
| FY21        | 2              | 2               | 1                 | 0                      | No               |
| FY22        | 2              | 1               | 1                 | 0                      | No               |
| FY23        | 1              | 1               | 1                 | 0                      | No               |

Source: NMPED Audit Report, Clifton Larson and Associates

**Governing Body Performance**

**Board Membership and Officers:** Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

| Fiscal Year | Chair         | Vice-Chair   | Secretary        | Full Membership | Timely Notification of Vacancies |
|-------------|---------------|--------------|------------------|-----------------|----------------------------------|
| FY21        | Benita Litson | Gavin Sosa   | Micheala Shirley | 5               | 1 timely; 2 not timely           |
| FY22        | Becki Jones   | Gavin Sosa   | Micheala Shirley | 5               | 2 timely; 2 not timely           |
| FY23        | Becki Jones   | Aaron Billie | Amberia Tolino   | 5               | Yes                              |
| FY24        | Becki Jones   | Aaron Billie | Amberia Tolino   | 6               | 2 timely; 2 not timely           |

Source: CSD Internal Monitoring

**Governing Board Training:** Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

| Board Members           | FY21 | FY22 | FY23 | FY24 |
|-------------------------|------|------|------|------|
| Benita Litson           | 4R   |      |      |      |
| Micheala Shirley        | 9    | 9    |      |      |
| Gavin Sosa              | 8    | 8    | 8    |      |
| Jennie Jemenez          | 9    |      |      |      |
| Becki Jones             | 11   | 0    | 8    | 8    |
| Aaron Billie            |      | 5    | 8    | 10.5 |
| Amberia Tolino          |      | 16   | 8    | 8    |
| Ben Zacharia            |      |      | 15   |      |
| Shandiin Nez            |      |      |      | 11.5 |
| Radmilla Cody           |      |      |      | 10   |
| Joshuaa Allison-Burbank |      |      |      | 10   |

Source: CSD Internal Monitoring

\*Note: R=Resigned. Red font indicates that the member did not complete all required training hours.

### Performance Framework Ratings

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**.

| Contract Year | School Year | Overall Rating: Organization & Financial Framework (Meets or Does Not Meet) |
|---------------|-------------|---|
| Year 1        | 2020-21     | Meets Standard  |
| Year 2        | 2021-22     | Does Not Meet Standard  |
| Year 3        | 2022-23     | Meets Standard  |
| Year 4        | 2023-24     | Pending   |

Source: CSD Internal Monitoring



## Screenshot of Multi-year Performance Framework Ratings

| Dzil Diti'ooi School of Empowerment, Action and Perseverance (DEAP) | 2020-21                  | 2021-22                  | 2022-23                  | 2023-24                  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Organizational and Financial Performance Ratings</b>             |                          |                          |                          |                          |
| 1a Mission and Educational Program                                  | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 1b State Assessment Requirements                                    | Not Reviewed             | Does Not Meet Standard   | Meets Standard           | Pending                  |
| 1c Rights of Students with Disabilities                             | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 1d Rights of English Learners                                       | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 1e Meeting Program Requirements                                     | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 1f NM DASH Plan   | N/A                      | N/A                      | N/A                      | Meets Standard           |
| 2a Financial Reporting and Compliance                               | Working to Meet Standard | Meets Standard           | Working to Meet Standard | Meets Standard           |
| 2b Accounting Principles  | Does Not Meet Standard   | 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 | Working to Meet Standard |
| 2d Managing Grant Funds   | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 2e Staffing for Fiscal Management                                   | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 2f Internal Controls  | Working to Meet Standard | Meets Standard           | Working to Meet Standard | Meets Standard           |
| 3a Governance Requirements  | Working to Meet Standard | Working to Meet Standard | Meets Standard           | Meets Standard           |
| 3b Nepotism, Conflict of Interest                                   | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 3c Reporting Requirements   | Assurances               | Working to Meet Standard | Meets Standard           | Does Not Meet Standard   |
| 4a Rights of All Students   | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 4b Attendance and Retention   | Meets Standard           | Meets Standard           | Working to Meet Standard | Pending                  |
| 4c Staff Credentialing  | Meets Standard           | Meets Standard           | Does Not Meet Standard   | Meets Standard           |
| 4d Employee Rights  | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 4e Background Checks, Ethics  | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 5a Facilities   | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 5b Transportation   | Assurances               | N/A                      | Meets Standard           | N/A                      |
| 5c Health and Safety  | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 5d Handling Information   | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |

### Explanation of 2023-24 Indicator Ratings:

- 1.b. Participation data will be provided in Fall 2024.
- 2.b. [FY23 Audit](#) one repeat finding which was a material weakness finding.
- 2.c. [FY23 Audit](#) one repeat finding.
- 3.c. One late governing board member change notification was submitted.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.

### Explanation of 2022-23 Indicator Ratings:

- 2.a. One report was submitted late in quarter 1.
- 2.b. [FY22 Audit](#) has two audit findings, one is a repeat (material weakness).
- 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.

### Explanation of 2021-22 Indicator Ratings:

1.b. No proctors for assessments at home. ELA participation 93%; math 90%, science 85%, ACCESS 93%. Target is 95% for all assessments.

2.b. Material Weakness audit finding in FY21.

2.c. Multiple repeat audit findings in FY21.

3.a. 3+ members did 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.

3.c. Two untimely amendment requests.

**Explanation of 2020-21 Indicator Ratings:**

Explanations for indicator ratings are unavailable.

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**Conditions or Corrective Action Plans (CAPs):** none

**2022-23 Annual Report rating/notice from PEC:** Unsatisfactory performance overall related to academic performance on pages 4-6 of the annual report including, academic growth and organizational concerns listed on page 10 of the annual report, indicators 2.b. and 4.c.

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