

# New Mexico Public Education Commission



## Charter School Renewal Application Part B: Progress Report

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## Table of Contents

<b>Instructions</b>	<b>1</b>
<b>School Information</b>	<b>1</b>
<b>Academic Performance</b>	<b>2</b>
Student Outcomes	2
1. Academic Performance	2
1.a. Student Outcomes	2
1.b. Mission-specific or School-Specific Goals	2
2. Organizational Performance	2
2.a. Educational Program	2
2.b. Financial Compliance	3
2.c. Governance Responsibilities	3
2.d. Equity and Identity	3
2.e. Tribal Consultation	3
2.f. Other Performance Framework Indicators	4

## Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

## School Information

**Name of School:** Dził Dít'ooí School of Empowerment, Action & Perseverance

**Authorizer:** NMPEC

**Current Charter Term:** 2020-2025

# Academic Performance

## Student Outcomes

### 1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

Since its opening in 2015, DEAP has made significant strides in providing students with a truly unique educational experience that aligns with its mission of culturally relevant, land-based learning that is rooted in student needs and dreams. By deeply embedding Native traditions, community engagement, and experiential learning into the curriculum, DEAP has lived up to its vision of fostering a nurturing environment where students can thrive academically, emotionally, and culturally. This commitment to innovation and student-centered learning has positioned DEAP as a leader in redefining what meaningful education looks and feels like in Native communities. Moreover, DEAP remains dedicated to continuous improvement by embracing new opportunities to enhance its practices and ensure compliance with the Assessment and Accountability Act. By integrating rigorous standards with culturally responsive methods, DEAP aims to meet state requirements while staying true to its roots, ensuring that students receive an education that is both meaningful and impactful.

To achieve this, DEAP has developed a school system designed to meet the diverse needs of its students, with the clear objective of ensuring student success. In alignment with the Assessment and Accountability Act, DEAP excels in delivering rich multicultural learning experiences that reflect students' cultures and foster deeper connections with local, national, and global Indigenous communities.

Serving grades 6 through 12, DEAP aligns its curriculum with Core Content State Standards and offers rigorous, varied learning opportunities. The school calendar and schedule maximize instructional time to meet standards and engage students in real-world, hands-on learning. For students needing extra academic support, DEAP provides in-class interventions, as well as small group and individualized sessions to build foundational skills.

In the Literacy curriculum, students take a Native Literature course focusing on reading, writing, and vocabulary. To address post-pandemic reading needs, DEAP supplements instruction with programs like MaxScholar, allocating an additional 90 minutes weekly for targeted vocabulary, reading, and writing practice. To strengthen literacy support, DEAP created an Educational Assistant position dedicated to schoolwide literacy intervention.

Similarly, the Mathematics curriculum has been adapted to meet the needs of students impacted by the pandemic. An additional 90 minutes per week is dedicated to the IXL program, reinforcing foundational math knowledge. DEAP also offers High Dosage Tutoring and access to peer and professional tutors. These supports, along with targeted assignments, help bolster students' math skills and overall proficiency.

Understanding that transformative learning requires transformational educators, DEAP holds its teachers to high standards of professionalism while providing robust support systems. All new teachers participate in a year-long mentoring program, aligning their curriculum and instructional practices with school-wide goals. New teachers are paired with veteran mentors who help them develop classroom

management and assessment strategies. Regular Professional Learning Community (PLC) meetings focus on reviewing assessment data and creating targeted support plans. Teachers receive additional coaching and guidance if their classes are not showing adequate growth.

DEAP prioritizes maintaining a consistent and effective assessment system. Even during pandemic disruptions, the school utilized NWEA's MAP Growth assessments to track student progress and provide targeted interventions. DEAP has expanded access to the PSAT and SAT, and has set goals to further develop its testing preparation program. Over the next five years, DEAP aims to implement an end-of-course exam system, ensuring comprehensive tracking of student progress and readiness for academic success and future opportunities.

### 1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

As DEAP approaches its tenth year of operation, we recognize the need for a sustained and strategic focus on improvement. Although current academic data (see **Appendix A-1 Academic Data**) does not yet fully align with our aspirations, we have established a clear, data-driven path forward by leveraging consistent and precise analysis alongside evidence-based instructional practices. Specific growth targets have been identified across all content areas, and we maintain high expectations for both our students and teachers in achieving these goals. Encouragingly, we are already seeing progress in certain subjects, particularly in Reading, as indicated by the NM-MSSA Assessment. We anticipate continued growth as we implement additional academic support initiatives across all grade levels.

**Assessment During COVID-19 Pandemic & Virtual Learning:** In response to the Governor's emergency directive in March 2020, DEAP transitioned to an at-home, computer-based learning model for the final quarter of the 2019-2020 school year. We continued in a fully virtual format for the entirety of the 2020-2021 and 2021-2022 school years, a year longer than many schools in New Mexico due to the disproportionate impact of the COVID-19 pandemic on the Navajo Nation and the concerns of our community. Throughout this period, we maintained our schedule of MAP Growth testing with the exception of Spring 2020. Data gathered from these assessments was instrumental in designing coursework, implementing targeted interventions, and mitigating learning loss.

Prior to Spring 2020, DEAP's academic data showed consistent growth from year to year, despite shifting state testing requirements. However, the impact of COVID-19 on student academic progress was significant, as reflected in our data. While students did experience learning loss during the virtual learning period, DEAP took substantial measures to track and respond to the information collected through MAP Growth Testing, classroom observations, and alternative assessments. During our "online years," students frequently engaged in hands-on, project-based assessments to demonstrate their learning in practical and innovative ways that can be highlighted by our success with our mission specific goals in section 1b..

**NWEA MAP Growth:** As mentioned previously in the application, DEAP utilizes NWEA's MAP Growth Assessment Suite to assess achievement and growth in Reading, Language Usage, Mathematics, and

Science three times a year. Student percentile scores and detailed profiles are referenced by teachers to make day-to-day instructional decisions, and overall growth patterns are analyzed to provide students with Tier 2 and 3 supports. Growth testing continued throughout our virtual learning period, including during 2019-2020 and 2020-2021 in the absence of the state's summative assessment system.

### **NWEA MAP Growth by Year**

The NWEA MAP is a nationally normed assessment, based on a normed group from 2020. NWEA MAP uses the Rasch Unit (RIT) as an equal interval scale that allows for mathematical calculations without the need for statistical adjustment.

Note as an aside that 2020 norms do not reflect learning loss seen nationally in response to school closures and remote learning during the COVID-19 pandemic response (meaning that "normal" growth is based on the more typical period that preceded spring 2020, and does not account for wholesale learning loss from one school year to the next). In a July 2024 brief by NWEA Research "Recovery still elusive: 2023-24 student achievement highlights persistent achievement gaps and a long road ahead" (Lewis and Kuhfeld), the researchers looked at national NWEA MAP data for 7.7 million students in grades 3-8 and found "growth during 2023-24 fell short of pre-pandemic trends in nearly all grades. This continues the trend of stalled progress observed in the previous school year and indicates that pandemic recovery remains elusive." Moreover, "The gap between pre-COVID and COVID test score averages widened in 2023-24 in nearly all grades, by an average of 36% in reading and 18% in math. The average student will need the equivalent of 4.8 additional months of schooling to catch up in reading and 4.3 months in math," with longer periods of time for higher grades. "Comparing across race/ethnicity groups,...Marginalized students remain the furthest from recovery" (Fig. 1).

Below is an analysis of DEAP's NWEA MAP results over the past four years; corresponding data tables can be found in **Appendix A-1: Academic Data**. The results are aggregated by grade level, reflecting the following measures:

Grade Level Norms are measured using a School Conditional Growth Index (SCGI) and School Conditional Growth Percentile (SCG%). These measure how well the grade level grew relative to peers on average. The conditional growth index (CGI) aggregates growth across all DEAP students by grade level as a weighted average. Observed growth is reported as a standardized z-score, in which observed growth is compared to typical growth. Zero represents the mean, so a CGI score of +1 shows growth that exceeded typical growth by about 1 standard deviation in magnitude, and a score of -1 shows growth that is about 1 standard deviation less than typical growth. This is an ideal measurement to compare growth across different grades or groups of students because the CGI corrects for distributional differences in typical, or "normative" growth that other measures (such as the Growth Index or raw growth) do not.

Student Norms Growth – Student growth is measured based on the statistical expectation that students will grow academically a certain number of RIT scores based on the Peer work done in the 2020 norming study. Growth is determined from Fall to Spring, with success measured by students meeting or exceeding the projected RIT in the Winter or Spring assessment. (Reported as the percentage of students who met growth projection)

Note that DEAP was founded in the 2015-2016 school year serving grades 6-7, and added a grade level annually to grow to a 6-12 school. In 2020-21, DEAP graduated the first senior class.

**Mathematics Data:** In 2022-23, high school math assessment data did not provide school conditional growth index figures. Mean RIT Scores from fall to spring and the percentage of students who met growth projection are as follows:

Algebra 1: 8th grade 220 to 220.5 growth (no student growth projection); 9th grade 211.7 to 207.7 growth (no student growth projection)

Algebra 2: 10th grade 225.3 to 242.7 growth (no student growth projection, but strong growth demonstrated through RIT); 11th grade 240.0 to 230.0 growth (no student growth projection)

Integrated Math: 11th grade 207.5 to 208.5 growth (no student growth projection)

In 2021-22 of high school math assessments, no school conditional growth index figures are available. Mean RIT Scores from fall to spring and the percentage of students who met growth projection are as follows:

Algebra I: 9th grade 231.0 to 257.3 = 67% of students met growth goals; 10th grade 220.0 to 225.0 = 0% of students met growth goals.

Algebra 2: 10th grade 246.5 to 251.0 = 50% of students met growth goals; 11th grade 265.0 to 266.0 = 0% of students met growth goals.

In 2020-21, of high school math assessments, no school conditional growth index figures are available. Mean RIT Scores from fall to spring and the percentage of students who met growth projection are as follows:

Algebra I: 9th grade 220.3 to 217.3 = 25% of students met growth goals, 10th grade 204.7 to 209.0 = 33% of students met growth goals

Algebra 2: 11th grade 233.5 to 240.0 = 50% of students met growth goals, 12th grade 263.0 to 263.0 = 0% of students met growth goals

Geometry: 10th grade 215.0 to 224.0 = 100% of student met growth goals

Math K-12 most accurately depicts middle school grades. With students transferring in from other schools—often behind proficiency, the 2020-21 data demonstrates how math proficiencies grow the longer students are at DEAP. However, the data also clearly demonstrates the significant academic setbacks as families dealt with the inequitable impacts of COVID-19, school shutdown, and two years of distance learning. Data in 2023-24 shows the resilience of our community, with 8th and 9th grades exceeding growth projections, and 7th grade approaching the growth target (50%) at 38%.

Longitudinally, each of the grade levels included in the 2023-24 report show growth over their cohort's scores in the previous periods. For example, the 9th grade score is at the 99% SCG Percentile in 2023-24, up from the same cohort's 8th grade score in 2022-23 at 50%, 2021-22 7th grade score of 1%, and 2020-21 6th grade score of 11%. This trend repeats with net growth for the other grades represented by 2023-24 data.

As mentioned earlier, effective approaches over the past year include a robust system of remediation with students spending an additional 90 minutes per week using IXL to strengthen their Mathematics fundamental knowledge and recall, in addition to their regular Mathematics coursework. Students also work with EAs, peer and professional tutors, and receive additional targeted assignments to improve their fundamental Mathematics skills. Additionally, DEAP participated in the High Dosage Tutoring program during the 2023-2024 School Year, and will continue to do so in 2024-2025 to provide additional

targeted support in Mathematics. Early 2024-25 NWEA MAP data is already showing strong baseline results.

**Reading Data:** Similar to Math data, Reading scores were exceedingly weak during COVID-19 as students struggled with distance learning. 2023-24 shows strong recovery, with grades 8-11 exceeding growth projections; 6<sup>th</sup> grade is also showing progress at 42% of the 50% goal. In addition to engaging classroom instruction, students use MaxScholar 90 minutes each week to supplement instruction in vocabulary, reading, and writing, as well as remediation support.

DEAP is sensitive to the remedial reading needs in the community it serves, with impacts of the COVID-19 pandemic continuing to impact our 7<sup>th</sup> grade specifically. This grade was last in the classroom in 3rd grade and has exhibited difficulties adapting to middle school structures. We are targeting interventions with this grade, and have developed an Educational Assistant position which will provide literacy intervention for this and all grades.

As with Math, it is important to note that the data does demonstrate longitudinal growth, with the 2023-24 11<sup>th</sup> grade class at 87% SCG Percentile, up from the same cohort's 10<sup>th</sup> grade scores in 2022-23 at 5%, 2021-22 9<sup>th</sup> grade score of 1%, and 2020-21 8<sup>th</sup> grade score of 10%. This trend is repeated for each of the 2023-24 grades of 8<sup>th</sup> through 11<sup>th</sup> grades, showing growth over previous periods.

**Language Usage Data:** Language Usage growth reflects strong progress in 2023-24, with all grades exceeding growth projections. While there has been some fluctuation, these skills have been well-retained and regained with support from 90 minutes with MaxScholar each week to supplement instruction in vocabulary, reading, and writing, and to receive remediation support. We anticipate this growth will continue; for 2024-25 fall baseline results, 14% of all students are currently exceeding growth projections.

**Science Data:** Science tends to be a strong subject for DEAP with a land-based curriculum and ongoing project-based learning supporting the sciences. However, like all subjects, science learning loss occurred during the COVID-19 remote learning period, and students not participating in all three assessments during the year (fall, winter, spring) has resulted in inconsistent data with a lack of School Conditional Growth Index projections and student projections. Baseline fall 2024-25 NWEA MAP data indicates 27% of students are already exceeding projection across the school, including 50% in 7<sup>th</sup> grade, 17% in 8<sup>th</sup> grade, and 17% in 9<sup>th</sup> grade (additional discussion provided later in this report).

#### **Looking Ahead: 2024 - 2025 Academic Data**

So far in the 2024-2025 School Year, students have taken their first round of NWEA MAP Growth testing to provide baseline data for classroom instruction. The implications of this first round of testing are incredibly hopeful; students are starting back this school year at a higher level than in the two preceding school years, showing that they are clearly retaining the skills and knowledge gained the previous year. Across all four tested areas (Reading, Mathematics, Language Usage, and Science), students tested at 50%+ in the 41st Percentile or higher, compared to all other students who have taken the same assessments nationally. Furthermore, at least 8% of students tested in each subject area are in the 61st

Percentile or higher. While this is our baseline data for the 2024-2025 School Year, it demonstrates a great deal of promise for future assessment cycles and will be monitored closely by our instructional team.

**NM-MSSA & NM-ASR:** First implemented in the 2021-2022 School Year, the NM-MSSA and NM-ASR are the once-yearly state assessment to measure student proficiency and growth from previous years. In the first year of implementation, DEAP was still conducting learning fully online. When we returned to the classroom in the Fall of 2022, we had many students who had not set foot inside of a school building in over 2 years, meaning that some of our 6th grade class had last been in a classroom in the 3rd grade. The time spent out of the classroom is certainly reflected in the assessment data from 2022-2023. While official percentages are not yet available for the 2023-2024 school year, our preliminary participation and proficiency data has been released and shows promising growth in at least one academic content area.

**NM-MSSA Reading:** In 2021-2022, the first year of NM-MSSA implementation, 14% of DEAP students in the tested grade levels were proficient in Reading; in 2022-2023, that number dropped to 12%. These percentage changes did align to a certain degree with the Reading skills that were observed in the classroom. In 2022-2023, DEAP had a larger 6th grade class than the year before, many of whom had been learning remotely since the end of their 3rd grade year. Many of these students required additional reading supports through our MLSS program to catch back up from the learning loss that occurred during the virtual learning years. What is not demonstrated in this data are the years-worth of growth that occurred for students who were years behind in their reading.

The 2023-2024 Proficiency and Participation Data provided by the NMPED as of 9/20/2024 shows promising growth in DEAP's 2023-2024 Reading proficiency. Compared to a 12% proficiency rate in the 2022-2023 school year, the report for 2023-2024 demonstrates an increase of 6 percentage points to 18%. Without the District and/or State data, it's hard to say where this puts our students in relationship to others, but the 6% increase does demonstrate a clear trajectory of improvement, especially considering that we have significantly increased our intervention support for struggling readers since the 2022-2023 data was initially released.

**NM-MSSA Mathematics:** DEAP's Mathematics proficiency remained the same from 2021-2022 to 2022-2023 at 10%. Much like our prior Reading data, this Mathematics data does reflect general observations of classroom achievement given the learning loss that occurred during the remote learning period. Students have demonstrated significant gaps in their mathematics fundamentals, however strides have been made to ensure that students are regaining any lost prior knowledge and building a strong foundation in their fundamental skills.

Preliminary 2023-2024 data suggests that Mathematics scores remained consistent with previous years' trend, at or about 10% based on the raw data (of course, subject to change based on the NMPED's interpretation of the data). During the 2023-2024 school year, DEAP invested time and resources in several intervention systems including extended tutoring for all grade levels, the online IXL program to support the development and continuation of fundamental mathematics skills, and the state-supported High Dosage Tutoring program for our 7th grade students. The NWEA MAP data shared earlier



demonstrates that grade levels are meeting growth projections toward proficiency in math (9th and 8th grades) and approaching projections (7th grade), regaining previous learning loss. Reflecting on the efforts that were made during the 2023-2024 school year to improve mathematics outcomes, we are now working on adjusting our intervention plans and have designated an EA position who will focus on mathematics skills with all grade levels.

**NM-ASR Science:** Historically, Science has been one of DEAP's relative strengths when it comes to proficiency data. As demonstrated below, the first NM-ASR administered in the spring of 2022 reflected that 24% of our 8th and 11th graders were proficient in Science; 2022-2023 saw a decrease of 4 total percentage points. This decrease was concerning, but not necessarily indicative of a trend, especially considering the data from NWEA MAP Growth testing.

The 2023-2024 raw data is unclear at the time of writing, but indicates another potential drop in proficiency. Upon analysis of this data and comparing the NM-ASR data to NWEA MAP data, we hypothesize that one potential discrepancy might be in the types of questions asked by each exam and how that questioning does and does not align. In order to address the decrease in Science scores, we are investing continuously in improving and solidifying our Science curriculum. This year, we will spend approximately \$8,000 on new Science curricula including NGSS-aligned textbooks and technology to improve lab- and field-work. Additionally, our Science instructors are undergoing coaching to improve formative and summative assessment practices, and to increase academic vocabulary and instructional strategy efficacy.

**Broadening Success Beyond Traditional Metrics:** DEAP's success extends far beyond assessment data. While academic growth and proficiency scores are important, DEAP measures success through a variety of holistic indicators that reflect the school's mission to empower students and nurture their potential.

- **Rigorous Academic Preparation:** DEAP's academic programs have successfully prepared students for advanced educational opportunities. Eighth-grade graduates have been accepted into rigorous academic programs at schools like Navajo Preparatory School, where they continue to excel. This level of preparedness speaks to DEAP's commitment to academic rigor and fostering a growth mindset in its students, positioning them to succeed in competitive academic settings.
- **Re-engaged Students:** DEAP has successfully supported many over-age and under-credited students in re-engaging with their education, putting them on the path to graduation. In 2023-2024, 50% of our graduating class consisted of re-engaged students who overcame significant barriers to achieve this milestone. This success highlights DEAP's ability to offer a second chance to students and reinforce a love of learning through supportive, individualized pathways.
- **Dual Enrollment:** Through partnerships with Diné College and UNM-Gallup, DEAP students have the opportunity to earn college credits while still in high school, providing them with a head start on post-secondary education. This program not only accelerates academic progress but also exposes students to the expectations and opportunities of higher education, helping them build confidence and ambition.

- **Career & Technical Education (CTE):** DEAP has steadily increased access to Career & Technical Education programming, with new offerings in Agriculture and Health Sciences added in 2024-2025. Our CTE programs are designed to provide valuable career experience and prepare students for post-secondary education, integrating vocational skills with cultural knowledge. As a result, students leave DEAP equipped to pursue diverse career pathways that align with their interests and community needs.
- **Employment of DEAP Alumni:** DEAP has now grown into a space that employs its own alumni, further solidifying its role as a community-centered institution. DEAP alumni are not only returning to work at the school but are also stepping into leadership positions, serving as mentors, and shaping the future of DEAP. This speaks volumes to the way DEAP students have taken their experience to new levels where they are now leading the very school that nourished them. It also reflects the strong sense of belonging, identity, and loyalty that DEAP cultivates among its students, as they return to contribute to the community that supported their growth.

Through these multifaceted initiatives, DEAP continues to expand its impact, not only meeting academic standards but also nurturing culturally rooted, socially aware, and community-driven individuals ready to thrive in a rapidly changing world..

**Additional Opportunities Moving Forward:** As a small public charter school, we are able to respond to student needs in ways that both affirm and challenge them. Some of future initiatives include the following:

- **Work-Based-Learning:** DEAP is committed to addressing academic gaps by providing unique, holistic opportunities that extend learning beyond the traditional classroom setting. One of the most impactful strategies we employ is through our Work-Based Learning (WBL) programs, which offer students a chance to apply their academic, cultural, and vocational skills in real-world environments. By engaging in WBL, students not only enrich their academic growth but also develop critical soft skills such as communication, problem-solving, and teamwork. A vital component of our WBL initiative is that we compensate students for their participation, creating a ripple effect that fosters local economic development. By earning wages, students gain financial independence, enabling them to contribute to their own needs and those of their families. This financial empowerment not only enhances their sense of responsibility and pride but also supports their families, reinforcing the value of education in their communities. Our Work-Based Learning opportunities are specifically designed to align with DEAP's core values and mission by bridging classroom instruction with meaningful career exploration. This approach engages students in practical, hands-on learning, allowing them to contextualize their academic knowledge in a professional setting. Ultimately, it fosters the development of a well-rounded skill set that promotes long-term success, both academically and economically.
- **Graduate Profile:** Recognizing that the demands of the world are ever-changing, DEAP is currently redesigning its Graduate Profile and Capstone structure to better prepare students for the evolving realities they will face. As the workplace, community needs, and societal expectations shift, so too must the frameworks guiding student success. This redesign phase aims to create more responsive and dynamic learning experiences, ensuring that DEAP students

remain adaptable, culturally grounded, and equipped with 21st-century skills. The new Graduate Profile and Capstone expectations will emphasize interdisciplinary learning, digital literacy, and global citizenship, all while maintaining DEAP's core commitment to cultural identity and community engagement. Students will have the opportunity to incorporate emerging technologies, work-based learning, and collaborative projects into their Capstone, providing them with a robust toolkit to navigate and shape their futures. Additionally, DEAP is exploring new partnerships with local businesses and organizations to expand the range of experiences available to students, fostering a more seamless transition from high school to the next stage of their lives. This iterative process of redesigning the Graduate Profile and Capstone expectations underscores DEAP's dedication to continuous improvement and innovation. By staying attuned to the evolving world and anticipating future trends, DEAP ensures that its graduates are not only meeting current standards but are also poised to become leaders and change-makers in their communities and beyond.

- **Microcredentials:** DEAP is enhancing its Mission Specific Goals by developing a Microcredential Pathway that provides a structured framework to track and celebrate student growth. This pathway is designed to reflect DEAP's focus on cultural identity, leadership, and community engagement, awarding microcredentials as students demonstrate mastery in key competencies. These competencies include Land-Based Learning, Traditional Arts, and Culture and Advocacy. Each microcredential serves as a tangible milestone, highlighting a student's progress and dedication to both academic and personal development. Through this pathway, students are guided along DEAP's holistic educational model, building a diverse portfolio of skills and experiences that are not only meaningful within DEAP, but also highly valuable as students transition to college, careers, and community leadership roles. Some examples are included in Section 1.b.

### 1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

The Dził Dít'ooí School of Empowerment, Action & Perseverance is one of the few schools that is founded and led by Diné people for Diné people. Prior to the school's establishment, extensive community involvement and input was gathered to identify the school's priorities. The following mission statement was developed:

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

At the heart of DEAP's mission is Land Based Learning and Diné Culture. Both of these concepts are rooted in ancestral wisdom and create pathways for not only learning, but also community healing. DEAP's mission specific goals are as follows:

*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.*

*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.*

[Appendix A-2](#) outlines DEAP's progress toward meeting these goals. It is important to highlight that in spite of the many challenges our community faces in addition to the added traumas we continue to experience from the COVID-19 pandemic, our students and families have always embraced our mission and have met our mission specific goals from 2020-present.

**2020-2021:** DEAP's renewal in December 2019 left many of staff, students and stakeholders excited and confident in what we had accomplished—we were on a pathway of balancing western academics and expectations with our mission specific goals. We had set ambitious plans for trips, college programs and even more cultural and land based learning opportunities. However, in March 2020, the COVID-19 pandemic took its course and significantly impacted the Navajo Nation. By July 2020, our community faced an immense amount of trauma and grief; nearly 65% of our staff and students had lost at least one relative to the COVID-19 pandemic. A state of emergency was declared on the Navajo Nation resulting in the closure of many essential businesses and the implementation of both necessary and strict guidelines, including curfews and public gathering restrictions. Many families lost jobs and were unable to fully provide for their loved ones.

While some guidance was proposed on how DEAP and other schools might continue education during this time, we largely had to figure out how to provide not only a meaningful education to our students, but also, more importantly, access to the resources that our students and families desperately needed. We shifted our focus to be mutual aid partners in our community, often serving as a primary source of food access, information, and hope. We transitioned many of our programs to be virtual and were diligent in identifying opportunities that could still fulfill our mission in ways that were reflective of the realities our community was (and still is) facing around the COVID-19 pandemic. Despite all of the challenges, DEAP students were still able to meet the mission specific goals with 84% of them meeting Goal 1 (Land-Based Learning) and 76% meeting Goal 2 (Diné Studies). We credit our students and staff for their commitments to learning and being in community with each other.

Some unique stories to uplift:

**Mutton Magic:** DEAP holds annual sheep butchering lessons; however, due to gathering restrictions, staff conducted the butchering via Zoom and delivered meat to all students to participate in a Mutton Magic project. This initiative created pathways for families to share mutton recipes and access fresh cultural foods. We expanded this activity to include community members, such as elders and those struggling with food insecurity.

*Perseverance & Internet Access:* The pandemic highlighted many inequities that communities like ours continue to face, including access to healthcare, food, and basic utilities. The Navajo Nation already struggled with limited broadband internet, making the shift to virtual learning particularly challenging for some students and families. Despite these obstacles, two families showcased remarkable perseverance in their approaches to continuing education. One student lives in an area where cellular data is only accessible by climbing a nearby ridge. Undeterred, he made a daily trek up the ridge to access the internet and continue his studies, exemplifying DEAP's core values of resilience and perseverance. Another family resides in a beautiful canyon without running water or internet access. They utilized a small travel trailer, driving it to school during DEAP's closure to connect to the internet daily. Their unwavering commitment to learning despite difficult circumstances is a testament to the resilience of our students and families

**2021-2022:** DEAP fully embraced virtual learning despite ongoing struggles. In our second year of virtual education, we observed patterns of burnout and an increase in mental health concerns among our students and their families. Many students began skipping virtual classes, and several became disengaged. While DEAP made every effort to support students and families during this time, we could not provide many of the necessary resources, including family counseling and adequate housing.

Furthermore, in 2021-2022, DEAP and other schools were required to return to pre-pandemic learning expectations, including standardized testing and stricter structures. This shift resulted in a more demanding learning environment, even as unaddressed challenges persisted for our students and families. Nevertheless, we met our mission-specific goals, with 80% of students achieving Goal 1 (Land-Based Learning) and 79% achieving Goal 2 (Diné Studies). It was clear, however, that balancing our mission-specific goals with new learning demands had become more difficult.

Despite these challenges, DEAP moved forward with meaningful projects, including the construction of an additional Diné Hogan—a sacred space for students to learn about Diné-centric topics like ceremony and storytelling. This project was led by a local knowledge keeper specializing in traditional earthen architecture, and students and staff played significant roles in the building and blessing of the hogan, incorporating many elements from DEAP's mission-specific goals.

**2022-2023:** The 2022-2023 school year marked DEAP's first year back in person after 2.25 years of virtual learning. Although many schools resumed in-person classes, DEAP continued to follow the Navajo Nation's protocols, including masking and social distancing. In our first year back, we noted that an alarming 80% of our students identified mental health as a top concern. In response, DEAP offered cultural counseling focused on grief, motivation, anger, and depression. Students and families responded positively, with nearly 40% requesting additional support in this area. DEAP provided access to family cultural counseling throughout the school year.

Given this need, DEAP's Diné Studies course emphasized spiritual concepts, wellness, and healing. We found that several incidents occurred where students demonstrated poor choices, necessitating support to address the root causes of their behaviors. In response, DEAP restructured our Restorative Justice pathway for discipline, positively impacting overall student behavior and connections. This school year proved challenging in new ways, as students reacquainted themselves not only with school but also with gathering spaces. Several sixth-grade students enrolled whose last experience in a school building was in third grade.

DEAP treated this school year as a baseline year to rebuild connections and understand more deeply the impacts of the pandemic on student learning. We resumed many important mission-specific activities, including our Land-Based Learning program, which positively affected student relationships and connections, fostering pathways for kinship, curiosity, and healing. Many students had been isolated

during the pandemic, and this program allowed them to re-engage with their learning through hands-on activities, including trips to sacred sites, natural resource and herbalism workshops, agricultural activities, and service learning. In total, DEAP students had access to over 250 hours of Land-Based Learning activities focusing on food security, land remediation, and community service. Most students successfully completed each project; however, a few struggled due to truancy and disengagement. Using grades and attendance data, 80% of students met Goal 1 (Land-Based Learning), and 79% met Goal 2 (Diné Studies), with several unique offerings, including silversmithing workshops, cultural counseling, and wellness retreats.

**2023-2024:** The 2023-2024 school year marked DEAP's second year back in person after 2.25 years of virtual learning. Leveraging data from 2022-2023, we entered this school year with clearer expectations and a renewed focus on our mission-specific goals. DEAP also received several grants to support our learning initiatives, including the Outdoor Learning grant, Innovation Zone award, and Indigenous Education Initiative funding, which directly impacted the opportunities we could provide.

Some of the continued or newly initiated land-based learning activities this year include sacred site visits, Wilderness First Responder Certification for all staff and five students, and the addition of a dome greenhouse for year-round growing. We also enhanced our Diné Studies projects and activities, launching one of the first Navajo eclipse teachings and medicine kits that we distributed across the Navajo Nation, as well as cultural counseling and weaving workshops. These initiatives resulted in our students exceeding expectations, with 90% meeting Goal 1 (Land-Based Learning) and 91% meeting Goal 2 (Diné Studies). This year felt like we were finally regaining our footing.

While the data reveals important truths, it does not fully capture what DEAP students, staff, and families have navigated. We are hopeful for the future and confident that our school is leading the way in providing meaningful education rooted in student culture and their connection to the land. Moving forward, we aim to increase rigor in this area by launching microcredentials aligned with our mission-specific goals. We plan to pilot these microcredentials in the 2024-2025 school year, and we hope that by building clearer systems to track our students' skills and knowledge, we can create more pathways and opportunities for them beyond DEAP.

### **Looking Ahead: Assessing Mission-Specific Learning through Microcredentials**

As DEAP continues to grow and develop, we have recognized the need to deepen our mission-driven learning program and provide students with more rigorous learning opportunities in alignment with these goals. The growing movement of micro-credentialing across the United States has provided us with a framework to develop a meaningful program that values and uplifts our mission-specific goals, connects our mission and vision to innovations in college and career readiness, and empowers our students to connect with their community through their interests and aptitudes. Eventually, we hope to offer 25 or more microcredentials on a rotating basis; below, please see two of the microcredentials that are already being piloted during the 2024-2025 school year.

In the ***Wool Processing*** microcredential, students will gain comprehensive skills essential for preparing sheep's wool for use in traditional Navajo weaving. By earning this microcredential, students will learn to clean freshly sheared sheep's wool to ensure it is sanitary and ready for processing, card wool to prepare it for spinning, spin sheep's wool into spools of yarn using traditional techniques, dye woolen yarn with both traditional Diné and modern Western dyes and materials, and understand the market value of traditionally prepared wool and its impact on traditional Navajo weaving techniques. This microcredential provides rich opportunities for students to engage with DEAP's mission-specific goals, as well as more traditional Western academic values, including Career and Technical Education (CTE). Students will delve into the cultural significance of wool processing, exploring how traditional methods

contrast with large-scale manufacturing practices. They will also learn about the economics of wool processing, gaining insights from master weavers to understand market dynamics and the importance of craftsmanship in sustaining cultural heritage. This hands-on experience fosters a deep appreciation for both the art of weaving and the economic factors influencing traditional crafts.

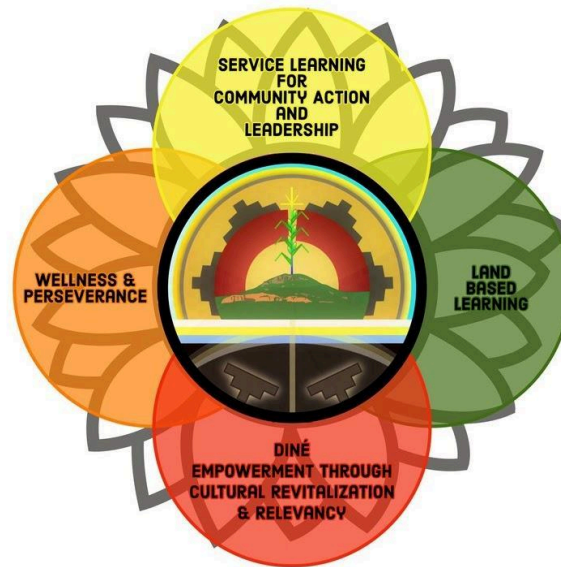
Similarly, the ***Sheep Butchering*** microcredential connects important lessons in Diné culture with academic learning targets and Agricultural industry standards. To earn this microcredential, students must demonstrate mastery of the complete butchering process, which includes preparing the sheep for butchering while ensuring adherence to cultural protocols, exsanguination and skinning the sheep in accordance with traditional practices, evisceration of the animal following ethical guidelines, preparing the meat for food service purposes with an emphasis on food safety, and utilizing the entire animal to minimize waste and respect the resources provided by the land. Students will also learn about the tools used throughout the butchering process and familiarize themselves with the proper anatomical and cultural terminologies for each step involved. This microcredential not only connects to foundational cultural teachings but also aligns with the Agriculture Careers cluster in our CTE program. Throughout the Sheep Butchering course, students will engage with industry professionals, gaining insights into how animal care impacts the butchering process and the quality of final outcomes. They will explore various butchering styles and the considerations involved when processing different types of animals, reinforcing both practical skills and cultural knowledge essential for a holistic educational experience.

## **2. Organizational Performance**

### **2.a. Educational Program**

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

In alignment with DEAP's Mission Statement (*1b. Mission Specific or School Specific Goals*), DEAP's founders envisioned a four-pillared model to ensure students received a well-rounded, culturally relevant curriculum that addressed the hopes of the community for the school. The four pillars, illustrated below, include (1) Service Learning for Community Action and Leadership, (2) Land Based Learning, (3) Diné Empowerment Through Cultural Revitalization & Relevancy, and (4) Wellness & Perseverance. These four pillars are the foundation for all of our academic programming, and work together to ensure a rich and rigorous educational program. Below, please see a few of the initiatives that we have put into place under the guidance of our four pillars and our mission-specific goals.



**Land Based Learning**

DEAP has invested a considerable amount of time and resources into developing a robust infrastructure for our Land Based Learning program. Local community farmers have donated space in their own fields to ensure that DEAP is able to plant at least one acre of corn each spring to harvest in the fall. Learning in the cornfield is seasonal and requires students to develop a variety of academic and practical career skills. Through the planting and harvest activities we conduct each year, students gain an understanding of traditional agricultural practices, and receive rigorous classroom instruction and lab activities to better understand how Biology, Physics, and Chemistry, as well as other academic disciplines, impact the growing process.

In the summer of 2023, we constructed a unique dome greenhouse on DEAP’s campus in partnership with Growing Spaces in Pagosa, CO. The greenhouse has expanded our opportunities for Land Based Learning year round, and has allowed us to expand upon the types of crops and styles of growing we are able to practice. Students have learned about companion planting, pollination strategies, soil testing, and aquaponics, among other lessons integral to maintaining a productive agricultural project.

Finally, DEAP has developed fruitful partnerships with Bidii Baby Farms in Shiprock, NM, 4th World Farm in Mancos, CO, and most recently the Native American Agricultural Fund. These partnerships give our students the opportunity to visit farms and learn different methods of growing (single-crop, organic, rematriation, crop rotations, etc.) and gain firsthand experience in growing and agribusiness.

**Diné Empowerment Through Cultural Revitalization & Relevancy**

Each semester that students are enrolled at DEAP, they are required to take a Diné Studies course that emphasizes Navajo Language acquisition and fundamental cultural teachings. Students gain a deeper understanding of their cultural history and have the opportunity to visit important cultural sites including, but not limited to: the six Sacred Mountains, Dinétah–Diné ancestral homelands, Window Rock and the Navajo Nation capital, as well as our local mountain, Dził Dit’ooí, after which the school is named.

DEAP has made connections with a variety of knowledge keepers who support our students to explore their cultural identities through the arts and other traditional activities. We have brought in a variety of practitioners who have shared traditional songs and taught students cultural arts such as silversmithing,



weaving, and moccasin making. Pollen Circles, Inc. has provided programming in traditional bow making and holistic wellness, and our work with Project Venture has supported students to develop outdoor skills from an Indigenous perspective while participating in hikes, outdoor sports, and camping trips.

Furthermore, students and families have access to culturally affirming supports and celebrations as a part of their enrollment with DEAP. Students are able to access cultural counseling in addition to modern counseling services, and have opportunities for ceremonies to address problems and celebrate milestones. When students graduate from DEAP, they have the option to hold a traditional ceremony supported by DEAP that helps to prepare them for their next phase of life. Holding these ceremonies alongside the more Westernized commencement ceremony empowers our students to celebrate their academic achievements through their connection to their cultural identities.

### **Service Learning for Community Action & Leadership**

Our students have become leaders in our community, providing hands-on and meaningful support to their community while strengthening their academic and interpersonal skills. During the 2022-2023 school year, DEAP students designed and implemented a neighborhood food pantry project in which they built and installed a total of four small food pantries throughout the community in order to combat hunger in the community; since the installation of the pantries, our students have held quarterly food drives to stock the pantries with non-perishable food items, as well as traditional foods and medicines.

During our virtual learning years, DEAP students discussed in their Social Studies classes the impact of housing instability in our community. They completed a Housing Data project, in which they created surveys and developed a map of the housing in our community, noting which homes were abandoned or vandalized, and submitting their research to local housing authorities in order to provoke policy changes that would increase access to housing.

DEAP students are committed to serving their community in any way they can, especially as it connects to what they are learning in school. Students have created traditional medicine kits for the community, made moccasins for students at the local daycare, taught students from the local elementary school how to clean, card, and spin wool for weaving, participate in the annual community cleanup, gathered wood and other winter supplies for elders, and presented their learning to children and elders at the Navajo Nation Fair.

Lastly, students are learning to connect their career interests to community service. Students involved in the Project Bike Tech program, a bicycle mechanics program aligned with the Manufacturing Systems CTE cluster, fix bicycles for community members at no charge. This fall, they will be volunteering at different community events to fix bicycles at no charge to ensure that more people in the community have safe and reliable access to a means of transportation and recreation.

### **Wellness & Perseverance**

Our final pillar truly courses through everything that we do as a school. DEAP was founded by community members, parents, and elders who wanted another option for their students that would affirm their identities and provide them with the cultural knowledge and wellness skills to live a long, happy, and healthy life. Wellness is at the center of every choice we make and every activity that we do. During the COVID-19 pandemic, almost all of our staff and students lost loved ones and many struggled with their mental health due to loss, isolation, and/or anxiety invoked by the COVID-19 pandemic. Coming back to in-person learning in the Fall of 2022, we understood that our first priority had to be wellness; our community had much to heal from, and that healing became the central focus of our staff and administration.

DEAP has implemented a variety of systems and programs to address and improve the holistic wellness of our students. We utilize an advisory model that is rooted in Social/Emotional Learning and supports

our students in naming and understanding their emotions, developing healthier coping skills, and navigating interpersonal conflict. Students have access to cultural and mental health counseling through the school, and we have just begun a contract to begin in-person mental health services that includes group- and individual therapy. DEAP has also prioritized nutritional wellness by partnering with a Diné Nutritionist to develop an NSLP-aligned menu that is nourishing and full of traditional cultural foods.

Research has shown time and time again that family involvement is a key indicator of student academic success, as well as a sense of emotional safety and security at school. DEAP has prioritized bringing parents and guardians into the learning process at all levels. Rather than optional Parent/Teacher Conferences, all students have a required Student Led Conference three times a year, during which students share their learning with their families and school staff, and all attendees work together to address concerns for students. Additionally, we have an active Parent Advisory Committee (PAC) that fundraises, plans events, and provides feedback on DEAP's programs on a biweekly basis. The PAC plays an important role in ensuring that DEAP's programs are serving our students and their families as effectively as possible.

As mentioned previously in this application, we had many students return to school at DEAP after having dropped out of school, or otherwise disengaging, for a year or more. A few of our re-engaging students had become parents themselves in their time outside of school. In addition to providing the academic supports needed to help these young parents get back on the pathway to graduation, we have also sought out resources to support them to establish a sustainable life as parents. We have implemented a parental leave policy that allows our young parents to take the time they need to recover and spend time with their children, and work to ensure that our young parents are able to participate in CTE and Work Based Learning so they can work towards a career with a living wage.

### **Connecting Back to Academics**

Each of our pillars is infused into our academic programs, and vice versa. The mission-specific goals do not happen in a vacuum, and maintaining the expectation of rigorous academics in all areas is key to DEAP's growth and development. A DEAP education is unique because it is the definition of mission-aligned: our students take Native American Literature and Indigenous Science courses that not only address the state and national curriculum standards, but they learn through examples, texts, and processes that have come from their own communities. Through our unique curriculum, our students can make connections with the global Indigenous community, as well as traditional Western academics.

Students' understanding of mathematics is deepened as they participate in Math Circles with the Alliance of Indigenous Math Circles and Navajo Nation Math Circles in their annual summer camp, as well as activities throughout the school year. These programs allow our students to apply Mathematics concepts in a fun, culturally relevant setting through healthy competition with students across the community.

Finally, students are also exploring their options for life after graduation with an increased understanding of their individual, cultural, and communal identities. Our students visit at least two colleges each year as a group, and have the option to visit more if they so choose. We've visited local colleges such as Diné College and UNM-Gallup, as well as colleges further away like UNM in Albuquerque, Fort Lewis College in Durango, CO, Arizona State University in Tempe, AZ, and the University of Denver in Denver, CO. Students participate in workshops with the Davis New Mexico Scholarship program, as well as other scholarship granting organizations.

Another recent highlight is that DEAP now has three alumni working full-time at the school. As alumni, these employees know the school as well as anyone and are able to provide invaluable perspectives as staff members. We hope to continue investing in our alumni as knowledge keepers in the years to come.

DEAP's academic program is not finished growing. During the 2024-2025 school year, we are piloting our new microcredentials and rolling out our graduate profile for student, family, and community feedback. Our Work Based Learning program is in its first full year, and will be another excellent opportunity to help connect our students to college and career pathways in the community. In partnership with the Native American Agricultural Fund, we're excited to roll out an Agricultural Apprenticeship program in which DEAP students will work directly with local farmers to gain experience and prepare to take over as the next generation of agribusiness professionals.

### **Building Sustainability by Investing in our Team**

At DEAP, we believe our greatest asset is our team of dedicated educators and administrators. We continuously invest in our staff's development in a variety of areas. Staff are given opportunities to learn and network with other educators through retreats and conferences: our staff have participated in the Pahara Leadership Seminar, the World Indigenous People's Conference on Education, and the National Indigenous Education Association's annual conference. Staff are provided opportunities to apprentice with cultural practitioners, take courses that improve their knowledge and practice with local colleges, and work towards additional certifications such as Wilderness First Responder and the Four Corners Agricultural Fellowship. This year, we are working to get at least two teachers TESOL certified to provide better instruction for our English Learners, and one staff member will pursue an Agricultural Education certification to support DEAP's farming and agriculture coursework.

## **2.b. Financial Compliance**

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit school response:

DEAP School takes its responsibility for managing public funds seriously and has made significant strides in internal financial controls. This progress is evident in the reduction of audit findings from five four years ago to just one in the latest financial audit. Below is a summary of DEAP School's management actions and improvements based on external audits from FY20 to FY23.

In FY20, the audit revealed key issues, including budgetary compliance violations where actual expenditures exceeded budgetary authority in multiple funds. Additionally, there were misstatements in accounts receivable and failures to identify receipts accurately. In response, DEAP School hired a new Business Manager to enforce stricter budget oversight, including monthly reviews of expenditures by the Governing Board. Procedures were also established to ensure that all receipts were reviewed before submission. Despite these changes, similar findings persisted in subsequent years, indicating that improvements had not fully materialized.

The FY21 findings echoed those of the previous year, with ongoing budgetary compliance issues and misstatements in financial close and reporting. To tackle these challenges, the Business Manager introduced a timely payment processing system and initiated monthly reviews of accrued expenses with the Finance Committee. Staff received training to reinforce proper purchasing procedures. However, repeated findings suggested that management oversight remained inadequate, leading to continued issues in audits.

In FY22, the audit highlighted concerns regarding cash disbursements, including late fees from delayed payments and non-compliance with purchase order procedures. Financial close and reporting deficiencies persisted, particularly in revenue recognition and fund deficits. Management established new processes to ensure timely invoice payments and implemented systems to verify purchase orders before services were rendered. While these procedures aimed to enhance compliance, some issues remained, indicating a need for stronger internal controls.

The FY23 findings identified a material weakness in financial close and reporting, with deficiencies such as fund deficits and improper accruals. In response, the Business Manager committed to a secondary review process for year-end closing procedures by an experienced financial professional. Plans were also made to improve payroll reconciliation and ensure accurate financial reporting.

To further enhance its financial practices, DEAP School is investing in additional training for board members and administrative staff. The school is also focused on developing its own Business Manager through mentorship and professional development opportunities. Additionally, the Finance Committee is currently updating the Financial Policies and Procedures in partnership with the school's lawyer and finance team, specifically targeting the financial close and reporting area—DEAP's greatest opportunity for growth.

Summary of Progress: DEAP School's commitment to responsibly managing public funds is reflected in its substantial progress in financial compliance. The reduction of audit findings from five to one over four years demonstrates effective implementation of improved internal controls.

A historical analysis of audit findings has informed a decision to invest in additional staffing in the finance department to address repeat issues. This proactive approach aims to further strengthen financial oversight and ensure ongoing compliance with management standards.

Regular follow-ups and a stronger emphasis on accountability at all management levels will be crucial for maintaining and enhancing these positive trends in financial practices.

DEAP School has never had its Board of Finance suspended. This stability reflects the school's commitment to maintaining effective financial governance and oversight. The continued operation of the Board of Finance underscores DEAP's dedication to responsible financial management and compliance with standards.

## **2.c. Governance Responsibilities**

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate

substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

During the term of the contract, DEAP School has made significant strides in meeting its governance responsibilities as outlined in Performance Framework Indicators 3.a. The DEAP Governing Council serves as a vital conduit for local community wisdom, ensuring that the school's mission and vision reflect community values and culturally relevant practices. Some of our successes are outlined below:

**Membership and Vacancies:** The Governing Council has successfully increased its membership to six, surpassing the statutory minimum of five members. This growth enhances the Council's ability to represent diverse perspectives and strengthen community engagement. While there was a brief period of underrepresentation in early Year 2, when the Council had only four active members, DEAP took prompt action to address this. Efforts included targeted outreach to fill vacancies, resulting in a more robust governing body within three months.

**Board Member Training:** In FY22, two board members did not meet the required training hours; however, DEAP School made substantial improvements in subsequent years. By FY23, all board members successfully completed their training requirements, and in FY24, several members exceeded the minimum hours. To support this progress, DEAP provided access to training resources and actively participated in initiatives from the New Mexico Public Education Department's Charter School Division (NMPED-CSD). Additionally, the school has committed to offering training beyond state requirements, including opportunities at the National Indian Education Association (NIEA) Conference, the Public Charter Schools of New Mexico (PCSNM) annual charter school conference, and the World Indigenous People's Conference on Education (WIPCE) in Australia.

**Improvement Actions:** In response to previous concerns about timely reporting of board member changes, DEAP has implemented key administrative enhancements:

- 1. Dedicated Staffing:** The school has increased staffing to include an additional position focused on managing board member terms, overseeing meeting minutes, coordinating training, and facilitating member travel. This strategic adjustment aims to ensure all governance activities are tracked efficiently and reported in a timely manner.
- 2. Standing Agenda Item:** DEAP has made performance framework discussions a standing agenda item during monthly Governing Council meetings, ensuring that governance requirements are continuously monitored and addressed.
- 3. Annual Strategic Planning:** The Governing Council operates from a five-year strategic plan developed during a dedicated planning session in March 2022. This plan is rooted in DEAP's mission and traditional cultural practices, providing a framework for sustained focus on governance and community responsiveness.
- 4. Ongoing Development Opportunities:** Board members are encouraged to engage in professional development beyond basic requirements, reinforcing the school's commitment to excellence in governance.

In conclusion, DEAP School has demonstrated substantial progress in fulfilling its governance responsibilities. The proactive measures taken to enhance board membership, training compliance, and operational effectiveness reflect DEAP's dedication to continuous improvement and community engagement in its governance practices.

## 2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

DEAP takes equity and identity seriously, integrating these principles into every aspect of its school design in order to protect the rights of all students. Originally chartered to meet community needs, DEAP exemplifies how to provide culturally and linguistically relevant instruction while honoring students' cultures, identities, and sense of belonging through its mission, core values, academic framework, and restorative justice practices. DEAP would be pleased to serve as a model for other schools, promoting best practices across the state.

Strategically located on the Navajo Nation, DEAP primarily serves Diné students in a rural setting. The COVID-19 pandemic further exposed significant inequities in access to resources, including broadband, food security, and adequate utilities such as running water and electricity. Recognizing these challenges, DEAP took proactive steps to support its families.

DEAP sought out grant funding to address these critical needs. Through the NMPED broadband initiative, the school equipped all families with Starlink internet access, ensuring that students could participate in remote learning without connectivity barriers. Additionally, DEAP partnered with the COPE (Community Outreach Patient Empowerment) organization to provide monthly food vouchers for fresh fruits and vegetables, directly addressing food insecurity.

Understanding the importance of reliable utilities, DEAP also facilitated access to solar batteries and panels, empowering families to generate their own energy. Furthermore, the school established connections with culturally relevant counseling and mentoring services, providing essential mental health support during a time of heightened stress and uncertainty.

DEAP has also designed and constructed traditional learning spaces, including hogans, which allow students to access their traditional knowledge and Navajo medicine. These spaces provide a vital connection to Diné culture and support holistic learning that honors students' backgrounds and practices.

The needs of families were directly communicated during frequent check-ins and parent meetings, demonstrating DEAP's commitment to being responsive and supportive. The school continues to provide not only resources for learning but also tools for self-sufficiency and empowerment. Many students are actively involved in addressing these inequities; for instance, they have led initiatives to create community food boxes in various neighborhoods, supplying non-perishable foods and traditional medicines to those in need.

In addition, DEAP students play a significant role in supporting elders in the community. They engage in service activities such as wood gathering, yard cleaning, and providing livestock support, fostering intergenerational connections and reinforcing the value of community service.

DEAP's commitment to equity is also reflected in its policies. The Zero Tolerance for Racialized Aggression policy and the evolving Restorative Discipline policy have been carefully reviewed by the Black Education team in September 2024, ensuring that they meet the needs of all students and

promote a safe and inclusive environment. These initiatives are crucial for fostering a culture of respect and accountability within the school.

Moreover, DEAP staff benefit from numerous training opportunities aimed at enhancing their skills to support students effectively, including training in culturally relevant teaching methods and practices. This ongoing professional development ensures that educators are well-equipped to address the diverse needs of students and foster an inclusive environment.

At DEAP, the education provided celebrates the genius of students within the context of honoring the local community. This holistic approach includes empowerment through culture, land-based learning, and wellness, deeply rooted in Diné culture. DEAP complies with the Indian Education Act, the Hispanic Education Act, and the Black Education Act through specific policies, including the aforementioned initiatives, ensuring that all students are treated fairly and equitably.

The school's Equity Council acts as a vital feedback mechanism, incorporating insights from the community, parents, staff, and students. This structure enables DEAP to be responsive to the emerging needs of students, aligning with the school's mission and framework.

Looking ahead, DEAP aims to explore the implementation of a State Seal of Bilingualism and Biliteracy in Diné Language within the next five years, further strengthening its commitment to cultural and linguistic relevance. By addressing inequities head-on and empowering students to take action, DEAP is fostering a more equitable and supportive educational environment for all.

Looking ahead, DEAP aims to expand its programming beyond grades 6-12, further strengthening its commitment to cultural and linguistic relevance. By addressing inequities head-on and empowering students to take action, DEAP is fostering a more equitable and supportive educational environment for all.

DEAP is in compliance with the Martinez-Yazzie mandate, the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act (NMSA § 22-23C), striving to protect the rights of all students. The school is committed to ensuring equitable access to education and resources, as outlined in Performance Framework Indicator 4.a. DEAP has not received any valid complaints regarding the school's discipline policies and practices, protection of students' privacy, or civil and constitutional rights. Furthermore, DEAP complies with McKinney-Vento Act requirements and actively protects the rights of students in the foster care system. DEAP has received a "Meets Standard" rating for Indicator 4.a. during each year of the contract term.

### **2.e. Tribal Consultation**

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

In compliance with the Indian Education Act, NMSA 22-23A-1 et. seq., and the Charter School Act, NMSA 22-8B-12.2, DEAP School has established robust processes for ongoing consultations with tribal authorities, leveraging its unique position on the Navajo Nation and its commitment to serving Native American students. DEAP School is one of the few institutions created by the Navajo community itself, positioning it uniquely to address the specific needs of its students and families. This intentional location

allows DEAP to foster strong relationships with the Navajo Nation and its authorities across various levels.

DEAP has developed and maintained several partnerships that facilitate ongoing consultations and collaborative efforts. In addition to bi-annual tribal consultation meetings with the Navajo Nation Department of Diné Education, the school engages in mutual aid projects with the Navajo Nation, which help identify and address community needs. These initiatives foster continuous dialogue and collaboration. Additionally, DEAP collaborates with the Navajo Nation Department of Fish and Wildlife's Diné Plants Program, integrating local ecological knowledge into its curriculum to reinforce the importance of traditional practices and environmental stewardship. The partnership with Dine College enables DEAP students to earn dual credit, enhancing educational opportunities and reflecting a commitment to higher learning within the community.

In its hiring practices, DEAP intentionally recruits local knowledge keepers as school experts. This approach not only benefits DEAP students by providing culturally relevant education but also supports the local economy, contributing financially to the community. By employing individuals who have deep ties to Navajo culture and traditions, DEAP enriches its educational environment and strengthens its connection to the community.

Furthermore, DEAP has partnered with an IRB-approved researcher and Ph.D Candidate from the Navajo Nation Human Research Review Board to showcase its innovative and responsive educational programs that emphasize cultural revitalization. This collaboration is designed to meticulously document and promote DEAP's successful strategies for engaging Native American students and families, ensuring that tribal authorities remain informed and actively involved in ongoing developments.

The research aims not only to affirm the significant achievements of the DEAP community but also to provide a robust framework for advocating for better support for schools and communities like DEAP. By highlighting the effectiveness of culturally relevant education, the findings will serve as a critical resource for policymakers and funding organizations, demonstrating the need for increased financial support and resources tailored to Indigenous education.

Moreover, this research can facilitate meaningful conversations about policy changes that prioritize the unique needs of Native American students. By providing empirical evidence of DEAP's successful initiatives, the study can influence funding allocations and inspire other schools to adopt similar culturally responsive practices. Formal findings are anticipated to be available in 2025, offering valuable insights that can help shape a more supportive and resource-rich environment for schools like DEAP to thrive.

Through these initiatives and relationships, DEAP School demonstrates a strong commitment to ongoing consultations with tribal authorities. By integrating local knowledge and fostering community engagement, DEAP ensures that the educational experiences of its Native American students are culturally relevant, accessible, and reflective of their heritage. This proactive approach not only meets the requirements of the Indian Education Act and Charter School Act but also exemplifies DEAP's dedication to serving its community effectively.

## **2.f. Other Performance Framework Indicators**

For any Performance Framework indicator for which a school received a "Does Not Meet Standard" or a repeated "Working to Meet Standard" rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance



expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

Over the term of the contract, DEAP School has received ratings of “Does Not Meet Standard” and “Working to Meet Standard” on several Performance Framework indicators. In response to these ratings, the school has implemented a series of targeted improvement actions aimed at correcting the findings and demonstrating substantial progress toward meeting organizational performance expectations.

*Indicator 1.b. - Assessment Participation (Does Not Meet 21-22)* - In FY22, DEAP assessment participation rates were below the target of 95% for various assessments. While we have made significant efforts to improve participation, including targeted communication strategies that have led to meeting participation rates since FY23, we recognize the challenges faced during that period. The ongoing virtual learning environment and the impact of grief and trauma from the COVID-19 pandemic understandably affected many families' decisions regarding school attendance. Some families prioritized their students' health and safety, which is completely valid given the circumstances. Additionally, the expectation for staff to proctor tests in students' homes added further complexity. We believe this indicator highlights the broader context of inequity and the importance of honoring community concerns during such unprecedented times. Since our transition back to in-person learning, we have successfully addressed these participation challenges.

*Indicator 2.a. - Financial Reporting and Compliance (Working to Meet 20-21 & 22-23)* - We acknowledge the ratings for financial reporting in FY21 and FY23, including the late submission of a quarter 1 report. It's important to clarify that some discrepancies arose due to reliance on OBMS dates without full context. DEAP has since taken proactive steps to ensure timely submission of reports well in advance of deadlines to avoid any potential delays. We appreciate the collaboration with the CSD and the School Budget Bureau and have provided feedback on the importance of clear communication and context when assessing reporting timelines. This partnership will help us work together more effectively moving forward.

*Indicator 2.b. - Accounting Principles (Does Not Meet 20-21, 21-22, 22-23, & 23-24)*

*Indicator 2.c. - Responsive to Audit Findings (Does Not Meet 21-22; Working to Meet 22-23 & 23-24)*

*Indicator 2.f. - Internal Controls (Working to Meet 20-21 & 22-23; no explanation for 20-21 provided)*

Indicators 2.b., 2.c., and 2.f. are grouped together as they are related to audit findings and have been addressed in section 2.b. of this report. Since FY20, the school has faced audit findings, including material weaknesses and repeat findings. To address these issues, DEAP has taken significant steps that have already been thoroughly outlined in section 2.b of this report. A synopsis of the efforts is as follows:

- DEAP School is committed to managing public funds effectively, reducing audit findings from five to one over four years.

-In FY20, audits revealed budgetary compliance violations and misstatements in accounts receivable.

- A new Business Manager was hired to enforce stricter budget oversight and conduct monthly expenditure reviews.
- FY21 audits showed continued compliance issues; a timely payment system and training for staff were introduced.
- FY22 identified cash disbursement concerns and non-compliance with purchase orders; new processes were implemented.
- FY23 revealed a material weakness; secondary reviews and payroll reconciliation plans were established.
- Ongoing investment in training and policy updates continues to strengthen financial oversight.

*Indicator 3.a. - Board Member Training (Working to Meet 20-21 & 21-22)* - In FY21 and FY22, DEAP school received feedback indicating that several board members did not complete the required training hours, leading to a “Working to Meet Standard” rating. To improve in this area, DEAP has increased pathways for members to earn hours as outlined in section 3.a. A synopsis of our efforts and progress is outlined below:

-DEAP provided access to training resources and participated in initiatives from the New Mexico Public Education Department’s Charter School Division (NMPED-CSD).

-The school committed to offering training beyond state requirements, including opportunities at the NIEA Conference, PCSNM annual conference, and WIPCE in Australia.

-Significant progress has been made as evidenced by all board members completed their training FY23, and several exceeded the minimum hours in FY24.

*Indicator 3.c. - Reporting Requirements (Working to Meet 21-22 and Does Not Meet 23-24)* - In FY22, DEAP had two untimely amendment requests and in FY24, one late governing board member change notification was submitted. It is our understanding that both of these indicators were related to reporting late changes in membership and leadership. We have since received clarification from the CSD on notification timeframes. We have also brought on an additional contractor to support the Governing Council with reporting including membership changes. We do not anticipate any member changes in the next year, but if changes occur, we have reviewed the process with the governing council to ensure not late notifications are submitted.

*Indicator 4.b. - Attendance Rate (Working to Meet 22-23)* - In FY23, DEAP’s attendance rate of 94% fell short of the required 95%. The school has adopted several strategies to improve attendance:

1. Attendance Incentives: DEAP has introduced incentive programs to encourage regular attendance among students including our Work Based Learning and extracurricular programming which is only open to students with attendance rate of 95% or higher. These programs reward both individual students and classrooms with high attendance rates, fostering a culture of engagement.
2. Family Engagement Initiatives: The school has implemented regular family outreach efforts, including workshops and community events that emphasize the importance of consistent attendance. Engaging families helps create a supportive environment that encourages students to attend regularly.
3. Monitoring and Intervention: DEAP has established a dedicated attendance committee that monitors student attendance data closely. The committee reaches out to families of students with frequent absences to provide support and address any barriers to attendance.

Attendance rates have improved for DEAP since implementing the aforementioned strategies.

*Indicator 4.d. - Staff Credentialing (Does Not Meet 22-23)* - In FY23, licensure discrepancies were not resolved at the end of the year. The school takes responsibility for this issue. Given that this was DEAP's first year back in person with not only new teachers but also a new administrator, there was a learning curve in addressing licensure issues. Since then the administrator has worked with the licensure bureau to clarify the proper process to ensure licenses are correctly reported and accessed. DEAP has corrected the issue and will continue to seek training in this area as new statute and policy is introduced.

Through these improvement actions, DEAP School is actively addressing the findings associated with the Performance Framework indicators that have received lower ratings. The school is committed to continuous improvement, ensuring that all organizational performance expectations are met. These initiatives will be verifiable through documentation and evidence presented during the renewal site visit, showcasing DEAP's dedication to fostering a supportive and effective educational environment for its students.

DEAP has not received any Office of Civil Rights complaints, formal special education complaints, or New Mexico Attorney General complaints.

Fig. 1

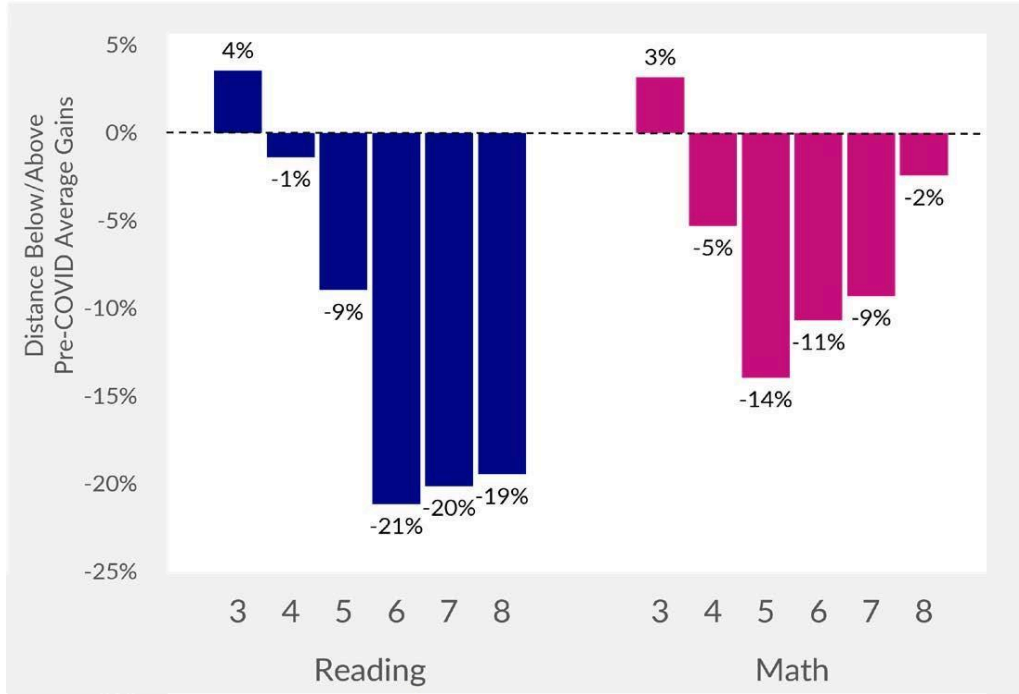


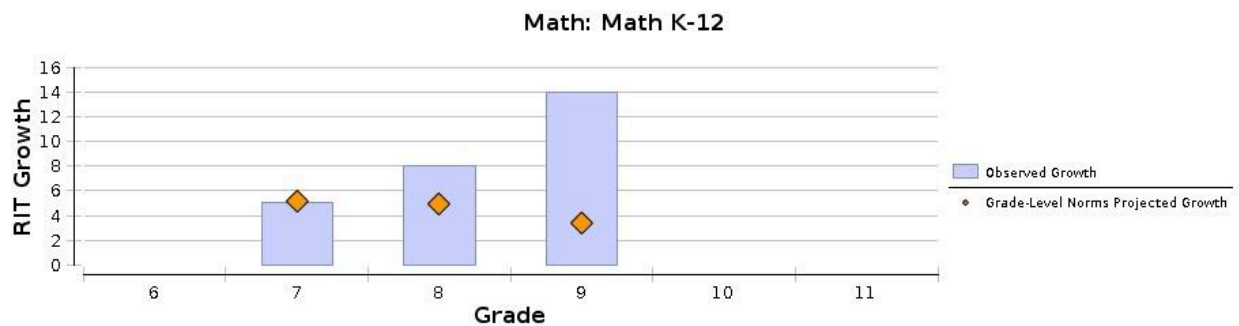
Image of national Fall-to-spring growth during 2023-24 relative to pre-COVID trends (Source: <https://www.nwea.org/research/>, 9/28/24)

Aggregate Conditional Growth Index – Math School Conditional Growth Index Scores, All Years, All Grades

<b>MATH</b> *School Conditional Growth (SCG) Index (Goal >= 0) *SCG percentile goal >= 50% *Avg RIT Growth (Raw Data)	<b>2020-21</b> SCGI (SCG%) Avg RIT Growth	<b>2021-22</b> SCGI (SCG%) Avg RIT Growth	<b>2022-23</b> SCGI (SCG%) Avg RIT Growth	<b>2023-24</b> SCGI (SCG%) Avg RIT Growth
<b>6</b>	-1.21 (11%) 196.3 to 199.8	-1.43 (8%) 196.3 to 199.8	-6.61 (1%) 201.6 to 197.7	
<b>7</b>	-1.77 (4%) 211.0 to 213.0	-7.34 (1%) 211.5 to 203.2	-0.90 (18%) 193.0 to 195.1	-0.31 (38%) 195.8 to 200.4
<b>8</b>	1.77 (96%) 211.7 to 219.6	-1.45 (7%) 202.7 to 204.0	0.01 (50%) 201.3 to 204.3	1.16 (88%) 209.1 to 216.7
<b>9</b>	No grade level norm	No grade level norm	No grade level norm	5.68 (99%) 195.0 to 209.0
<b>11</b>	No grade level norm	No grade level norm	No grade level norm	No grade level norm

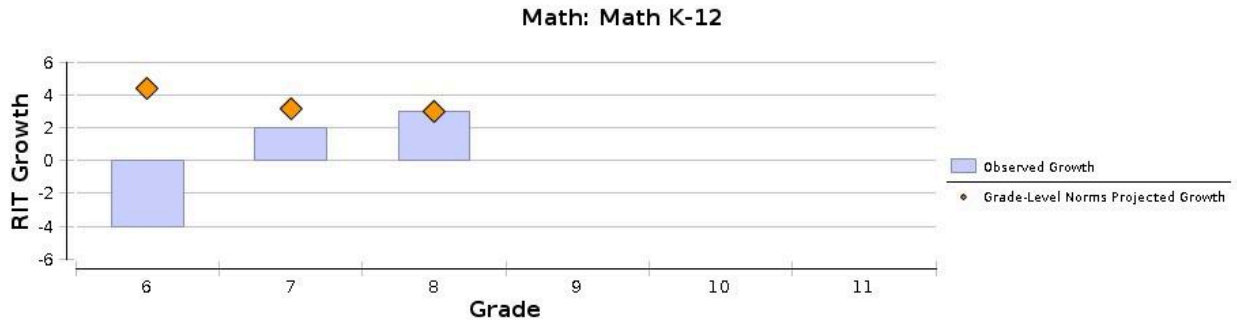
\* NOTE: small cohort size of students completing all assessments results in overly weighted percentiles.

Fall 2023 to Spring 2024 RIT Growth, Math:

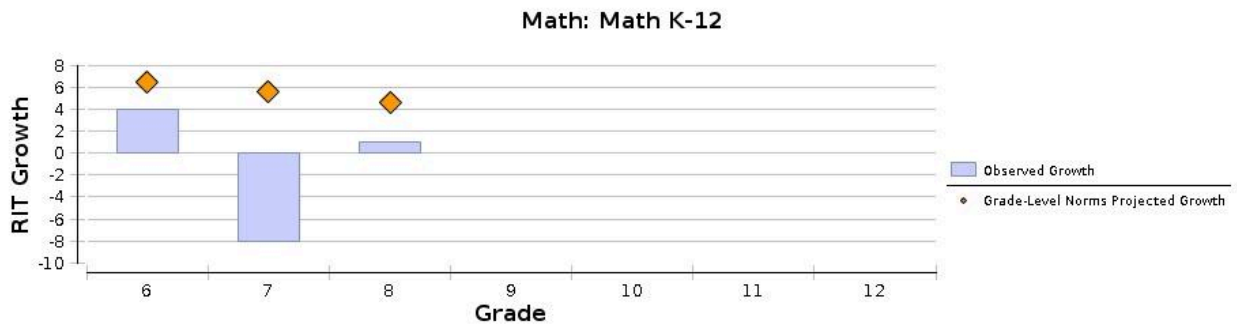


Fall 2022 to Spring 2023 RIT Growth, Math:

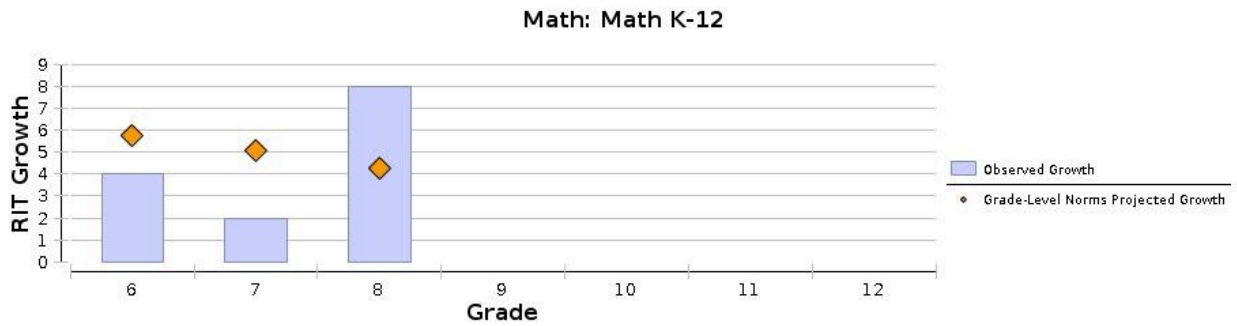
Appendix A-1 Academic Data DZIŁ DITŁ'OOÍ SCHOOL OF EMPOWERMENT, ACTION & PERSEVERANCE -DEAP



Fall 2021 to Spring 2022 RIT Growth, Math:



Fall 2020 to Spring 2021 RIT Growth, Math:

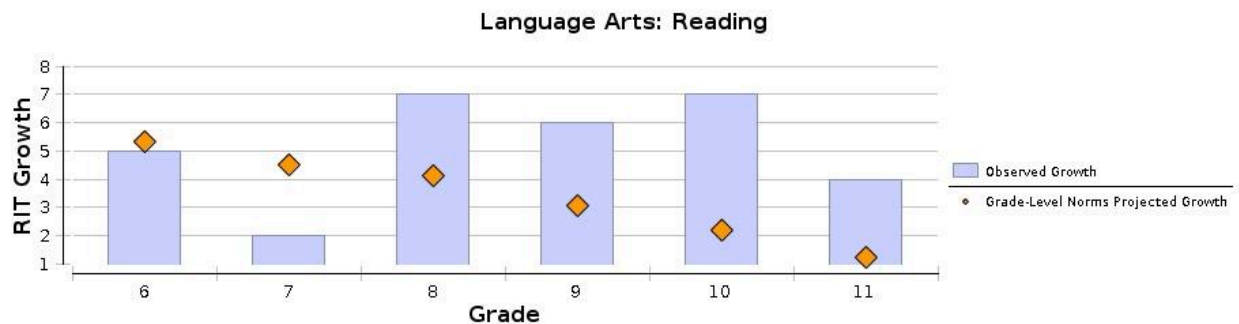


Reading School Conditional Growth Index Scores, All Years, All Grades

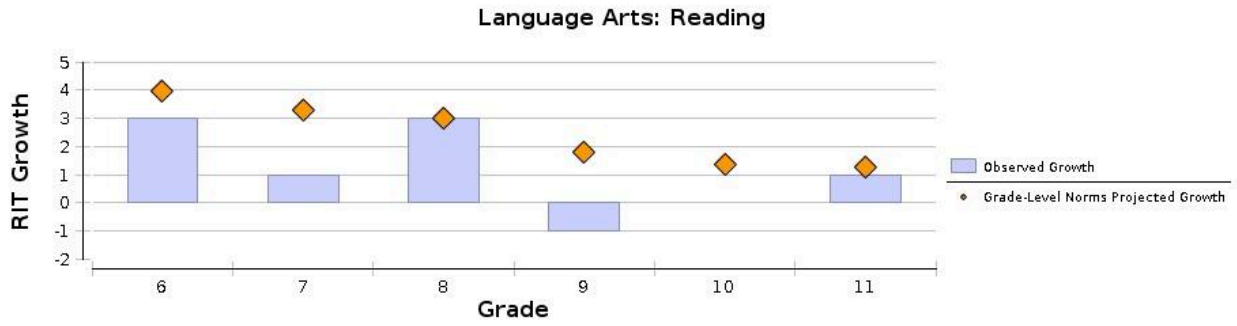
Reading *School Conditional Growth (SCG) Index (Goal >= 0) *SCG percentile goal >= 50% *Avg RIT Growth (Raw Data)	2020-21 SCGI (SCG%) Avg RIT Growth	2021-22 SCGI (SCG%) Avg RIT Growth	2022-23 SCGI (SCG%) Avg RIT Growth	2023-24 SCGI (SCG%) Avg RIT Growth
<b>6</b>	-7.81 (1%)* 192.3 to 185.5	-6.13 (1%) 199.0 to 194.3	-0.95 (17%) 201.3 to 204.3	-0.19 (42%) 203.0 to 208.0
<b>7</b>	-1.63 (5%)* 210.0 to 211.0	-10.27 (1%) 205.4 to 192.7	-2.49 (1%) 197.9 to 198.7	-1.71 (4%) 200.8 to 202.4
<b>8</b>	-1.30 (10%) 209.0 to 210.0	-4.68 (1%) 210.6 to 205.4	-0.26 (40%) 200.7 to 203.4	1.58 (94%) 203.7 to 210.9
<b>9</b>	-0.80 (21%) 213.2 to 214.1	-4.58 (1%)* 219.5 to 213.3	-2.47 (1%) 212.4 to 211.4	1.48 (93%) 204.0 to 209.9
<b>10</b>	-2.59 (1%)* 212.8 to 211.0	2.22 (99%)* 213.8 to 219.3	-1.68 (5%) 223.8 to 223.6	2.90 (99%) 215.0 to 221.8
<b>11</b>	-2.59 (1%)* 214.8 to 210.8	-5.47 (1%)* 213.7 to 203.7	0.19 (58%) 209.1 to 210.6	1.13 (87%) 214.8 to 218.4

\* small cohort size of students completing all assessments results in overly weighted percentiles.

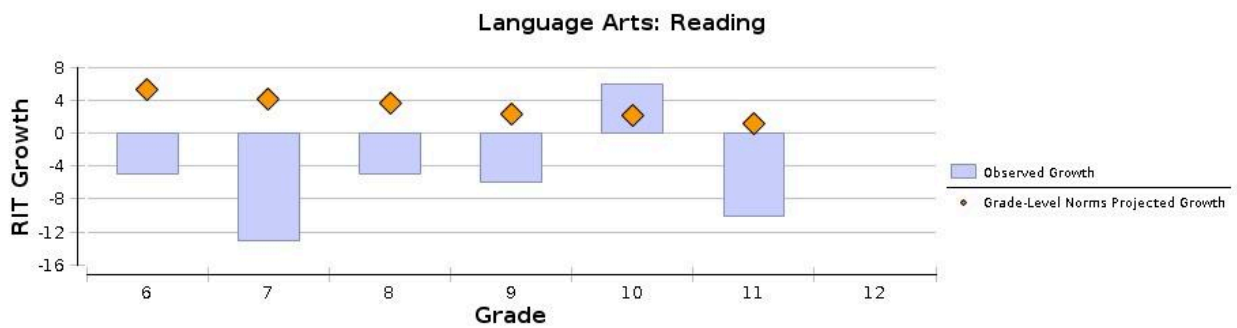
Language Arts: Reading RIT Growth, Fall 2023 to Spring 2024



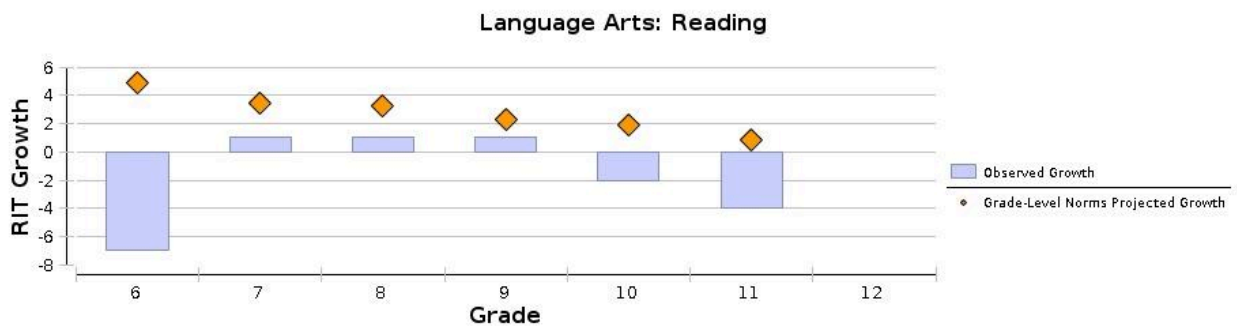
Language Arts: Reading RIT Growth, Fall 2022 to Spring 2023



Language Arts: Reading RIT Growth, Fall 2021 to Spring 2022



Language Arts: Reading RIT Growth, Fall 2020 to Spring 2021





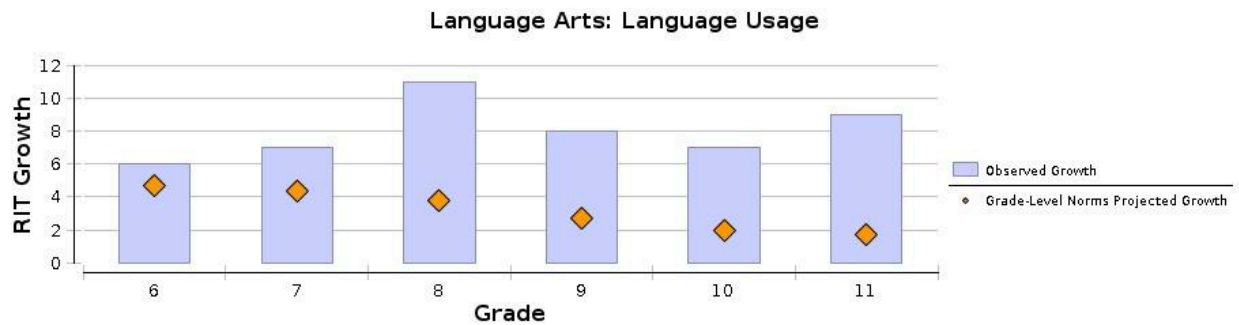
Language Usage School Conditional Growth Index Scores, All Years, All Grades

Language Usage *School Conditional Growth (SCG) Index (Goal >= 0) *SCG percentile goal >= 50% *Avg RIT Growth (Raw Data)	2020-21 SCGI (SCG%) Avg RIT Growth	2021-22 SCGI (SCG%) Avg RIT Growth	2022-23 SCGI (SCG%) Avg RIT Growth	2023-24 SCGI (SCG%) Avg RIT Growth
<b>6</b>	-4.16 (1%)* 192.5 to 191.5	-5.02 (1%) 194.8 to 192.8	-1.49 (7%) 199.7 to 202.6	0.94 (83%) 198.0 to 204.0
<b>7</b>	-0.25 (40%)* 205.0 to 208.0	-7.30 (1%) 206.8 to 201.3	0.12 (55%) 186.0 to 191.0	2.19 (99%) 192.2 to 199.4
<b>8</b>	3.87 (99%) 205.7 to 213.5	-2.06 (2%) 204.3 to 204.8	-4.62 (1%) 199.8 to 196.9	5.38 (99%) 197.6 to 209.0
<b>9</b>	1.98 (98%) 208.3 to 212.8	3.75 (99%)* 218.0 to 225.0	-6.53 (1%) 211.5 to 204.8	4.20 (99%) 200.6 to 209.0
<b>10</b>	-1.55 (6%) 208.0 to 207.8	1.33 (91%)* 215.7 to 219.3	-2.42 (1%) 213.8 to 212.5	3.54 (99%) 210.2 to 217.0
<b>11</b>	-2.23 (1%) 210.0 to 208.2	-8.41 (1%)* 215.7 to 204.0	-0.27 (40%) 209.0 to 210.5	4.22 (99%) 215.4 to 224.0

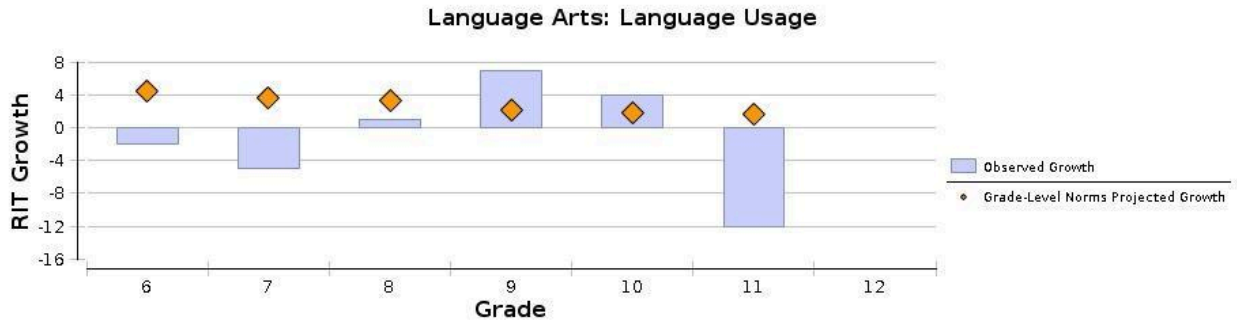
\* small cohort size of students completing all assessments results in overly weighted percentiles.

12th grade in 2020-21 was assessed with growth from 231.0 to 226.0; no school conditional growth index provided.

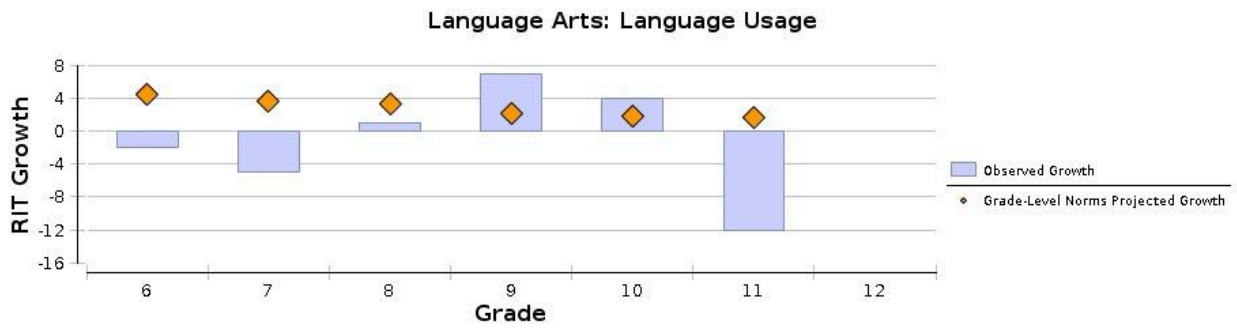
Language Arts: Language Usage RIT Growth, Fall 2023 to Spring 2024



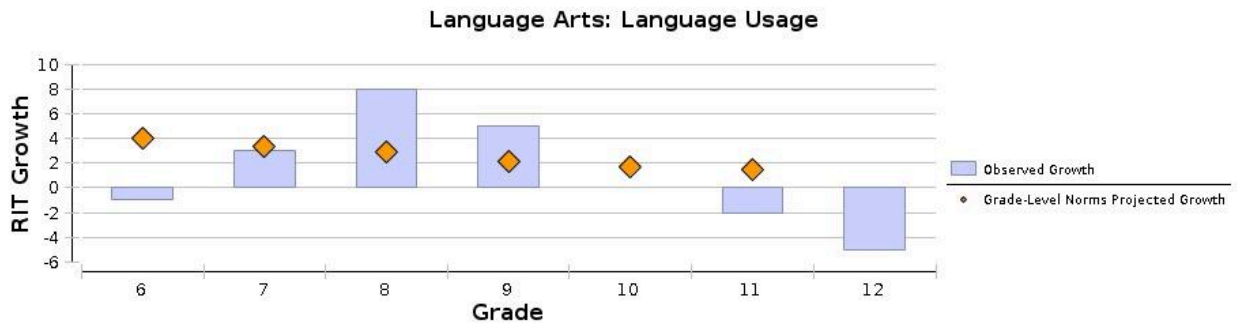
Language Arts: Language Usage RIT Growth, Fall 2021 to Spring 2022



Language Arts: Language Usage RIT Growth, Fall 2021 to Spring 2022



Language Arts: Language Usage RIT Growth, Fall 2020 to Spring 2021

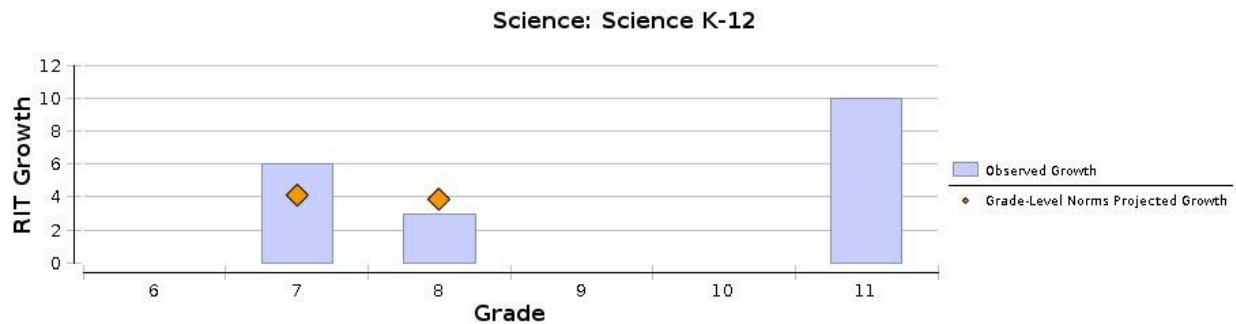


Science School Conditional Growth Index Scores, All Years, All Grades

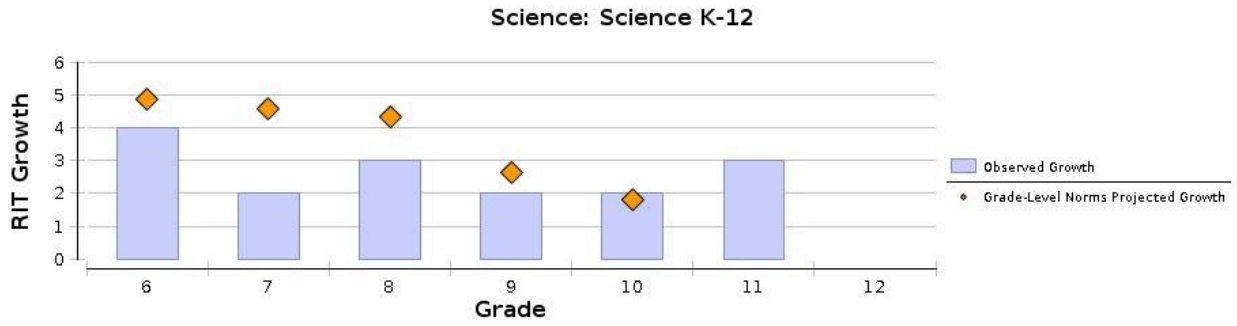
Science	2020-21	2021-22	2022-23	2023-24
*School Conditional Growth (SCG) Index (Goal >= 0) *SCG percentile goal >= 50% *Avg RIT Growth (Raw Data)	SCGI (SCG%) Avg RIT Growth	SCGI (SCG%) Avg RIT Growth	SCGI (SCG%) Avg RIT Growth	SCGI (SCG%) Avg RIT Growth
<b>6</b>	-0.28 (39%)* 190.0 to 193.3	-3.22 (1%) 194.0 to 192.0	-0.32 (38%) 196.7 to 200.9	No grade level norm
<b>7</b>	-1.18 (12%)* 207.0 to 208.0	-2.77 (1%) 201.8 to 200.0	-1.02 (15%) 189.3 to 191.7	0.91 (82%) 194.4 to 200.4
<b>8</b>	0.21 (58%) 203.6 to 207.1	-6.32 (1%) 203.7 to 194.7	-0.80 (21%) 197.7 to 200.3	-0.32 (38%) 202.6 to 205.8
<b>9</b>	-0.71 (24%) 207.2 to 207.7	-3.85 (1%) 213.3 to 207.3	-0.49 (31%) 204.7 to 206.2	No grade level norm
<b>10</b>	0.45 (67%) 200.8 to 202.5	3.65 (99%) 204.3 to 212.3	0.29 (61%)* 207.3 to 209.7	No grade level norm
<b>11</b>	No grade level norm, Mean RIT 206.0 to 207.2	No grade level norm, Mean RIT 206.7 to 197.0	No grade level norm,* Mean RIT 204.0 to 206.5	No grade level norm, Mean RIT 209.2 to 219.2

\* very small cohort size of students completing all assessments results in overly weighted percentiles.

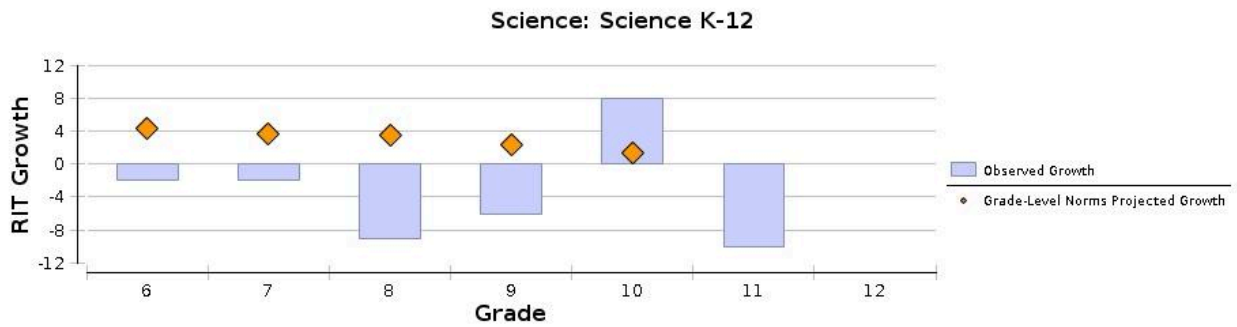
Science RIT Growth, Fall 2023 to Spring 2024



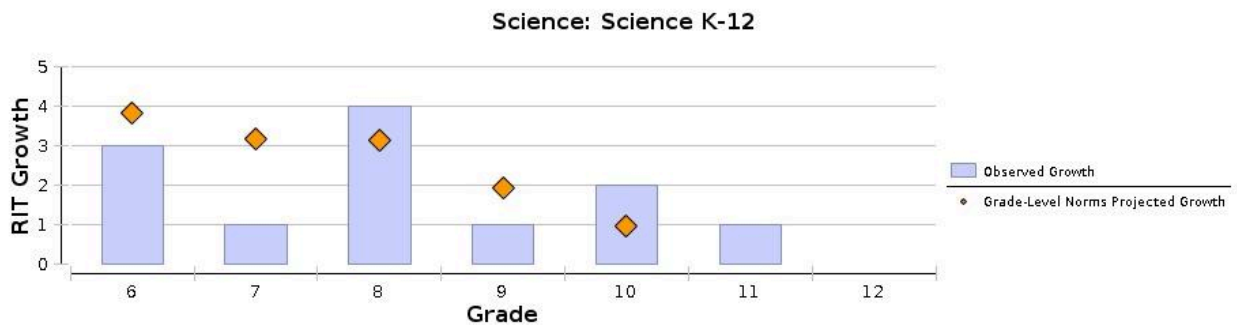
Science RIT Growth, Fall 2022 to Spring 2023



Science RIT Growth, Fall 2021 to Spring 2022



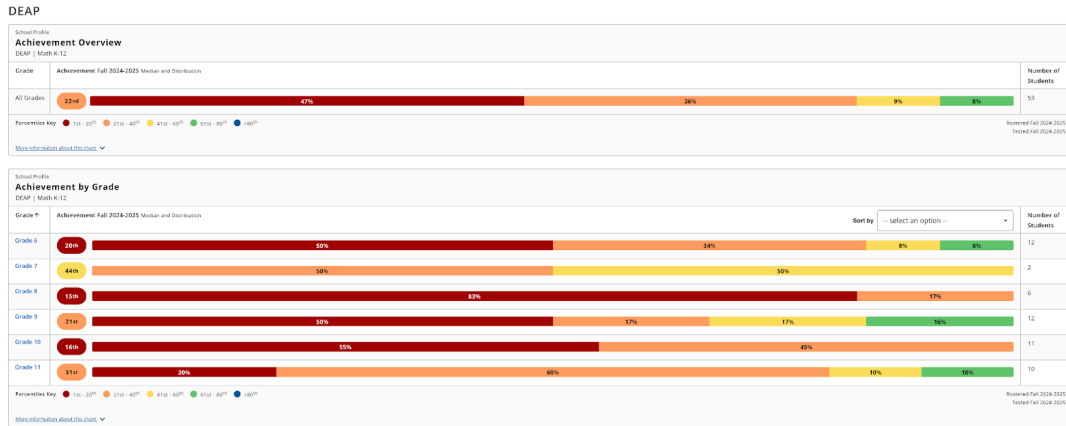
Science RIT Growth, Fall 2020 to Spring 2021



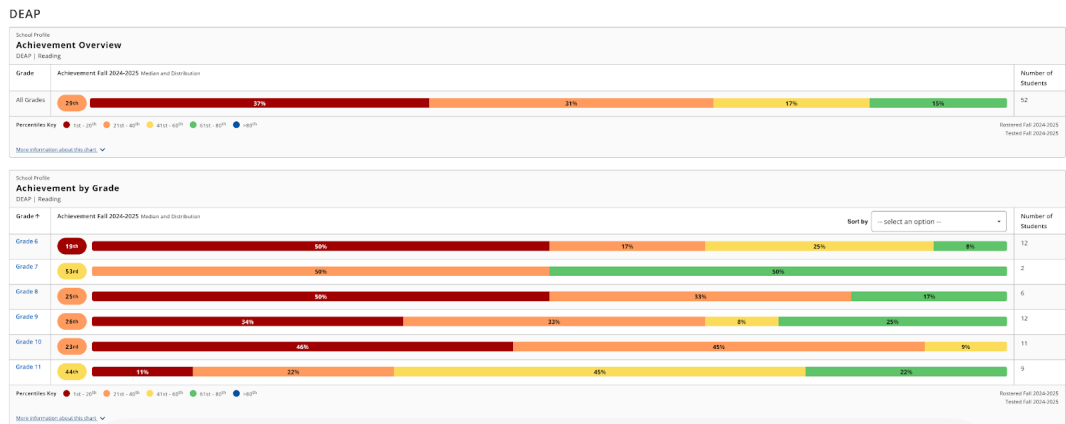
In 2020-21, 15% of students with fall 2020 baseline RIT scores did not complete testing in spring 2021 for reading, 30% for Science, and 20% in math.

## Looking Ahead: Fall 2024 Data

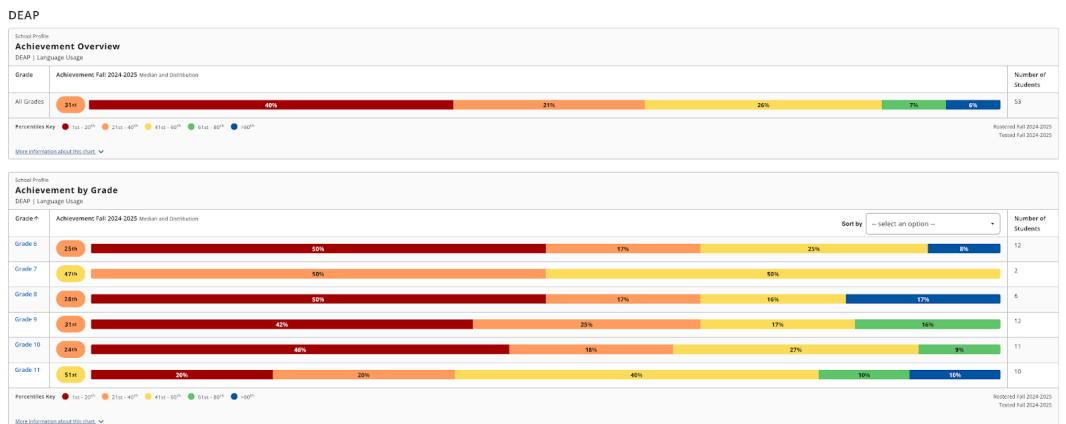
### Reading, Fall 2024



### Mathematics, Fall 2024

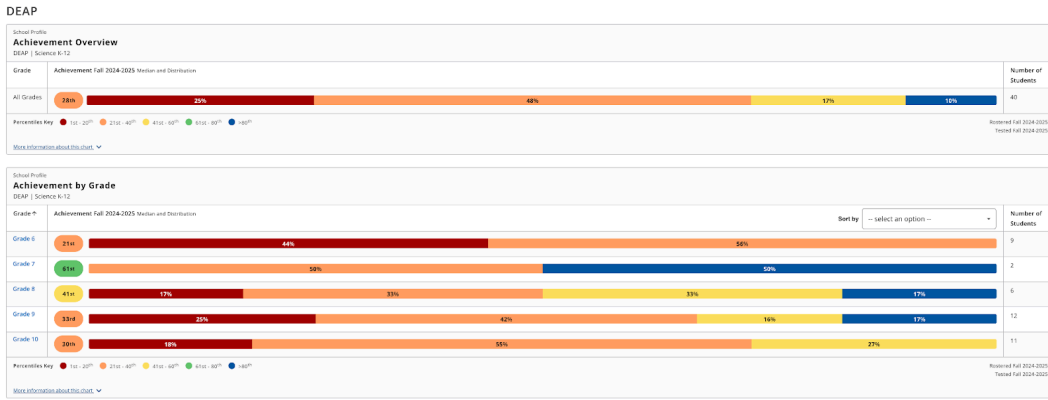


### Language Usage, Fall 2024



### Science K - 12, Fall 2024

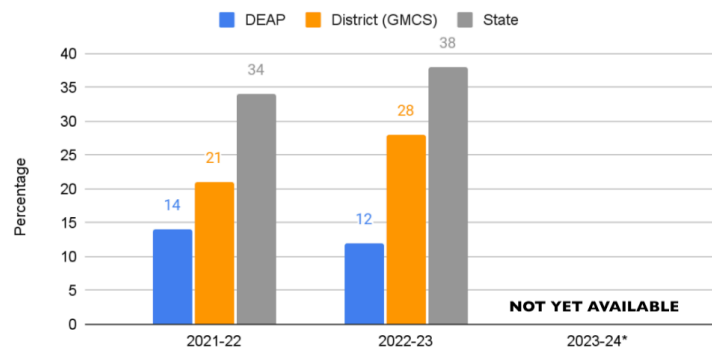
# Appendix A-1 Academic Data DZİŁ DITŁ'OOÍ SCHOOL OF EMPOWERMENT, ACTION & PERSEVERANCE -DEAP



## NM-MSSA Data:

### Reading

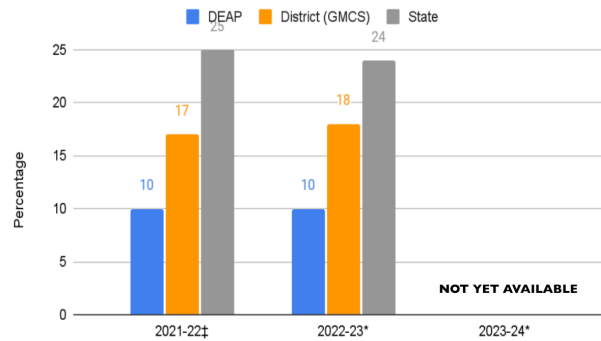
Percent of Students Proficient in Reading across Charter Term



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

**Mathematics**

Percent of Students Proficient in Math across Charter Term

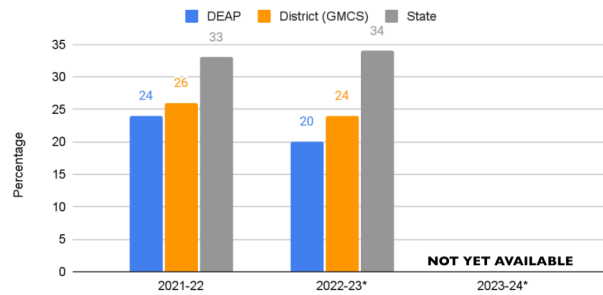


Source: NMVistas.org, Assessment, Research, Evaluation, and Accountability Division

**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

*DEAP MISSION: As a result of a DEAP education, students will be able to use their cultural, vocational, and academic skills to analyze their surroundings 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 and perpetuation of Diné culture, and honor the history and the legacy of the Dził Dítł'ooí area by consciously balancing the needs of the land with the needs of the people.*

Mission Specific Goal	<u>FY 20-21</u> Virtual	<u>FY 21-22</u> Virtual	<u>FY 22-23</u> In-Person	<u>FY 23-24</u> In-Person	FY 24-25 In-Person
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.	<b>84% Meets</b>	<b>80% Meets</b>	<b>80% Meets</b>	<b>90% Exceeds</b>	In Progress; however as of 9/23/24, DEAP students have had access to 30 hours of LBL activities.
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.	<b>76% Meets</b>	<b>79% Meets</b>	<b>79% Meets</b>	<b>91% Exceeds</b>	In Progress; however as of 9/23/24, DEAP completed several Diné studies projects.



	LBL	DINÉ STUDIES	LBL	DINÉ STUDIES
	Semester 1	Semester 1	Semester 2	Semester 2
6	75	75	85	85
7	80	80	90	75
7			60	70
7				
7				
7	95	95	100	100
7	100	100	100	100
7	80	80	100	100
7	90	90	100	100
7	90	95	95	95
7	80	80	75	80
8	70	70	70	80
8	75	75	100	100
8	75	80	80	80
8	70	70	100	100
8	100	100	100	100
8	60	50	100	100
8	100	100	100	100
8	85	85	90	100
8	90	90	80	90
8	70	70	80	80
8	80	80	75	75
9	80	80	85	85
9	90	90	100	100
9	70	70		
9	75	75	100	100
9	100	100	100	100
9	50	50		
9	50	50	100	100
9	90	90	100	100
9	85	85	80	80
9	85	85	80	80
9	70	70	70	70
9	50	50	70	70
9	85	85	95	90
10	100	100	100	100
10	80	80	60	70
10	60	60	60	60
10	85	85	75	85
10	60	60	90	90
10	80	80	85	85
10	85	85	100	100
11	85	85	70	70
11	80	90		
11	90	90	90	80
11			90	90
11	100	100	100	100
11	90	90	80	80
11	100	100	100	100
11	95	95	90	90
11	80	80	80	80
12	50	50	75	75
12	80	80	90	90
12	85	85	90	90
12	75	75	80	80
12	100	100	90	90
12	50	50	70	70
<b>Average</b>	<b>80.28301887</b>	<b>80.47169811</b>	<b>87.01923077</b>	<b>87.69230769</b>

**DEAP MISSION SPECIFIC DATA: FY23-24**

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.

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.

LBL	Semester 1	Semester 2
Total of Students for the Term	53	52
Total of Actual Participation	53	52
Percentage of Students Participation	100%	100%
No.of students who met goal (70%)	45	49
No.of students who did not meet goal (70%)	8	3
% of students who got an average score of 70% or better	85%	94%
Full Year		90%

Diné Studies	Semester 1	Semester 2
Total of Students for the Term	53	52
Total of Actual Participation	53	52
Percentage of Students Participation	100%	100%
No.of students who met goal (70%)	45	51
No.of students who did not meet goal (70%)	8	1
% of students who got an average score of 70% or better	85%	98%
Full Year		91%

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.

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.

STUDENT GRADE	LBL	Diné Studies	LBL	Diné Studies
	Semester 1	Semester 1	Semester 2	Semester 2
6th	85	81	68	59
6th	67	59	69	68
6th	60	50	70	68
6th	88	83	90	84
6th			90	85
6th	89	80	90	89
6th	85	85	80	90
6th			90	95
6th	95	90	100	100
7th	64	65	73	68
7th	82	70	80	70
7th	60	77	81	83
7th	60	75	90	83
7th	65	80	83	85
7th	80	70	85	85
7th			90	100
7th			94	100
7th	99	92	95	100
8th	84	55	85	64
8th	84	60	89	81
8th	90	83	83	86
8th	86	80	84	90
8th	94	80	95	90
8th			85	100
8th	100	90	100	100
8th	100	90	100	100
8th	100	100	100	100
8th	100	100	100	100
9th	59	40	60	65
9th	68	65	69	69
9th	63	55	70	70
9th	84	70	90	81
9th	90	81	85	84
9th	94	77	81	85
9th	100	78	83	85
9th	99	88	100	100
10th	50	43	70	60
10th	90	84	70	80
10th	90	85	89	80
10th	89	81	87	84
11th	30	50	59	65
11th	86	80	85	88
11th	100	85	89	90
12th	65	70	80	79
12th	80	85	74	80
12th	93	87	90	90
12th	100	90	100	100
AVERAGE	83	77	85	86

DEAP MISSION SPECIFIC DATA: FY22-23

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.

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.

LBL	Semester 1	Semester 2
Total of Students for the Term	42	47
Total of Actual Participation	42	47
Percentage of Students Participation	100%	100%
No.of students who met goal (70%)	30	42
No.of students who did not meet goal (70%)	12	5
% of students who got an average score of 70% or better	71%	89%
Full Year		80%

Diné Studies	Semester 1	Semester 2
Total of Students for the Term	42	47
Total of Actual Participation	42	47
Percentage of Students Participation	100%	100%
No.of students who met goal (70%)	32	38
No.of students who did not meet goal (70%)	10	9
% of students who got an average score of 70% or better	76%	81%
Full Year		79%

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.

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.

STUDENT GRADE	LBL	Diné Studies	LBL	Diné Studies
	Semester 1	Semester 1	Semester 2	Semester 2
6th	80	80	85	85
6th	85	85	90	90
6th	65	70	65	65
6th	90	90	95	95
6th	80	80	85	85
6th	80	80	85	85
6th			90	75
7th	80	80	85	85
7th	80	80	85	85
7th	60	60	65	65
7th	90	90	95	95
7th	100	100	100	100
7th	95	95	90	100
7th	60	60	65	65
7th			75	70
7th	90	90	85	95
8th	65	65	70	70
8th	90	90	95	95
8th	60	60	65	65
8th	100	100	100	100
8th	90	90	90	95
8th	85	85	90	90
8th	85	85	80	90
8th	90	90	95	95
8th	65	65	65	65
9th	85	85	90	90
9th	90	90	90	95
9th			80	80
9th	65	70	70	75
9th	70	70	80	75
9th	60	60	65	65
9th	75	75	85	80
10th	75	75	80	80
10th	50	50		
10th	75	75	80	80
10th	80	80	80	85
10th	75	75	80	80
10th	50	50		
10th	85	85	90	90
10th	85	85	90	90
11th	90	90	95	95
11th	85	85	90	90
11th	100	100	100	100
11th	65	50	70	55
12th	90	90	95	95
12th	85	85	90	90
12th	65	40	70	45
12th	90	90	95	95
AVERAGE	79	78	84	84

**DEAP MISSION SPECIFIC DATA: FY21-22**

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.

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.

LBL	Semester 1	Semester 2
Total of Students for the Term	45	46
Total of Actual Participation	45	46
Percentage of Students Participation	100%	100%
No.of students who met goal (70%)	33	40
No.of students who did not meet goal (70%)	12	6
% of students who got an average score of 70% or better	73%	87%
Full Year		80%

Diné Studies	Semester 1	Semester 2
Total of Students for the Term	42	46
Total of Actual Participation	42	46
Percentage of Students Participation	100%	100%
No.of students who met goal (70%)	32	38
No.of students who did not meet goal (70%)	10	8
% of students who got an average score of 70% or better	76%	83%
Full Year		79%

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.

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.

STUDENT GRADE	LBL	Diné Studies	LBL	Diné Studies
	Semester 1	Semester 1	Semester 2	Semester 2
6th	70	65		
6th	80	70	85	75
6th			90	80
6th	90	85	100	90
6th	95	95	100	100
6th	75	65	75	70
6th	100	90	100	95
7th	70	65	90	70
7th	80	75	80	80
7th	90	80	95	85
7th	85	80	90	85
7th			80	90
7th	60	75	65	80
7th	70	65	80	70
7th	70	50	75	80
7th	90	85	75	90
8th			80	80
8th	80	90	90	95
8th	85	90	95	95
8th	75	60	90	65
8th			70	75
8th	75	65	90	70
8th	60	40	50	45
8th	70	50	75	70
8th	90	95	100	100
9th	50	40	70	45
9th	90	90	100	95
9th	50	50	60	55
9th	80	75	90	80
9th	75	80	80	85
9th	75	85	80	90
9th	80	85	85	90
10th	60	50	65	55
10th			90	80
10th	70	70	80	75
10th	75	80	80	85
10th	75	90	80	95
10th	90	95	95	100
10th			75	70
10th	85	90	90	95
11th			80	85
11th	70	65	65	70
11th	80	85	95	90
11th	75	80		
12th	95	90	100	90
12th	60	70		
12th	5	12		
12th	60	45		
AVERAGE	73	71	82	80

DEAP MISSION SPECIFIC DATA: FY20-21

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.

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.

LBL	Semester 1	Semester 2
Total of Students for the Term	41	43
Total of Actual Participation	41	43
Percentage of Students Participation	100%	100%
No.of students who met goal (70%)	33	38
No.of students who did not meet goal (70%)	8	5
% of students who got an average score of 70% or better	80%	88%
Full Year		84%

Diné Studies	Semester 1	Semester 2
Total of Students for the Term	41	43
Total of Actual Participation	41	43
Percentage of Students Participation	100%	100%
No.of students who met goal (70%)	26	38
No.of students who did not meet goal (70%)	15	5
% of students who got an average score of 70% or better	63%	88%
Full Year		76%

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.

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.