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SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2023-24 Annual Report
Revised December 20, 2024**

School Name: Six Directions Indigenous Charter School

School Address: 2055 NM-602 Gallup, NM 87301

Head Administrator: Rebecca Niiha

Governing Board Chair: Sandra Freeland

Business Manager: Aaron Savoia

Authorized Grade Levels: 6-12

Grade Levels Served: 6-12

Authorized Enrollment Cap: 300

2023-24 Enrollment: 64 (NMVistas.org: Enrollment Count from Avg. of 80 & 120 day Active Students Report)

Contract Term: 2021-2026

CAPs or Conditions: none

Notice from 2022-23 Annual Report: Unsatisfactory performance

Unsatisfactory terms that need to be addressed from 2022-23 Annual Report: student academic growth, proficiency and graduation rates of students as identified on pages 2-8 of the annual report and organizational concerns listed on page 10, indicators 4.c. and 5.c. of the annual report. Of particular concern is that the school is performing at lower levels than the district and the state.

Progress from 2022-23 Notice to 2023-24:

- Student Academic Growth: NM Vistas changed the business rules for computing growth from 2022-23 to 2023-24, so comparative growth cannot be obtained. However, the school's ELA growth percentile in 2023-24 was 43rd percentile; percentile ranges from 34-66 represent about

a year's growth typical for the academic peer group. The school's math growth percentile in 2023-24 was 22nd percentile and for science this year that data is masked.

- Indicator 4.c. Staff Credentialing: the school earned “Does Not Meet” again for this indicator.
- Indicator 5.c. Health and Safety: the school earned “Working to Meet” as the Safe Schools Plan was submitted late.

Waivers: none

Mission: The Six Directions Indigenous School, through a commitment to culturally relevant Indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.

Educational Program:

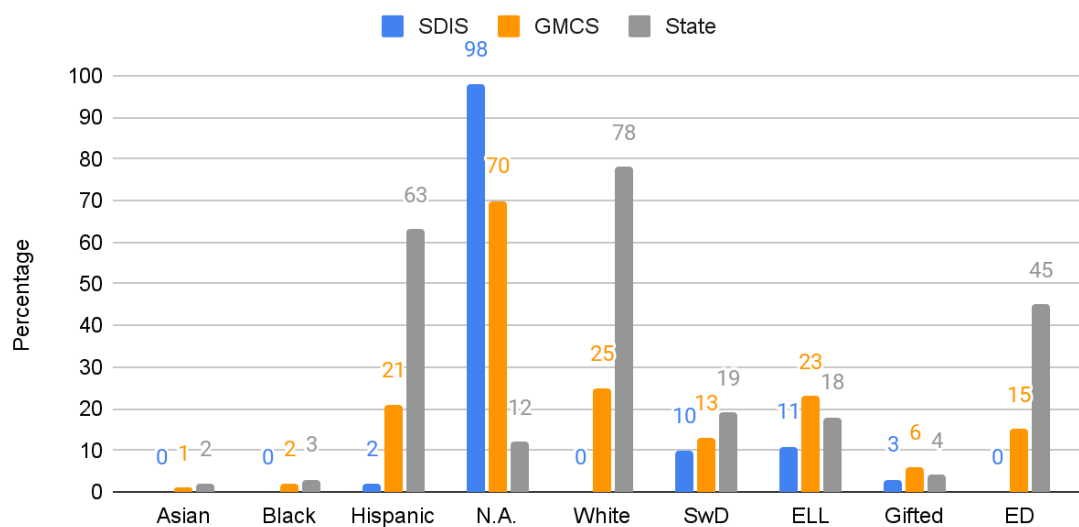
5.1.1 Educators will display cultural competence and utilize a curriculum that will recognize and value local, First Nations, and Indigenous funds of knowledge and epistemology when appropriate. The curriculum will address authentic and local topics and allow students to safely explore and confidently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

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

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

Note. Students are identified as Hispanic independently of their race.

Enrollment by Subgroup (120D) 2023-24



Source: Nova Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)	2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	ATSI.N.EL 31.9	Traditional 41.3*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	75	100
Overall Academic Score: average of indicators 1 and 3	53.45	70.65

***Note:** Per NM Vistas, point totals from SY22-23 and SY23-24 cannot be compared due to changes in business rules. For more information about point differentials, refer to: [2022-23 Accountability Measures Overview](#) and [2023-24 Accountability Measures Overview.pdf - Google Drive](#)

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the school years 2021-22, 2022-23, and 2023-24.

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

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

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

Refer to the [2023-24 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

For the school year 2023-24, **Six Directions Indigenous School** received a designation of **Traditional**.

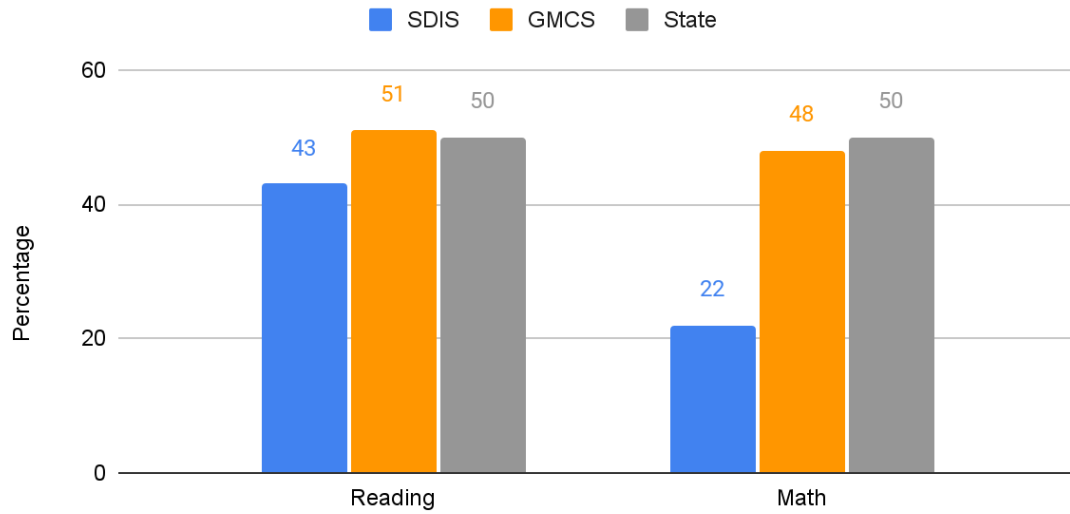
Proficiency

Note: due to population size, proficiency rates in math, reading, and science are **masked** for Six Directions Indigenous School, per NM Vistas: [NM Vistas | Six Directions Indigenous School](#)

Growth

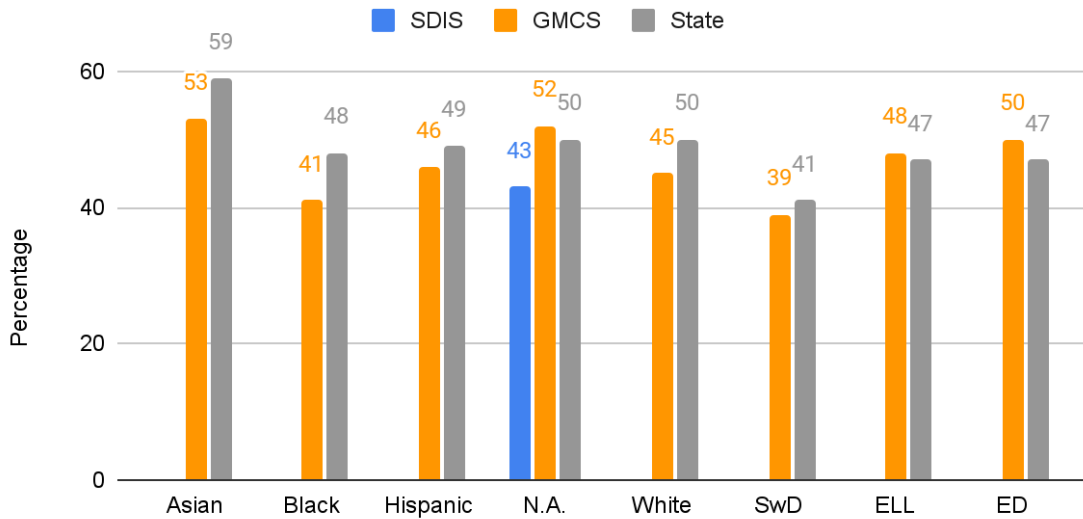
Definition per NM Vistas: median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high school students as data is limited to 11th grade SAT and Assessment of Science Readiness (ASR).

Growth Percentile for All Students (2022-23 to 2023-24)



Source: NMVistas.org

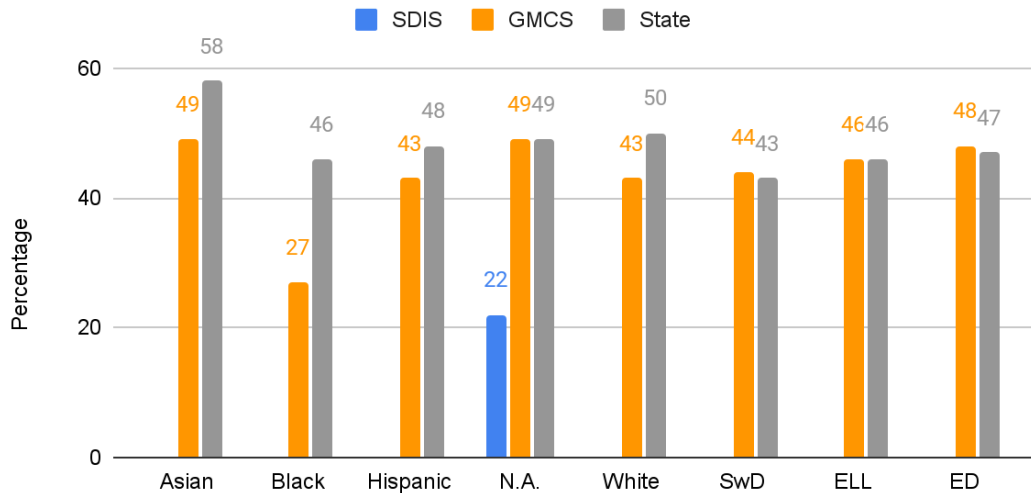
Reading Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

Math Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

English Learner Progress (ELP):

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency (an ACCESS score of 4.7 or higher) within five years as measured by the ACCESS English language development assessment. (NMVistas.org)

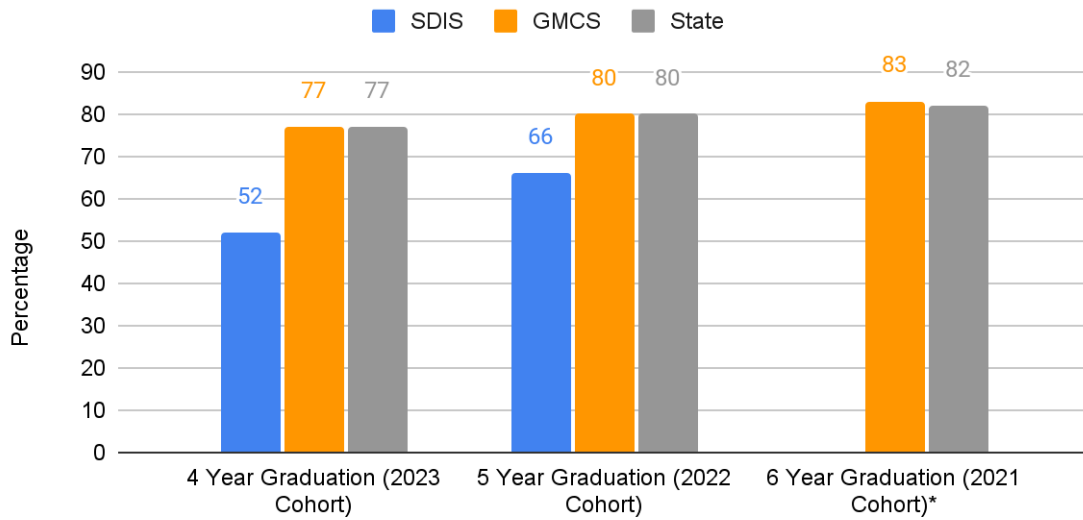
SDIS ELP: Masked	GMCS ELP: 14%	State ELP: 17.5%
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Source: NMVistas.org

High School Graduation

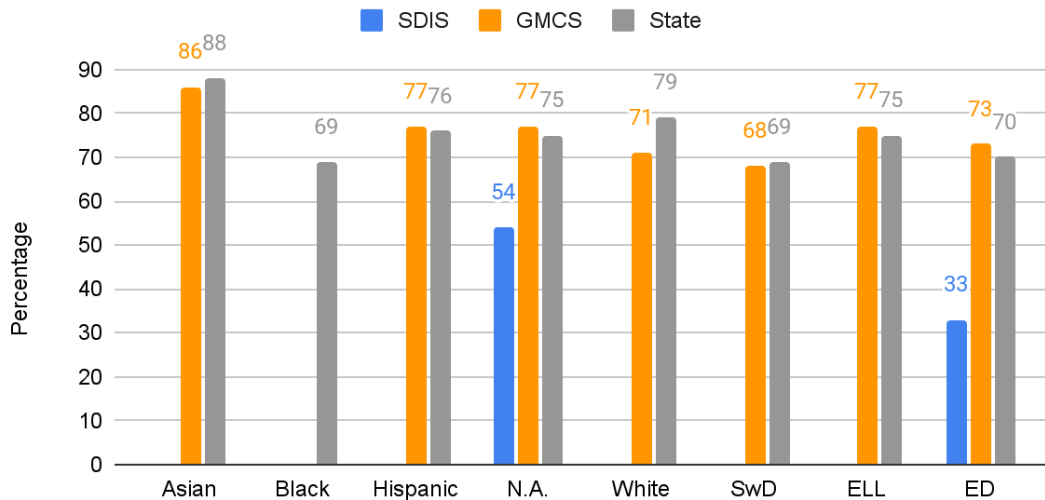
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the **2023** graduation cohort, 5-year data for the **2022** cohort, and 6-year data for the **2021** cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

High School Graduation



Source: NMVistas.org

4-Year Graduation by Subgroup



Source: NMVistas.org

Note: groups are masked due to population size.

Mission-Specific Goals

Goal: 70% to 80% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.

Performance Level	Target	Points
Exceeds Standard	81% to 100% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.	100
Meets Standard	70% to 80% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.	75
Does Not Meet Standard	60% to 69% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.	25
Falls Far Below Standard	Less than 60% of students enrolled on the 40th and 120th days will complete four (4) culturally relevant activities per year and receive an average score of 70% or better.	0

Rating: 86.3% student attainment: Exceeds Standard: **100 points**

Organizational and Financial Performance Framework

2023-24 Overall Rating: Does Not Meet Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

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

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

Multi-year Performance Framework Ratings

Six Directions Indigenous School	2021-22	2022-23	2023-24
Organizational and Financial Performance Ratings			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Does Not Meet Standard	Working to Meet Standard	Working to Meet Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	Working to Meet Standard
2a Financial Reporting and Compliance	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Working to Meet Standard
2d Managing Grant Funds	Working to Meet Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Does Not Meet Standard
2f Internal Controls	Meets Standard	Working to Meet Standard	Working to Meet Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard	Does Not Meet Standard
3b Nepotism, Conflict of Interest	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Meets Standard	Working to Meet Standard
4a Rights of All Students	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Does Not Meet Standard	Does Not Meet Standard
4d Employee Rights	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Meets Standard	Meets Standard
5b Transportation	N/A	N/A	N/A
5c Health and Safety	Meets Standard	Does Not Meet Standard	Working to Meet Standard
5d Handling Information	Meets Standard	Meets Standard	Meets Standard

Explanation of 2023-24 Indicator Ratings

- 1.b. Participation rate for both math and reading was $\geq 90\%$, target rate is 95% for each.
- 1.f. DASH plan in progress.
- 2.c. 1 repeat finding.
- 2.e. Non-functioning finance and audit committee membership or meetings.
- 2.f. Investigation underway concerning issues with internal controls.
- 3.a. <80% of training hours complete or more than one position unfilled or no board financial oversight.
- 3.c. Concerns on reporting or meeting requirements addressed adequately and timely; 2 untimely submission of amendment requests.
- 4.b. Attendance percentage rate is 98% (95% target), retention rate is 56% (80% target) and recurrent is 43% (70% target). After reviewing the school's Attendance Improvement Plan, the school has a plan to engage students and parents.
- 4.c. Licensure discrepancies not resolved by 120D.
- 5.c. SSP submitted late (due FY22).

Site Visit Attendees

April 3, 2024

CSD Team: Cheryl Rowe (lead), Lucy Valenzuela and Kathy Bolkovac (virtual, Safe & Healthy Schools)

School Leadership: Rebecca Niiha (head administrator), Renee Cleveland and Mr. Melvin Chico

Governing Board: Dr. Sharon Henderson



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District 9, Hobbs

January 25, 2025

Rebecca Niiha
Sandra Freeland
Six Directions Indigenous School
rebecca@sixdirectionsschool.org
sfree@ica-nm.com

Dear Ms. Niiha and Ms. Freeland:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2023-2024 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its January 2025 meeting.

1. Notice of unsatisfactory performance. As outlined in New Mexico rule NMAC 6.2.9.12 and 13²², the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of unsatisfactory performance.

2. Uncorrected unsatisfactory performance.

The PEC has identified the following uncorrected unsatisfactory performance related to

- Low proficiency in math
- Low graduation rates
- 4.c. Staffing Credentials

²² <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

The school shall be placed on the PEC agenda for February to discuss how you will remedy the uncorrected unsatisfactory performance, and the PEC may take action under the intervention ladder.

3. New areas of unsatisfactory performance The PEC has identified new area of concern:

- 2.e Staffing for Fiscal Management
- 3.a Governance Requirements

The unsatisfactory performance should be corrected by the next annual report. You will work with your staff and board and report your progress to the CSD through the annual site visit and report process to show your progress. If you are successful in improving the performance, CSD will report that in the next annual report, and the concerns will be identified as corrected. If you are not successful (which we hope will not be the case), the school may receive a notice of uncorrected unsatisfactory performance next year which could impact the ultimate renewal of the school.

The contract and all annual reports for the school are located here: <https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> The SY 2023-2024 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

/s/ Patricia Gipson

Chair, Public Education Commission
District 7