



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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ARSENIO ROMERO, Ph.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2022-23 Annual Report
March 1, 2024**

School Name: Walatowa High Charter School

School Address: 147 Bear Head Canyon Jemez Pueblo, NM 87024

Head Administrator: Arrow Wilkinson

Governing Board Chair: Kenneth Sando

Business Manager: Katherine Toya

Authorized Grade Levels: 9-12

Grade Levels Served: 9-12

Authorized Enrollment Cap: 150

2022-23 End of Year Enrollment: 38

Contract Term: 2022-2027

Conditions/CAP: Renewal Condition; Special Education Corrective Action Plan (see last page)

Waivers: None

Mission:

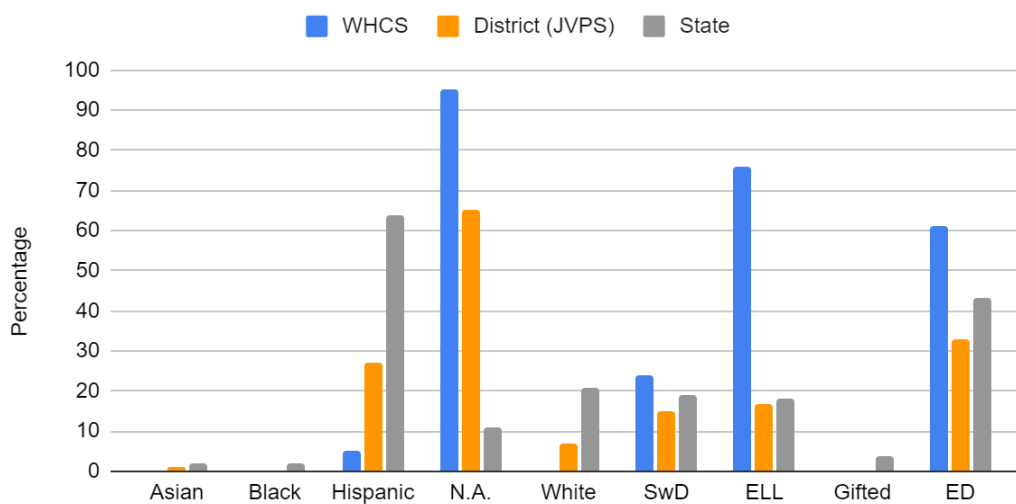
Through a community-integrated experiential learning program, Walatowa High Charter School will prepare students to be academically successful while promoting leadership, language preservation, and community wellness.

Educational Program:

- i. The principal focus of Walatowa High Charter School's academic program is early college preparation, including dual credit coursework. The pre-college focused curriculum also emphasizes the value of the community's (Jemez, Zia, and Jemez Valley Corridor) culture and traditions.
- ii. Students are challenged with advanced courses in core subject areas and enter the dual credit program by their junior year of high school. Walatowa High Charter School maintains strong partnerships with post-secondary institutions to ensure the implementation of our college and career preparation program.
- iii. Walatowa High Charter School implements a community school model that includes the two-generation approach and continuum. As a community school, Walatowa High Charter School is both an educational institution and a center of community life that partners the school with other community resources. The Two-Generation approaches focus on creating opportunities for and addressing needs of both children and the adults in their lives together. Walatowa High Charter School has an integrated focus on academics, youth development, family support, health and social services and community development. The partnerships include:
 - a. Pueblo of Jemez Health and Human Services
 - b. Pueblo of Jemez Tribal Programs
 - c. Pueblo of Jemez Education Department
 - d. Pueblo of Jemez Transportation Department
 - e. Pueblo of Zia Tribal Administration
 - f. Pueblo of Kewa Tribal Administration

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	56
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: average of points on 4 goals	25
Overall Academic Score: average of indicators 1 and 3	40.5

State Accountability System:

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

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years of receiving support.

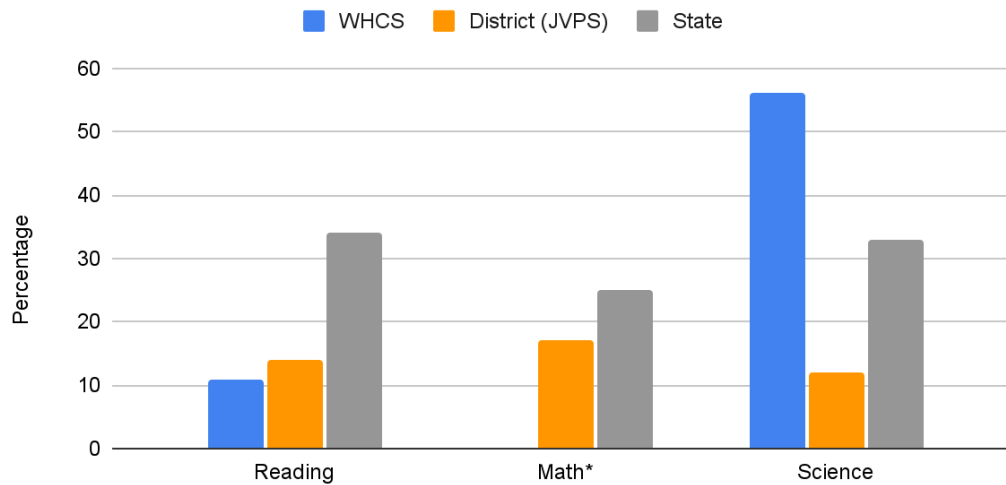
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Walatowa High Charter School** received a designation of **Traditional**.

Proficiency

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

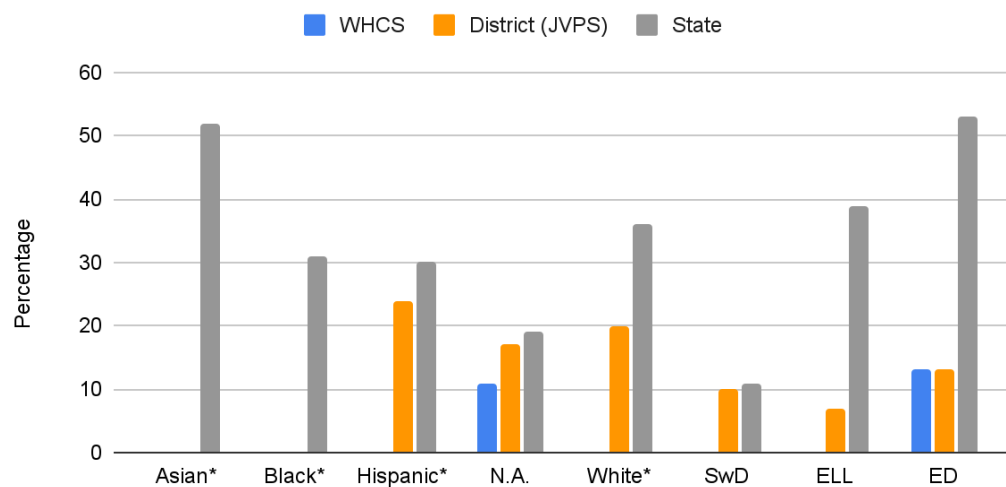
Percent of Students Proficient in Core Subjects 2022-23



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

***Note:** School's math data is masked.

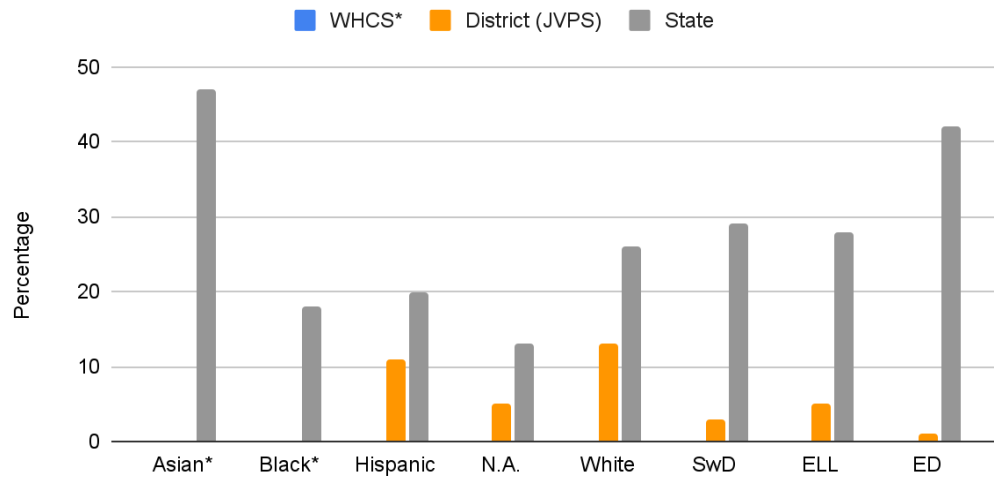
Percent Proficient in Reading by Subgroup 2022-23



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

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

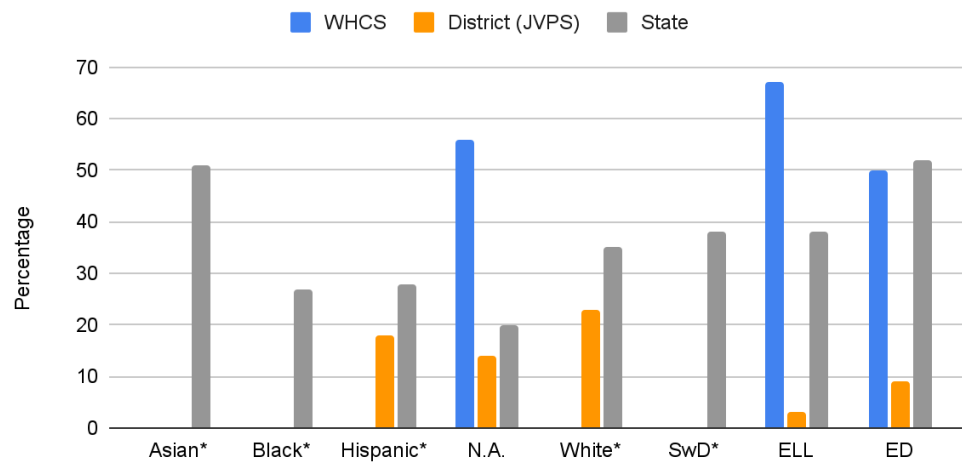
Percent Proficient in Math by Subgroup 2022-23



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

***Note:** school's math data is masked. District groups are masked due to population size, and/or some groups are not represented in the school or district.

Percent Proficient in Science by Subgroup 2022-23

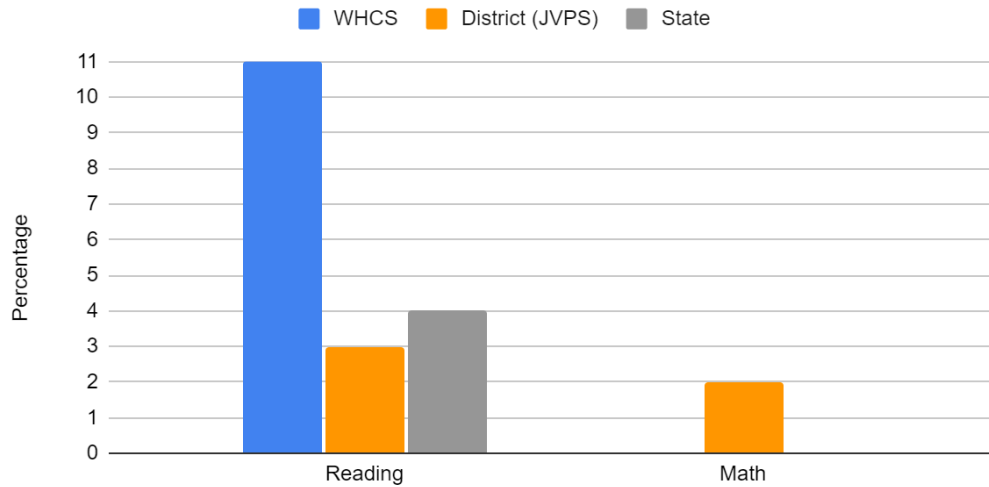


Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

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

Improvement (Growth)

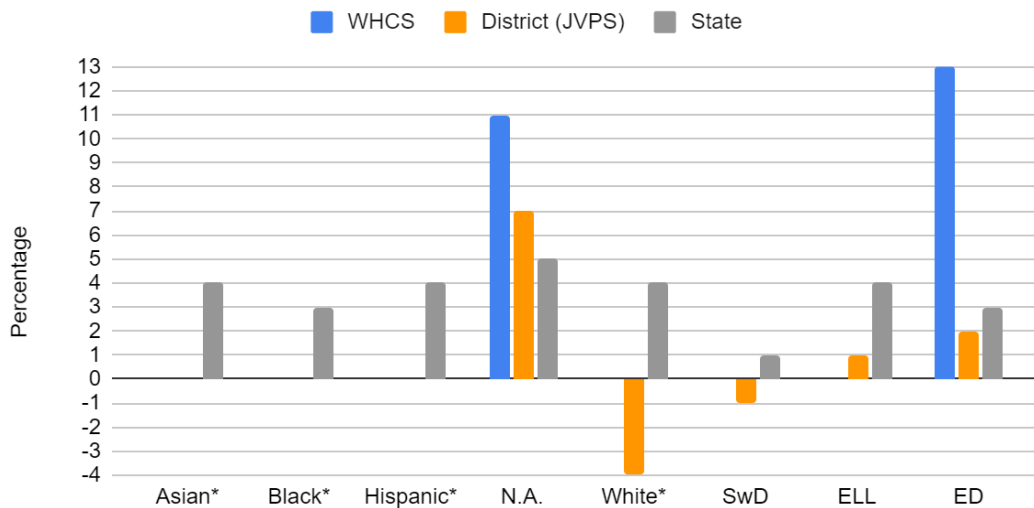
Percent Growth for All Students (2021-22 to 2022-23)



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

***Note:** Math growth was 0% for the school and state for SY2023.

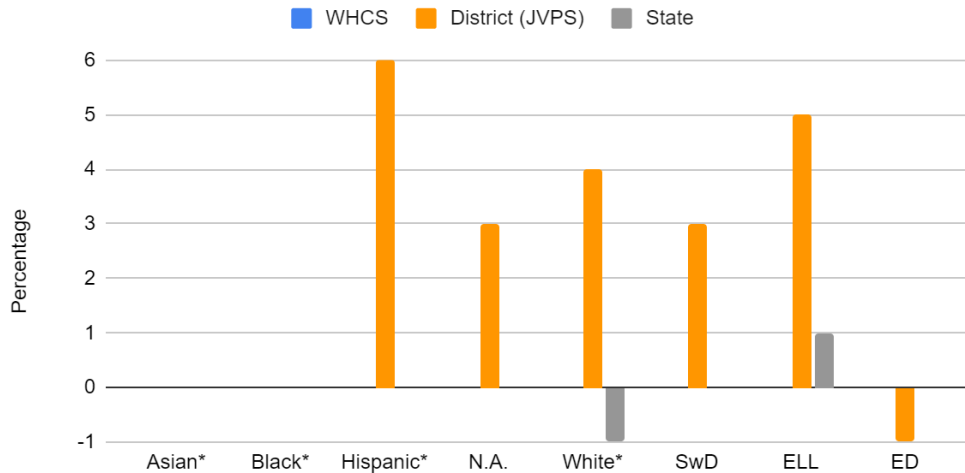
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



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

***Note:** groups are masked due to population size.

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



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

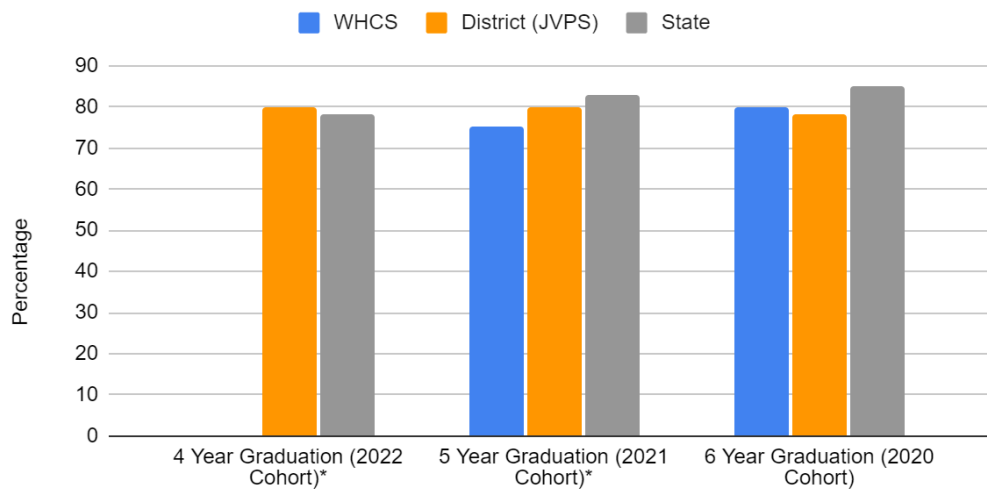
***Note:** groups are masked due to population size. Average growth in math was 0% for school.

English Learner Progress (NMVistas): ≤ 10% (masked due to population size)

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

High School Graduation



Source: NMVistas.org

***Note:** School's 4-year graduation cohort is masked due to population size. School's 6-year cohort is also masked, $\geq 80\%$. District's 4 and 5-year graduation rates are masked, $\geq 80\%$.

Mission-Specific Goals

Goal 1: Mission-Specific Indicator: SAT: Cohort 1

For SY 2022-2027, WHCS Full Academic Year (FAY) Students will track and improve in Reading and Math Proficiency rates for two distinct cohorts until graduation as measured by the SAT test which will be administered two times during each school year.

- Cohort 1: Juniors who began their 9th-grade year enrolled at the school and attended the school each of the following years.

College Board 2021 SAT Results show that American Indian & Alaskan Natives residing in NM had an average score of 887 on the SAT.

Performance Level	Target	Points
Exceeds Standard	90% of Juniors in Cohort 1 will receive a SAT score of 887 or higher.	100
Meets Standard	89-80% of Juniors in Cohort 1 will receive a SAT score of 887 or higher.	75
Does Not Meet Standard	79-70% of Juniors in Cohort 1 students will receive a SAT score of 887 or higher.	25
Falls Far Below	69% or less of Juniors in Cohort 1 students will receive a SAT score of 887 or higher.	0

Rating: Falls Far Below- 60% of Cohort 1 students attained- **0 pts.**

Goal 2: Mission-Specific Indicator: SAT: Cohort 2

For SY 2022-2027, WHCS Full Academic Year (FAY) Students will track and improve in Reading and Math Proficiency rates for two distinct cohorts until graduation as measured by the SAT test which will be administered two times during each school year.

- Cohort 2: Students who enrolled in the school after freshman year and have attended the school for a full year from the date of enrollment.

College Board 2021 SAT Results show that American Indian & Alaskan Natives residing in NM had an average score of 887 on the SAT.

Performance Level	Target	Points
Exceeds Standard	By graduation, 85% or more of Cohort 2 students will receive a SAT score of 887 or higher OR will have at least a 5% score increase between the results from the SAT test administered in the fall and the SAT test administered in the spring.	100
Meets Standard	By graduation, 70 - 84% of Cohort 2 students will receive a SAT score of 887 or higher OR will have a 5% score increase between	75

	the results from the SAT test administered in the fall and the SAT test administered in the spring.	
Does Not Meet Standard	By graduation, 60 - 69% of Cohort 2 students will receive a SAT score of 887 or higher OR will have a 5% score increase between the results from the SAT test administered in the fall and the SAT test administered in the spring.	25
Falls Far Below	By graduation, 59% or less of Cohort 2 students will receive a SAT score of 887 or higher OR will have a 5% score increase between the results from the SAT test administered in the fall and the SAT test administered in the spring.	0

Rating: Does Not Meet Standard- 60% of Cohort 2 students attained- **25 pts.**

Goal 3: Mission-Specific Indicator: Accuplacer: Cohort 1

For SY 2022-2027, WHCS Full Academic Year (FAY), students, who have been enrolled at WHCS since the beginning of their 9th grade year (Cohort 1), will earn a Score of 241 or higher on Accuplacer NG-Reading during the fall of their senior year. (See link below regarding 241.)

- Cohort 1: Seniors who attended WHCS from 9-12 (enrolled at WHCS on the 40th day their senior year)

Performance Level	Target	Points
Exceeds Standard	Accuplacer NG-Reading Score of \geq 241 By the fall of senior year, 90% or more of Cohort 1 students will receive an Accuplacer NG-Reading Score of \geq 241 or greater.	100
Meets Standard	Accuplacer NG-Reading Score of \geq 241 By the fall of senior year, 80% - 89% of Cohort 1 students will receive an Accuplacer NG-Reading Score of \geq 241.	75
Does Not Meet Standard	Accuplacer NG-Reading Score of \geq 241 By the fall of senior year, 70% - 79% of Cohort 1 students will receive an Accuplacer NG-Reading Score of \geq 241.	25
Falls Far Below	Accuplacer NG-Reading Score of \geq 241 By the fall of senior year, 69% or less of Cohort 1 receive an Accuplacer NG-Reading Score of \geq 241.	0

Rating: Falls Far Below- 0% of Cohort 1 students attained- **0 pts.**

Goal 4: Mission-Specific Indicator: Accuplacer: Cohort 2

For SY 2022-2027, WHCS Full Academic Year (FAY) students, (Cohort 2), will earn a score of 241 or higher on Accuplacer NG-Reading OR they will increase their score from the year before by 5% during the fall of their senior year.

- Cohort 2: Seniors who enrolled in the school after freshman year and have attended the school for a full year from the date of enrollment.

Performance Level	Target	Points
Exceeds Standard	Accuplacer NG-Reading Score of \geq 241 In the fall of their senior year, 85% or more of Cohort 2 students will receive an Accuplacer NG-Reading Score of \geq 241 OR if it is less than 85%, there is a 5% score increase from the Accuplacer NG-Reading test administered in the year before and Accuplacer NG-Reading the test administered in their senior year.	100
Meets Standard	Accuplacer NG-Reading Score of \geq 241 In the fall of their senior year, 70-84% of Cohort 2 students will receive an Accuplacer NG-Reading Score of \geq 241 OR if it is less than 70%, there is a 5% score increase from the Accuplacer NG-Reading test administered the year before and Accuplacer NG-Reading the test administered in their senior year.	75
Does Not Meet Standard	Accuplacer NG-Reading Score of \geq 241 In the fall of their senior year, 60% - 69% of Cohort 2 students will receive an Accuplacer NG-Reading Score of \geq 241 OR if it is less than 60%, there is a 5% score increase from the Accuplacer NG-Reading test administered the year before and the Accuplacer NG-Reading the test administered in their senior year.	25
Falls Far Below	Accuplacer NG-Reading Score of \geq 241 In the fall of their senior year, 59% or less of Cohort 2 students fail to meet any of the standards set forth above.	0

Rating: Meets Standard- 80% of Cohort 2 students attained (5%+ growth)- **75 pts.**

Organizational and Financial Performance Framework

2022-23 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.

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

Explanation of 2022-23 Indicator Ratings

1.b. Assessment participation rate for science was 75%; target 95%.

1.c. SPED requiring corrective action for 2022-2023 after 2021-2022 annual determination of compliance issues related to Indicator 13- "Transition Services".

2.c. SY23 school did not complete TESR on time.

3.a. Lottery information not available under "Admissions" on website, per student/parent handbook; unable to locate on website.

5a. Q1 3 days late, Q2 2 days late.

5b. [FY22 audit](#) has three findings. 2022-001 is classified as material weakness.

5c. [FY22 audit](#) reflects one repeat finding.

Site Visit Attendees

Tuesday, May 23, 2023

CSD Team: Martica Davis (Lead), Frank McCulloch, and Kyle Wood

School Leadership: Dr. Arrow Wilkinson, Head Administrator

Governing Board: Kenneth Sando

Renewal Condition Status

Condition (from renewal contract): "The school shall submit a plan outlining how the school will train staff and the governing board and then ensure compliance with the Open Meeting Act. The plan must include action steps (to include updating the school's web page information on school governance), a timeline and persons responsible."

Analysis: The school submitted a plan outlining how the school will train staff and governing board and ensure compliance with the Open Meetings Act. The school submitted a Condition Report for review on June 7, 2023, demonstrating that the condition has been met.

The condition documentation is **attached**.

Special Education Corrective Action Plan Status

Summary of Annual Determination, 2022-23 School Year: Each year, the NMPED is required to assign annual determinations in accordance with the Individuals with Disabilities Education Act (IDEA). The determination is made based upon data submitted by the Local Education Agency (LEA) through the STARS system and participation in random sampling of student post-secondary transition data. Information is also obtained through monitoring visits, dispute resolution information, and any other public documentation made available.

LEA Determination: Based upon a comprehensive review of the LEA's data and information, **Walatowa High Charter School** is assigned an annual determination of **Needs Substantial Intervention– Year 1** for School Year 2022-2023. The data used to make this annual determination was based on the data in the enclosed document titled "2022-2023 Annual Determination Data" and is listed below:

- **Indicator 13– 0.0%**
- **2 Years non-compliance- Indicator 13**
- **Non-timely data– Indicator 13 submission**
- **Non-reliable data– Indicator 13 submission**

Corrective Action Plan (CAP) required: As a result of the identified non-compliance, the Special Education Division (SED) will be issuing a Corrective Action Plan (CAP) to address the identified non-compliance.

At this time, CSD has not received a copy of the school's Annual Letter of Determination.



147 Bear Head Canyon Rd. Jemez Pueblo, NM. 87024. Ph.# (575) 834-0447. Fax # (575) 834-0449.
www.walatowahcs.org

Walatowa High Charter School –
Charter Renewal Documentation showing compliance with school
condition

Condition:

The school shall submit a plan outlining how the school will train staff and the governing board and then ensure compliance with the Open Meetings Act. The plan must include action steps (to include updating the school’s web page information on school governance), a timeline and persons responsible.

I affirm that the Information is complete or have provided further explanation in the comment section below.

Dr. Arrow Wilkinson (Ariakra/Mvskoke)
 WHCS Executive Director

4/2023
 Date (On or before June 30 of each year)

- Governing Board members attended the required governing body training. (WHCS Executive Director and/or designee who is responsible for the public records of the Walatowa High Charter School will be required to complete the Open Meetings Act Training and Inspection of Public Records Act Training annually).

Governing Board member	Trainings Courses Completed: Ethics and Responsibilities (1), Finance (1), ECLR (1), Open Government/Organization Performance (1), Budget Equity and Adequacy (2), Academic Accountability (2)	Date of Training		Training hours completed
Kenneth Sando		4/4/2023		8 hrs.
Danielyn Pino		4/2/2023		8 Hrs.

Stuart Gachupin		4/2/2023		8 hrs.
Sotela Valverde		4/2/2023		8 hrs.
Bobbie Shendo		4/2/2023		8 hrs.

Comments on completion of item 1, (complete if needed): Governing Board Training was provided by the NMPED Charter School Division which utilized the Canvas platform. Each Governing Board member was enrolled in the Continuing Board Member Course.

Email Communication verifying completion of Governing Board Training from PCSNM:

1. The WCHS Governing Board has complied with the Open Meetings Act during the period covered by this assurance:
 - a. WCHS held the following open meetings pursuant to NMSA 1978, §10-15-1, et seq. (Complete the chart or provide a link to the website which shows this information.)

Type of Meeting Held (regular, special or emergency)	Date agenda and notice posted (at least 72 hours in advance)	Date Meeting Held	Date Final meetings minutes were posted or made available to the public.	Website posting location (link) of notice.
Regular	Jun 10, 2022	June 15, 2022	July 28, 2022	www.walatowahcs.org

- b. WCHS passed its Annual Resolution addressing compliance with OMA notice provisions on June 15, 2022 and posted a copy on its website or made it otherwise available to the public by July 28, 2022

2. WCHS governance information posted the school's website:

Pertinent Information	Date Posted or Date Information revised	Contact Information
Open Meetings agendas and minutes	Approved on June 10, 2022. Posted July 28, 2022	
Current list of board members and contact information*	Kenneth Sando, WHCS President.	kennethsando@walatowahcs.org
	Danielyn Pino, WHCS Vice President	danielynpino@walatowahcs.org
	Sotela Valverde, WHCS Treasure	sotelavalverde@walatowahcs.org
	Bobbie Shendo, WHCS Secretary	bobbieshendo@walatowahcs.org
	Stuart Gachupin	stuartgachupin@walatowahcs.org
Information on how to contact school staff*	Address: Walatowa High Charter School. 147 Bear Head Canyon Rd.	

	<p>Jemez Pueblo, NM 87024</p> <p>Telephone #: (575) 834-0447</p> <p>Schedule Meeting: Shelly Chinana, WHCS Executive Assistant, schinana@walatowahcs.org</p> <p>School Website: www.walatowahcs.org</p>	
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