

# **DREAM DINÉ CHARTER SCHOOL**

## **Tribal Education Status Report**

### **2018-2019**



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## Student Achievement

**Objective:** Dream Diné Charter School's mission is to provide dual language education in Navajo and English and to ensure student achievement is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

**Background:** The New Mexico assessments include the evaluation of student progress in the following areas: Reading, English, Math, Science and Navajo language and Navajo culture.

**Methods:** During SY 2018-19, students in grades K-3 were tested in reading and math using the iStation assessment, students in grades 3-5 were tested using the TAMELA and NWEA MAP assessment. Grade 4 was tested using the SBA Science test. Grades K-5 were tested with the Oral Dine Language Assessment. EL students were tested using the WIDA ACCESS 2.0.

**Results:** The data and analysis of results for the assessments identified above are presented on pages 3-22. See also Tables 1-13 and Charts 1-11 on pages 3-22.

**Objective:** Diné Language and Culture Objective: The school's charter contract goal is for 80% of the students to make 10% growth on the Oral Dine Language Assessment (ODLA) from pre- to post-test. The following narrative together with Table 1, reflect the students' performance on the ODLA.

**Background:** The Department of Diné Education developed the Oral Diné Language Assessment (ODLA), and the assessment is used in schools instructing the Dine language. The ODLA test is recognized and accepted by NMPED Bilingual Department for measuring Dine language growth. Dream Diné Charter School (DDCS) used the ODLA throughout its five-year charter contract from 2014-2018.

**Methods:** All students are pre-tested and post-tested using the ODLA. An elementary/bilingual-licensed teacher administers the tests to all of the students. Each student is tested one-on-one as the test requires oral responses.

**Results:** In AY 2018-2019, 100% of the students, who were also 100% Native American, exceeded the charter contract goal; see Table 1. 56% were EL identified.

**Table 1 ODLA Performance, Five Years (2014-2018)**

ODLA	2014-15	2015-16	2016-17	2017-18	2018-2019
EXCEEDED	58%	0	96%	65%	100%
MET	0	0	0	26%	100%
DID NOT MEET	42%	100%	4%	9%	0
SHOWED GROWTH	100%	17.5%	100%	95%	100%

**Conclusion:** All students are capable of exceeding the growth goal for Diné language and culture. 100% of the students achieved the Diné language goal which is highly commendable.

**Action Plan:**

<b>Goal # 1, How it will be measured</b> Dream Diné will maintain lists of enrolled students in grades K-5 and individual student performance on the Diné Culture and Language Unit pre- and post-test results.			<b>Goal # 1 Notes</b>  This goal upholds the school mission related to Diné language learning.	
<b>Goal #2:</b>  Dream Dine students, grades K - 5, will meet or exceed 10% growth between each Diné Culture and Language unit's pre- and post-test.	<b>Exceeds Standards:</b>  80% of Dream Dine students will demonstrate at least 10% growth as measured by the Diné Culture and Language unit's pre- and post-test.	<b>Meets Standards:</b>  70-79% of Dream Dine students will demonstrate at least 10% growth as measured by the Diné Culture and Language unit's pre- and post-test.	<b>Does Not Meet Standards</b>  50-69% of Dream Dine students will demonstrate at least 10% growth as measured by the Diné Culture and Language unit's pre- and post-test.	<b>Falls Far Below Standards</b>  Less than 50% of Dream Dine students will demonstrate at least 10% growth as measured by the Diné Culture and Language unit's pre- and post-test.

The above Action Plan is incorporated into the school's new charter contract. All students received daily instruction in Diné language and culture. RTI for Diné language and culture was incorporated into the instruction schedule. A Level III elementary teacher with Pre-K-12 Native Language and Culture certification has been hired to teach Diné language and culture to grades K-5 during the 2019-2020 AY. The teacher will continue to use the school's Diné Language and Culture curriculum map and guidelines that were developed in-house.

**Objective:** To assess all students in grades four and five on the **SBA Transition Assessment in Math and English Language Arts (TAMELA)** (3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades)

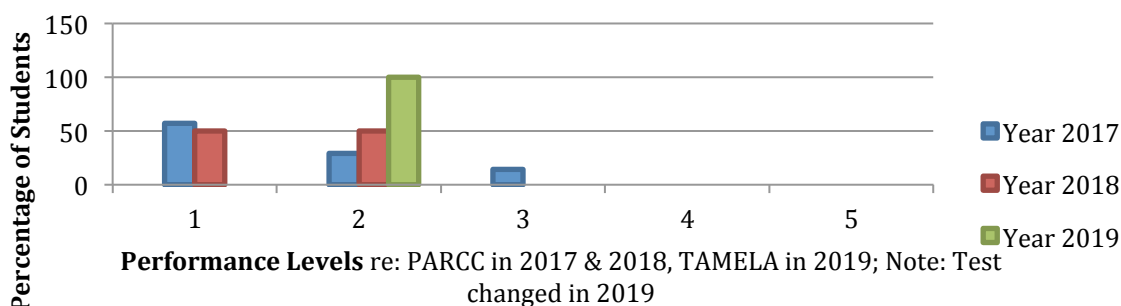
**Background:** The TAMELA was taken by the third, fourth and fifth grades; it was given as an end of year assessment and this was the first year the TAMELA was given. The combined total of students in grades 3-5 was less than 10.

**Methods:** 100% of the third, fourth and fifth grade students took the TAMELA. 100% were Native American male. 66% were EL identified.

**Results:** The narrative, analysis and six charts on pages 4-8 describe the students' performance on the TAMELA. 100% of the students were Native American.

**Chart 1: Fifth Grade English Language Arts (Three year history)**

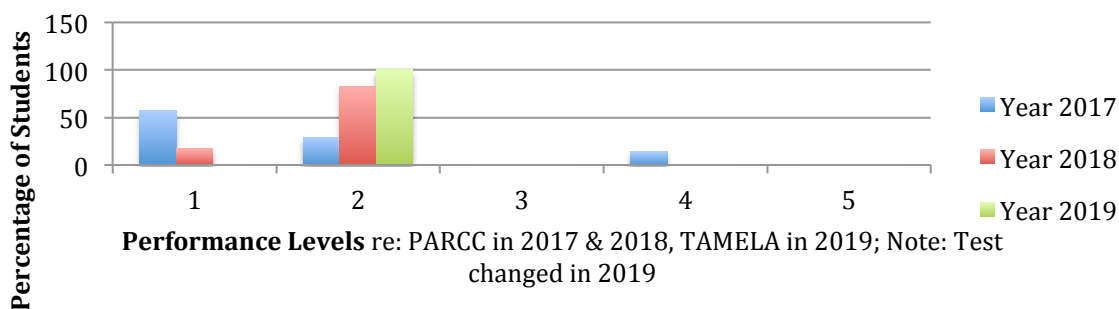
## ELA PARCC & TAMELA 2017-2019, Grades 3-5 (3-year history)



In Spring 2019, 100% of fifth grade (green bar) scored an average scale score of 720 in the “Level 2: Partially Met Expectations” performance level. 100% of the 5<sup>th</sup> grade class was Native American, EL identified and male. Dream Diné began administering the PARCC for the first time in Spring 2017 to third grade (blue bars); some of that grade level took the test as fourth grade in Spring 2018 (red bars), and then as fifth grade in Spring 2019. There were no students performing at Level 1 in 2019, as there had been in the previous two years. This reflected positive growth for fifth grade on the ELA TAMELA test. However, students need to score at Level 3 or higher to meet the state expectations.

**Chart 2: Fifth Grade Math (Three year history)**

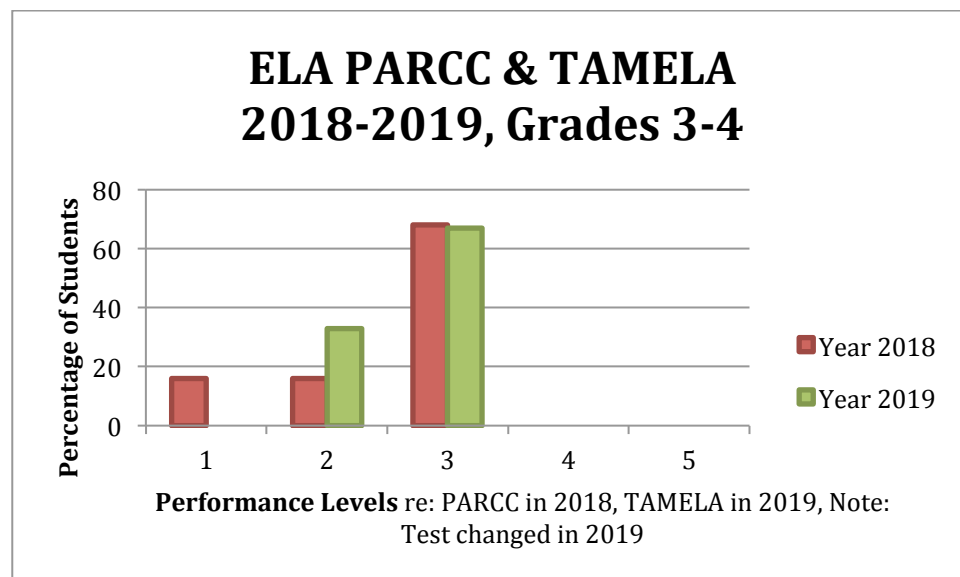
## Math PARCC & TAMELA 2017-2019, Grades 3-5, 3-year history



In Spring 2019, 100% of fifth grade scored an average scale score of 706 in the Math “Level 2: Partially Met Expectations” performance level (green bar). 100% of the 5<sup>th</sup> grade class was Native American, EL identified and male. Dream Diné began administering the PARCC for the first time in Spring 2017 to third grade (blue bars); some of that grade level took the test as fourth grade (red bars) in Spring 2018, and then as fifth grade (green bar) in Spring 2019. There

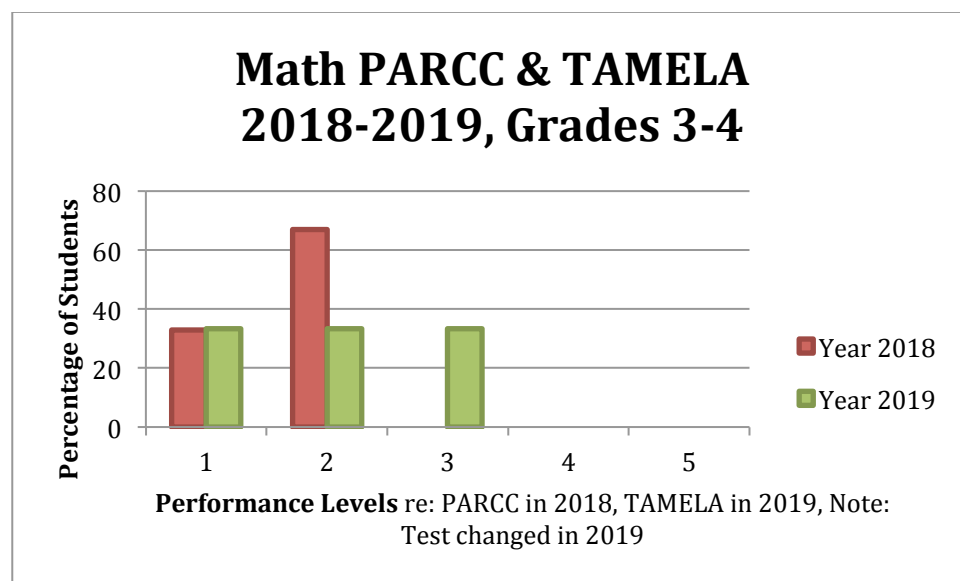
were no students performing at Level 1 in 2019, as there had been in the previous two years. This reflected positive growth for fifth grade on the Math TAMELA test. However, students need to score at Level 3 or higher to meet the state expectations.

**Chart 3: Fourth grade ELA (two-year-history)**



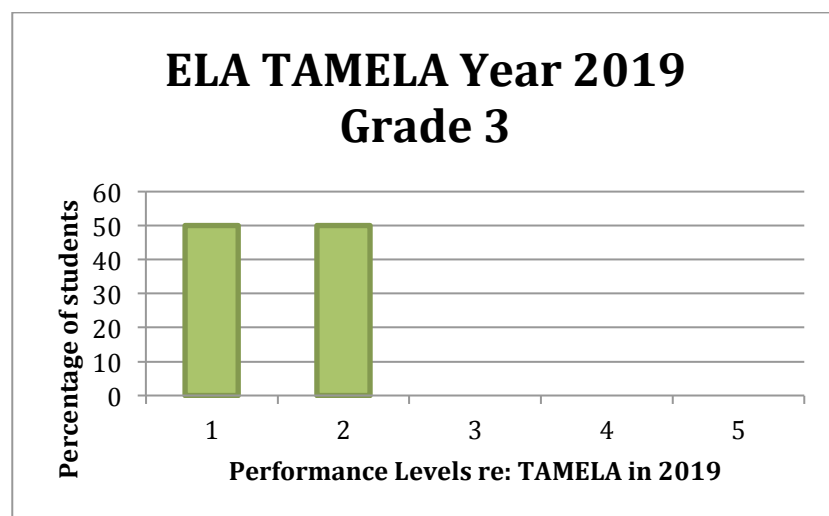
In Spring 2019, 100% of fourth grade (green bars) scored an average scale score of 721; 33.3% scored in the “Level 2: Partially Met Expectations” performance level and 66.7% scored in the “Level 3: Approached Expectations” performance level. 100% of the 4<sup>th</sup> grade class was Native American, EL identified and male. The 4<sup>th</sup> grade students that tested in Spring 2019 first tested on the PARCC as 3<sup>rd</sup> grade students in Spring 2018 (red bars). There were no students performing at Level 1 in Spring 2019, as there had been in Spring 2018. Performance on the Spring 2019 ELA TAMELA showed positive growth for fourth grade over the previous year. There was performance at Level 3 or higher per state expectations.

**Chart 4: Fourth grade Math (two-year history)**



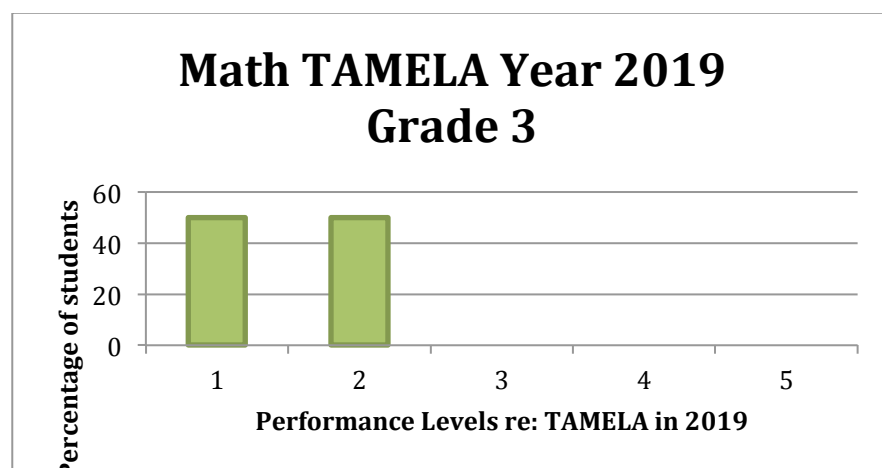
In Spring 2019, 100% of fourth grade (green bars) scored an average scale score of 713; 33.3% scored in the “Level 1: Did Not Yet Meet Expectations” performance level, 33.3% scored in the “Level 2: Partially Met Expectations” performance level and 33.3% scored in the “Level 3: Approached Expectations” performance level. 100% of the 4<sup>th</sup> grade class was Native American, EL identified and male. The 4<sup>th</sup> grade students that tested in Spring 2019 first tested on the PARCC as 3<sup>rd</sup> grade students in Spring 2018 (red bars). In Spring 2019, there were 33.3% of the students scoring at Level 3, compared to in Spring 2018 when there were no students at Level 3. Performance on the Spring 2019 Math TAMELA showed positive growth for fourth grade over the previous year. There was performance at Level 3 or higher per state expectations.

**Chart 5: Third grade ELA**



In Spring 2019, 100% of third grade scored an average scale score of 682; 50% scored in the “Level 1: Did Not Yet Meet Expectations” performance level and 50% scored in the “Level 2: Partially Met Expectations” performance level. 100% of the 3<sup>rd</sup> grade class was male and Native American. Students take the ELA TAMELA for the first time at third grade so there are no previous year scores for comparison. Students need to score at Level 3 or higher to meet the state expectations.

**Chart 6: Third grade Math**



In Spring 2019, 100% of third grade scored an average scale score of 700 in Math; 50% scored in the “Level 1: Did Not Yet Meet Expectations” performance level and 50% scored in the “Level 2: Partially Met Expectations” performance level. 100% of the 3<sup>rd</sup> grade class was male and Native American. Students take the ELA TAMELA for the first time at third grade so there are no previous year scores for comparison. Students need to score at Level 3 or higher to meet the state expectations.

**Conclusion:** All students need to aim for performing at Level 3. More students in next year’s fifth grade are capable of achieving Levels 3 and 4, and even Level 5. The students in next year’s fourth grade need strong and consistent support to achieve performance in Levels 3 and 4. As a group, students that were EL identified showed more positive growth than the students that were not EL identified. 3<sup>rd</sup> grade performance on the TAMELA did not closely align with 3<sup>rd</sup> grade performance on the iStation, the class showed higher growth on the May 2019 iStation results.

**Action Plan:** The administrator and teaching staff will regularly review all assessment data, including individual student reports to ensure goals are met for the next year. Although Fifth grade showed progress, the class did not score higher than Level 2. Fourth grade, which will be in fifth grade in 2019-2020, did have partial performance at Level 3 in both ELA and Math but some in the class will need extra support to move higher from Levels 1 and/or 2. Third grade, which will be in fourth grade in 2019-2020, scored at Levels 1 and 2 in both ELA and Math and will need extra support to move higher. The school has applied for a grant to support after-school tutoring, which will need to involve the students that scored in Levels 1 and 2. RTI time will need to appropriately target students’ skills gaps.



### **SBA Science Proficiencies Test**

**Background:** The SBA Science Proficiencies test was given to fourth grade only once during the school year and this was the school's second year of testing students using this test.

**Methods:** 100% of the students in fourth grade who were also 100% Native American and 100% male took the Science SBA test. 100% of the students were EL identified.

**Results:** See narrative and Tables 3 and 4 on pages 9 and 10. 34% of the students performed at Level 3, Proficient, while 66% performed at "Level 1, Beginning Step" as reflected in Table 2. Students who were enrolled in Dream Diné Charter School for more than one year posted higher performance on the test than did those students who enrolled in the school for the first time during the 2018-2019 school year (New in 2018), see Table 3. The students continuing from the previous year (34%) performed at Level 3, Proficient, while the students new to the school (66%) performed at Level 1 Beginning Step.

Table 4 reflects that the students performed best in *Category 5 – Earth Science*, followed by *Category 3 – Physical Science*, and then *Category 4 – Life Science*. The students performed lower in *Nature of Science*, *Categories 1 and 2*. Continuing Dream Diné enrollees did not post "Weaker" in any of the categories but did post "Stronger" in two categories. New students to Dream Diné posted "Weaker" in three categories and none posted in the "Stronger" category.

**Table 3 Science Performance Level**

Science Performance Level	Level 1 Beginning Step	Level 2 Nearing Proficiency	Level 3 Proficient
All Students	66%	-	34%
DDCS 1+ years	-	-	34%
New to DDCS in 2018	66%	-	-

**Table 4 Science Report Category Performance**

Science Report Category	Category 1 Nature of Science, Strand I, BM1-II	Category 2 Nature of Science Strand 1, BM III, Strand 3, BM I	Category 3 Physical Science, Strand II, CS 1, BM I-III	Category 4 Life Science, Strand II, CS 2, BM I-III	Category 5 Earth Science, Strand II, CS 3, BM I-II
<b>All Students</b>					
1 Weaker	66%	66%	33.3%	34%	66%
2 On Track	34%	34%	33.3%	66%	-
3 Stronger	-	-	33.3%	-	34%
<b>DDCS 1+ years (Students enrolled more than one year at DDCS)</b>					

1 Weaker	-	-	-	-	-
2 On Track	34%	34%		33.3%	
3 Stronger	-	-	33.3%	-	34%
<b>New to DDCS in 2018 (First year students at DDCS)</b>					
1 Weaker	66%	66%	33.3%	33.3%	66%
2 On Track	-	-	33.3%	33.3%	-

**Conclusion:** Students that were enrolled at Dream Diné for more than one year, in general, did better than those that enrolled new in 2019. The class performance on the SBA Science test aligned with their performance on the NWEA MAP Science test. 66% of next year's grade 5 needs strong support in Science in order to achieve higher than Level 1.

**Action Plan:** The administrator and teaching staff will regularly review all assessment data, including individual student reports to ensure goals are met for the next year. Since 66% of the students scored at Level 1, there will need to be extra support for those students. Staff should review the BOY and EOY results of the NWEA MAP Science test to target the needs of the students since that test did align with the Science SBA. A FOSS Next Generation Environment Science kit including resource books was ordered for use with students. The teacher will need to review the kit and incorporate lessons as applicable. The teachers will need to familiarize themselves with the **NM Steam Ready! Science Standards** and the *Stem Ready K-5 Course Map*. The school has applied for a grant to support after-school tutoring, which will need to involve the students that scored in Level 1. RTI time will need to appropriately target students' skills gaps.

### **iStation Test (K-3 Grades)**

**Background:** Students in grades K-3 are assessed monthly using the iStation test.

**Methods:** 100% of students in grades K-3 took the iStation tests monthly, September to May.

**Results:** 100% of the students in K-3 were Native American; 43% were female and 57% were male; 50% of the total were EL identified. For assessment results description and analysis, see the narratives on pages 10-16, including Charts 7 and 8, and Tables 5-10.

In Overall Reading, students in K grade and 3<sup>rd</sup> grade posted higher EOY achievement than students in 1<sup>st</sup> and 2<sup>nd</sup> grades, see Table 5. Nearly all of the students posted positive gains in Overall Reading as reflected in Table 7. In Math, students in 1st grade and 3<sup>rd</sup> grade posted higher EOY achievement than the students in K and 2<sup>nd</sup> grades, see Chart 2. However, higher percentages of students, except in second grade, posted positive gains in Math as reflected in Table 12. Those students that consistently attended after-school tutoring showed positive growth.

Tables 11 and 13 reflect the comparison of students in percentages, for Reading and Math performance, who were enrolled for more than one year at DDCS with those new to the school in

2018-2019. Students in first grade and in third grade reflect positive higher performance by students enrolled for more than one year at DDCS as compared with performance of those students that transferred to the school as new students in 2018-2019. All students in second grade were previously enrolled at DDCS.

**Goal 1** (per 2019 School Improvement Plan, I.A.-00)

**iStation: 50% of the students in grades K-3 will gain 10 points (per Instructional level goals) on the iStation Reading Assessment from BOY to EOY.** See Table 5.

**Table 5, iStation Reading Goal 1, Grades K-3**

	Spring 2019 points gained	Met 10 point gain	Exceeded 10 point gain
Kindergarten	45 average	Yes	Yes
1 <sup>st</sup> grade	11.16 average	Yes	Yes
2 <sup>nd</sup> grade	10 average	Yes	No
3 <sup>rd</sup> grade	19 average	Yes	Yes

**Results:** 100% of grades K-3 met Goal 1 of gaining an average of 10 points. Three grade levels: K,1, and 3 exceeded the growth goal. This was a commendable achievement.

**Goal 3** (per 2019 School Improvement Plan, I.A.-00)

**iStation: 50% of the students in grades K-3 will gain 75 points on the iStation Math Assessment from BOY to EOY, using the Instructional Level goals.** See Table 6.

**Table 6, iStation Math Goal 3**

	Spring 2019 points gained	Met 10 point gain	Exceeded 10 point gain
Kindergarten	84 average	Yes	Yes
1 <sup>st</sup> grade	405.5 average	Yes	Yes
2 <sup>nd</sup> grade	171 average	Yes	Yes
3 <sup>rd</sup> grade	162.5 average	Yes	Yes

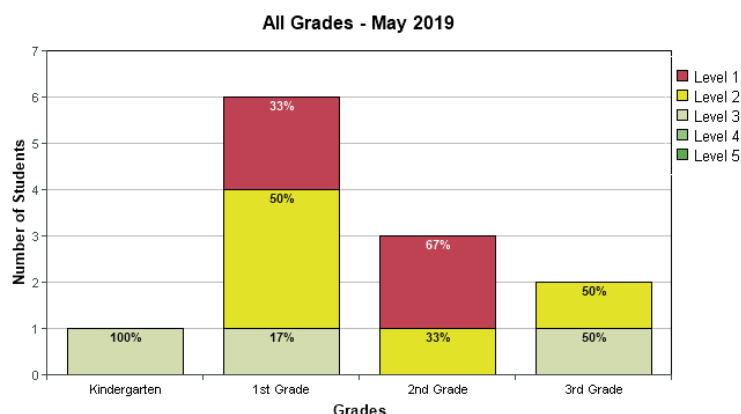
**Results:** 100% of grades K-3 met Goal 1 of gaining an average of 75 points. All four grade levels: K - 3 exceeded the growth goal. This was a commendable achievement.

## Chart 7, iStation Reading, Grades K-3, May 2019

### Summary

ISIP™ Early Reading results for [Dream Dine Charter School](#)

2018/2019 School Year



**Results:** On the last Reading iStation test in May 2019, K grade performed at the highest level (Level 3), followed by grade 3 (Levels 2 and 3), next by grade 1 (Levels 1, 2, 3) and last by grade 2 (Levels 1 and 2).

**Table 7 Reading, K-3, iStation Overall Reading, Grades K-3**

	Gain in Points	Average Gain	EOY Levels*	Tier Goals Progress*
K grade	45	45	100%-3	100% Exceeded expected one-school-year point gain
1st Grade	67	11.16	33% - 1 50% - 2 17% - 3	34% Exceeded expected one-school-year point gain; 50% made gains but not at the expected one-school-year level, 16% showed negative gain
2nd grade	30	10	66% - 1 34% - 2	66% met or exceeded expected one-school-year point gain; 34% made gains but not at the expected one-school-year level
3rd grade	38	19	50% - 2 50% - 3	100% Exceeded expected one-school-year point gain
* The EOY levels refer to the Instructional Levels identified by iStation. There are five levels: Level 1 (lowest) to Level 5 (highest). ** The Tier Goals refer to the Instructional Level Goals for ISIP Reading for all Grades. The Overall Reading goals were referred to using the expected scores for each month by grade level.				

**Results:** There were percentages of students that exceeded the expected one-school-year point gain per the iStation Tier Goals in every grade level, which is commendable. However in Grade 1, 50% made gains but not at the expected level and 16% showed a negative gain. Also in Grade 2, 34% made gains but not at the expected level. Those who consistently participated in after-school tutoring reflected positive growth.

**Table 8 iStation Overall Reading, K-3, Continuing students v. New current students**

	Gain in Points	Average Gain	EOY Levels*	Tier Goals Progress*
K grade, new in 2018-19	45	45	100% - 3	100% Exceeded expected one-school-year point gain
1st Grade, DDCS continuing students	64	16	33% - 1 50% - 2 17% - 3	75% Exceeded expected one-school-year point gain; 25% made gains but not at the expected one-school-year level,
1 <sup>st</sup> Grade, New to DDCS in 2018-2019	3	1.5	50% - 1 50% - 2	50% made gains but not at the expected one-school-year level, 50% made negative gains
2 <sup>nd</sup> grade DDCS, all continuing students	30	10	66% - 1 34% - 2	66% met or exceeded expected one-school-year point gain; 34% made gains but not at the expected one-school-year level
3 <sup>rd</sup> grade, DDCS continuing students	15	15	100% - 3	100% Exceeded expected one-school-year point gain
3 <sup>rd</sup> grade, New to DDCS in 2018-2019	22	22	100% - 2	100% Exceeded expected one-school-year point gain
<p>* The EOY levels refer to the Instructional Levels identified by iStation. There are five levels: Level 1 (lowest) to Level 5 (highest).</p> <p>** The Tier Goals refer to the Instructional Level Goals for ISIP Reading for all Grades. The Overall Reading goals were referred to using the expected scores for each month by grade level.</p>				

**Results:** Whether continuing students from the previous year or new to the school in 2019, there were percentages of students that exceeded the expected one-school-year point gain per the iStation Reading Tier Goals in every grade level, which is commendable. However in Grade 1, the students that had been enrolled in Dream Diné for more than one year made more positive growth than did those that were new in 2019. In Grade 3, both continuing and new students made equally positive growth. Overall, the students that attended Dream Diné before 2019 showed greater positive growth than did the students that attended Dream Diné as new students in 2019,

which is commendable. Also students that consistently attended after school tutoring showed positive growth.

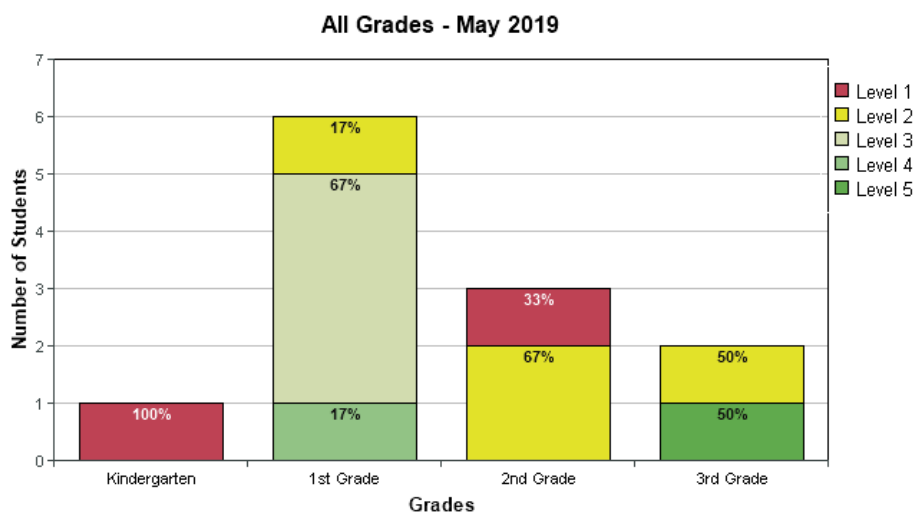
## Chart 8 ISIP Math Results Summary, Grades K-3

### Summary

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### ISIP™ Math results for Dream Dine Charter School

2018/2019 School Year



**Results:** On the last Math iStation test in May 2019, 3rd grade performed at the highest level (Levels 3 and 5), followed by grade 1 (Levels 2, 3 and 4), next by grade 2 (Levels 1 and 2) and last by grade K (Level 1). It was commendable that some students reached Level 5.

**Table 9, iStation Math, K-3**

Grade	Gain in Points from BOY to EOY	Average Gain in Points from BOY to EOY	EOY Levels*	Tier Goals Progress**
K grade	84	84	100%-1	100% made gains but not at the expected one-school-year level
1 <sup>st</sup> grade	2272	378.66	17%-2 66% - 3 17%-4	100% Met or Exceeded expected point gains
2 <sup>nd</sup> grade	171	57	33% - 1 67% - 2	34% Far Exceeded expected one-school-year point gains; 33% made gains but not at the expected one-school-year level; 33% made negative

				gains
3 <sup>rd</sup> grade	325	162.5	50% - 2 50% - 5	50% Far Exceeded expected one-school-year point gains; 50% made gains but not at the expected one-school-year level;
<p>* The EOY levels refer to the Instructional Levels identified by iStation. There are five levels: Level 1 to Level 5.</p> <p>** The Tier Goals refer to the Instructional Level Goals for ISIP Math for all grades. The Overall Reading goals were referred to using the expected scores for each month by grade level.</p>				

**Results:** Excluding K grade, all the other grades 1-3 had some percentages that exceeded the expected one-school-year point gain per the iStation Math Tier Goals, which is commendable. Grade K did make gains but not at the expected Tier Goal level. In grade 1, 33% made gains but not at the expected level and 33% showed a negative gain. In Grade 3, 50% made gain but not at the expected level.

**Table 10 Math, K-3, Continuing students vs. New students in 2019**

	Gain in Points	Average Gain	EOY Levels*	Tier Goals Progress*
K grade, new in 2018-19	84	84	100%-1	100% made gains but not at the expected one-school-year level
1 <sup>st</sup> Grade, DDCCS continuing students	1622	405.5	25% - 2 50% - 3 25% - 4	75% Exceeded expected one-school-year point gain; 25% made gains but not at the expected one-school-year level,
1 <sup>st</sup> Grade, New to DDCCS in 2018-2019	650	325	100% - 3	100% Exceeded expected one-school-year point gain
2 <sup>nd</sup> grade DDCCS, all continuing students	171	57	33% - 1 67% - 2	34% Far Exceeded expected one-school-year point gains; 33% made gains but not at the expected one-school-year level; 33% made negative gains
3 <sup>rd</sup> grade, DDCCS continuing students	291	291	100% - 5	100% far exceeded expected one-school-year point gain

3 <sup>rd</sup> grade, New to DDCCS in 2018-2019	34	34	100% - 2	100% made gains but not at the expected one-school-year level
<p>* The EOY levels refer to the Instructional Levels identified by iStation. There are five levels: Level 1 to Level 5.</p> <p>** The Tier Goals refer to the Instructional Level Goals for ISIP Reading for all Grades. The Overall Reading goals were referred to using the expected scores for each month by grade level.</p>				

**Results:** Excluding K grade, some among both continuing students and those new to the school in 2019 exceeded the expected one-school-year point gain per the iStation Reading Tier Goals in every grade level 1-3, which is commendable. In Grade 1, the new students achieved better than those that had been enrolled in Dream Diné for more than one year. In Grade 3, the continuing students achieved better than the new students. Overall, the students that attended Dream Diné before 2019 showed slightly more positive growth than did the students that attended Dream Diné as new students in 2019, which is commendable.

**Conclusion:** A majority of the grades K-3 students are capable of making expected gains and also scoring in higher performance levels of the iStation test. On the May 2019 final test, in general, the K-3 students performed better on the Math iStation test than they did on the Reading iStation test. However, over the course of the year, students made more gains on the Reading test at every grade level, and fewer gains at certain grade levels on the Math test. In Reading, students in grades 2, 3 and 4 will need extra support in the next school year. In Math, students in grades 1, 3 and 4 will need extra support in the next school year. Those students that consistently attended after-school tutoring showed positive growth.

**Action Plan:** The administrator and teaching staff will regularly review all assessment data, including individual student reports to ensure goals are met for the next year. The school has applied for a grant to support after-school tutoring, which will need to involve the students that scored in Levels 1 and 2. RTI time will need to appropriately target students' skills gaps.

**Objective: To assess all students in grades four and five on the Northwest Evaluation Association's MAP (NWEA MAP) Test (4<sup>th</sup> and 5<sup>th</sup> grades)**

**Background:** The NWEA MAP test was taken by the fourth and fifth grades, it was given three times per year: Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY), and it tested in the content areas of: Mathematics, Science and Reading.

**Methods:** 100% of fourth and fifth grade students took the NWEA MAP test at the Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) periods.

**Results:** 100% of the tested students were Native American male and 100% were EL identified. For assessment results description and analysis, see the narratives on pages 16-18 including Tables 11-13. The fourth grade students performed best in Science with 33% in the "Hi" level, followed by Mathematics with 33% in the "Average" level, and then in Reading with 33% in



“HiAvg” but with 67% in “Lo,” per Table 5. The fifth grade students posted “Average” in Mathematics and in Science while in Reading they posted “Lo”, see Table 6. Similarly to the Science SBA test results, the fourth grade students who were continuing at Dream Diné from the previous year scored higher than did the students who were new to the school in the current year.

**Table 11 Fourth Grade NWEA Results**

NWEA MAP Achievement Status			
4 <sup>th</sup> grade	Mathematics	Reading	Science
Lo %tile <21	33%	67%	33%
LoAvg %tile 21-40	33%	-	33%
Avg %tile 41-60	33%	-	-
HiAvg %tile 61-80	-	33%	-
Hi %tile >80			33%

**Table 12 Fifth Grade NWEA Results**

NWEA MAP Achievement Status			
5 <sup>th</sup> grade	Mathematics	Reading	Science
Lo %tile <21		100%	-
LoAvg %tile 21-40		-	-
Avg %tile 41-60	100%	-	100%
HiAvg %tile 61-80	-	-	-
Hi %tile >80			-

**Objective: School Goal 4: NWEA (per School Improvement Plan, I.A.-00): 65% of students to advance by 5 RIT scores on NWEA from BOY to EOY.**

**Table 13**

4 <sup>th</sup> and 5 <sup>th</sup> Grades RIT Score Gains in Mathematics, Reading and Science			
Mathematics	RIT scores gained by	Met 5 RIT score gain	Exceeded 5 RIT score

	Spring 2019		gain
4 <sup>th</sup> grade	9 average	100%	100%
5 <sup>th</sup> grade	11 average	100%	100%
<b>Reading</b>			
4 <sup>th</sup> grade	13 average	100%	100%
5 <sup>th</sup> grade	--	0%	0%
<b>Science</b>			
4 <sup>th</sup> grade	3 average	0%	0%
5 <sup>th</sup> grade	9 average	100%	100%

### Results:

It was commendable that 100% of the students in grades 4 and 5 met or exceeded the goal of gaining 5 RIT scores in Mathematics. Only 4<sup>th</sup> grade met or exceeded the goal in Reading, and only 5<sup>th</sup> grade met or exceeded the goal in Science. See Table 7.

Per Table 7: 100% of 4<sup>th</sup> and 5<sup>th</sup> grade students met the goal of gaining 5 RIT scores in Mathematics. 100% of students in 4<sup>th</sup> grade exceeded the goal of gaining 5 RIT scores in Reading. Since the 5<sup>th</sup> grade scores from the Fall 2018 Reading test did not post, there was no pre-test score for fifth grade by which to make a comparison. In Science, one fourth-grade student posted a RIT score gain of 19 but that score was averaged down due to other scores. In 5<sup>th</sup> grade, 100% of the projected Science RIT score growth goal was exceeded.

**Conclusion:** Some in next year's 5<sup>th</sup> grade will need extra support in Reading, Math and Science. While both grade levels met the 5 RIT score gain in most of the three content test areas, 4<sup>th</sup> grade did not meet the expected RIT gain in Science. Thus, 5<sup>th</sup> grade will need extra support in Science next school year.

**Action Plan:** The administrator and teaching staff will regularly review all assessment data, including individual student reports to ensure goals are met for the next year. The school has applied for a grant to support after-school tutoring, which will need to involve the students that scored in Levels 1 and 2. RTI time will need to appropriately target students' skills gaps.

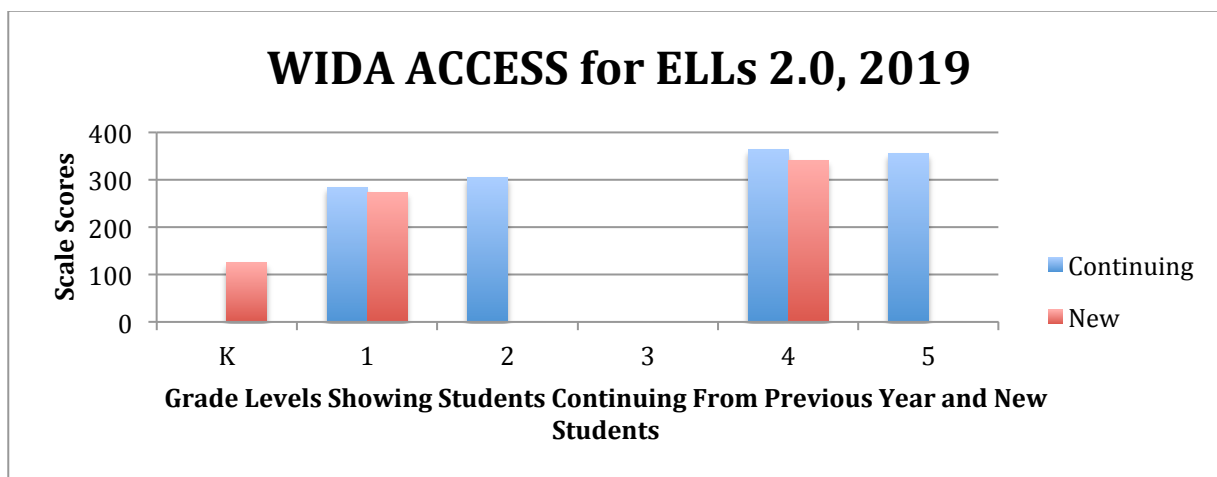
### WIDA ACCESS for ELLs 2.0

**Background:** Students are identified as EL based on their Home Language Surveys, or by teacher recommendation. A screener test is given to K students or other students with Home Language Surveys indicating eligibility. Based on the screener test performance, a student may be identified as EL. EL students are tested annually using the WIDA ACCESS for ELLs 2.0.

**Methods:** Nine (about 56% of the total enrollment) students representing grades K, 1, 2 and 5 took the WIDA Access for ELLs 2.0 test in Spring 2019. 100% of the EL identified was tested.

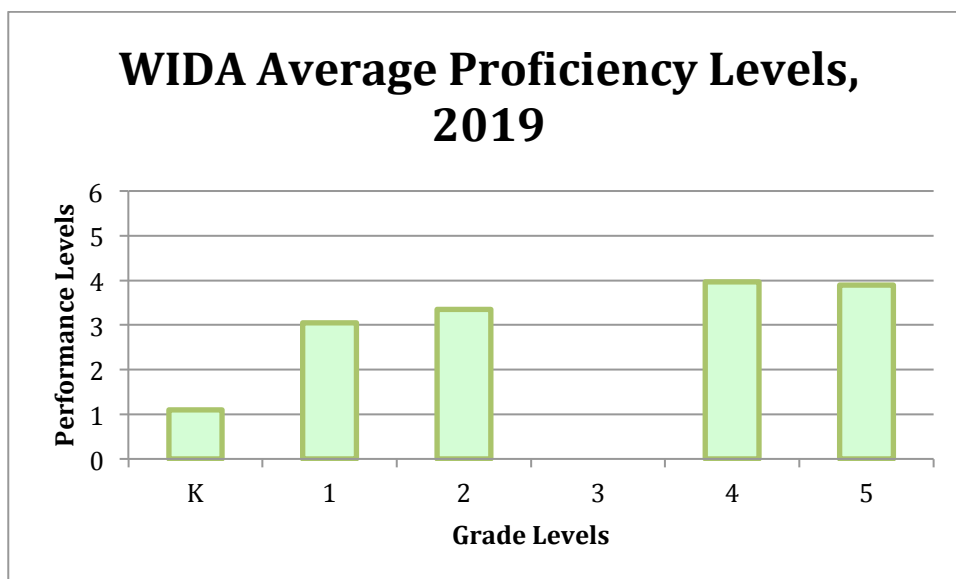
**Results:** See narrative and Charts 9 – 11 on pages 18 – 22 for the analysis and results. 100% of those tested were Native American, 67% were male, 33% were female. The average overall scale scores for students who took the Spring 2019 WIDA Access test showed 5th grade with the highest average overall average scale score at 355, followed by grade 4 at 348.6, grade 3 at 304, grade 1 at 278.5 and K grade at 125.

**Chart 9: 2019 WIDA ACCESS for ELLs 2.0 Scale Scores, Continuing and New Students By Grade Levels**



In Chart 7, in Grade 1 and in Grade 4, where there was a combination of continuing and new students, the Scale Scores for continuing students (blue bars) are higher than those for students that were new in the school in 2019 (red bars). This indicates that EL students that remained enrolled in Dream Diné for more than one school year did show higher growth than those who enrolled in the school for the first time. There were no EL students in Grade 3 in 2019.

**Chart 10: WIDA Average Proficiency Levels in 2019 for Grades K-5**



As depicted in Chart 8, the average overall proficiency levels for students who took the WIDA Access test showed 11% of the students at the Entering Level 1, 11% at the Emerging Level 2, 67% at the Developing Level 3, and 11% in the Expanding Level 4. The chart shows that 4<sup>th</sup> grade had the highest overall average proficiency level with a student in Proficiency Level 4. There were no identified EL students in Grade 3.

Across all grade levels, the students scored highest in the Oral Language domain, which includes subtests in Listening and Speaking, followed by the Comprehension domain, which includes subtests in Reading and Listening, and lastly the Literacy domain, which includes subtests in Reading and Writing. All of the grades, except for K grade, scored at the 6.0 Performance Level in the Listening subtest, which is the highest level on the test.

**Chart 11: Multiple Year History On WIDA ACCESS for ELLs 2.0**

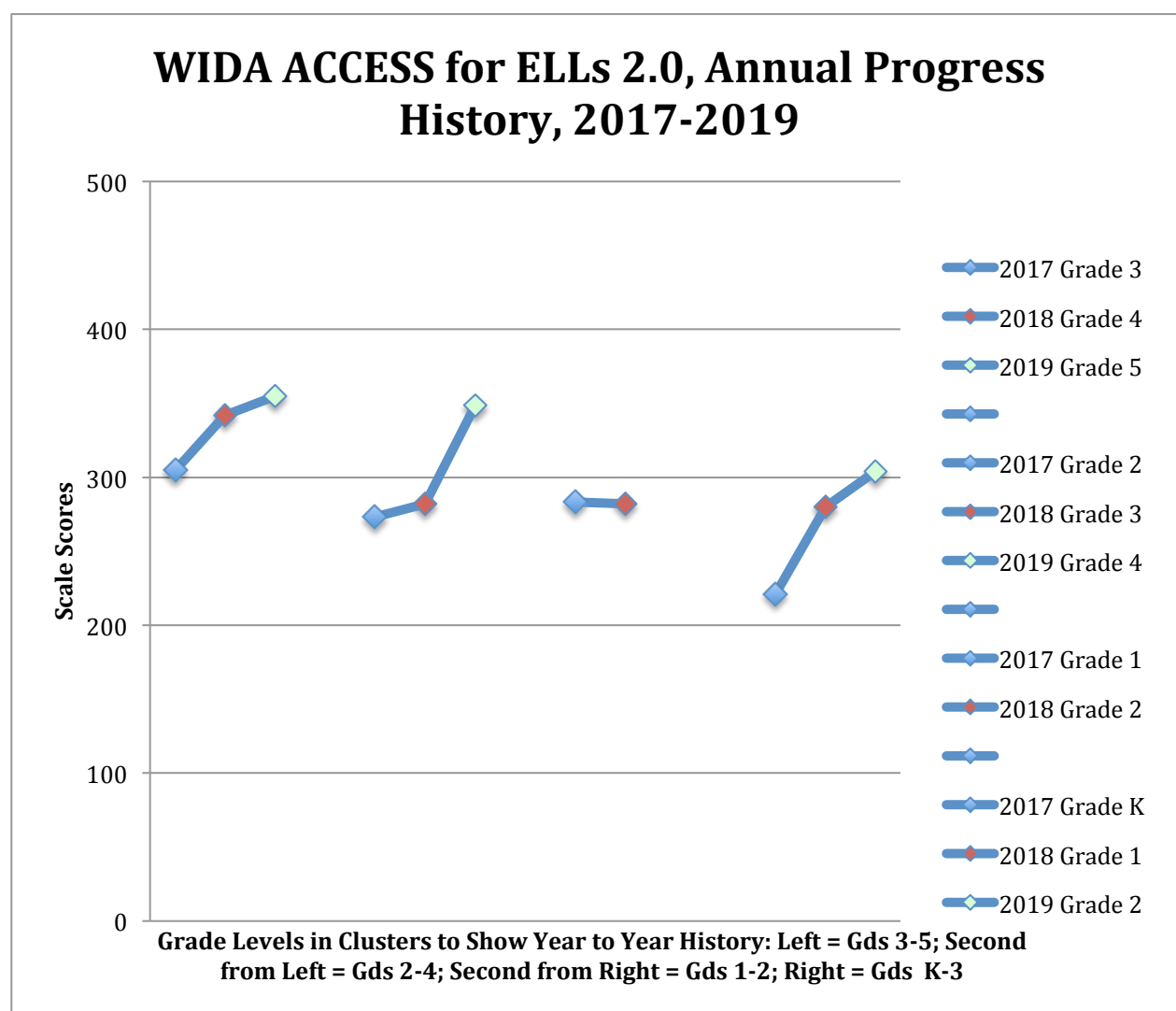


Chart 9 reflects the history of growth shown by EL students as they moved to the next higher grade. In the chart, all the grade clusters show growth over time except for the Grade 1 (2017) to Grade 2 (2018) cluster which shows flat performance, and this cluster also had no EL students in 2019. The grade cluster reflecting Grade 2 (2017) to Grade 3 (2018) to Grade 4 (2019) showed the highest growth between 2018 and 2019. Overall the performance of students from grade to grade shows annual positive growth for those tested in the years from 2017 to 2019 which is commendable.

**Conclusion:** There is a possible 5<sup>th</sup> grade student that could be boosted in performance level to exit from EL status in the next year. Since all of the grade levels tested at 6.0 in the Listening subtest except for Kindergarten, there may need for a hearing test for a First Grade student. 67% of the tested students tested in the Developing Level 3, there should be a target to move those students to the Expanding Level 4. Overall the male students showed higher growth than did the female students.

**Action Plan:** The administrator and teaching staff will regularly review all assessment data, including individual student reports to ensure goals are met for the next year. All staff should know who the EL students are as they must receive ESL instruction from an ESL certified teacher. The school has applied for a grant to support after-school tutoring, which will need to involve the students that scored in Levels 1 and 2. RTI time will need to appropriately target students' skills gaps.

### **School Safety**

**Objective:** To ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

**Background:** New Mexico-as does other states in the rest of the nation-looks at strategies to keep students, staff, and faculty safe in schools.

- Assist schools and their community partners in the revision of the school-level safety plans;
- Prevent an occurrence and/or recurrences of undesirable events;
- Properly train staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following development of policies and procedures for school safety, which Dream Diné Charter School has.

**Methods:** Student infractions did not occur on campus in the 2018-2019 school year. The Dream Dine Charter School is committed to providing a healthy, safe and secure environment for students and employees. The Safe School Plan provides guidelines for ensuring a safe school environment. Prevention programs, such as health education, traffic safety, secure schools and

safe building and grounds will assist Dream Dine Charter School in providing a school environment that is healthy, safe and conducive to learning.

The goal of the Prevention section of the School Safety Plan is to decrease the need for response as opposed to simply increasing response capability. The school staff will review the School Safety Plan annually.

**Conclusion:** The school has a Safety Plan and a Wellness Plan on file and relevant policies adopted by the Governing Council.

**Results:** Dream Diné recognizes the necessity of maintaining an orderly and harmonious environment in the school. Students are responsible for their own actions and must respect the rights of others. Opportunities are provided for staff to develop skills in teaching decision-making, responsible behavior, how to honor self and others, and how to work together to help each other.

Disruption by any student that interferes with the learning of other students will not be permitted. Disruption of the learning environment is defined as action or behavior that negatively affects the learning environment or violates the rights of others to focus on their educational activities.

The school staff is required to maintain relevant certificates on file including: First Aid, Emergency Management, and Child Abuse and Neglect Reporting.

**Action Plan:**

Community Partnerships-Dream Diné Charter School will develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of its safety and wellness policies implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the school policies. The administrator will follow the Emergency Drill schedule submitted to the PED.

**Graduation Rate:**

*Does not apply to DDCS, the school currently serves Kindergarten through Fifth grades.*

**Attendance**

**Objective:** The attendance objective is to assure that all students attend school daily and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

**Background:** The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. Each district that serves a large American Indian student population or one that borders on or around tribal lands reports the attendance rate. New Mexico pursues program and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and school district and schools actively pursue programs focused

on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

**Methods:** During the 2018-2019 school year, Dream Diné shared an Attendance Initiative grant with Six Directions Indigenous School, whereby the two schools shared an Attendance Coach that travelled between the two sites. The attendance coach maintained attendance using the Tyler Sys software program and also carried out interventions that included regular contact with parents and families, written communication to families through letters, newsletter and posters, and attendance recognition through assemblies where students were awarded certificates and incentives.

**Conclusion:** An attendance coach was very helpful but even with all of the interventions provided, attendance can be tenuous when families must transport their children to and from the school. Bus transportation would assist with attendance.

**Results:**

The recorded attendance rates for AY 2018-2019 are reflected in Table 14.

**Table 14: Attendance Rate by Count Days for 2018-2019**

40 Day	80- Day	120 Day
99%	97.8%	96.8%

**Conclusion:** Having an attendance coach to assist with maintaining attendance data and interventions was very helpful; increased interventions were carried out in AY 2018-2019.

**Action Plan:** Unfortunately the Attendance Initiative grant was open for only one year so Dream Diné will not have that support in the following year. The school has an active Parent Advisory Committee, which assists with hosting monthly Parent Nights where the importance of attendance issues can be addressed. The school also issues a monthly newsletter and uses social media to inform parents. Students will continue to be recognized at assemblies on a quarterly basis to reinforce the importance of consistent school attendance.

### **Parent and Community Involvement**

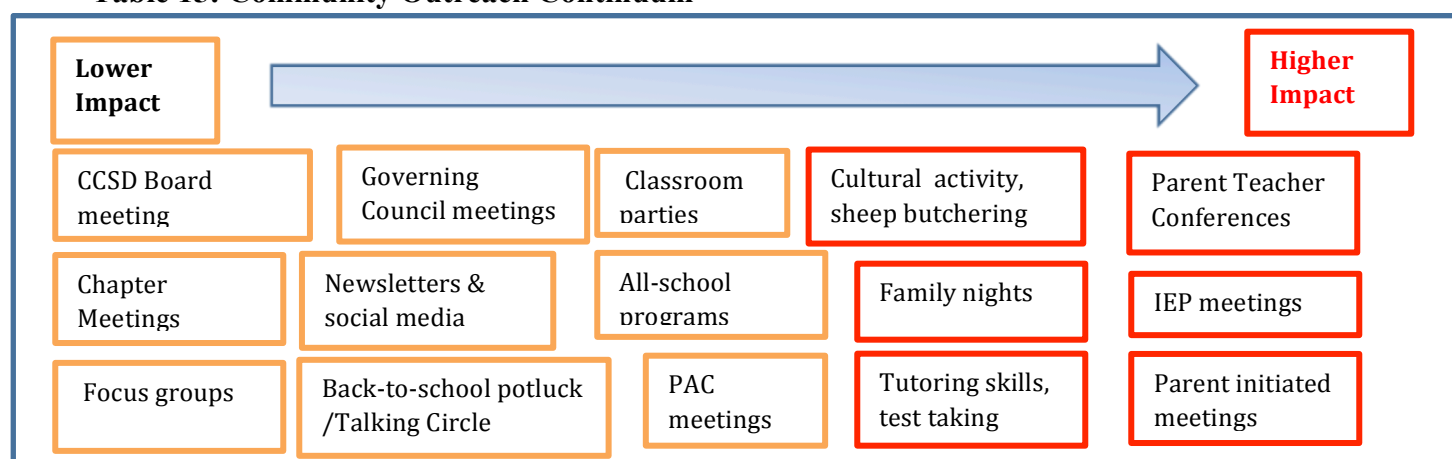
**Objective:** The parent and community objective is to ensure that parents, tribal departments of education, community-based organizations, the DOE, universities, and tribal state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

**Background:** The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools, whether at the preschool, elementary, middle

or high school levels. Studies have shown that when parents participate in their children's education, the result is an increase in student academic achievement and an improvement in the student's overall attitude and behavior at school. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains."

**Methods:** Building on past years, during the 2018-2019 school year, various events were held throughout the year to engage parents and families, and to outreach to the community. Table 5 reflects the various events/activities that were undertaken and it places the impact of such opportunities from lower impact to higher impact regarding the participants' connection to the school.

**Table 15: Community Outreach Continuum**



In late July 2018, a Talking Circle was also held before school started to which new families were invited, and all staff was present to share information and answer questions. In August, a Meet and Greet cookout was held with families one week before school began. The staff grilled hamburgers for the families and teachers brought the families into the classrooms.

Monthly Parent Nights were scheduled with input from the Parent Advisory Committee (PAC) for the entire year. In accordance with the themes chosen by the PAC, various activities were scheduled for the monthly gatherings, including educational presentations or arts and crafts making activities.

Parent Teacher conferences were held quarterly. Governing Council meetings are held monthly and are open to the public.

Two all-school programs were held at which all of the students presented information they had learned and performed songs or dramatic skits. The Winter program featured a Shoe Game play, poetry readings, songs and Diné culture learning. A storyteller entertained and everyone enjoyed a meal provided by the parents. The end of year program showcased the student learning through oral presentations, a skit and songs. The school also carried out a sheep butchering that



included instruction to the students and the food was used at an evening feast. This event was very well attended as it also featured a popular Diné speaker and entertainer.

**Conclusion:** Dream Dine Charter School has provided organized activities directed toward involving families and the community in their children's education. Attendance and family engagement was high depending on the families' interests. Parent Teacher conferences were well attended. The all school programs were popular with extended family. Through the after-school tutoring program, there was participation from grandparents who were very interested in the cultural learning components of the program, particularly the moccasin making activity. Involving multi-generations in the student learning was impactful on the students – they were attentive and focused with their extended family involved in their learning.

**Action Plan:** Family events will continue to be scheduled throughout the year to engage family and community participation. Events such as open houses, back-to-school BBQs, and cultural learning activities will continue each year. The Governing Council meets monthly. The Parent Advisory Committee meets monthly and hosts Family Nights monthly during the school year. The school schedules two programs at the end of each term to showcase student learning and the families look forward to viewing their children's public performances and presentations.

### **Educational Programs Targeting Tribal Students**

**Objective:** The tribal students' educational programs objective is to recognize support the unique cultural and educational needs of American Indian Students enrolled in public schools and charter schools.

**Background:** The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

#### **Methods:**

In 2018-2019, Dream Dine served 100% Native American students with a 100% Native staff, from the administrator to the classroom support staff. Dine Language was offered throughout the day, the curriculum offered a variety of opportunities for the children to acquire the Dine language. The children were taught songs, games and recitations in the Dine language. There was sheep butchering which several families assisted with and also a moccasin making class where grandmothers assisted. There were regular RTI stations featuring Diné language learning that were very popular among both the students and the staff.

#### **Results:**

The Dine Language instruction and the Cultural units that were developed by staff have separate assessments that are given to measure growth. In AY 2018-2019, 100% of the students exceeded

the charter contract goal: 80% of the students will make 10% growth on the Oral Diné Language Assessment (See Section on Student Achievement earlier in this report for specifics).

**Conclusion:** Dream Diné is a dual language school by its mission and the Diné language and culture aspects of the school curriculum is highly valued by the families. The one challenge is determining how to provide the whole family with Diné language and culture instruction rather than just the students.

**Action Plan:** Dream Diné has a Diné language and culture instructional curriculum map and resources that were developed in-house for the school to continue to use. The school also has a charter goal around Diné language and culture as part of its charter contract.

### **Financial Reports**

**Objective:** “The financial objective is, through the use of public school funds, to ensure that New Mexico public schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.” [TESR report template]

**Background:** “The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and decision options made available.

Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.

The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee’s work, the 1974 New Mexico legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently used across the country ...

In place for more than four decades, the public school funding formula has been under constant analysis. ...” [TESR report template]

**Methods:** Dream Diné Charter School did not receive funds using codes 25147, 25131, 25201 or 25209. The school received Title VI Funds, Code 25233, from the Department of Education in the amount of \$4,000. It also received Indian Education funds, Code 27150, in the amount of \$25,000.

**Results:** The Code 27150 funds award was not received until after January 2019 which impacted the after-school tutoring that the funds were meant to provide to the students throughout the school year. It allowed for tutors to work one-on-one extensively with students and it also

provided assistance to those who had struggled with their homework before the tutoring program started up. The Code 25233 funds were used for cultural resources and supplies and materials.

**Conclusion:** Dream Diné serves 100% Native American students and all funding received by the school benefits the entire student population. The only challenge was expending the Code 27150 Funds when it was received after mid-year. The Code 27150 Funds supported afterschool tutoring which positively impacted the students' performance on the iStation testing. The Code 25233 funds supported cultural learning for both students and their families that engaged students and their families together.

**Action Plan:** Dream Diné has applied for both the Code 25233 and Code 27150 funds for the upcoming year. The funds will support the school's academic program, including the Diné studies program, and also encourage family engagement throughout the year.

### **Indian Policies and Procedures**

**Objective:** "The objective of Indian policies and procedures (IPP) is to ensure that New Mexico public schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations." {TESR Template}

**Background:** "Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. ... pursuant to federal Title VIII Impact Aid funding requirements." [TESR Template]

**Methods:** Dream Diné Charter School does not receive federal Impact aid funds.

**Results:** See narrative elsewhere in this report in the District School Consultation section regarding Dream Diné's various meetings with the Diné Department of Education, Shiprock Chapter, Northern Navajo Agency Council and receipt of letters of support from the Navajo Nation President, the Superintendent of the Department of Diné Education and from the Shiprock Chapter President.

**Conclusion:** Dream Diné has a Parent Advisory Committee (PAC) which is elected annually from among and by the parents/guardians. The school's Governing Council has a provision for the president of the PAC to also serve on the Governing Council.

**Action Plan:** Dream Diné staff will continue to work with the Parent Advisory Committee while the Governing Council will continue to include the president of the PAC among its membership. The school administrator will continue to meet with the Department of Diné Education for tribal consultation purposes and also to meet with the Shiprock Chapter to report on the school's programs and progress.

### **School District Initiatives**

**Objective:** The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

**Background:** New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue.

The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropout and increase students’ success in school.

Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

**Results:** Dream Diné integrates RTI and after school tutoring to support its academic programming. During the 2018-2019 school year, there were four students involved in the SAT process and two of the students were assessed but they were not placed on IEPs in accordance with the results. All students were identified for RTI interventions and a period for RTI was integrated into the school schedule. The after school tutoring grant did impact the students’ performance on the iStation testing but the state Indian Education grant was received after the Winter break which severely interrupt the tutoring time provided to students.

**Conclusion:** At risk students are given additional support with RTI interventions, SAT referrals, and tutoring. Drop out rates are not apparent at DDCS because the population served are elementary aged children. Parents who withdraw their children do not typically allow them to stay out of school. If children are withdrawn they are usually enrolled in another school. This is apparent because of the request for records we receive for children who have transferred out. The state Indian Education grant used for after school tutoring did positively impact students in their performance on the iStation testing but the grant was received too late in the school year to fully impact student performance.

**Action Plan:** The RTI and SAT processes will continue. A grant has been applied for to support after school tutoring in the next year.

### **Variable School Calendars**

*Does not apply to DDCS*

### **School District Consultations**

**Objective:** The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian Students.

**Background:** Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding shall develop and implement policies and

procedures in consultation with tribal official and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian Students.

### **Methods:**

Dream Diné met with the Department of Diné Education officials on January 29, 2019 for a formal Consultation with a Tribe. The meeting consisted of reporting and responding to questions from the Department of Diné Education on the part of Dream Diné's head administrator.

Since Dream Diné was in the process of renewing its charter contract during the 2018-2019 school year the school staff, parents and Governing Council appeared at many community meetings, included at the Shiprock Chapter to make reports and requests, at other Shiprock agency chapter meetings, at the Northern Navajo Agency Council meeting, and at the Central Consolidated School District board meetings. The Shiprock Chapter issued two resolutions of support for Dream Diné: "Supporting the Renewal Application and Approving Dream Diné Charter School to Continue to Operate Adjacent to the Shiprock Chapter through June 30, 2024", 08-05-18-078-SHIP, issued in August 2018 and "Recommending and Supporting the Issuance of a Conditional Land Use Permit for the Dream Diné School On Land Located Within Shiprock, San Juan County, Navajo Nation (New Mexico)", 02-10-19-039-SHIP, issued in February 2019. The Northern Navajo Agency Council issued resolution "Supporting the Renewal Application Submitted by Dream Diné Charter School to Continue to Operate as an Elementary Charter School Starting June 1, 2019 – May 31, 2014 And Commending the School for its Dual Language Curriculum in Navajo and English", NNAC-79-091518, issued in September 2018. Letters of Support regarding Dream Diné Charter School's renewal application with Central Consolidated School District were received from: Russell Begaye, President, Navajo Nation, in December 2018; Dr. Tommy Lewis, Superintendent, Department of Diné Education in December 2018; Duane Yazzie, President, Shiprock Chapter, in December 2018. Support letters were also sent by Kevin Lombard, Superintendent of the NMSU Agricultural Center at Farmington in December 2018 and Fred Hutchinson Cancer Research Center in Seattle Washington in December 2018.

**Conclusion:** DDCS will continue to seek out stakeholders who are interested in supporting the students and the school. The school will continue to reach out to local businesses and groups and continue building stronger relationships with current community partners.

**Action Plan:** The most important activity for DDCS is to continue to grow with the students and to continue to support their growth with a land lease and in the future a permanent facility that will allow the students to continue with DDCS. To achieve this, it is necessary for the school to actively pursue the support of the community and building and to maintain relationships with all of the relevant community stakeholders.

## **Indigenous Research, Evaluation, and Curricula**

**Objection:** The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.

**Background:** Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and other who are working within Indian Education has been to improve education for education for our American Indian students enrolled in all schools. The indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

### **Methods:**

Dual language experiential education for Native American children is a recapturing of Navajo self-determination and autonomy around education, as well as a mechanism for reversing oppression. Dream Diné Charter School (DDCS) is endeavoring to restore and revitalize Navajo language and culture by implementing an innovative dual-language program in which Diné (Navajo) culture language and history are the foundation of an experiential curriculum. Research Support. There is a growing body of evidence and support for dual language and immersion programs, showing that, for example, Navajo immersion students generally perform better on standardized tests than their counterparts educated only in English (Ramanathan, 2013). Collier and Thomas (2011) describe the outstanding benefits of dual language school programs on student outcomes and closing the achievement gap, as well as transforming the experiences for teachers, administrators and parents through a more inclusive and supportive school community environment for all.

**Conclusion:** Dream Diné would be ideal as the subject of a continuous research project, as it is the first state-funded elementary charter school serving the Navajo Nation.

**Results:** Dream Diné Charter School made history when it completed its first five-year charter contract in AY 2018-2019. The school is the first state-authorized elementary charter school to serve the Navajo Nation in New Mexico. The school has impressive results on the Oral Diné Language Assessment; see discussion on this earlier in this report under the Student Achievement section. There is no continuing documentation or research being done to properly assess the language and culture instruction aspects of the school. In February 2017, Dr. Larry

Emerson conducted an evaluation of the school programming focusing on language and literacy but unfortunately he passed on and the evaluation process was halted.

Using perspectives from parents, community members and staff, Dr. Emerson provided a thematic analysis of information from focus groups and interviews to identify themes around strengths, opportunities, and challenges. The themes listed below were identified:

1. Diné Language Revitalization
2. School Systemic Issues
3. Impact on Children and Parents
4. Diné-Centered Curriculum
5. Understanding Diné Identity, Language, Culture and History
6. Sustainability of School
7. Teachers
8. Student Performance

From the themes listed above, the high priorities for parents and staff were those that are congruent with the vision and dream of the school, specifically, Diné language, Diné-centered curriculum, and the foundation of Diné culture.

The identified themes continue to be relevant to identifying successes and challenges for the school throughout the first five-year charter contract term. However, due to lack of funding there has been no effort to identify another Indigenous researcher who could continue the language and culture research into the efforts of Dream Diné Charter School and its impact on the community.

### **Action Plan:**

Depending on student enrollment, which drives funding, and the availability of grants, the school could pursue connection with an Indigenous Methods Researcher that could build on the work initiated by Dr. Larry Emerson in 2017. However the school has one administrator and one office manager who are primarily responsible for academic oversight and all support operations to meet the state requirements and there is limited manpower or opportunity to conduct research for the school.

### **Conclusion**

Dream Diné Charter School (DDCS) concluded a five-year state charter contract at the end of AY 2018-2019. Outstandingly, all of the students exceeded expectations on the Oral Diné Language Assessment. Families speak highly about the language and culture learning that their children have acquired. Several of the students' immediate family members did not speak Diné at home but they wanted their children to speak the language, and to reclaim it for their families.

Through the English language assessments, the school has demonstrated students that remain enrolled at the school for more than one year reflect higher positive growth than do newly

enrolled students. There is much that impacts student performance on the assessments that are not easily addressed. For example, there were some students that were on retention recommendations from their previous year's teachers. They all worked very hard to show progress. The teachers, assistants and tutors at DDCS worked extra hard to help their students. Most of the students showed gains but their gains did not push them into the higher performance levels due to the skills they had to first acquire or relearn. There were frequent SAT meetings held to address specific student needs.

DDCS is the only school in the Shiprock community that does not provide bus transportation, which challenges enrollment. It takes real commitment from families to agree to transport their children to and from the school everyday.

Starting in Spring 2019, even before AY 2018-2019, the school staff had to meet not only the regular school requirements but also navigate the extensive charter renewal process. The process became complicated when the school switched from a state charter to a district charter. The extended charter renewal process created uncertainty and confusion among families of students around whether the school would continue, and this negatively impacted student enrollment.

However, the school looks forward to continuing to serve the community through a new district charter contract that initiate on June 1, 2019.