To'Hajiilee Community School
External Evaluation Report

Presented to
Navajo Nation Department Of Diné Education (DODE)
and Bureau of Indian Education (BIE)

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CONTENTS

EXECUTIVE SUMMARY

Independent consultants Dr. Joseph P. Martinez of the Center for Positive Practices (*CPP*) and Dr. Vincent R. Werito are pleased to provide this program evaluation report — prepared on behalf of the To'Hajiilee Community School (*TCS, the school*) — to the Bureau of Indian Education (*BIE*) and the Navajo Nation Department of Diné Education (*DODE*).

The objectives of this mixed-methods, external evaluation are 1) to open-mindedly and empirically gather data, perspectives, feelings, comments, and suggestions from those who are the most knowledgeable about the TCS campus (*its day-to-day participants and stakeholders*), 2) to synthesize what is learned from the experience into a feedback report that may be useful for continuous improvement, and 3) to share with pertinent parties a high-level, independent overview of the educational and structural programs at To'Hajiilee.

FINDINGS

Based on the evaluator's interpretations of the collected data and related experiences, we offer the following findings for consideration.

1. **In General**. From a visitor's perspective, the TCS campus, in general, appears to be highly functional, busy, clean, coherent, and productive. It maintains a climate of friendliness and cooperation and almost everyone appears happy, motivated, and eager to be helpful to visitors.
2. **Programs**. Multiple programs were assessed by a sample of school personnel and other stakeholders for both *quality* and *effectiveness*. In general, participants assessed all programs on the positive end of the scales, however, not all programs were rated equally, and for most programs there was some variation across the scales.
3. **Language and Culture**. Because the school has announced its intention to focus more attention and resources on the local Diné language and culture, participants were asked about their readiness for this new emphasis. Most participants are very supportive about the school adopting this practice, especially in theory, but a little less so about their own participation in the school-community integrated approach.

RECOMMENDATIONS

Based on the data gathered as well as the experiences of the evaluation process, the evaluators suggest that the school and community consider the following:

1. **In General**. The TCS campus is in an ideal location for making independent decisions about its own goals and objectives. It should consider laying out in greater detail its strategic plan for the next five years and making it readily available to the public.
2. **Programs**. The school's constituents, its staff, parents, and local residents, have shown that they are capable reviewers of their school's programs and operations. A good next step might be for each individual program to look closely at relevant data from this report and from other sources and internally make its own plan for improvement.
3. **Language and Culture**. The school's language and culture plan is enthusiastically welcomed by the majority of persons in its constituent groups, but there are also some concerns and vagueness for some individuals. TCS should expand the discussion and consider all voices.   At the same time, leadership should let everyone know that while their input is welcome, the school must maintain its priorities. TCS should consider writing up the long-term plan, seek early adoption of the plan from as many stakeholders as possible, and proceed along the path that the majority of its people hope for.

PART ONE: ABOUT

To'Hajiilee Community School (TCS) is located on a non-contiguous and highly-rural section of the Navajo Nation west of Albuquerque, New Mexico. It is its own district/Local Education Agency under the umbrella of the Navajo Nation Department of Education (DODE), and is Federally Funded as a *Tribal Grant School* by the Bureau of Indian Education (BIE). The school was founded in 1930 by the Cañoncito band of Navajos as the To'Hajiilee Day School.

Although the numbers may change frequently, there are presently about 110 staff members serving approximately 320 students in grades K-12. The entire student body consists of young people of American Indian ancestral heritage, primarily from the To'Hajiilee community where the school is located.

METHODOLOGY

The evaluation team conducted a mixed-methods (qualitative and quantitative), participatory evaluation of the most essential programs at TCS. The evaluation questions and concepts are built into a four-part, 65-item questionnaire. Evaluators and TCS staff worked collaboratively in arranging meetings, interviews, focus groups, observations, tours, and document analyses to collect data for analyses and inclusion in this report. Administrators allowed for full confidentiality for all participants. Each of the programs below are briefly described in *Appendix A: Programs*.

Table 1. TCS Programs Selected for this Evaluation.

1. Academics: Grades 6-12	2. Academics: Grades K-5	3. Athletics
4. Business-Financial	5. Extra-Curricular	6. Facilities
7. Family Involvement	8. Food Service	9. Language and Culture
10. Security	11. Special Education	12. Transportation
13. 21st Century Grant	14. Child Hunger Initiative	15. Kindergarten Immersion

Note. Participants were asked to assess both the quality and the effectiveness of each of the programs above. They were also given the opportunity to comment on programs not listed above.

The evaluation methodology is further detailed in *Appendix B: Methodology*.

EVALUATION PARTICIPANTS

All TCS staff and teachers, many parents, and several students were requested by the school administration to complete an anonymous questionnaire and attend interviews or focus groups with the program evaluators. Those who attended were then encouraged to confidentially elaborate on a list of programs and concepts. The face-to-face dialogue provided for a richer context and first-hand perspectives that also elucidate why they provided certain categorical responses on paper. Therefore, it is the questionnaire responses in addition to comments from the discussions that are the salient voices underlying the assertions presented in this report.

The number of participants who were interviewed or observed in activities by the evaluation team is well over 100. More information about participants, including years associated with TCS, years living in the area, age, native-language proficiency, and education level is presented in *Appendix C: Participants*.

PART TWO: QUALITY

From this point forward, except where quoting participants or document excerpts, we use the term *Diné* (in place of *Navajo*) when referring to the native people and language of To'Hajiilee.

We asked participants, representing all To'Hajiilee Community School (TCS) programs and constituents, to inform us how they felt about the <u>quality</u> of each program. *Quality* was defined on an anonymous questionnaire in these terms:

The program's...

    a. goal, purposes, and/or objectives are clear to the people it serves.

    b. personnel are friendly, respectful, and service-minded.

Responses were tallied through a series of Likert scales (*Strongly Disagree to Strongly Agree*) for each program using the stem "*This is a quality program...*"

Participants were also asked to discuss the concepts in structured and unstructured interviews and in focus groups. Below are their responses and elaborations.

Figure 1. Academics: Grades 6-12. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Count	0	3	14	22	16
■ %	0	5.45	25.45	40	29.09
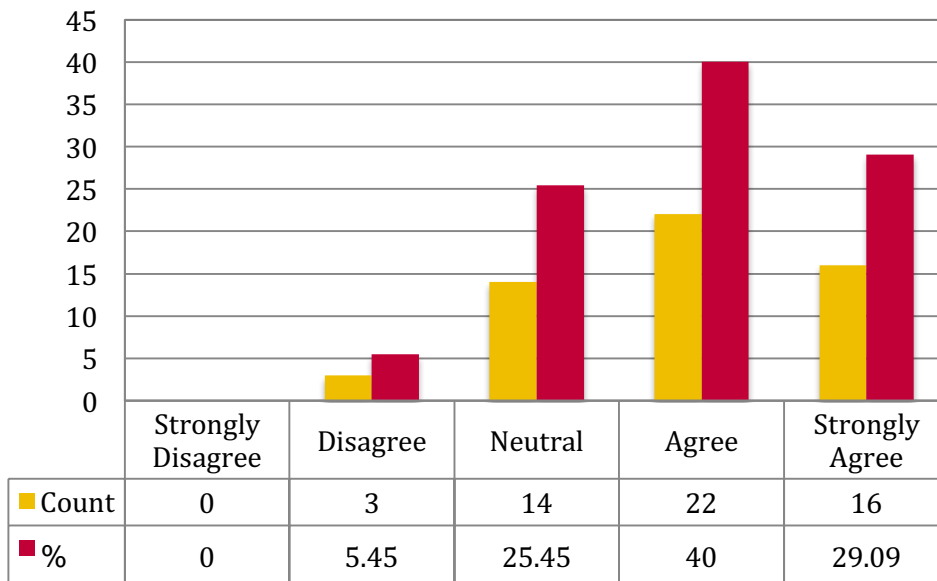
Note. There was some moderate variation on this question, however, most respondents (94.54%) were in the middle to high range. N=55. Missing=2.

Almost 70% of questionnaire respondents positively *Agree to Strongly Agree* to the stem that states that TCS *Secondary* (grades 6-12) academics is a quality program. There are no questionnaire respondents who stated *Strongly Disagree* about whether this is a quality program, however, there are a few who *disagree*. One of the focus group moderators also noticed that in a couple of back-to-back focus groups that there is a difference of perspective between some non-Native American and Native American teachers and educational assistants (*instructional staff,* not necessarily all secondary staff). Some felt that the secondary program is doing very well, particularly in the following areas:

- there is an increase in academic support, such as after-school programs, and

- there is an increase in peer collaboration through Professional Learning Communities (PLCs).

Those who disagreed expressed:

- the curriculum is not as challenging as that at a nearby large urban school district, and that more could be done to improve student achievement; and,

- that they (some teachers) and the administration are not necessarily in full agreement on the instructional plan.

While there are still concerns, some note that PLCs are a good source of improvement for secondary teachers to improve their practice.

Focus group participants expressed concern about academic achievement, test scores, transitions from middle school to high school, and adequately preparing students for some pathways, such as college preparation, Voc-Tech, and military careers.

Some quotes from respondents include:

- *I think people wise — friendly, respectful, service-minded — that the staff are there.*

- *I have to go with 'neutral'. There are some good things but... (students') test scores don't really prepare them for post-secondary endeavors.*

A couple of stakeholders expressed support for the 6-12 program, and spoke highly of the dual enrollment program, and how there are a lot more opportunities now for students than in the past.

Figure 2. Academics: Grades K-5. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	0	2	9	20	22
%	0	3.77	16.98	37.74	41.51
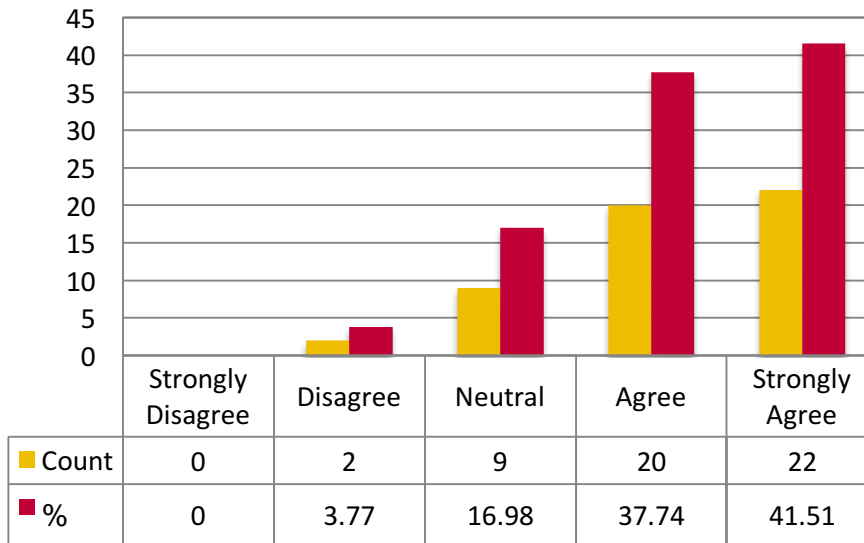
Note. A substantial number of respondents (79.25%) answered "Strongly Agree" to "Agree." N=53. Missing=4.

Grades K-5 are contained classrooms at TCS, where the same teacher supervises the same students all day. Some feel that this was advantageous to maintaining a quality program.

Almost all participants who spoke up in interviews and focus groups about the K-5 (*elementary*) academic program are in strong agreement that it is doing very well and showing a lot of promise. Some pointed to an increase in professional development as being helpful.

Figure 3. Athletics. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	0	3	7	26	18
%	0	5.56	12.96	48.15	33.33
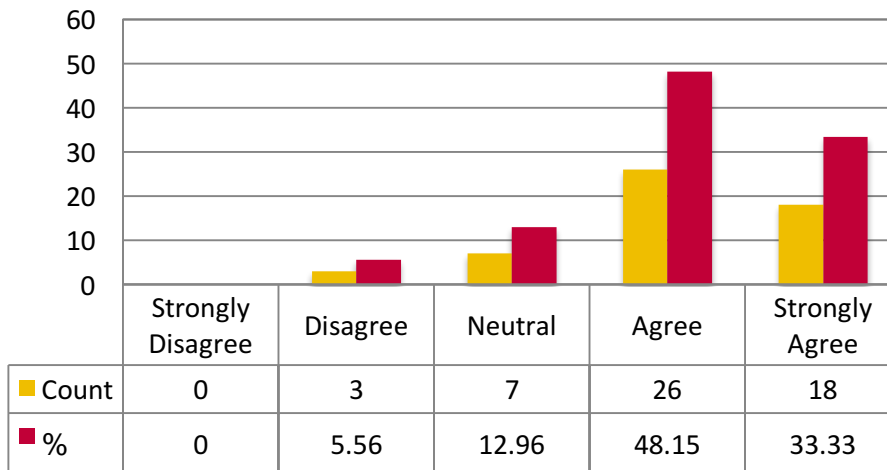
Note. A substantial number of respondents (81.48%) answered "Agree" to "Strongly Agree." N=54. Missing=3.

As depicted in the questionnaire results, interview and focus group respondents agree that the athletics program is doing well. Some commented on how they appreciate the coaches for adhering to school policies regarding student eligibility for playing sports, which requires them to meet designated academic and discipline standards, and to serve as a positive role model.

Figure 4. Business-Financial. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	0	4	8	26	15
%	0	7.55	15.09	49.06	28.3
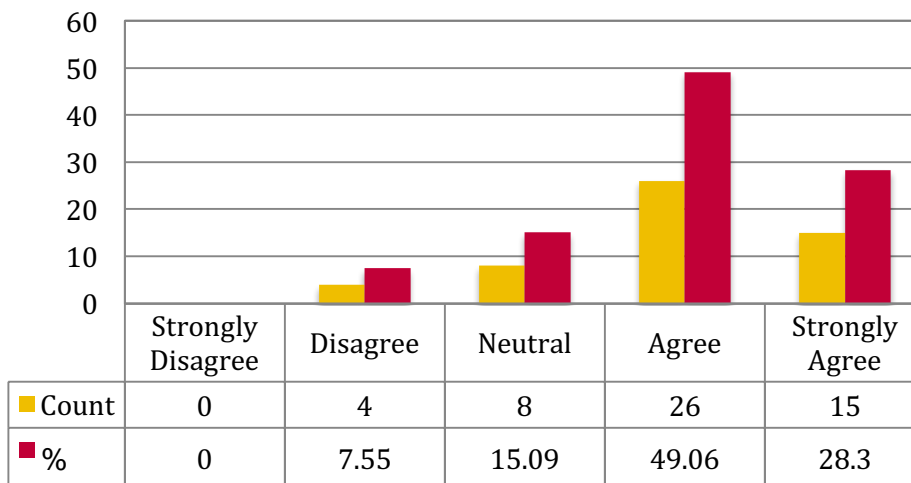
Note. A substantial number of respondents (77.36%) answered "Agree" to "Strongly Agree." N=53. Missing=4.

There are no verbal concerns raised by participants regarding the business office, and some mentioned that the office was very efficient, the people are friendly, and they do a good job of keeping everyone in compliance.

Figure 5. Extra-Curricular. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Count	0	2	11	22	19
■ %	0	3.7	20.37	40.74	35.19
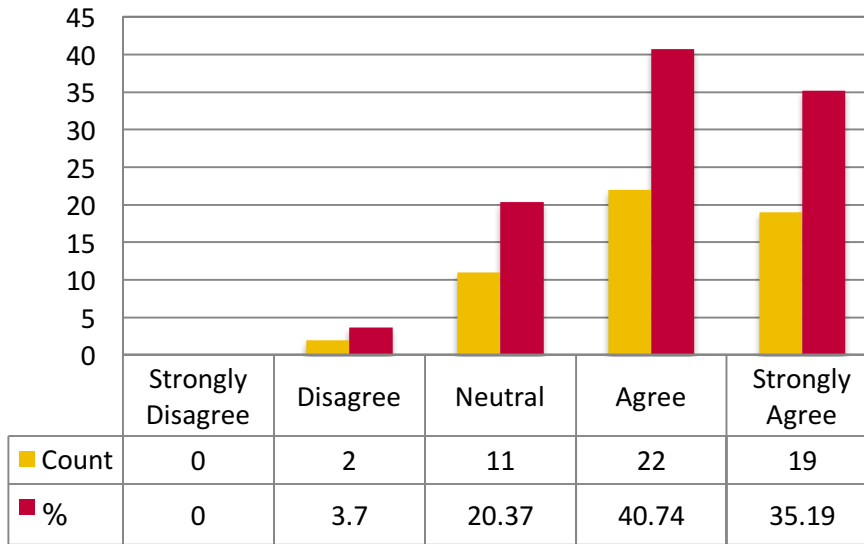
Note. A substantial number of respondents (75.93%) answered "Agree" to "Strongly Agree." N=54. Missing=3.

Practically all participants in focus groups expressed that they believed that the school is doing well with its extra-curricular program, but some — especially community representatives — felt a little vague about the range of before and after school programs available.

Figure 6. Facilities. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Count	2	8	18	18	9
■ %	3.64	14.55	32.73	32.73	16.36
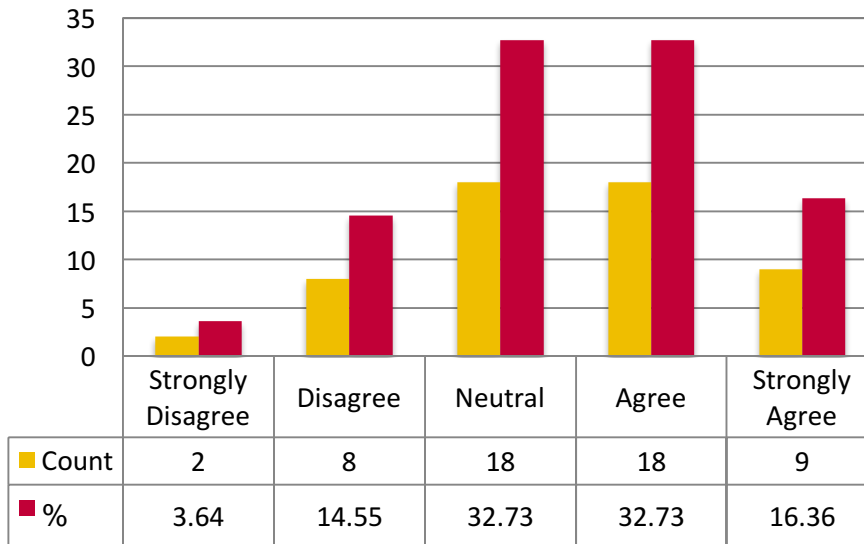
Note. There was considerable variation on this question, however, most respondents (81.82%) were in the middle to high range. *It is possible that this question was not fully clarified except for those who participated in interviews and focus groups. See explanation below.* N=55. Missing=2.

Last year, facilities was mostly a one-person operation (not including custodial staff). This year a second person was added and some feel that this is making for a stronger program.

Many participants expressed that they were unsure how to answer questions about the quality of facilities programs. For example, several expressed that they would rate the facilities personnel and services high, but the school's buildings and physical environment are in obvious need of renewal (replacement and not just repair). After some discussion about the difference between the quality and effectiveness ratings, many focus group participants changed their quality response on the questionnaire to something higher. Others, however, had already submitted their completed questionnaires.

Figure 7. Family Involvement. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Count	0	6	19	21	8
■ %	0	11.11	35.19	38.89	14.81

Note. There was considerable variation on this question, however, most respondents (88.89%) were in the middle to high range. N=54. Missing=3.

Most oral respondents expressed that the family involvement component of the school is adequate but can also be improved. Some stated that the school can do more to reach out to and communicate more effectively with parents. Three participants stated their belief that many parents are still not involved because of a lack of quality parent-administration communication and collaboration that may have occurred with a former administration in the past.

Figure 8. Food Service. *This is a quality program...*

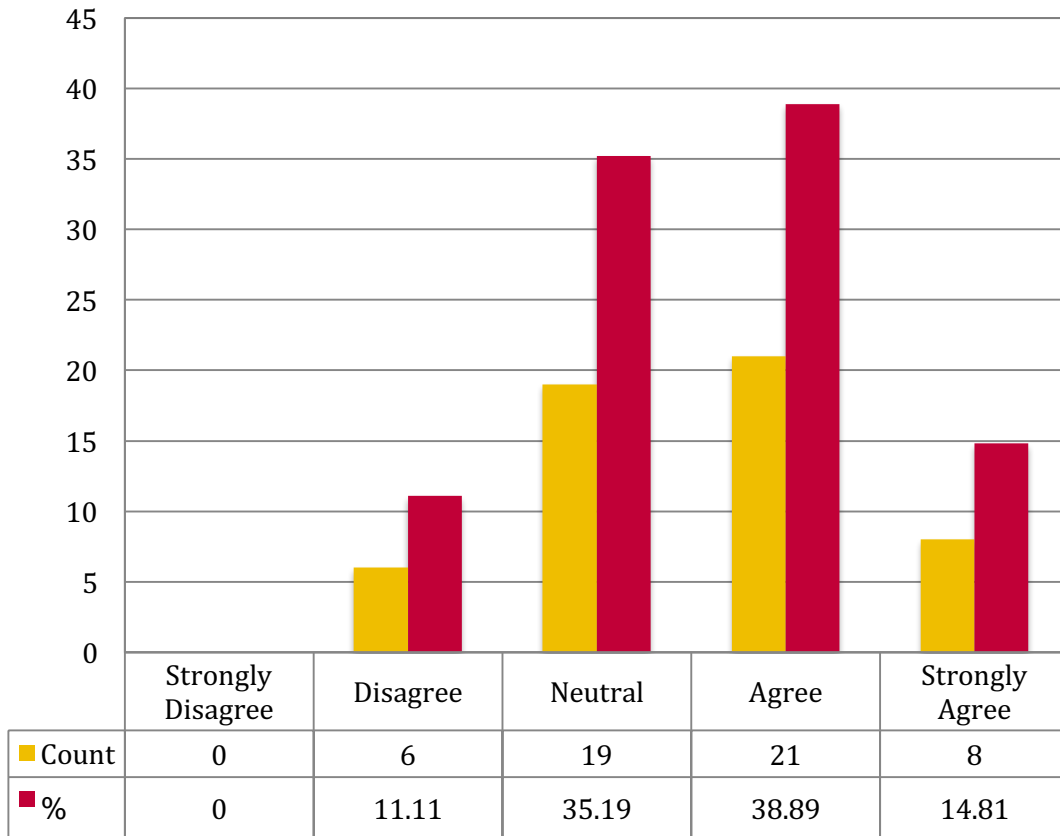|	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	1	5	7	29	14
%	1.79	8.93	12.5	51.79	25
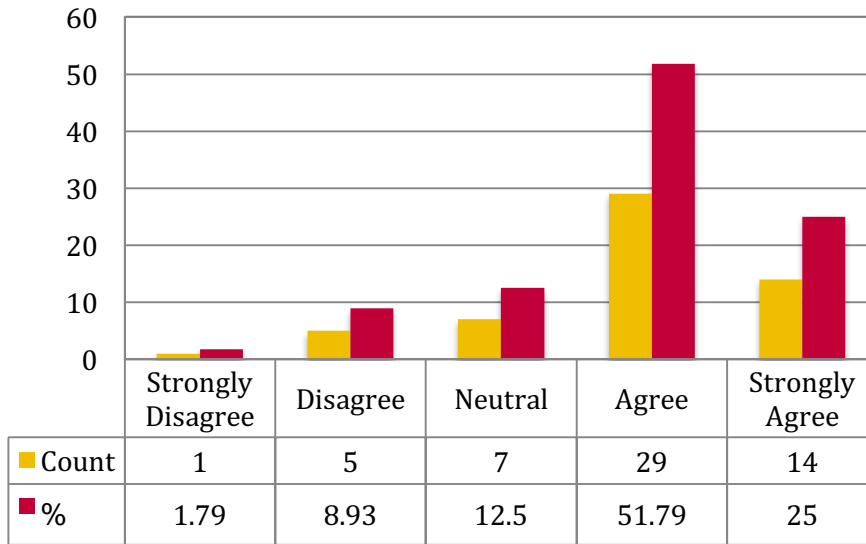
Note. A substantial number of respondents (76.79%) answered "Agree" to "Strongly Agree." N=56. Missing=1.

There are several concerns about food service at TCS. Respondents noted that last year the program was "short-handed... and it really hurt the way they were able to provide variety." Other responses include "I think they did a great job with the resources they had..." and noted that the program was previously operated by only a few staff.

A couple of other participants expressed that they would like to see a menu published weekly in advance in order to help them prepare their plans for lunch.

Respondents are also encouraged to learn that the food service was planning to bring back salad bars and smoothies.

Figure 9. Language and Culture. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Count	0	3	10	21	21
■ %	0	5.45	18.18	38.18	38.18
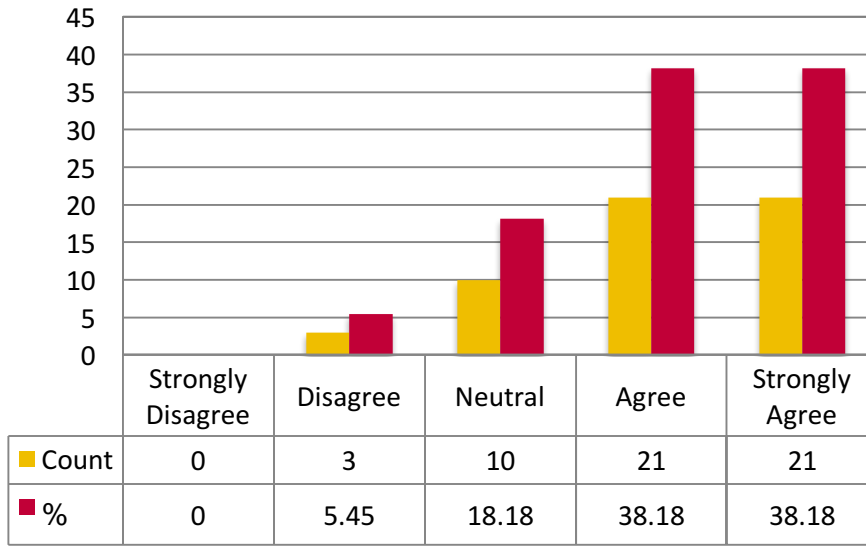
Note. A substantial number of respondents (76.36%) answered "Strongly Agree" to "Agree." N=55. Missing=2.

During the focus groups, several teachers commented that *Diné* language and culture is a key component for students' success, particularly in how it helps in cultivating a positive sense of identity. Others commented that they felt that this is important to students' overall learning.

There seems to be little to no dissent about whether the school should provide a greater emphasis on language and culture. One teacher spoke of an all-staff meeting in which the principal asked if teachers were on board with this initiative, "and everyone stood up!" to show their support.

A few participants, however, have some concerns about whether the present curriculum and program design are of high quality or represent the best approach. A couple of participants said they thought that language and culture should be taught at home. One parent stated that language should be taught in school but culture should be taught at home, and yet another stated what sounded like the opposite. We also heard second-hand that there are some parents in the community that are concerned about the extent that culture and religion are intertwined.

What the spread of responses and what participants have to say indicates that there is a small percentage of participants who have legitimate concerns, as one would expect for any innovation or social change, but that support for the current direction — while just a little bit cautious (*Agree* and *Strong Agree* are equal) — is overall strongly in favor of going forward.

Figure 10. Security. *This is a quality program...*

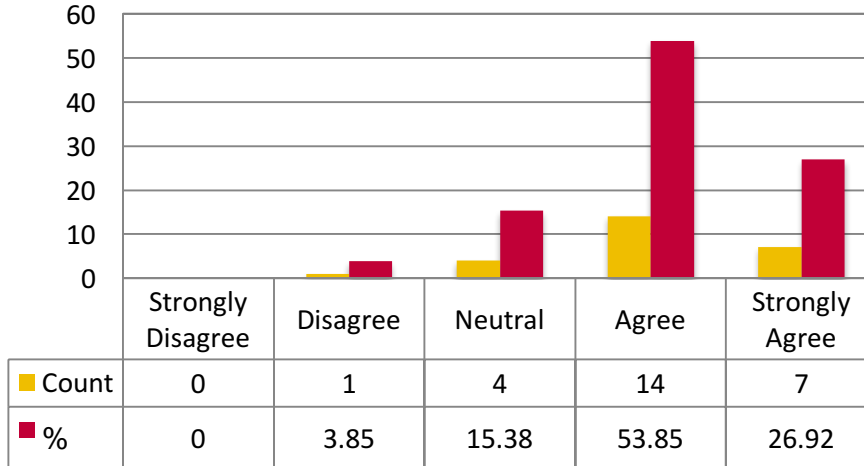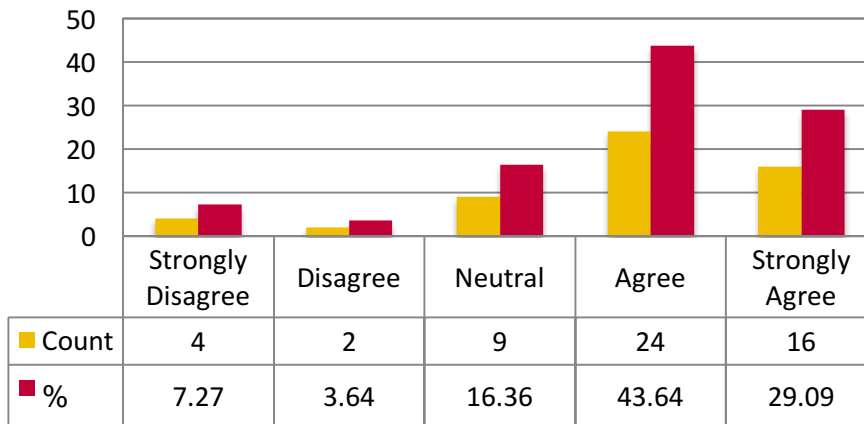|	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	0	1	4	14	7
%	0	3.85	15.38	53.85	26.92

Note. A substantial number of respondents (80.77%) answered "Agree" to "Strongly Agree." N=26. Missing=14.

All focus group participants are in agreement that security is good, and that the security guard is doing a great job. One participant added that s/he thought there should be more security staff, not because of incidents but for an overall sense of security.

Figure 11. Special Education. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	4	2	9	24	16
%	7.27	3.64	16.36	43.64	29.09

Note. A substantial number of respondents (72.73%) answered "Agree" to "Strongly Agree." N=55. Missing=2.

All oral respondents expressed that the Special Education program is doing a good job. Some commented that the school program could improve with time. One person said the staff was fairly new and that the program could improve as they become more familiar with the schools needs. A parent who is also a teacher commented that s/he felt that school could do more in terms of communicating with parents about their children's needs, but added that parents are mostly informed about the general status of their children.

Some noted that last year there were problems with funding, and the *Response to Intervention* system needs work, but they are encouraged now that the department is has more staff.

12

Figure 12. Transportation. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Count	0	0	5	29	20
%	0	0	9.26	53.7	37.04
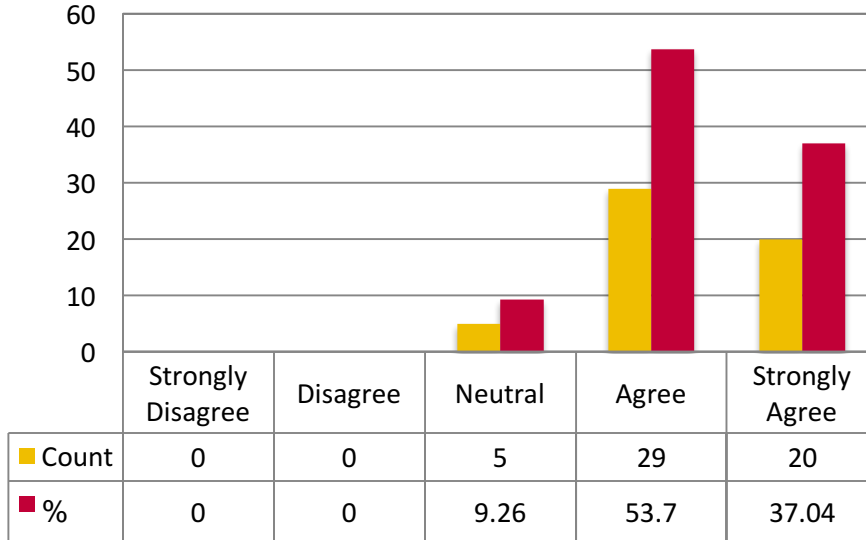
Note. A substantial number of respondents (90.74%) answered "Agree" to "Strongly Agree." N=54. Missing=3.

Transportation appears to be a very well-liked and respected program at TCS. All focus groups participants who spoke up stated that the program is doing a great job in making sure students get where they need to go, and that the drivers are friendly and supportive of students and parents.   Some participants also expressed that transportation activity could probably be improved for after-school and sports programs.

An administrator noted that some of the drivers are getting older, and that the program has implemented internal training, and that the training should sustain the quality of the program as new drivers are added.

Figure 13. 21st Century Grant. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Count	0	0	13	17	22
■ %	0	0	25	32.69	42.31
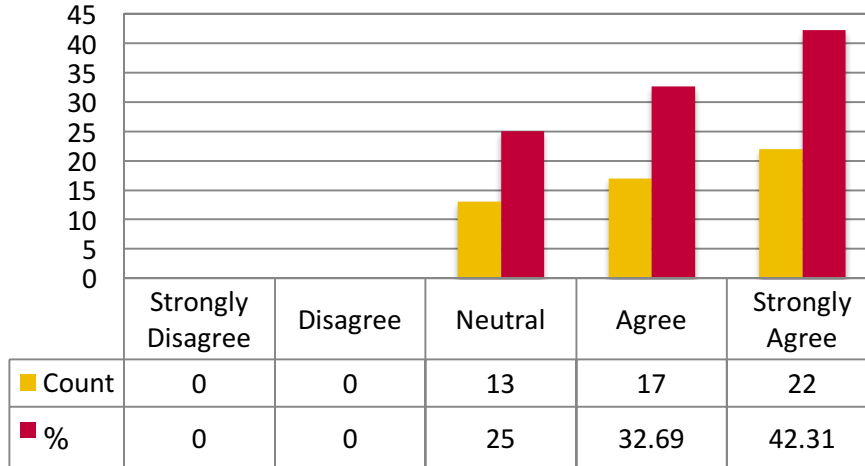
Note. A substantial number of respondents (75%) answered "Strongly Agree" to "Agree." N=52. Missing=4.

Some participants expressed that they were not very familiar with the after-school programs so they are unsure how to respond. Those familiar with the program, however, were in agreement about it's high quality and effectiveness.

Even though the program is presently searching to fill the vacant coordinator position, its activities are continuing with others pitching in to help.

Figure 14. Child Hunger Initiative. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Count	0	2	10	21	18
■ %	0	3.92	19.61	41.18	35.29
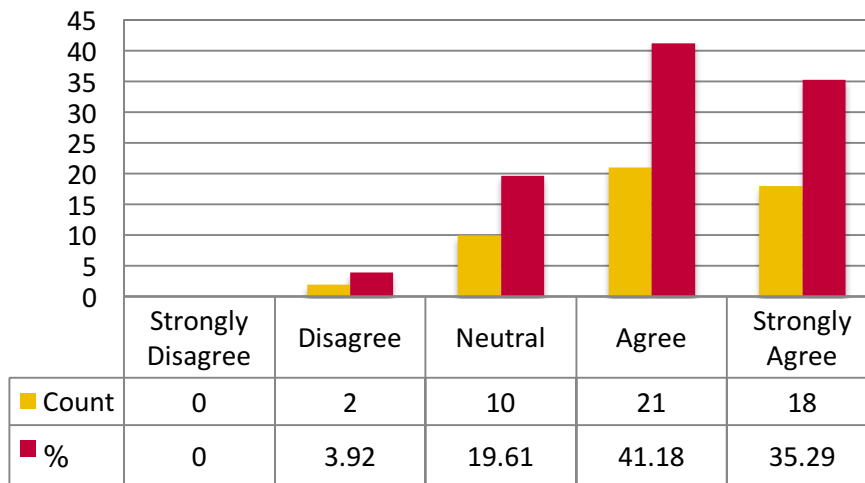
Note. A substantial number of respondents (76.47%) answered "Agree" to "Strongly Agree." N=51. Missing=5.

Similarly to the *21st Century Grant* program question, some individuals are not familiar with the *Child Hunger Initiative*. Those most familiar with the program commented that the staff members are very friendly. They felt that the school could do well to bring in more of these types of initiatives for the community. One person commented that this program was not only helping families, but also raising the community's perception of the school because it sends a positive message about school-community cooperation.

Figure 15. Kindergarten Immersion Class. *This is a quality program...*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
■ Count	0	1	13	15	22
■ %	0	1.96	25.49	29.41	43.14
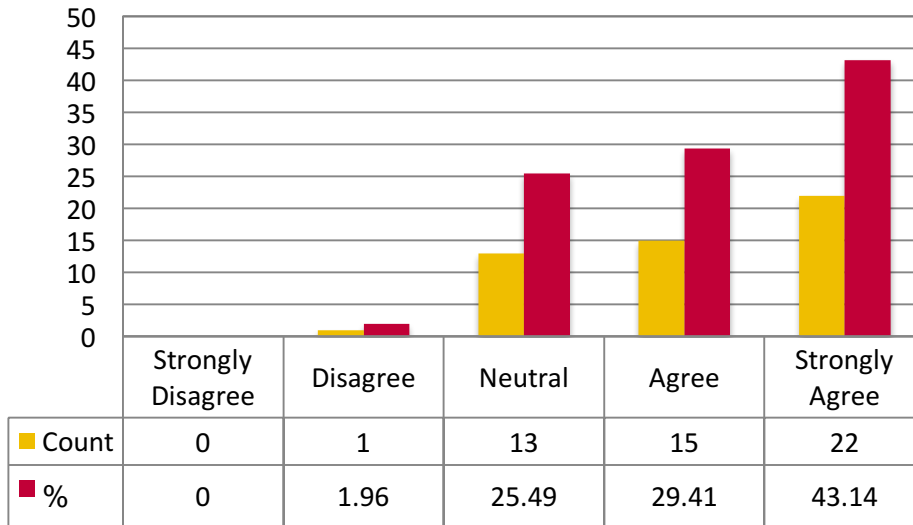
Note. A substantial number of respondents (72.55%) answered "Strongly Agree" to "Agree." N=51. Missing=5.

Most focus group participants felt that the new program is very important to the school's mission to integrate more *Diné* language and culture. There was no dissent about whether the school should even implement the class but there was a lot of excitement about what the class could do for the students and the local community.

A couple of students spoke about how they wished they could have had an opportunity like this, and even a couple of current or former board members expressed how they have learned much about the value of native language education since this initiative was introduced. Most of the excitement and support, however, comes from students and parents, the two groupings who *agree* and *strongly agree* the most on this question (see *Appendix D: Program Quality Disaggregated* for statistical details).

There was a concern expressed by a parent who stated that she preferred to enroll her kindergartener into the English-speaking class, even though she was in favor of the school offering the Diné class. The concern, as many parents might have, is that her child might fall academically behind his/her peer group. Most people would agree that it is a legitimate concern, and she was not challenged on that point by the majority of parents in the room who overwhelmingly support the concept and the class. It is an indication that local people respect a parent's decision because it is something new and it will take time to see what challenges and benefits emerge.

Evaluator interjection. It is clear, however, for most researchers in the fields of education, language, and culture that there may be very strong potential benefits from being bilingual/multi-lingual, and that these benefits extend to cognitive development, personal and social development, as well as career advancement; which could also mean that there are risks associated with not being bilingual. But unless such programs are implemented well and there is sustained development over time, and much of everything else goes well for the child over his/her lifespan, there are no guarantees. But there are reasons for hope.

The Kindergarten Immersion Class is further described in a short vignette that follows.

THE TCS KINDERGARTEN DINÉ IMMERSION CLASS

Dr. Vincent Werito, co-evaluator who is also on the Language and Culture faculty at the University of New Mexico, visited the TCS Kindergarten Immersion class on a couple of occasions for this report. Below is a condensed version of some of his impressions.

Throughout the morning on two separate days, the lead instructor, a fluent *Diné* speaker and certified teacher, used the target language (*Diné*) to teach math and language art concepts while also using everyday language terms.

For instance, he focused on handling verbs related to the classification of handling objects in the classroom to emphasize students' oral language comprehension skills. In particular, he used words like *shaaní'aah*, *shaaníjááh*, or *shaanít'iih*. Each of these words relate to the physical characteristics, consistency, or animacy of an object and quantity.

Shaaní'aah is used to ask someone to give you an object which is round, rigid, and has mass (small or big). *Shaaníjááh* describes more than two objects regardless of the characteristics. This approach to using the natural language approach is key to students' oral language acquisition and development. In addition, the teacher wrote out key vocabulary words to introduce Diné print or literacy to the young students.

Several times throughout the class period, the students formed three small groups to work with each of the three adult language speakers (one teacher and two assistants). The classroom is set up primarily for whole group and small group-based learning. The class is large enough to provide one-on-one attention if needed.

Several times during the observations, the teacher used the Promethean board or the dry erase board to introduce and review concepts in Diné. For example, on the second day, he reviewed counting numbers by having student count objects from different posters. He modeled the language by pointing to objects on the poster/board and helping students count from one to ten. Later, he introduce the math concepts greater or more than or less than. He would ask a student to count several objects than add a few more or take away a few. He did this as a whole group. Later, the students were group into smaller groups to continue working on several more problems.

It is obvious from the classroom observation that the teacher is very knowledgeable about both the instructional content as well as the language. Further, he is very attentive to his students' language learning needs. Many times, he would stop and repeat words or emphasize key syllables. He also utilized immersion methodologies like staying the target language, repetition of language, and use of gestures and visual aids. From all appearances, students were very engaged in the learning process. They were repeating words, listening attentively, and following through with commands.

After talking with teacher, the evaluator made some notes and had some questions about the new immersion program. Some of these questions are;

What types of curriculum development is needed? What types of resources are needed? And how can the school work with the parents to sustain the use of the language across different domains?

How do you distinguish between content language and language skills?

How are peer activities integrated into the classroom instruction? How do you get student to not only interact but to use the target language?

How will/are students assessed in the language?

Some ideas in response to these questions are to develop thematic units based around the target language and key cultural concepts based on the local community knowledge. Also, the teacher/class might consider incorporating more games, songs, role plays, and even *Total Physical Response* activities as well as *TRP storytelling*, but chances are pretty good that he may already do a lot of this on a routine basis.
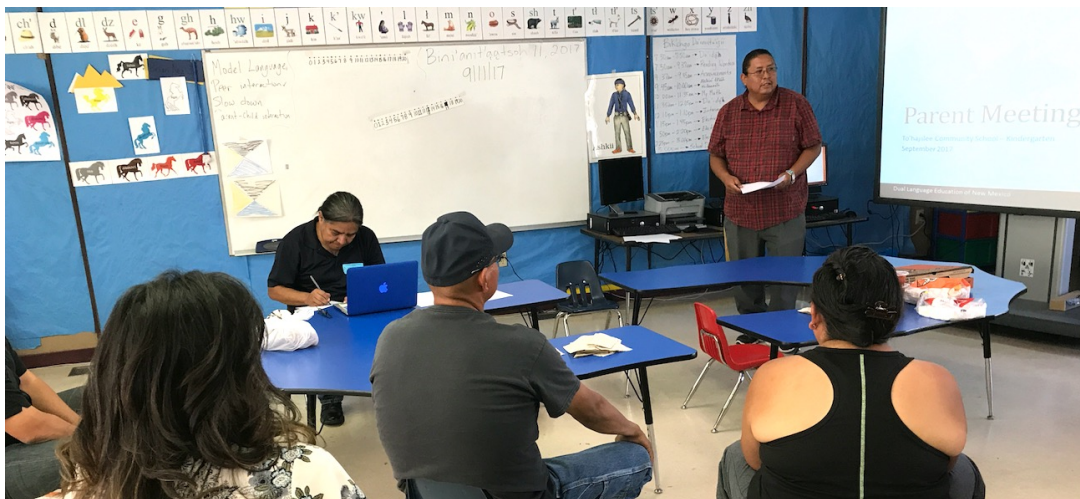
Later in the afternoon on the second day, the classroom held a meeting organized for the parents of Kindergarten students in this immersion cohort group.

Several parents, staff members, and other visitors attended the meeting, while small children played along the back wall of the classroom.

The teacher opened the meeting by presenting to parents and visitors some of the goals and instructional strategies of the Kindergarten class.

That was followed by a presentation by Mr. Patrick Werito of *Dual Language Education of New Mexico* (DLENM), a regional bilingual and dual-language educational support organization. The presentation provided more information about dual language programs and about the urgency to preserve the Diné language, which is in danger of extinction if not protected and revitalized on a large scale. Furthermore, the presentation addressed key issues and opportunities related to reversing language shift.

After the formal presentations, everyone was treated to snacks and casual conversations, as well as a traditional mutton stew brought by their DLENM guest in a unusually large crockpot.

PART THREE: EFFECTIVENESS

Evaluators asked participants, representing all To'Hajiilee Community School (TCS) programs and constituents, to inform them how they felt about the <u>effectiveness</u> of each listed program. **Program effectiveness** is a big concept, so it was defined on the questionnaire as:

a. The program is able to **accomplish it's purposes, goals, or objectives**.

b. The program is **efficient** (*does what it intends to do*), is **sensible and not wasteful**, and provides a **positive service** to the system and the people it serves.

Responses were tallied through a scale of 0 to 10... "*This is an effective program...*"

ADVANCED ORGANIZER

This questionnaire section is used to gain an effectiveness <u>measurement</u> perspective for this report. It is designed specifically for gathering quantifiable data, allowing therefore an analysis of relative strength when programs are compared to each other.

The program questions are presented in a list that is formatted as shown in example below:

This is an effective program..	NOT AT ALL			SOMEWHAT			TOTALLY			
1. Academics: Grades 6-12	0 1 2 3			4 5 6			7 8 9 10			
2. Academics: Grades pre-K-5	0 1 2 3			4 5 6			7 8 9 10			
3. Athletics	0 1 2 3			4 5 6			7 8 9 10			

On the page that follows is a single-page summary of their written responses. Responses for each program are compiled by grouping (all, parents, students, staff, etc.). This allows us to see how each group assessed the various programs. The mean-average responses for each of the 15 programs are then calculated by grouping.

It is presented like this so that readers can examine what comparisons may interest them the most, and possibly to aide administrators and the program teams themselves in decision-making about where to invest more effort, time, and resources.

Interview and focus group participants were also asked to discuss program effectiveness. Excerpts of these interviews and focus group discussions were included in the *Part Two: Quality* section of this report.

PROGRAM EFFECTIVENESS STRENGTH BY GROUPING

The high-level overview of these results are presented below. The charts may appear a little technical at first, but with closer examination one can see that the number of each column along the top corresponds to the question number, and therefore the program associated with each question. The participant groups are abbreviated in the first column.

Table 3 is continuation of *Table 2* for ease of presentation, and the last columns are the global mean (averages of all questions combined) and average participation numbers for each question by group. Therefore, two Other Stakeholders (OS) overall provided higher ratings at 8.52, while 15 students provided the lowest ratings overall at 7.11.

Table 2. Program Effectiveness Summary Table: Part 1 of 2.

	1	2	3	4	5	6	7	8	9	10
ALL	7.52	7.96	7.67	7.6	7.6	6.42	6.38	7.15	7.64	8.13
OS	8	9.5	8.5	8.5	8	7	7	9	8.5	8
PG	8.18	8.55	8.36	8.5	8.3	7.2	5.36	7.45	8.18	9
SA	7.27	8	7.13	7.6	7.06	5.5	6.38	6.94	7.33	7.33
Ss	7.63	7.57	8	6.5	6.75	6.38	6.63	6.75	7.88	8
TEA	7.19	7.47	7.47	7.47	8.06	6.76	6.88	7.13	7.35	7.67

Note. All questions were presented on a scale of 0 to 10. Cells in green received higher respondent ratings. Cells in pink received lower respondent ratings. Uncolored cells are presumed to be in a normal range (with a global average of 7.53). Legend: OS= Other Stakeholder, PG=Parent/Guardian, SA= Staff / Administration, Ss=Students, TEA= Teacher or Educational Asst..

Table 3. Program Effectiveness Summary Table: Part 2 of 2.

	11	12	13	14	15	gMean	N-avg
ALL	7.26	8.36	7.82	7.82	8.07	7.53	50
OS	8.5	8.5	8.5	10	10	8.52	2
PG	8.36	8.45	8.45	8.5	7.83	8.04	10
SA	7.38	8.31	7.6	7.56	8	7.28	15
Ss	7	8.88	7.5	7.5	9.5	7.43	7
TEA	6.41	8.06	7.63	7.5	7.4	7.34	15

Note. Above are responses for questions 11 to 15 of the Effectiveness section. The gMean is the global mean averages are computed for all Effectiveness questions by grouping. For example, OS and PG gave the highest marks overall. " *N-avg* " is the average participation for each group for all items in the Effectiveness section, so, for example, the OS group only averaged 2 responses per question.

PROGRAMS BY QUESTION NUMBER

1. Academics: Grades 6-12
2. Academics: Grades pre-K-5
3. Athletics
4. Business / Financial
5. Extra-Curricular
6. Facilities
7. Family Involvement
8. Food Service
9. Language and Culture
10. Security (personal safety)
11. Special Education
12. Transportation
13. 21st Century Grant
14. Child Hunger Initiative
15. Kindergarten Language Immersion

PART FOUR: LANGUAGE AND CULTURE

Evaluators asked participants, representing all To'Hajiilee Community School (TCS) programs and constituents, to inform them how they felt about the school's intensified focus on Diné language and culture. A series of statements were presented with a Likert scale from *Strongly Disagree* to *Strongly Agree* (with a central moderate or neutral point of *Undecided*).

Figure 16. (1) It is important to me that local children speak the Diné language.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	1	2	2	16	35
■ %	1.79	3.57	3.57	28.57	62.5
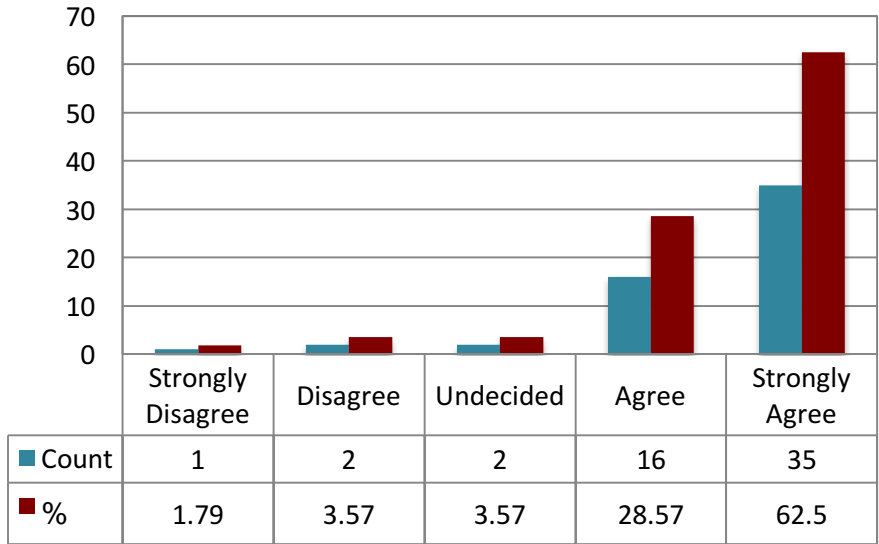
Note. A substantial number of respondents (91.07%) answered "Strongly Agree" to "Agree." N=56. Missing=1.

All <u>non</u>-Native American teachers and staff who participated in focus groups agreed that it is important for To'Hajiilee students to know their language and culture.   Some are quick to acknowledge, however, that they are not *Diné* speakers or from the local community so they were a little uncomfortable commenting on the initiative.

Interestingly, a few Native American teachers felt that the language should be taught at home by parents. However, they felt that the school programs could be helpful if they are implemented well.

It seems that all students who attended a focus group feel that it was important to keep the language alive. They spoke of being impressed when they see children and grown-ups of other cultures conversing in a home language other than English.

Administrators who participated in interviews commented at length about what the new Immersion program needed and how to support the teacher, students and parents overall.

Figure 17. (2) The Diné language is important to our community identity (both in and out of school).

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	2	0	4	12	39
■ %	3.51	0	7.02	21.05	68.42
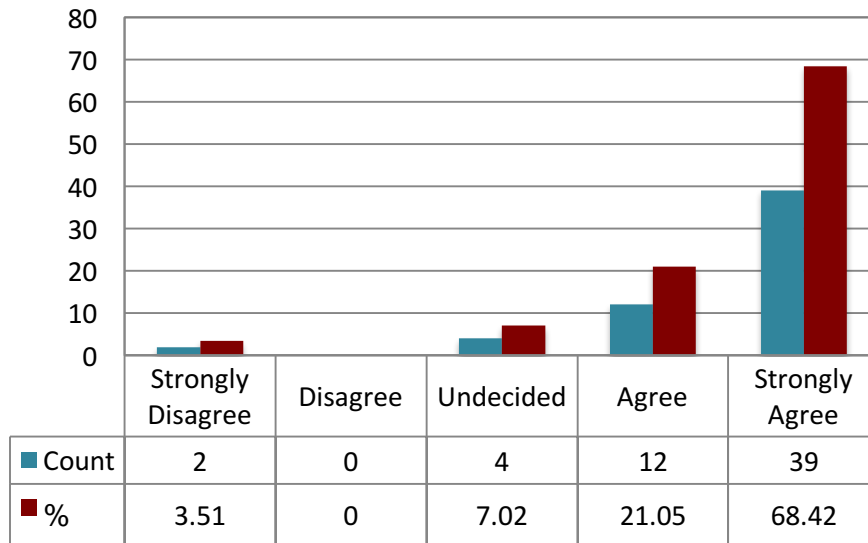
Note. A substantial number of respondents (89.47%) answered "Strongly Agree" to "Agree." N=57. Missing=0.

It is quite apparent that there is strong agreement among almost all participants that the Diné language is important to the community identity.

One administrator/board member commented that s/he has become more aware about how to support his/her own children in learning *Diné* ever since the school began planning for the immersion program.

One student noted how the language was valuable during World War II, and another expressed concern that the language is disappearing.

Figure 18. (3) I feel comfortable speaking Diné with my family.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	6	3	6	23	18
■ %	10.71	5.36	10.71	41.07	32.14
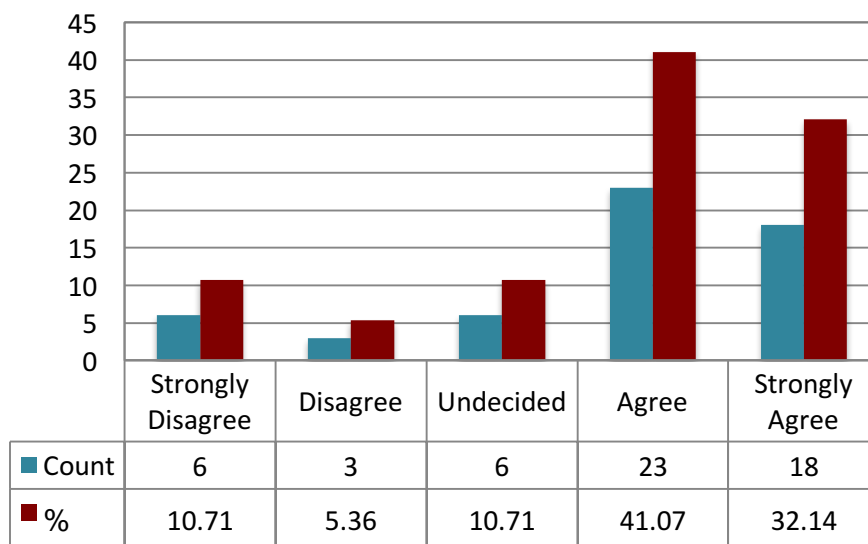
Note. A substantial number of respondents (73.21%) answered "Agree" to "Strongly Agree." N=56. Missing=1.

Some of the *Diné* staff and administrators commented that they feel that it was difficult to respond to this statement because they were not sure what *comfortable* was referring to in the statement. It was assumed by some that comfort meant being able to speak to native speakers. Some commented that they understand most of what is being said in Diné but can not respond back because of a lack of conversational skills.

A secondary student expressed her appreciation for a Navajo teacher who talks a lot about Navajo culture in the context of the academic content. And another student expressed her appreciation for how "my mom pushes us to understand Navajo... I understand Navajo, I just need to learn to speak more of it."

Another student spoke of her 86-year old great-grandmother at home who only understands a little bit of English, and who insists that her great-grandchildren speak only to her in Navajo: "I'd say that my family pushes it as well. They really want their great-grandchildren and their grandchildren to speak more, too."

Another student talked about how it is important to learn about Diné language and culture because "our grandparents might not be here too long... and so we can teach younger generations."

Figure 19. (4) I feel comfortable speaking Diné to others in the community.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	8	5	12	17	15
■ %	14.04	8.77	21.05	29.82	26.32
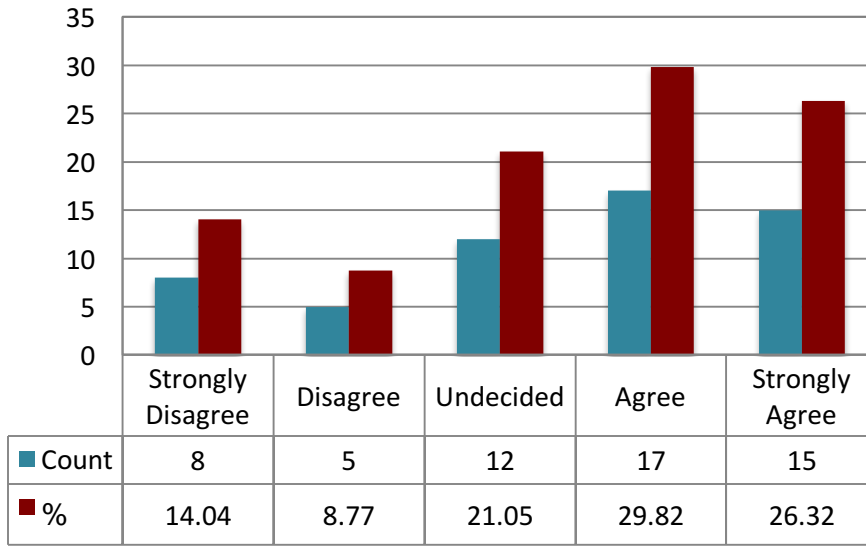
Note. There is considerable variation on this item. N=57. Missing=0.

Some participants talked about how speakers of the language often would look down upon those who were not speakers. This led to a discussion about the language attitudes of the community. In particular, there were some comments made by *Diné* staff that they are aware that family members are often not supportive and in some cases are actually rude to their children by ridiculing or scolding them for not speaking *Diné* or not speaking it correctly.

Figure 20. (5) The Diné language may not be that easy to learn but I am willing to learn it (along with my children at To'Hajiilee Community School, if applicable).

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	1	1	1	22	27
■ %	1.92	1.92	1.92	42.31	51.92
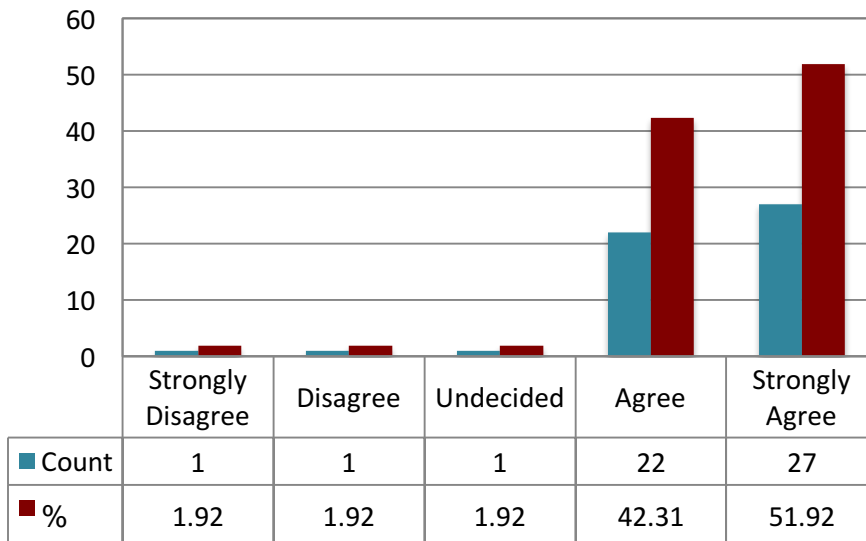
Note. A substantial number of respondents (94.23%) answered "Strongly Agree" to "Agree." N=52. Missing=5.

In a couple of unexpected and remarkable moments, some non- *Diné* TCS staff declared that they would be very interested in learning the Diné language if they were provided the opportunity.

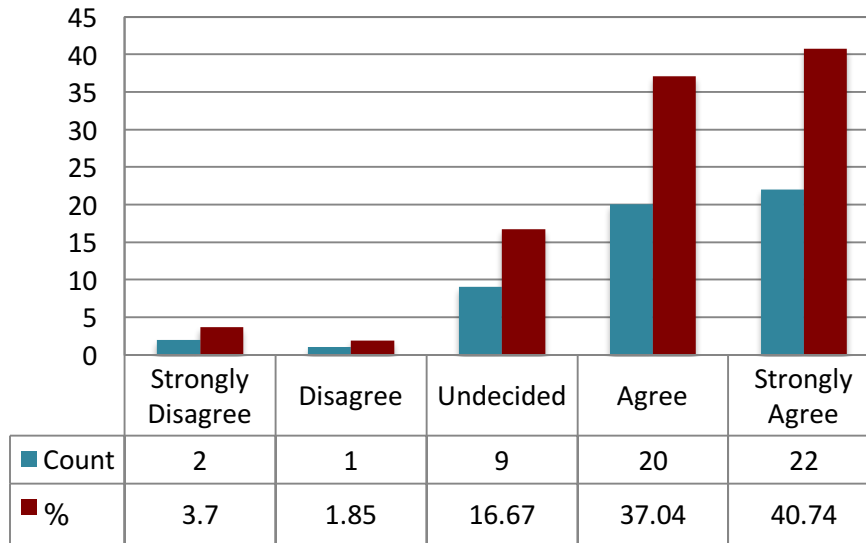Students readily expressed that they are receptive and willing to learn their language because they feel that it is a significant part of their cultural heritage and identity.

Figure 21. (6) I am willing to attend Diné language classes in the community so I can speak it at home.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	2	1	9	20	22
■ %	3.7	1.85	16.67	37.04	40.74

Note. A substantial number of respondents (77.78%) answered "Strongly Agree" to "Agree." N=54. Missing=3.
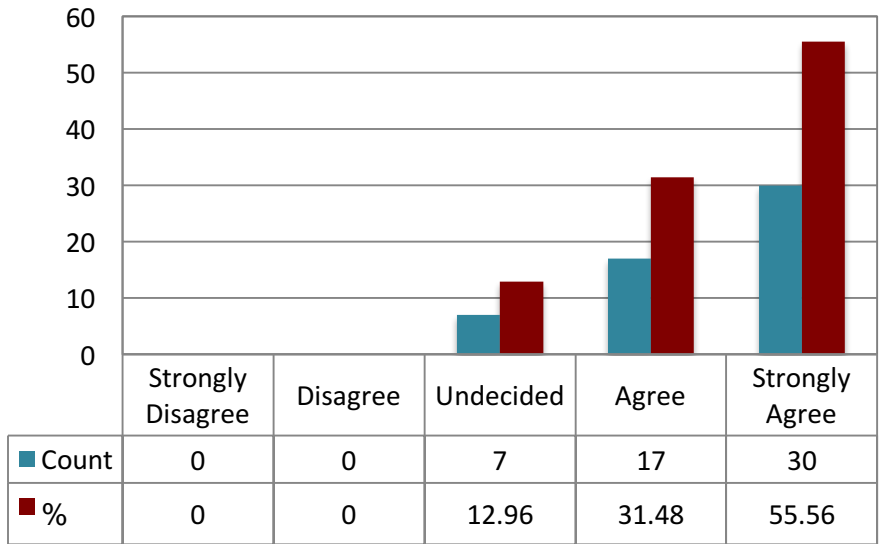
In a student focus group, students were asked by the moderator that if there was an after school program for learning Navajo, would they go? All nine students nodded affirmatively. When asked would their family go, they grinned and shrugged to indicated that it might be difficult. One student noted that his/her parents were already fluent speakers, and another that his/her parents get off late from work. Weekends were also discussed as an option, and both a weekday and optionally weekends seemed agreeable to most.

In a focus group with administrators, participants discussed how to involve parents in the process of learning *Diné* with their children through afterschool programs, language classes, and immersion camps.

In focus groups and in casual conversations, several participants pointed out that it is the community who will need to provide the buy-in and support for the language program to succeed. But, as one can see from the two question items above, there is difference in levels of willingness to learn, and willingness to attend classes in the community.

In a separate focus group, administrators focused in even more on what are potential solutions to these issues. Some ideas were shared about how to engage parents to become more aware, informed, and responsive to their children's language learning needs.

Figure 22. (7) I would speak Diné more if those who speak it well were supportive.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	0	0	7	17	30
■ %	0	0	12.96	31.48	55.56

Note. A substantial number of respondents (87.04%) answered "Strongly Agree" to "Agree." N=54. Missing=2.

While no one disagreed with the statement above, there were seven *undecided* responses. Participants were informed on the questionnaire that they could skip (leave blank) any questions that they felt did not necessary make sense for them. It is possible that some participants felt that even speaking Diné in a supportive environment may be little discomforting.

Figure 23. (8) Our school and community are supportive of each other to teach the Diné language.
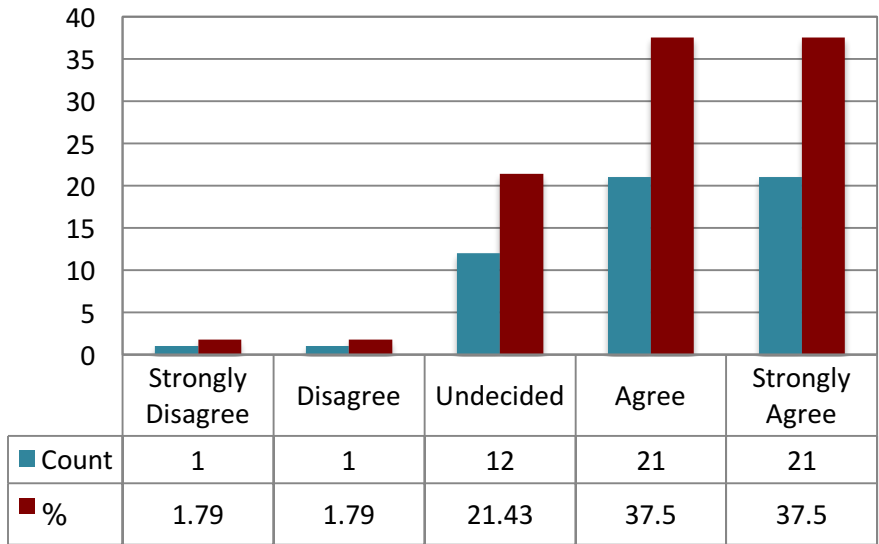
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	1	1	12	21	21
■ %	1.79	1.79	21.43	37.5	37.5

Note. A substantial number of respondents (75%) answered "Strongly Agree" to "Agree." N=56. Missing=1.

Several participants in a focus group with teachers/staff talked about parent involvement with regards to mutual support between the school and community for teaching the Diné language. The concept of how parents need to get involved in their children's education came up several times. However, there were no specific, elaborate ideas provided as to how the parents could support their children.
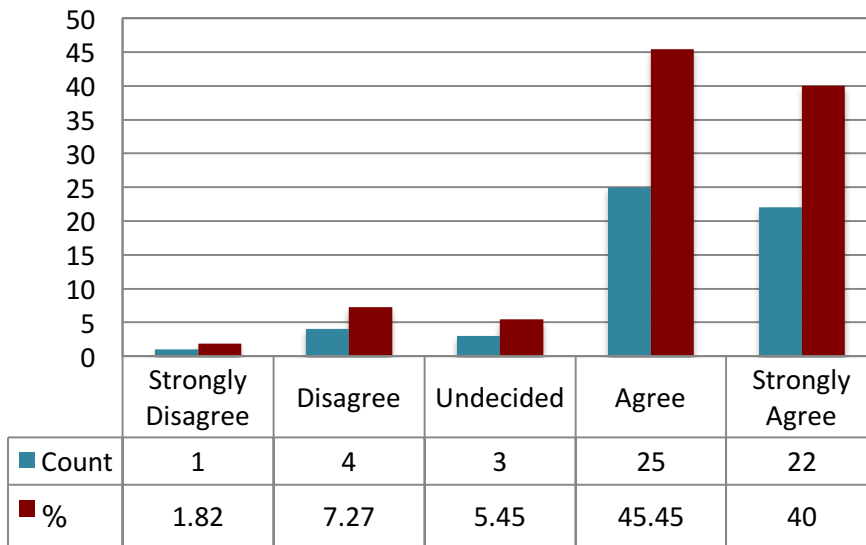
One person commented that it should be the parents that teach their children *Diné*. S/he followed up by suggesting that the school could be achieving more for students who need a good education.

One suggestion was to engage the parents in the community by making the school a more neutral site from which to address these issues.

Some current or former board members felt that the school has been struggling to support the integration of *Diné* because there is some resistance from community members. However, a couple of them commented about how they felt that they had grown over the past few years in their understanding of why the school needed to embrace the language. They described how they came to this new understanding based on their own efforts with their own children.

Figure 24. (9) The school is helping students to appreciate the value of the Diné language and culture.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Count	1	4	3	25	22
%	1.82	7.27	5.45	45.45	40

Note. A substantial number of respondents (85.45%) answered "Agree" to "Strongly Agree." N=55. Missing=2.

The majority of focus groups respondents indicated that the school was doing what it could to help students learn their heritage language. Some commented that the school is moving in the right direction, especially with the new Kindergarten Immersion program.

A few Native American *instructional staff* spoke about how a former TCS *Diné* language teacher was able to energize students for learning the language, and some staff members for speaking Diné more often with students. This is an indication that there are ways to get more staff and students to talk to each other in *Diné*. One participant noted that even *Diné* speakers often do not speak it when they should be modeling the it for others.

A TCS board member talked about how culture programs should go beyond just basic history and focus more on Navajo as a way of life. As an example, s/he talked about how

students and others once built a Hogan on school grounds, and that this provided a learning experience about why the opening should face east.

Figure 25. (10) The school is helping students to speak Diné.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
■ Count	1	3	5	25	22
■ %	1.79	5.36	8.93	44.64	39.29
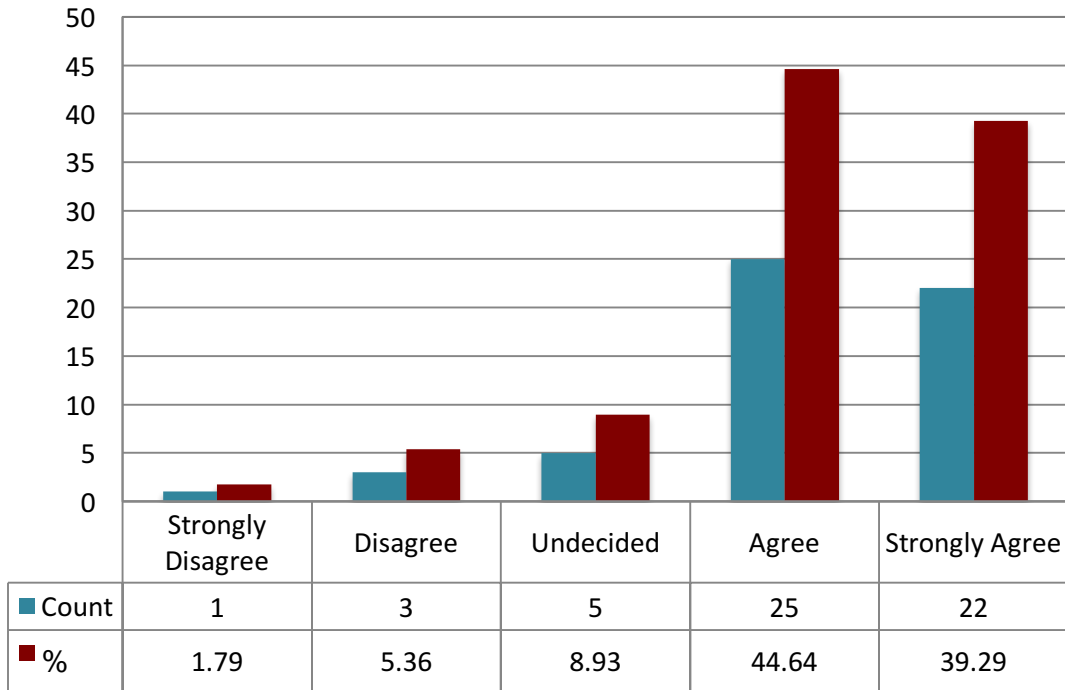
Note. A substantial number of respondents (83.93%) answered "Agree" to "Strongly Agree." N=56. Missing=1.

There is obviously an ongoing interest at the school about how to effectively teach the Diné language in a school setting. There are concerns around curriculum development, assessments, and testing students. The administrators are intensely interested in learning how to support the new Kindergarten immersion program.

One administrator commented that they are dealing with other outside entities whose primary focus is on student academic achievement via testing. For example, s/he discussed how they had to test their students in English regardless of what language is being taught in the classroom. She stated that this is where s/he and other leaders from the community needed to advocate for their students and the program.

The focus groups appeared to be a welcome opportunity for participants to discuss internal continuous improvement, especially with regard to the school's intensified focus on *Diné* language and culture. Administrators, for example, noted that this was an opportunity for them to take some time to reflect more on the issues and to revitalize their motivation.

OPEN-ENDED COMMENTS AND SUGGESTIONS

Note. **The statements listed below are presented as written by participants on the corresponding open-ended items of the questionnaires.**

1. PROGRAM QUALITY: COMMENTS AND SUGGESTIONS.

1. Specialized Tracks in our secondary education programs such as Vo-Tech, college prep, military to enhance opportunities

2. I feel that the quality of the program is pretty good.

3. I think this program is great and should keep it up.

4. The school is trying their best with the language especially with the little kids. I feel like they kinda gave up with the older kids honestly.

5. I as an individual, I would really prefer that as the school should prepare. Children would really teach each other to increase the Navajo tongue.

6. The school needs to involve more nature culture in classes. And the teachers talk to us in Navajo.

7. The school programs are great but there are certain grades or class that don't take Navajo classes. And the classes that do go to Navajo class, they would only go for about an hour, once a week. And I think that they should try to go at least 3 times a week.

8. The school should have some after school programs for kinds who want to learn more about the native culture.

9. I believe that it is not a main focus. They are teaching the basics.

10. I scored facilities low because our campus is old and has some areas of concern especially ADA. Family Involvement, from my observation is from a select few families.

11. Too many chiefs... do we really need all these administrative heads? Our key administrators are capable in their own right to effectively operate this school. Change the structure & let the principals do the rest.

12. The school has made large changes in the past few years and its hard work. There's a feeling of stress and resistance from some staff but progress is slowly happening. The perception is change to high expectations.

13. I know and feel that the school offers and works hard on delivering quality through the education program and activities. However, in general, the students struggle academically.

14. Navajo staff should talk to students in Navajo, even it's just a short words, they know.

15. All programs are very effective.

16. A new school/campus is needed! We need to be eco-friendly & have the facilities for sports and after-school programs. Better <?>, etc.

17. Change Special Education to 90% Inclusion starting with a small group pullout class in the morning, and then do "push ins" the remainder of the day. Pushins are Inclusion Services. This will best suit the over flow and dysfunction of the scheduling (small groups and Inclusion services). The new strategy use for special education services (in other school districts out of state) is the 1st class is for learning strategies (for sped

students). It's a small pull-out class to teach learning strategies so that students are successful in their general education. After 1st period, the special education teachers do "push ins" (they do Inclusion throughout the day.

18. I think our grant school has high quality staff for our students to achieve success at all grade level.

19. Its up to the child

20. Excellent

21. We need reading and math coaches in the middle school and high school in order to achieve teacher quality. It isn't enough to look at indicators w/ no support to make improvements or to have leaders come in once a semester.

22. Program quality has improved every year since the new administration took over. Because of location, we have limited access to the internet ... computer that don't reach the internet don't lend itself to program effectiveness.

2. PROGRAM EFFECTIVENESS: COMMENTS AND SUGGESTIONS.

1. Excellent elementary programs. We have a strong dedicated staff & leadership. They have a caring attitude toward our students and community.

2. The program effectiveness is well on its way.

3. We should have this a lot more to help learn.

4. The school really needs more time to teach the Diné language. Maybe some after school programs or weekdays. A certain time to keep the language.

5. I think the school is doing their best to teach the students the Navajo Language, but it's the students who don't care to learn, they're late, or they don't come to school.

6. The school should improve on the language and culture.

7. Bring in the elders, bring in presentations, and all Navajo speaking immersion

8. Place more emphasis on services to students i.e. Math/Science projects, Reading challenges and cultural programs. Cut favors<?> for Athletics - This only serves a few.

9. The effectiveness of programs is being tracked and administration makes it clear that high quality is desired. Accountability from all stakeholders is being practiced.

10. All programs are effective, but parent support is need badly also. From the home.

11. Great School!

12. Our school is very supportive to family involvement that is communicated to parents that we need keep<?> w/ academics.

13. If child is willing to learn the Dine language

14. Very Good!

15. Quality & effectiveness can only exist in an academic setting when support is given to teachers thru coaching, mentoring, etc.

16. Rigor has increased. Teachers have raised standards - some, but not all students have responded. Many feel or have expressed there are no meaning consequences for their actions.

3. Language and Culture: Comments and Suggestions.

1. We might have elders leaving us, but we need to keep the language. It's very important to have their language... its their identity

2. TCS is implementing great Navajo Bilingual Programs to ensure that our students instill their language and identity.

3. Need to teach Diné language & more culture - kinship!

4. It's great the Diné language and the culture is returning back to the classrooms.

5. Only a tiny few know about the Diné language.

6. People really need to help children to talk their own language. The school really needs to help and do more than they can instead of saying, "This is all we can do." I hear more of that and of less of it really needs.

7. The school it trying it's best but we need more native teachers to talk to us in our Diné language. And the school needs to bring out more Navajo culture.

8. The community should help the school teach the students Navajo. Because there are some teachers who don't speak the language.

9. Have more Native American books. Show some short movies as while as having some programs for Diné language. We can go further when ane<?> how the school is trying to help.

10. Emphasize the holistic view, that it's a way of life.

11. Not enough is being extended into the home to support what students learn in the classroom. Parent involvement is vital to keeping language a priority.

12. I am comfortable with the Dine Language being taught in school but would prefer to teach culture at home.

13. Its still in the beginning phases of development but it stands out as "important" and a need for our community.

14. The community needs to become more involved with the Diné language and culture without fear or concern based on outside factors.

15. Continue with the Dine language here at school.

16. TCS children participating in the school Diné language learning program is good.

17. Navajo staff should talk to students in Navajo Language on school campus. I'm a Navajo teacher and I talk to my students in Navajo and they talk to me in Navajo.

18. All Diné culture and language is good to me except, when they start in on traditional aspects, not right.

19. Offer language classes to parents, adults, guardians.

20. Great Culture

21. I am very happy that we started a Dine program to validate our language & culture to all grade levels.

22. Very Good!

23. TCS has to keep up with paradigm shift due to language loss. Out students are non-native speakers so the focus should be on academics to prepare them for the real world. If they choose to learn Diné, classes are available.

24. I like the push in Diné language usage in school. Its one of the main reasons we choose to enroll our child here.

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APPENDIX A: PROGRAM DESCRIPTIONS

Below are some basic descriptions for helping evaluation respondents and readers of this report to gain a basic understanding of TCS programs. More detailed information about each program is available on the school website.

1. ACADEMICS: GRADES 6-12

TCS operates a middle and high school and provides a standard set of subject areas, such as English, math, science, and social studies. Teachers are highly qualified and certified by the New Mexico Public Education Department.

Assessments: Depending on grade level, students are administered a variety of short cycle and standardized assessments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), the Assessment and Children's Progress Academic Assessment (CPAA), and the Partnership for Assessment of Readiness for College and Careers (PARCC). Depending on grade level and individual needs, students may also tack the ACT, SAT, or PSAT/NMSQT.

Graduating seniors are required to take the science portion of the New Mexico Standards Based Assessment (NMSBA).

2. ACADEMICS: GRADES K-5

Elementary students at TCS are provided a standard curriculum that includes math and literacy.

For assessment, students are administered the Children's Progress Academic Assessment (CPAA), a test that identifies and monitors student academic skills in a more natural instructional environment. Beginning in grade 3, students are also given the PARCC.

3. ATHLETICS

TCS has a mostly standard, small-school athletic program. Students from grades 3-12 may participate provided they maintain a 2.0 grade point average, and abide by other school policies. Sports vary by grade and include baseball, cross country, elementary basketball,, flag football, girls volleyball, golf, soccer, softball, and wrestling.

4. BUSINESS-FINANCIAL

TCS has a standard school district business office. It handles day-to-day accounting operations, including payroll, paying bills, collecting revenue, managing budgets, and all other fiscal compliance and reporting activities.

5. EXTRA-CURRICULAR (AFTER SCHOOL & SUMMER)

TCS maintains a standard set of extra-curricular activities, including after-school tutoring, field trips, students groups, various committees, and sports programs.

6. FACILITIES

The TCS facilities department includes a manager, maintenance worker, and three custodians. Their routine tasks include daily cleaning, preventative maintenance, and emergency repairs.

7. FAMILY INVOLVEMENT

TCS has a busy family involvement program that itself has several components, which include the To'Hajiilee Community School Family Center, and the Family and Child Education Program (FACE).

FACE is a family literacy program that serves children from birth ("cradle board") to five years of age as well as parents and families. The program provides academic assistance, parenting skills, on-site and home visits, adult education, job skills, and more.

TCS also operates a To'Hajiilee Early Childhood Coordinated Services Program (TECCS) that supports families with children experiencing developmental delays. It serves to help the children to transition to kindergarten.

TCS also provides services to families with children age birth to three year of age with the To'Hajiilee Early Intervention Program (TEIP) that helps families to structure an Individualized Family Service Plan (IFSP).

The TCS family involvement system is guided by a five-member Parent Advisory Committee (PAC).

8. FOOD SERVICE

TCS students are served a nutritious breakfast and lunch every day based on guidelines of the USDA food program.

9. LANGUAGE AND CULTURE

The school mission states: *TCS will integrate the Navajo Language and Culture for quality academic achievement resulting in success*. It is a big statement because it says that the school will make a commitment to integrate learning the local heritage language and culture with academics. Language and culture classes are taught in all grades, K-12, as well as in the FACE program (birth to age five).

A major new language and culture initiative is the *Saad Baahasti* program, funded by the W. K. Kellogg Foundation, which is further described below.

10. SECURITY

The TCS campus retains a full-time staff security guard who monitors the grounds and operates the kiosk at the school entrance. All visitors must be approved by the front office to be on campus.

11. SPECIAL EDUCATION

TCS makes Special Education services available to students in grades K-12, as needed. The program operates based on standards and guidance from state and federal regulations, such as the *Individuals with Disabilities Education Act* of 1997 (IDEA).

Included in the Special Education program is the K-12 Gifted and Talented program. Students admitted to this program are offered more challenging learning experiences.

Students who struggle to keep up at their grade level are also monitored through a Response to Intervention (RTI) process.

12. TRANSPORTATION

Practically all students at TCS are bused in. Bus drivers are responsible for student safety, and all students and their parents/guardians are provided a set of discipline and safety rules.

Buses and drivers are made available as needed for extra-curricular activities, such as for sports and field trips.

13. 21ST CENTURY GRANT

The 21st Century Community Learning Centers (CCLC) program is a flow-through grant program funded and administered through the Bureau of Indian Education. TCS was awarded a three-year grant and is in its second year of funding. It uses the grant support primarily to implement an after-school tutoring program.

CCLC programs are authorized under federal *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001*. They support the creation of community learning centers for providing academic support opportunities for students during non-school hours. The program also authorizes providing literacy and other educational services to families of participating children.

14. CHILD HUNGER INITIATIVE

The Child Hunger Initiative is operated primarily by local To'Hajiilee parents and volunteers. It is funded by the Roadrunner Food Bank for the 2017-2018 school year to operate a Mobile Food Pantry for 12 months for 50 households, and to distribute 10 food and nutrition-related backpacks to local residents per week (40 per month).

15. KINDERGARTEN IMMERSION CLASS

The TCS Kindergarten Immersion Class is major component of the most recent major initiative on the campus, known as *Saad Baahasti — Our Language is Sacred*. In 2015, the school received a W.K. Kellogg Foundation grant designed to revitalize and strengthen Diné language and culture programs on campus. The Kindergarten Immersion Class — taught completely in Diné — is the most ambitious of the grant components and at present has about 22 slots available for applicants, of which 11 openings have so far been filled. While the grant expires at the end of 2017, several of its components are expected to continue for years to come.

The *Saad Baahasti* initiative is also integrated into several other TCS programs.

APPENDIX B: METHODOLOGY

SETTING

All evaluation activities took place on To'Hajiilee Community School (TCS) campus.

PARTICIPANTS

Participants in this evaluation assented to complete a written questionnaire and participate in interviews and focus groups by the TCS principal. All TCS staff were notified and encouraged to visit with the evaluators on site in a portable building reserved for two days for this purpose. Approximately 50+ participants were observed, introduced for casual conversation, and/or attended structured interviews and focus groups. Fifty-seven (N=57) adults elected to respond to a formal questionnaire. A more detailed breakdown of respondents is presented in *Appendix C: Participants.*

INSTRUMENTS

All adults on-site were asked to sign consent forms and media releases. The TCS Programs Questionnaire was designed specifically for this BIE/Navajo Nation DODE programs evaluation. Its first administration therefore may be considered a pilot test

EVALUATION FRAMEWORK

The evaluators for this report follow guidelines for program evaluation set forth by the American Evaluation Association, the major association of professional evaluators, and the Joint Committee on Standards for Educational Evaluation (Yarbrough, et. al, 2011). We utilize a proprietary framework of evaluation designed by the Center for Positive Practices called the *Informative Evaluation Model*, which focuses evaluation from three angles: *participatory strategies* (giving the project participants the opportunity to assist in implementing the evaluation strategy and data collection process), *systems thinking* (focusing improvement on systems, not necessarily persons), and *theories of change* (that every intervention should be assessed according to what it plans to do, does, and whether the actual practices are responsible for positive outcomes).

Our quantitative data analysis procedures typically follow guidelines set forth by Creswell (2002), Stevens (1999, 2002), and the latest version of the Kellogg Foundation Evaluation Handbook (2010). Qualitative data is most often assessed using variations of content analyses and the axial sorting and coding approaches described by Corbin & Strauss (2008, 3rd edition).

APPENDIX C: QUESTIONNAIRE PARTICIPANTS

Fifty-seven (N=57) stakeholder participants completed the *TCS Programs Questionnaire*.

The first question asked about their association with To'Hajiilee Community School (TCS). Four parents answered more than one category (two who stated that they were also staff, and two who stated they were also teachers or educational assistants). Therefore, when some questions are disaggregated by 'association' the number of possible responses will most often be between 57 and 61.

Table 4. (1) Association with TCS.

Item	Count	%
Other Stakeholder	2	3.51
Parent / Guardian, Staff / Administration	2	3.51
Parent / Guardian, Teacher or Educational Asst.	2	3.51
Parent / Guardian	8	14.04
Student	9	15.79
Staff / Administration	16	28.07
Teacher or Educational Asst.	18	31.58
Total Respondents	**57**	**100**

Note. There are 57 respondents. N=57. Missing=0.

Table 5. (2) Years associated with TCS.

Item	Count	%
0 to 1	6	10.71
2 to 3	11	19.64
4 to 6	12	21.43
7 to 9	9	16.07
10+	18	32.14

Note. There is considerable variation on this item. N=56. Missing=1.

Table 6. (3) Years in area.

Item	Count	%
0-2	13	24.07
3-5	4	7.41
6-10	2	3.7
11-20	5	9.26
21+	30	53.7

Note. N=54. Missing=3.

Table 7. (4) Age.

Item	Count	%
12 to 15	4	7.27
16 to 19	4	7.27
20 to 29	5	9.09
30 to 49	15	27.27
50+	27	49.09

Note. There is considerable variation on this item. N=55. Missing=2.

5. Grade(s)

Grade	Count	%	Grade	Count	%
Pre-K	5	5.68	6	7	7.95
K	7	7.95	7	7	7.95
1	7	7.95	8	4	4.55
2	5	5.68	9	6	6.82
3	5	5.68	10	7	7.95
4	9	10.23	11	6	6.82
5	5	5.68	12	7	7.95

Note. Participants were asked to check all of the pertinent grades of their association with TCS. Because the school serves pre-K to 12, and several parents have children attending in multiple grades, the statistical spread shows that all levels of school service are fairly represented.

6. Native Language Proficiency

Item	Count	%
Beginning	19	33.93
Very Limited	14	25
Casual in Conversation	10	17.86
Native Speaker	13	23.21

Note. N=56. Missing=1.

7. Adults: Education Level

Item	Count	%
Pre-High School	1	1.85
High School	10	18.52
College / Trade School	24	44.44
Graduate / Professional School	19	35.19

Note. N=54. Missing=3.

APPENDIX D: PROGRAM QUALITY DISAGGREGATED

For the purpose of deeper analysis, the five-point Likert Scale item responses for *Quality* (*Strongly Disagree* to *Strongly Agree*) were converted to a number scale (1 to 5). This allows for comparisons regarding how participants according to grouping collectively responded to the 15 items.

Element	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
ALL	3.93	4.17	4.09	3.98	4.07	3.44	3.57	3.89	4.09	4.04
Other Stakeholder	3.5	4.5	4	4.5	4	4	4	4.5	4.5	4
Parent / Guardian	4.25	4.42	4.36	4.25	4.5	3.82	3.25	4.33	4.55	4.5
Staff / Administration	3.81	4.13	4	4.07	3.69	3	3.69	3.63	3.88	3.73
Student	3.75	4.33	4.5	3.57	4.29	3.5	4	4	4.13	4
Teacher or Educational Asst.	3.94	3.94	3.82	3.82	4.06	3.5	3.47	3.72	3.94	4.17

Note. Cells in green received higher respondent ratings (4.25+). Cells in pink received lower respondent ratings (<3.5).

Element	11.	12.	13.	14.	15.	gMean	N-Avg
ALL	3.84	4.28	4.17	4.08	4.14	3.98	52
Other Stakeholder	4.5	4.5	4.5	5	5	4.33	2
Parent / Guardian	4.36	4.36	4.5	4.4	4.22	4.26	11
Staff / Administration	3.88	4.25	4.07	3.81	4.06	3.85	16
Student	3.63	4.38	3.5	3.83	4.67	4	7
Teacher or Educational Asst.	3.5	4.18	4.24	4.12	3.89	3.87	17

Note. Cells in green received higher respondent ratings. Cells in pink received lower respondent ratings.

PROGRAMS BY QUESTION NUMBER

1. Academics: Grades 6-12
2. Academics: Grades pre-K-5
3. Athletics
4. Business / Financial
5. Extra-Curricular
6. Facilities
7. Family Involvement
8. Food Service
9. Language and Culture
10. Security (personal safety)
11. Special Education
12. Transportation
13. 21st Century Grant
14. Child Hunger Initiative
15. Kindergarten Language Immersion

APPENDIX E: PROGRAM EFFECTIVENESS ELABORATED

Below are the descriptive analysis results for all participants responding to the TCS Programs Evaluation questionnaire. This kind of analysis may be helpful to see a little more about the *spread* of individual responses.

Item	N	Mean	Median	Mode	Min	Max
1. Academics: Grades 6-12	57	7.52	8	8	1	10
2. Academics: Grades K-5	57	7.96	8	10	1	10
3. Athletics	57	7.67	8	10	1	10
4. Business-Financial	57	7.6	8	9	1	10
5. Extra-Curricular (after school & summer)	57	7.6	8	10	1	10
6. Facilities	57	6.42	7	8	1	10
7. Family Involvement	57	6.38	6	5	2	10
8. Food Service	57	7.15	8	8	1	10
9. Language and Culture	57	7.64	8	10	1	10
10. Security	57	8.13	8	10	4	10
11. Special Education	57	7.26	8	8	1	10
12. Transportation	57	8.36	8	10	5	10
13. 21st Century Grant	57	7.82	8	10	4	10
14. Child Hunger Initiative	57	7.82	8	10	4	10
15. Kindergarten Immersion Class	57	8.07	8	10	1	10

Note. The global mean for this table is 7.53.

Item	Sum	Valid	Errors	Missing	StdDev	Variance
1. Academics: Grades 6-12	391	52	0	5	2.1	4.41
2. Academics: Grades K-5	398	50	0	7	2	4
3. Athletics	399	52	0	5	2.2	4.85
4. Business -Financial	395	52	0	5	2.25	5.07
5. Extra-Curricular	403	53	0	4	2.37	5.63
6. Facilities	340	53	0	4	2.78	7.75
7. Family Involvement	338	53	0	4	2.47	6.09
8. Food Service	379	53	0	4	2.28	5.21
9. Language and Culture	405	53	0	4	2.28	5.2
10. Security	195	24	0	33	2.11	4.46
11. Special Education	392	54	0	3	2.4	5.74
12. Transportation	443	53	0	4	1.43	2.04
13. 21st Century Grant	391	50	0	7	1.95	3.78
14. Child Hunger Initiative	391	50	0	7	1.93	3.74
15. Kindergarten Immersion Class	363	45	0	12	2.06	4.25

Note. The table above shows more detailed analysis of the previous table. The variance, the variation of responses, is fairly moderate with the largest pertaining to *Facilities* and *Family Involvement*. The smallest variance occurred on *Transportation*, meaning that most respondents were very close in agreement on that program.

APPENDIX F: DINÉ LANGUAGE AND CULTURE

For the purpose of deeper analysis, the five-point Likert Scale item responses for *Language and Culture* (*Strongly Disagree* to *Strongly Agree*) were converted to a number scale (1 to 5). This allows for comparisons regarding how participants according to grouping collectively responded to the 15 items.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	gMean	N-Avg
ALL	4.46	4.51	3.79	3.46	4.4	4.09	4.43	4.07	4.15	4.14	4.15	55
OS	5	5	3.5	3.5	5	3.5	4	5	4	4	4.25	2
PG	4.58	4.83	4.5	4.17	4.67	4.58	4.67	4.5	4.67	4.5	4.57	12
SA	4.4	4.19	3.5	3	4.27	3.93	4.07	3.56	4.06	4.25	3.92	15
Ss	4.78	5	4.33	4.11	4.67	4.56	4.89	4.11	4.33	4.33	4.51	9
TEA	4.22	4.28	3.29	3.06	4.18	3.71	4.35	4.12	3.75	3.71	3.87	17

Note. Legend: OS= Other Stakeholder, PG=Parent/Guardian, SA= Staff / Administration, Ss=Students, TEA= Teacher or Educational Asst.. Cells in green received higher respondent ratings (4.25+). Cells in pink received lower respondent ratings (<3.5).

The gMean is the global mean average for *Language and Culture* questions by grouping. For example, PG and SS gave the highest marks overall at 4.57 and 4.51. That means that parents and students responded more positively to the language and culture question series as a whole.

"Na" is the average participation for each group for each items in the Effectiveness section, so all participants combined averaged 55 responses per question, and the Ss group averaged 9 responses per question.

PROGRAMS BY QUESTION NUMBER

1. Academics: Grades 6-12
2. Academics: Grades pre-K-5
3. Athletics
4. Business / Financial
5. Extra-Curricular
6. Facilities
7. Family Involvement
8. Food Service
9. Language and Culture
10. Security (personal safety)
11. Special Education
12. Transportation
13. 21st Century Grant
14. Child Hunger Initiative
15. Kindergarten Language Immersion