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BEFORE THE OFFICE OF ADMINISTRATIVE HEARINGS

STATE OF ARIZONA

In the Matter of: KIN DAH LICHI'I OLTA', Inc. a non-, profit corporation, operating KIN DAH LICHI'I OLTA', a Charter School	No. 14F-FSRV-003-BCS **KIN DAH LICHI'I OLTA'S SUPPLEMENTAL LIST OF WITNESSES AND EXHIBITS** **[Assigned to the Honorable Judge Brian Brendan Tully]**

Kin Dah Lichi'I Olta', Inc.'s ("KDLO"), through the undersigned counsel, hereby submits its Supplemental List of Witnesses and Exhibits in the above captioned matter:

I. WITNESSES

1. *Ora James, Principal.* Will testify regarding the testing instruments and the credentials and professional development of teaching staff and the applicability of state standards to remote, rural, Navajo schools.
2. ***Theresa** Serapiglia, KDLO Consultant.* Will testify regarding the school improvement systems, professional development, and student assessments. She will also testify regarding the applicability of state standards to remote, rural, Navajo schools.

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3. *Christine Wallace, KDLO Board Member.* Will testify regarding the demographics of the 7th and 8th grade students and to the applicability of state standards to remote, rural, Navajo schools. **Ms. Wallace will further testify regarding the history of the past 3 years that led to the failures resulting in the State Charter Board seeking this revocation, and when and how the KDLO Board recognized the failures and what actions the KDLO Board took in response thereto and how the KDLO Board will ensure that KDLO regains and maintains its performing status.**
4. *Eduardo Valles, Acting Head Teacher.* Will testify as to the progress and tracking of the academic performance of the KDLO Charter School students.
5. *Lucinda Wauneka, 7th Grade Teacher.* Will testify as to the implementation of the curriculum and academic performance testing of the 7th grade students and how the test score results are utilized to adjust the teaching and curriculum.
6. *Eugene Curley, 8th Grade Teacher.* Will testify as to the implementation of the curriculum and academic performance testing of the 8th grade students and how the test score results are utilized to adjust the teaching and curriculum.
7. *Senator Carlyle Begay.* Will testify regarding general educational conditions relative to KDLO and other Navajo schools as they relate to state assessments and the educational merit of KDLO.
8. ***Benjamin Curley,*** *Kinlichee Chapter President.* Will testify to the importance of KDLO to the community and the community's commitment to supporting KDLO.

9. Any witness named or called by the Arizona State Board for Charter Schools.

II. EXHIBITS

1. February 24, 2014 Article from the Arizona Education News Service entitled *Goodbye, AIMS: Process Underway for Picking New Statewide Test.*
2. 2013-2014 KDLO Charter – 7th Grade All Students Comparison of Prentice Hall Mathematics Assessments; Average Percent Correct on Lesson Quizzes.
3. KDLO Charter – All 7th Grade Students Reading Progress 2013-2014; Comparison of Prentice Hall (a) Beginning of the Year Benchmark (08/07/13); (b) Beginning of the Year Benchmark Readministered (10/21/13); (c) Average score on Weekly Selection T.
4. KDLO Charter – 7th Grade; Reading Progress for Students Below the 25th Percentile – 2013-14; Comparison of Prentice Hall / Average Scores on Weekly Selections.
5. KDLO Charter 2013-14; Data Driven Instructional System Student Groupings; Groupings determined after assessment to realign instruction and to teach standards identified as needed by students (7th Grade Groupings).
6. KDLO Charter 2013-14; NWEA RIT Scores and Determination of Improvement was made – Fall to Winter (8th Grade).
7. 7th –Math: NWEA; 2013-2014.
8. 7th –Reading: NWEA; 2013-2014; Lowest 25th Percentile.
9. 7th –Reading: NWEA; 2013-2014.
10. KDLO Charter – 7th –Math: NWEA; 2013-2014; Lowest 25th Percentile.

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11. KDLO Charter – 8th –Reading: NWEA; 2013-2014; Lowest 25th Percentile.
12. 8th –Reading: NWEA; 2013-2014.
13. KDLO Math Growth for all 8th Grade Students; Beginning of the Year (Fall 2013) thru Winter 2014.
14. 8th Grade Math Assessment.
15. KDLO Charter – NWEA 2013-2014 Reading and Math Progress **[replaced with corrected Exhibit]**.
16. KDLO 2013-2014 Professional Development Plan.
17. KDLO Instructional Employee Performance Evaluation (Elementary) form.
18. KDLO Charter School – 7th Grade Reading Curriculum Map 2013-2014.
19. Spring 2013 6th Grade AIMS; Reading Strand/Concept graph.
20. Spring 2013 6th Grade AIMS; Mathematics Strand/Concept graph.
21. 2012-2013 AIMS Results; 6th Grade.
22. KDLO Academic Class Schedule – School Year 2013-2014; Teacher: Lucinda Wauneka/Anna D'Alesandro; Grade: 7.
23. KDLO Academic Class Schedule – School Year 2013-2014; Teacher: Eugene Curley/Gwen Wauneka; Grade: 8.
24. KDLO 8th Grade Charter Prentice Hall Math; Progression for Students Below 25th Percentile Beginning of the Year test to February 26, 2014.
25. KDLO 8th Grade Charter Prentice Hall Reading Progression for Students Below 25th Percentile Beginning of the Year Test to March 13, 2014.
26. KDLO 8th Grade Charter Prentice Hall Reading Progression for All Students from Beginning of the Year to March 11, 2014.

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27. KDLO Charter 2013-14 – NWEA RIT Scores and Determination of Improvement was Made – Fall to Winter.
28. KDLO Curriculum and Instruction Staff Development Based on Common Core State Standards; Agenda for Summer 2013 developed by Theresa Serapiglia Ph.D. Staff Development Facilitator.
29. Report on the Professional Learning Workshop; Curriculum Alignment to Arizona Common Core State Standards Facilitated by Theresa Serapiglia Ph.D. – June 24 through July 11, 2013.
30. KDLO Charter School 2013-14 – School Improvement Systems.
31. 2013-2014 KDLO Demonstration of Sufficient Progress and School Improvement Plan.
32. KDLO Assessment Plan & Schedule 2013-2014.
33. **Arizona Republic article *Battle over Arizona education standards continues* dated March 12, 2014.**
34. **The New York Times article *Common Core Curriculum Now Has Critics on the Left* dated February 16, 2014.**
35. **Item Analysis Report; Class: 7th Grade Reading; PHLitOnline! Grade 7.**
36. **KDLO 8th Grade Charter Prentice Hall Math Progression for All Students From Beginning of the Year to February 26, 2014.**
37. **KDLO 8th Grade Math Growth for the Lowest 25th Percentile Students Beginning of the Year Thru Winter 2014.**
38. Any exhibit identified by the Arizona State Board for Charter Schools.

DATED this 12th day of March, 2014.

HUFFORD, HORSTMAN, MONGINI,
PARNELL & TUCKER P.C.

R. Gehl Tucker
Samantha B. Kelty
Linda A. Samels

COPY of the foregoing List filed electronically this 12th day of March, 2014, to:

The Office of Administrative Hearings
http:www.azoah.com

COPY of the foregoing List including the Exhibits mailed electronically this 12th day of March, 2014, to:

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In the Matter of Kin Dah Lichi'i Olta', Inc.
No. 14F-FSRV-003-BCS
Office of Administrative Hearings, State of Arizona
EXHIBIT INDEX
Arizona State Board for Charter Schools

EXHIBIT	BATES # (BCS...)	DESCRIPTION
1	000001-000004	February 24, 2014 Article from the Arizona Education News Service entitled *Goodbye, AIMS: Process Underway for Picking New Statewide Test*
2	000005	2013-2014 KDLO Charter – 7th Grade All Students Comparison of Prentice Hall Mathematics Assessments; Average Percent Correct on Lesson Quizzes
3	000006	KDLO Charter – All 7th Grade Students Reading Progress 2013-2014; Comparison of Prentice Hall (a) Beginning of the Year Benchmark (08/07/13); (b) Beginning of the Year Benchmark Readministered (10/21/13); (c) Average score on Weekly Selection T
4	000007	KDLO Charter – 7th Grade; Reading Progress for Students Below the 25th Percentile – 2013-14; Comparison of Prentice Hall / Average Scores on Weekly Selections
5	000008	KDLO Charter 2013-14; Data Driven Instructional System Student Groupings; Groupings determined after assessment to realign instruction and to teach standards identified as needed by students (7th Grade Groupings)
6	000009	KDLO Charter 2013-14; NWEA RIT Scores and Determination of Improvement was made – Fall to Winter (8th Grade)
7	000010	7th –Math: NWEA; 2013-2014
8	000011	7th –Reading: NWEA; 2013-2014; Lowest 25th Percentile
9	000012	7th –Reading: NWEA; 2013-2014
10	000013	KDLO Charter – 7th –Math: NWEA; 2013-2014; Lowest 25th Percentile
11	000014	KDLO Charter – 8th –Reading: NWEA; 2013-2014; Lowest 25th Percentile
12	000015	8th –Reading: NWEA; 2013-2014
13	000016	KDLO Math Growth for all 8th Grade Students; Beginning of the Year (Fall 2013) thru Winter 2014
14	000017	8th Grade Math Assessment
15	000018	KDLO Charter – NWEA 2013-2014 Reading and Math Progress [**replaced with corrected Exhibit**]
16	000019-000022	KDLO 2013-2014 Professional Development Plan
17	000023-000025	KDLO Instructional Employee Performance Evaluation (Elementary) form
18	000026-000029	KDLO Charter School – 7th Grade Reading Curriculum Map 2013-2014
19	000030	Spring 2013 6th Grade AIMS; Reading Strand/Concept graph
20	000031	Spring 2013 6th Grade AIMS; Mathematics Strand/Concept graph
21	000032	2012-2013 AIMS Results; 6th Grade
22	000033	KDLO Academic Class Schedule – School Year 2013-2014; Teacher: Lucinda Wauneka/Anna D'Alesandro; Grade: 7
23	000034	KDLO Academic Class Schedule – School Year 2013-2014; Teacher: Eugene Curley/Gwen Wauneka; Grade: 8
24	000035	KDLO 8th Grade Charter Prentice Hall Math; Progression for Students Below 25th Percentile Beginning of the Year test to February 26, 2014
25	000036	KDLO 8th Grade Charter Prentice Hall Reading Progression for Students Below 25th Percentile Beginning of the Year Test to March 13, 2014

26	**000037**	KDLO 8th Grade Charter Prentice Hall Reading Progression for All Students from Beginning of the Year to March 11, 2014
27	**000038**	KDLO Charter 2013-14 – NWEA RIT Scores and Determination of Improvement was Made – Fall to Winter
28	**000039-000041**	KDLO Curriculum and Instruction Staff Development Based on Common Core State Standards; Agenda for Summer 2013 developed by Theresa Serapiglia Ph.D. Staff Development Facilitator
29	**000042-000043**	Report on the Professional Learning Workshop; Curriculum Alignment to Arizona Common Core State Standards Facilitated by Theresa Serapiglia Ph.D. – June 24 through July 11, 2013
30	**000044-000045**	KDLO Charter School 2013-14 – School Improvement Systems
31	**000046-000089**	2013-2014 KDLO Demonstration of Sufficient Progress and School Improvement Plan
32	**000090**	KDLO Assessment Plan & Schedule 2013-2014
33	**000091-000093**	**Arizona Republic article *Battle over Arizona education standards continues* dated March 12, 2014**
34	**000094-000098**	**The New York Times article *Common Core Curriculum Now Has Critics on the Left* dated February 16, 2014**
35	**000099-000100**	**Item Analysis Report; Class: 7th Grade Reading; PHLitOnline! Grade 7**
36	**000101**	**KDLO 8th Grade Charter Prentice Hall Math Progression for All Students From Beginning of the Year to February 26, 2014**
37	**000102**	**KDLO 8th Grade Math Growth for the Lowest 25th Percentile Students Beginning of the Year Thru Winter 2014**

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 1

GOODBYE, AIMS: PROCESS UNDERWAY FOR PICKING NEW STATEWIDE TEST

- Home
- News
- Goodbye, AIMS: Process underway for picking new statewide test

Print

February 24, 2014 / Lisa Irish/Arizona Education News Service / Achievement, Policy & Reform

As Arizona high school students take AIMS writing and reading tests this week, the Arizona State Board of Education will be writing a request for proposals for a new assessment aligned with Arizona's College and Career Ready Standards.

AIMS tests students on earlier academic standards, not the new math and language arts standards that were adopted by the state board in 2010 and have been in use in classrooms since the 2013-14 school year.

"This school year is the last year for AIMS, except for those students who need to pass one or more portions in order to graduate," said Stacey Morley, director of policy development and government relations for the Arizona Department of Education.

Arizona high school students take AIMS writing and reading tests this week, while the Arizona State Board of Education writes a request for proposals for a new assessment aligned with Arizona's College and Career Ready Standards.

Current high school sophomores in the Class of 2016 will be the last students who must pass AIMS to graduate high school.

"The number of re-tests will gradually diminish as those students graduate or leave the system," Morley said. "We are planning for a full implementation on the new assessment for school year 2014-15."

With Arizona's College and Career Ready Standards under fire from conservative Arizona legislators, there is concern the new assessment could be another target.

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Last Thursday, the Arizona Legislature Senate education committee passed bills that would prevent the State Board of Education from implementing standards similar to Common Core, require each school district to adopt its own academic standards and create a minimum course of study incorporating those standards, and allow districts to opt out of any competency requirement like AIMS or the new assessment.

The Senate education committee also discussed bills that would withdraw Arizona from the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium of 18 states that developed the standards and ban using any exam it develops. Another bill would ban high-stakes testing that would be required for high school graduation for the next three years.

Still, a request for proposals and scope of work for the new assessment will be sent out to testing companies in March, said Christine M. Thompson, executive director of the Arizona State Board of Education.

This summer, after the state-mandated procurement process, the board will select "the test that best suits Arizona's needs," Thompson said.

Educators will know before the school year starts which assessment they'll use to measure students' mastery of the standards. Key education reforms – Move On When Reading, school accountability letter grades, and teacher/principal evaluations – are dependent on the results of a valid and reliable state assessment.

"We recognize it's a very aggressive timeline, but we must have a test to replace AIMS," Thompson said. "We want to make sure it's right. We're not trying to rush the process. We want to make sure we're selecting the best test for Arizona as we adopt a test aligned to board-adopted standards."

The board is sensitive to "how quickly schools are going to have to implement this once it's selected," especially since there is much to do as a new school year begins, Thompson said.

Grade	2013	2014	2015	2016	2017	2018	2019
3-8th	Stanford 10 & AIMS	Stanford 10 & AIMS	new assessments	new assessments	new assessments	new assessments	new assessments
9th	Stanford 10	Stanford 10	new assessments	new assessments	new assessments	new assessments	new assessments
10th	AIMS	AIMS	new assessments	new assessments	new assessments	new assessments	new assessments
11th	Retesting only for those who have failed to pass AIMS	Retesting only for those who have failed to pass AIMS	Retesting only for those who have failed to pass AIMS and/or new assessments	new assessments	new assessments	new assessments	new assessments
12th	Retesting only for those who have failed to pass AIMS	Retesting only for those who have failed to pass AIMS	Retesting only for those who have failed to pass AIMS	Retesting only for those who have failed to pass AIMS and/or new assessments (depending on student course of study)	new assessments (depending on student course of study)	new assessments (depending on student course of study)	new assessments (depending on student course of study)

The phase-out of AIMS and transition to the new assessment. In 2014, the final class of 2016 will take AIMS. The new assessment will be implemented in 2015 but scores will be unavailable to use as a percentage of a high school course grade. In 2016, the new assessment scores may be available to use as a percentage of a high school course grade. In 2017, the new assessment will be fully implemented and a percentage of a high school course grade. Right click on the image and click on open link in new tab to view a larger version of the chart.

Late last year, the board issued a request for information to look at available assessment options before developing their request for proposals. It received responses from Cambridge International Examinations, College Entrance Examination Board, CTB/McGraw-Hill, Houghton Mifflin Harcourt/Riverside, PARCC, and Pearson.

The vendor selected to provide the new assessment may or may not be among them. Vendors who didn't reply to the request for information might be interested in submitting proposals after they see the scope of work; those who did might determine their products don't meet the final requirements, Thompson said.

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"The board is committed to having a very open, and to the extent possible, public procurement process for the new assessment," Thompson said. "We are not committed to any one assessment. We want to select an assessment that best aligns with Arizona's values and needs."

While the Arizona Department of Education has been involved in the governing board of PARCC and its test development, "the State Board of Education is doing its best to ensure that our RFP process is independent, it's free from conflict, and that when we select an assessment it's going to be because it's aligned with Arizona's needs and values," Thompson said.

In the meantime, 100,000 students, or about 10 percent of Arizona students, in 529 Arizona public district and charter schools, or about one-fourth of all Arizona schools, will take a field test of PARCC's Performance-Based Assessment from March 24 through April 25 or End of Year Assessment from May 5 through June 6, Morley said.

Arizona's participation in the PARCC field testing will not be considered as part of the selection process should PARCC submit a proposal for consideration. However, general field testing of any test is considered a best practice in test development and may be a consideration in the procurement process.

The board's main criteria for the new assessment are how well it aligns with board-adopted standards, its rigor, and its reliability and validity for education-based accountability reforms in Arizona statute, Thompson said.

"The assessment is going to inform all the state's accountability measures, and is going to have to provide information to educators to help advance the academic success of Arizona's students," Thompson said. "At the root of all of this is a rigorous assessment that is aligned to our standards that have been adopted by the board."

While the goal is to administer the test through technology to make results more quickly available, another consideration will be whether the selected vendor offers a pencil-and-paper option since not all schools have enough computers or bandwidth, Thompson said

"The board is committed to using technology as the infrastructure allows for it," Thompson said. "The board recognizes that not everyone is going to have the tools that they need – that there are bandwidth issues and those type of things. The board is interested in the use of technology, but also recognizes the need to use pencil and paper as the (technology) infrastructure is built to schools."

In Arizona Governor Jan Brewer's proposed budget, there is a $13.5 million increase in fiscal year 2015 for the new assessment aligned to the new standards on top of the $14.7 million set aside in FY 2014. There is also $5 million budgeted for ongoing AIMS costs, and a $15-per-student annual fee assessed each year to school districts and charters over the next six years by the Arizona Department of Administration to support an Internet broadband development project the governor said is needed.

"The new assessment will not be a multiple choice exam," Morley said. "The questions will be far more complex and multi-step, allowing for students to demonstrate their knowledge through the entire question, not just coming to the right answer. It requires critical thinking and a deeper understanding of concepts."

The board and department have developed a phase-out plan for AIMS and a timeline for the new assessment, and once the board adopts the new assessment the department will "have firm (testing) dates for the upcoming year," Morley said.

The board plans to use end-of-course assessments, but may not have money to buy tests given earlier in the year that measure students' progress, so teachers may have to use other tools, Thompson said.

Three key education reforms – Move On When Reading, school district letter grades and teacher/principal evaluations – rely on students achievement test data and there are plans to use current data to meet those requirements, Morley said.

"School accountability (A-F letter grades) and teacher/principal evaluations require the use of student assessment data, but do not specify that it must be the most recent year," Morley said.

Because of the standard-setting process, which occurs in the first year of any new assessment, test data will most likely not be available until Fall 2015, Morley said.

"The board adopts the calculation for A-F letter grades annually, and the department will most likely propose an alternate calculation for the first year of the new assessment," Morley said.

The board has the authority over the framework for teacher/principal evaluations, districts and charters over their adopted model, and can make adjustments to account for the delay in data, Morley said.

"If legislation is found to be needed, the Arizona Department of Education will run it in the 2015 legislative session," Morley said.

The department has included the Move On When Reading issue in House Bill 2637 – which would require testing data to be available during the same school year (before the end of third grade) in order to retain a student, Morley said.

Parents and students can use several resources on the Arizona Department of Education website to learn more about the new assessment, and the National Parent Teacher Association website has information about standards and assessments by grade level, Morley said.

"Although this will be a difficult transition for everyone – students, parents, teachers, and more – the growing pains will be worth it in terms of the human capital our public school students represent," Morley said. "They are the future of this state. By raising expectations, they will rise to the challenge and improve their futures, as well as their families' futures and the economic outlook for Arizona."

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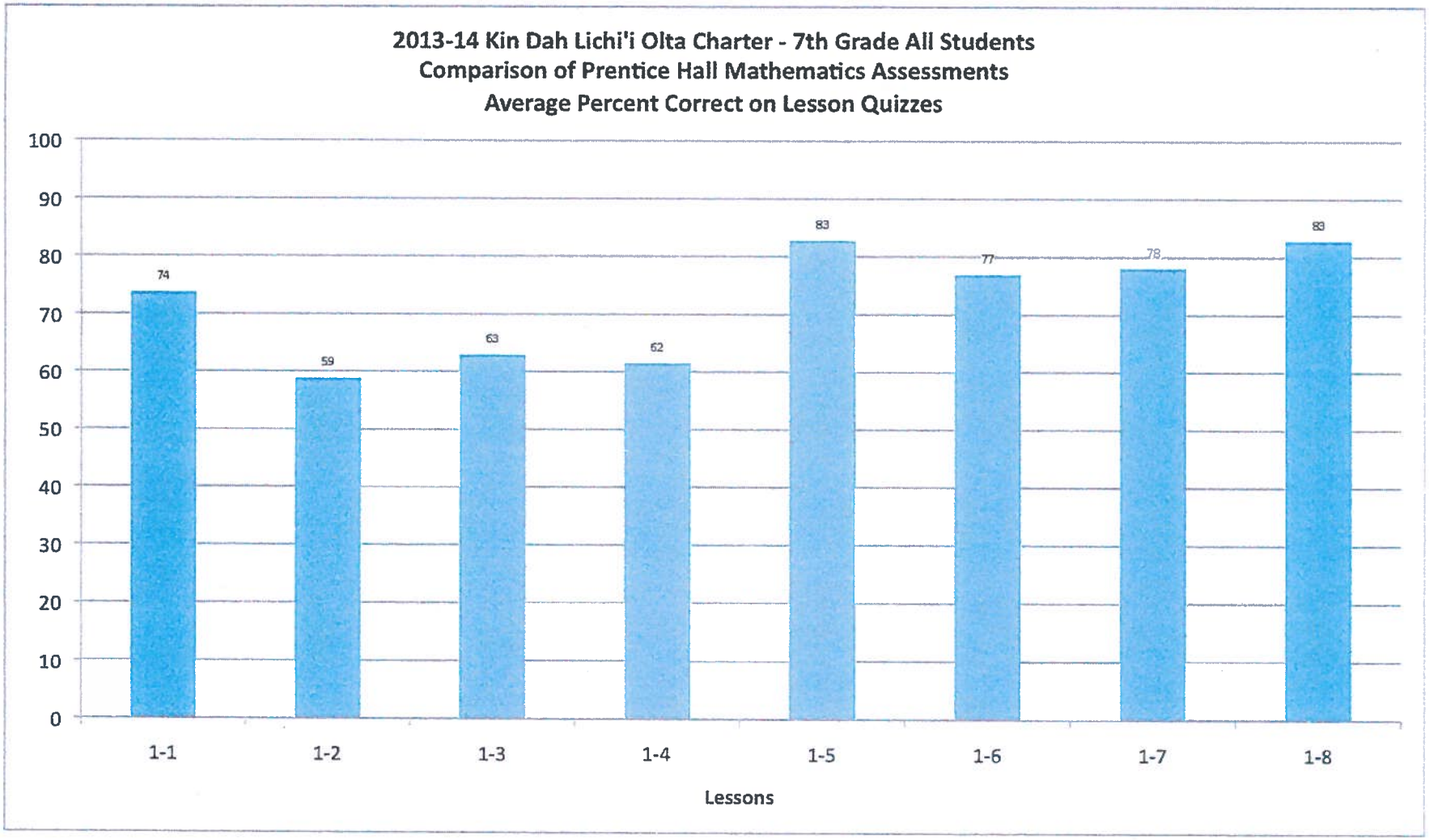
KDLO CHARTER
REVOCATION HEARING

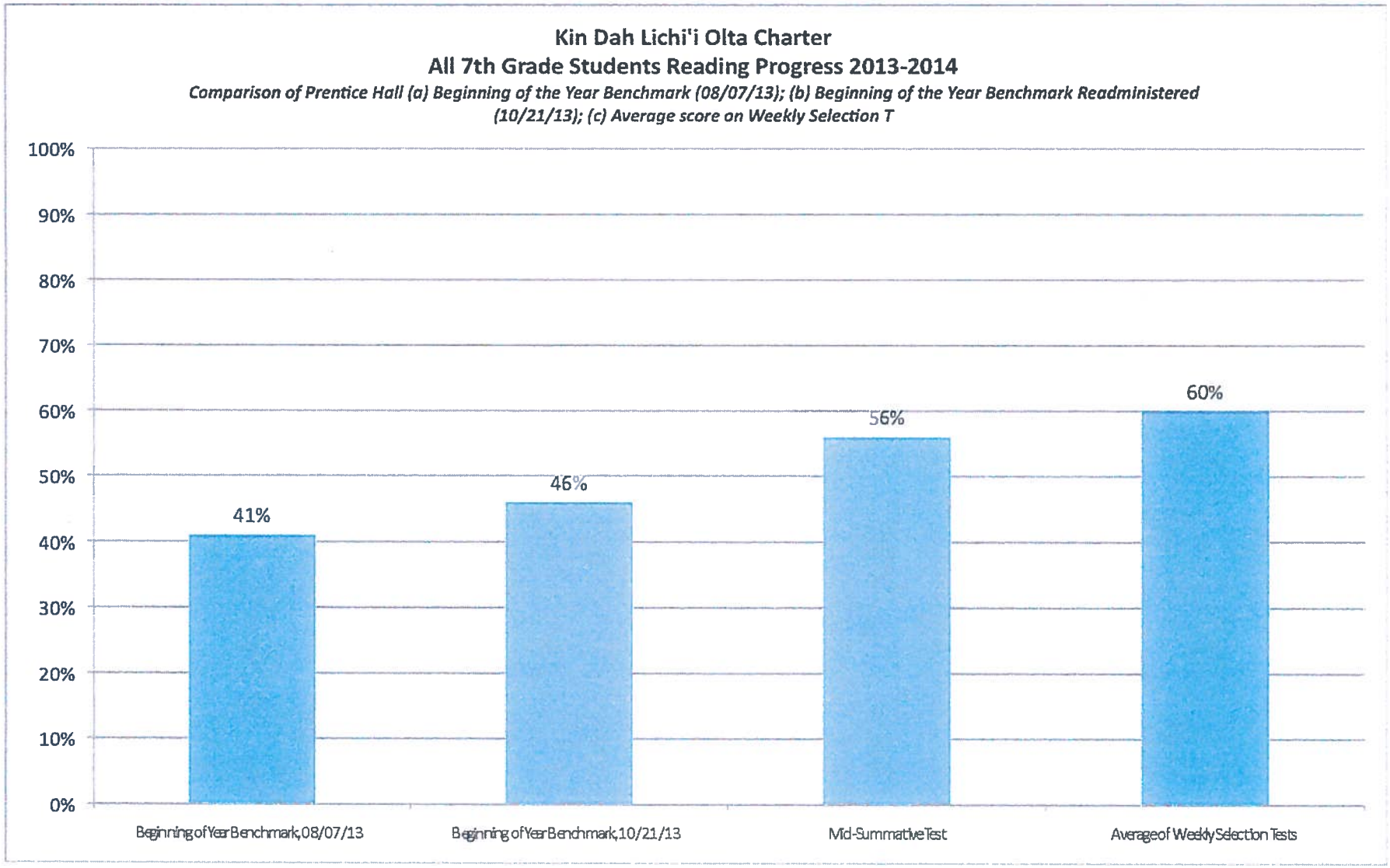
EXHIBIT 2


2013-14 Kin Dah Lichi'i Olta Charter - 7th Grade All Students
Comparison of Prentice Hall Mathematics Assessments
Average Percent Correct on Lesson Quizzes
100
90
80
70
60
50
40
30
20
10
0
74
59
63
62
83
77
78
83
1-1
1-2
1-3
1-4
1-5
1-6
1-7
1-8
Lessons

000005

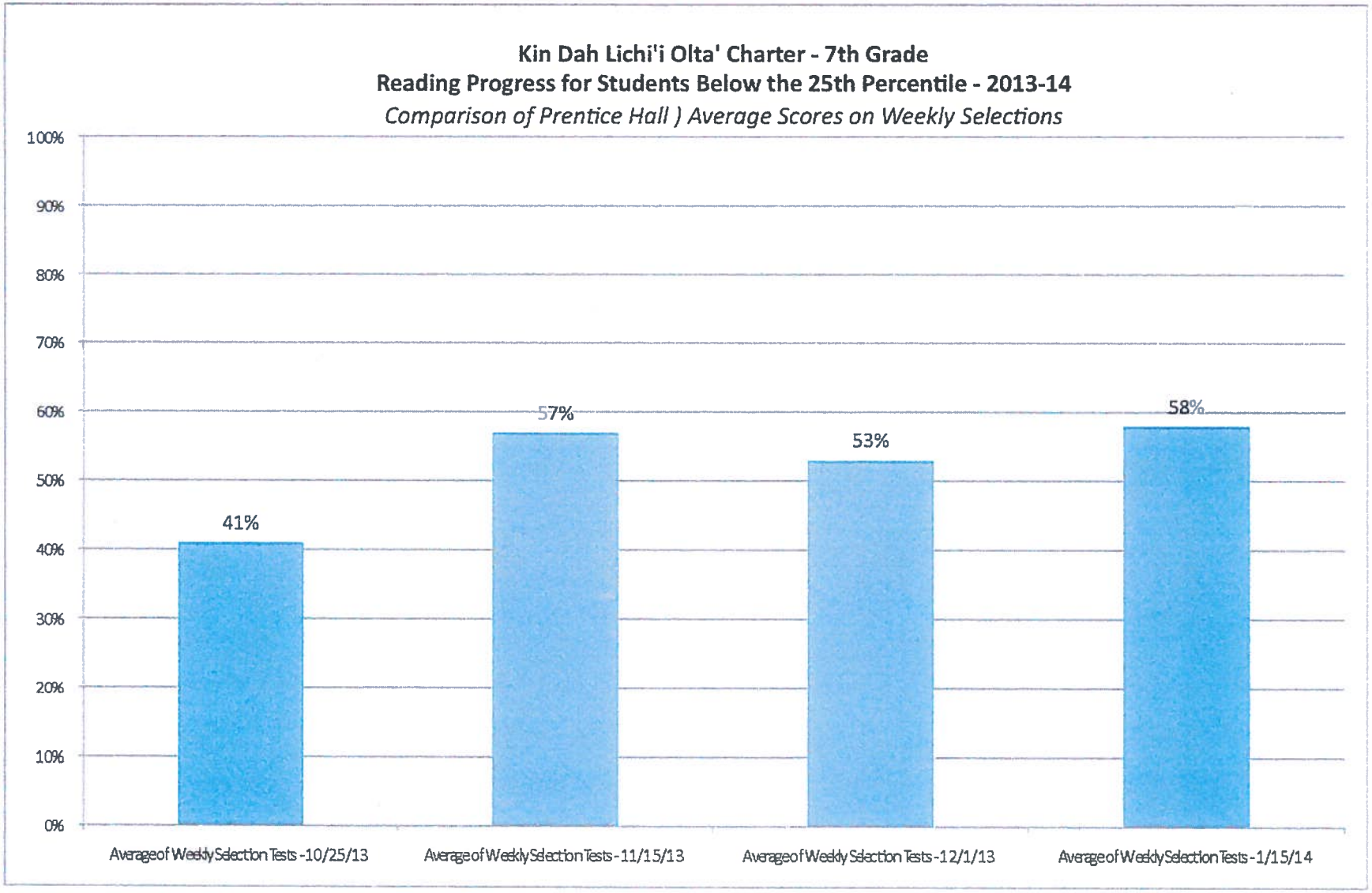
KDLO CHARTER
REVOCATION HEARING

EXHIBIT 3


Kin Dah Lichi'i Olta Charter
All 7th Grade Students Reading Progress 2013-2014
Comparison of Prentice Hall (a) Beginning of the Year Benchmark (08/07/13); (b) Beginning of the Year Benchmark Readministered (10/21/13); (c) Average score on Weekly Selection T
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
41%
46%
56%
60%
Beginning of Year Benchmark, 08/07/13
Beginning of Year Benchmark, 10/21/13
Mid-Summative Test
Average of Weekly Selection Tests

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 4


Kin Dah Lichi'i Olta' Charter - 7th Grade
Reading Progress for Students Below the 25th Percentile - 2013-14
Comparison of Prentice Hall) Average Scores on Weekly Selections
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
41%
57%
53%
58%
Average of Weekly Selection Tests -10/25/13
Average of Weekly Selection Tests -11/15/13
Average of Weekly Selection Tests -12/1/13
Average of Weekly Selection Tests -1/15/14

0000007

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 5

Kin Dah Lichi'I Olta' Charter 2013-14
Data Driven Instructional System Student Groupings
Groups determined after assessment to realign instruction and to teach standards identified as needed by students

7th Grade Groupings

Tier III Lowest 25%ile Students	Tier II Nearing Proficiency	Tier I Proficient/Nearing Proficiency
BA CB NM MO MS	GC JC PH BL TM KS	SB TC KD CS SW DW

8th Grade Groupings

Tier III Lowest 25%ile Students	Tier II Nearing Proficiency	Tier I Proficient/Nearing Proficiency
CO DJ KS	LS KS RB KB NM	AY NM KM MS

NOTE: Class Groups based on Assessment Data February 28, 2013

000008

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 6

Kin Dah Lichi'I Olta' Charter 2013-14
NWEA RIT Scores and Determination of Improvement was made - Fall to Winter

GRADE 8
Math NWEA

	Student	NWEA Fall	NWEA Winter	Improved
1	James, Damian	198	189	No
2	Owens, Crystal	208	193	No
3	Smith, Lakesha L.	213	210	No
4	Slivers, Khana	215	219	Yes
5	Billie, Kendrick	219	216	No
6	Slivers, Keanu R.	222	223	Yes
7	Manuelito, Naomi N.	224	202	No
8	Begay, Rydell	228	224	No
9	Manning, Nadine R.	233	220	No
10	Mooney, Katelynn R.	236	233	No
11	Yazzie, Alyssa M.	239	239	No
12	Shirley, Montgomery	240	242	Yes

NOTE: Only 3 of the 12 students Improved on NWEA from Fall to Winter. However, 9 out of 12 of these students made progress on the Prentice Hall Assessments aligned to the ACCS from Fall to Winter.

GRADE 8
Reading NWEA

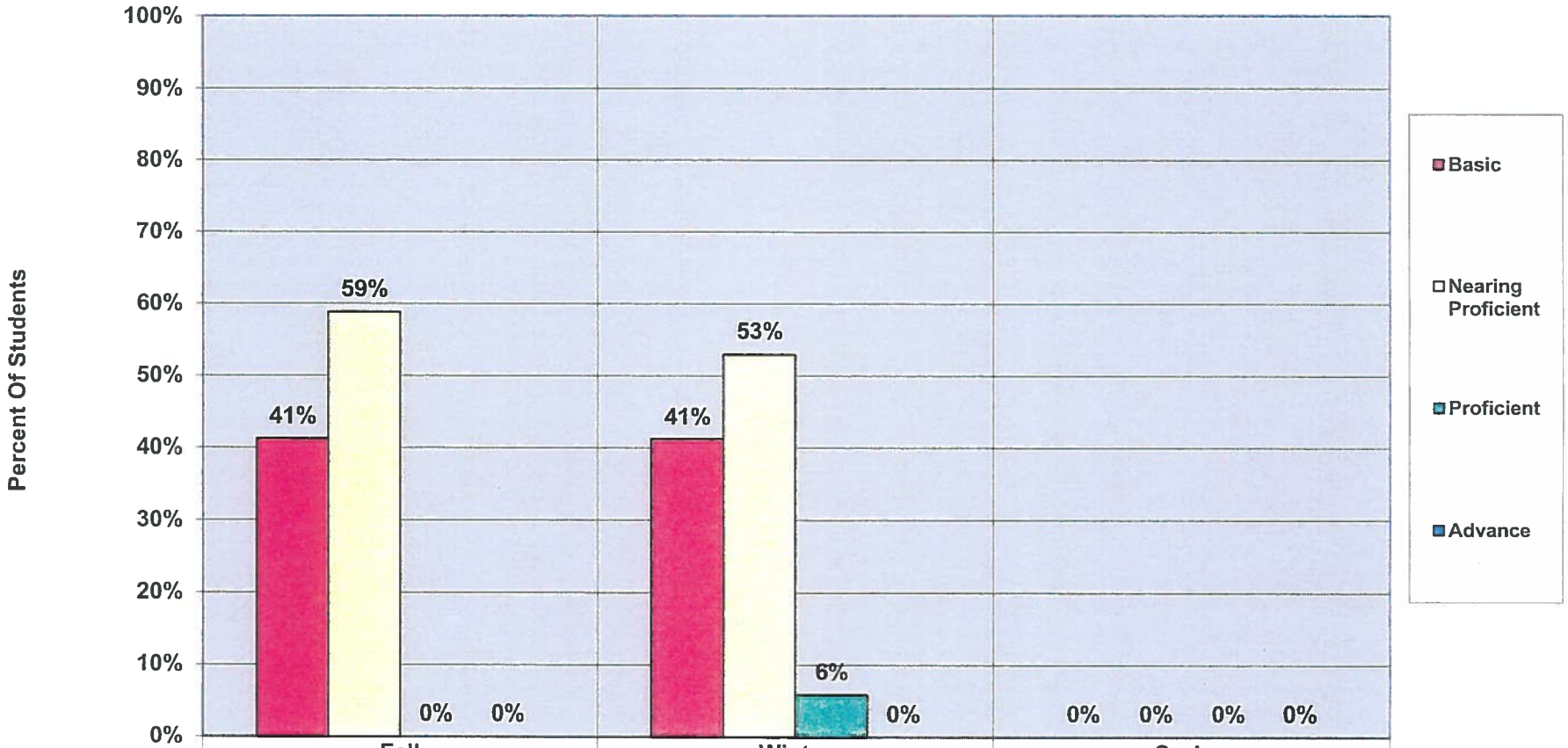
	Student	NWEA Fall	NWEA Winter	Improved
1	James, Damian	178	195	Yes
2	Owens, Crystal	189	194	Yes
3	Slivers, Keanu	192	183	No
4	Slivers, Khana	193	200	Yes
5	Begay, Rydell	193	204	Yes
6	Billie, Kendrick	194	200	Yes
7	Manuelito, Naomi	197	193	No
8	Smith, Lakesha	209	208	No
9	Shirley, Montgomery	213	218	Yes
10	Yazzie, Alyssa	213	226	Yes
11	Mooney, Katelynn	214	218	Yes
12	Manning, Nadine R.	218	222	Yes

NOTE: 9 out of 12 students Improved

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 7

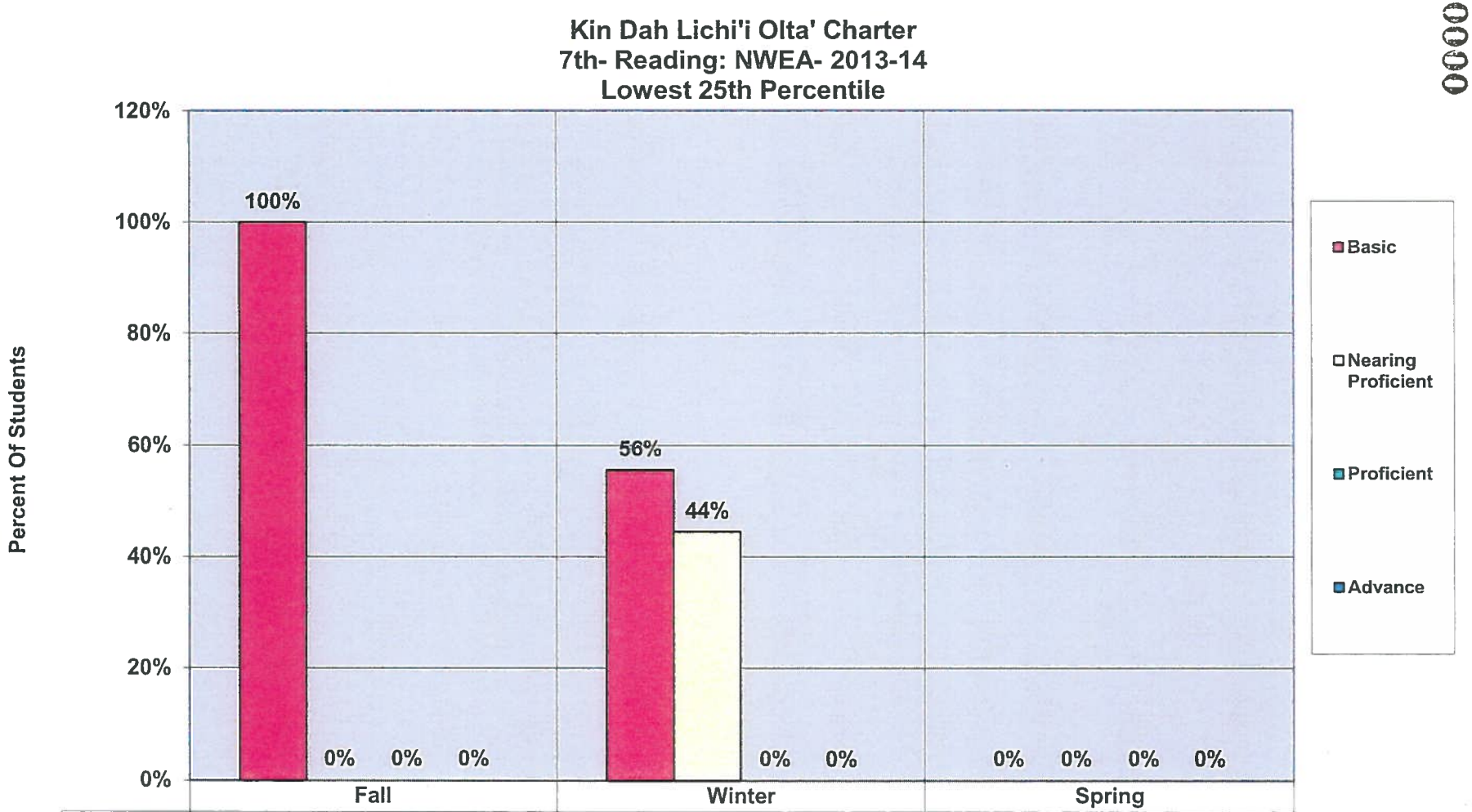
7th-Math: NWEA- 2013-2014



	Fall	Winter	Spring
Basic	41%	41%	0%
Nearing Proficient	59%	53%	0%
Proficient	0%	6%	0%
Advance	0%	0%	0%

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 8

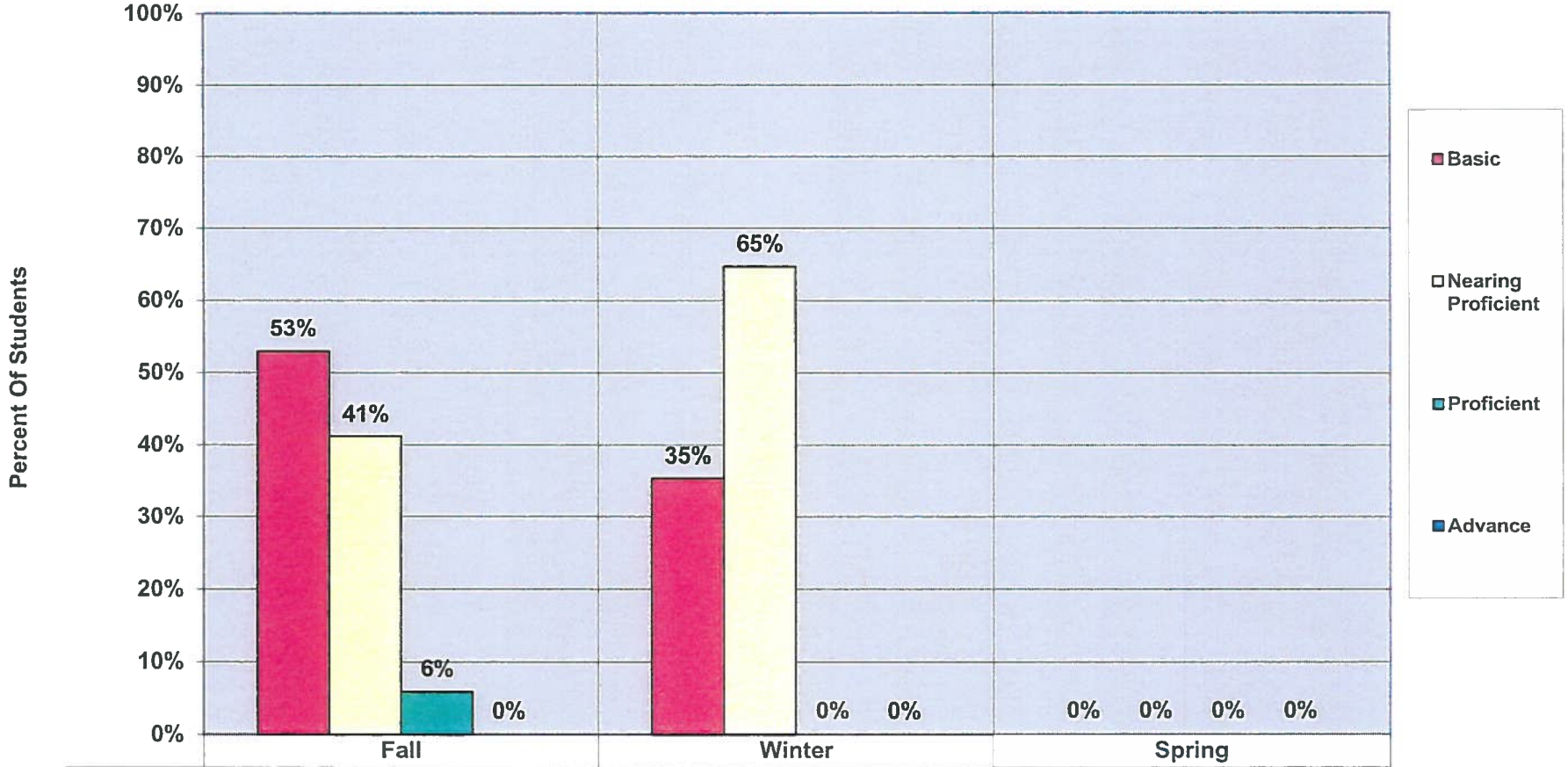


	Fall	Winter	Spring
Basic	100%	56%	0%
Nearing Proficient	0%	44%	0%
Proficient	0%	0%	0%
Advance	0%	0%	0%

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 9

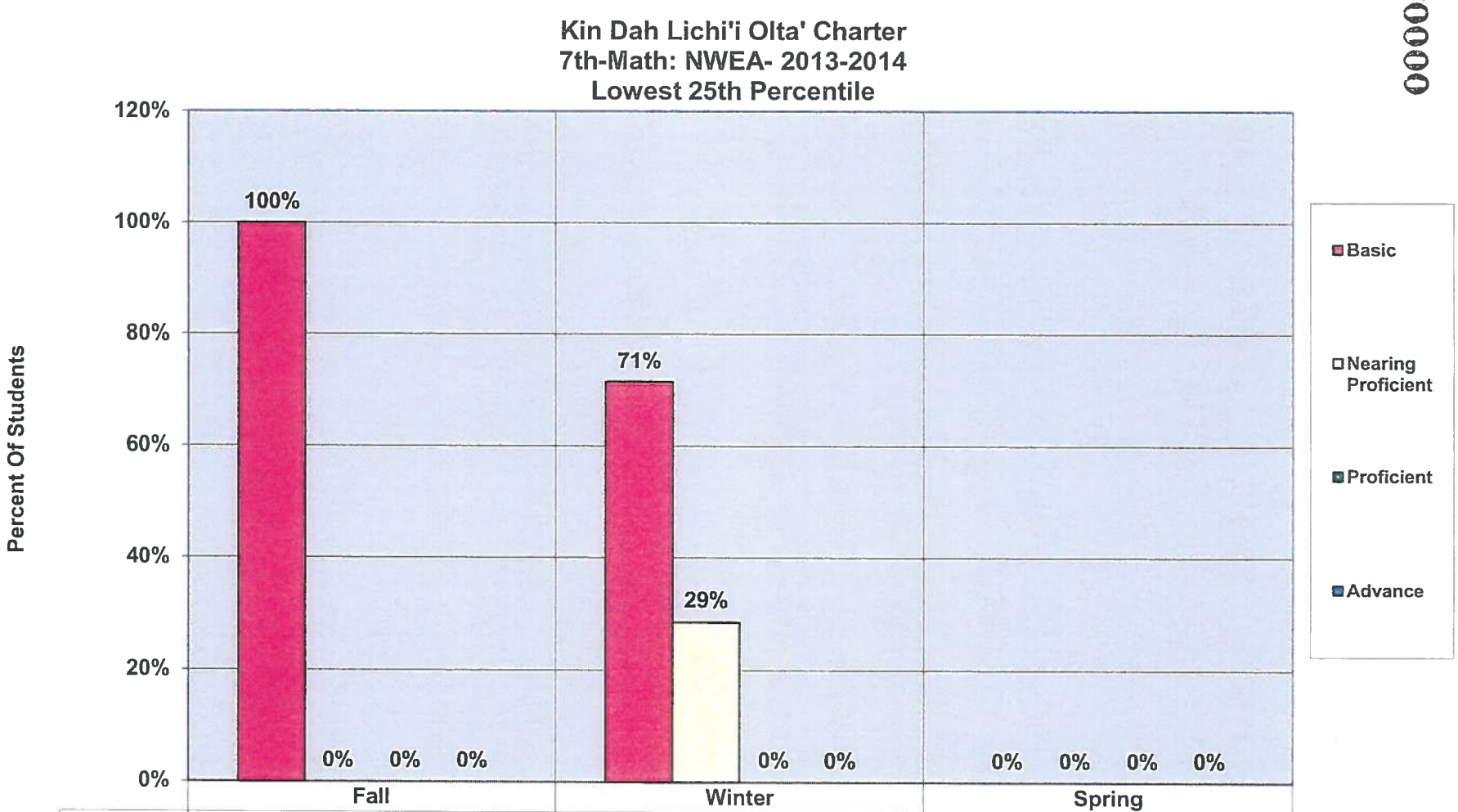
7th- Reading: NWEA- 2013-2014



	Fall	Winter	Spring
Basic	53%	35%	0%
Nearing Proficient	41%	65%	0%
Proficient	6%	0%	0%
Advance	0%	0%	0%

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 10

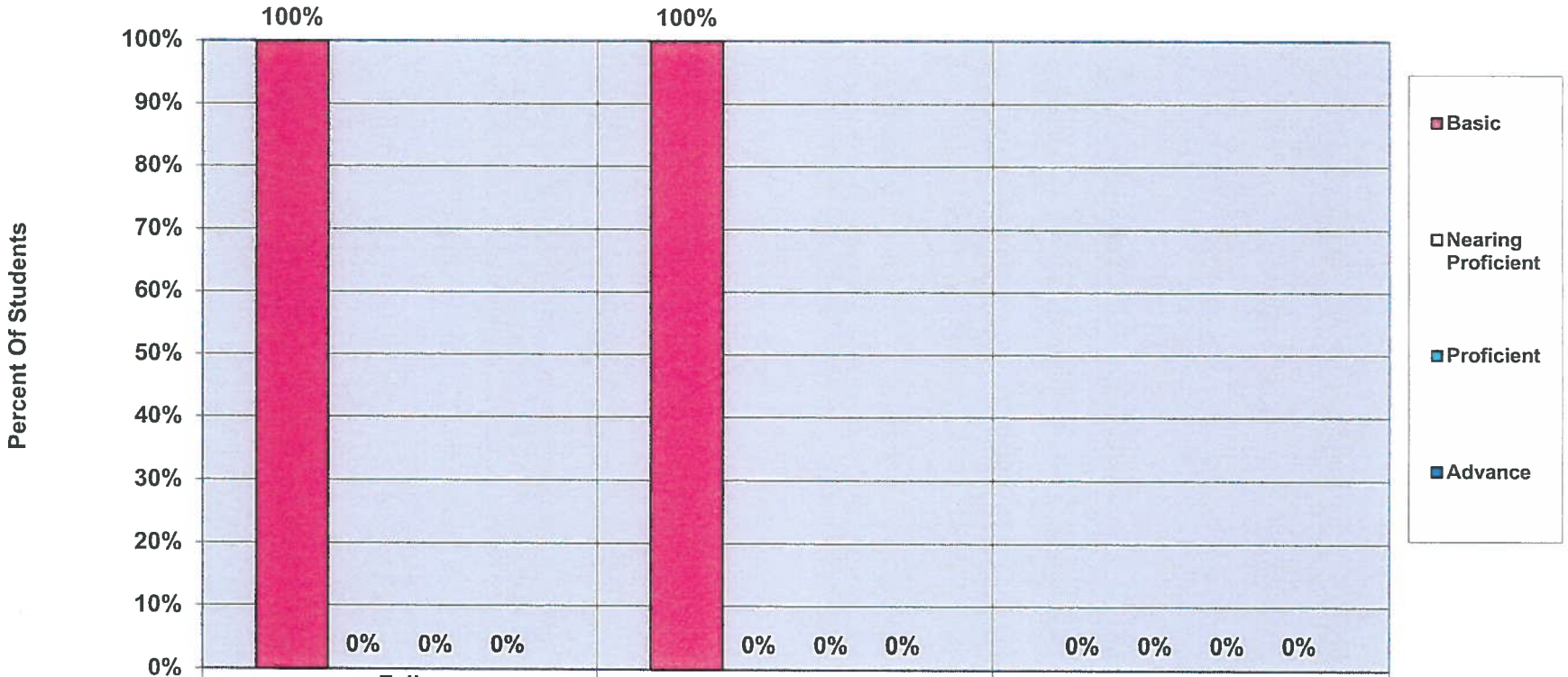


	Fall	Winter	Spring
Basic	100%	71%	0%
Nearing Proficient	0%	29%	0%
Proficient	0%	0%	0%
Advance	0%	0%	0%

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 11

Kin Dah Lichi'i Olta' Charter
8th-Reading: NWEA- 2013-2014
Lowest 25th Percentile

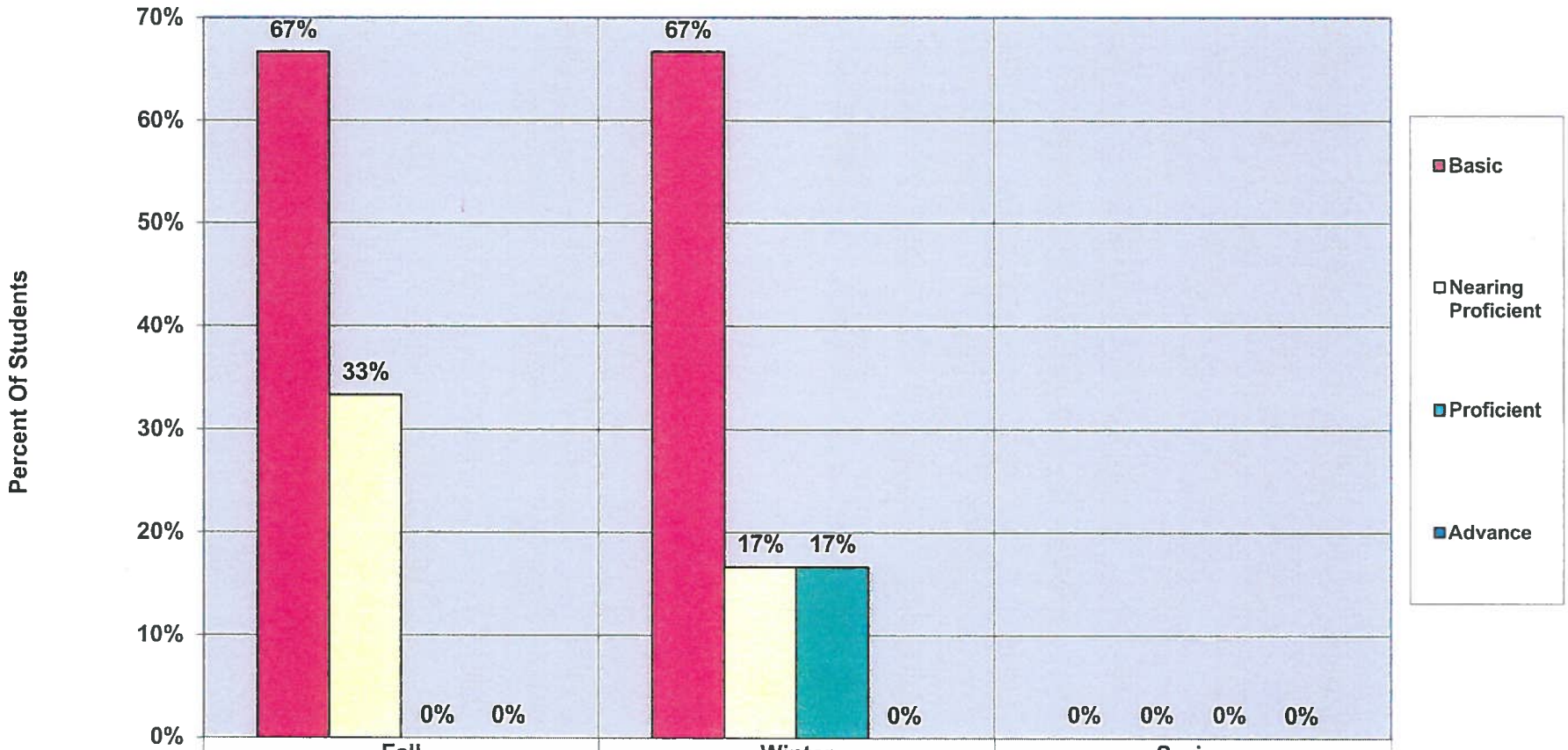


	Fall	Winter	Spring
Basic	100% (7	100% (7 Students)	0%
Nearing Proficient	0%	0%	0%
Proficient	0%	0%	0%
Advance	0%	0%	0%

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 12

8th-Reading: NWEA- 2013-2014

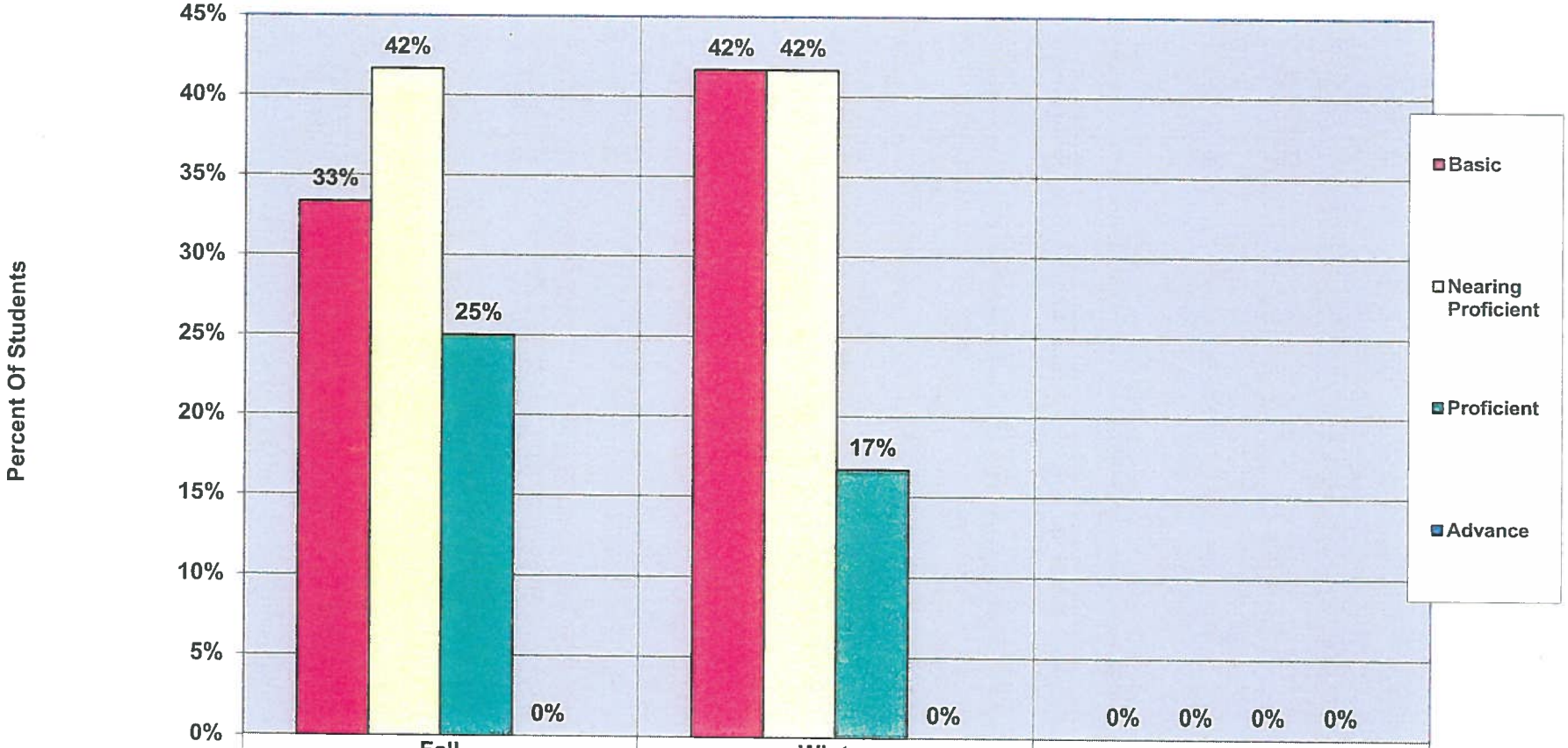


	Fall	Winter	Spring
Basic	67%	67%	0%
Nearing Proficient	33%	17%	0%
Proficient	0%	17%	0%
Advance	0%	0%	0%

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 13

KDLO Math Growth for all 8th Grade Students
Beginning of the Year (Fall 2013) thru Winter 2014



	Fall	Winter	Spring
Basic	33%	42%	0%
Nearing Proficient	42%	42%	0%
Proficient	25%	17%	0%
Advance	0%	0%	0%

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 14

GRADE: 8 Math Assessment

Mr. Eugene Curley

	Fall	Winter	Spring
Advanced	257+	257+	257+
Proficient	234-256	234-256	234-256
Nearing Proficient	219-233	219-233	219-233
Basic	0-218	0-218	0-218

	Student	NWEA Fall	NWEA Winter	NWEA Spring	Gains/Losses F-W +/-	Gains/Losses F-S +/-	Growth Goals at 60%tile: Year RIT Goal	1/2 RIT Goal	MOY Goal	EOY Goal	MOY Met 1/2 Year Goal Y/N	EOY Met 60% Year Goal Y/N
1	James, Damian	198	189		-9	-198	6	3	201	204	No	No
2	Owens, Crystal	208	193		-15	-208	6	3	211	214	No	No
3	Smith, Lakesha L.	213	210		-3	-213	6	3	216	219	No	No
4	Tsosie, Miral R.	214			-214	-214	6	3	217	220	No	No
5	Slivers, Khana	215	219		4	-215	6	3	218	221	Yes	No
6	Willie, Shanae R.	215			-215	-215	6	3	218	221	No	No
	Total				-452	-1263					1	0
	# of Students	6	4	0	4	0		6	6	6	6	0
			Average Gain		-113	#DIV/0!					0	#DIV/0!

	NWEA Fall	NWEA Winter	NWEA Spring	60% Goal NWEA EOY	MOY Goals Met	EOY Goals Met	
# of Advanced	0	0	0	1	1	0	# Yes
# of Proficient	0	0	0	0	5	0	# No
# of Nearing Proficient	0	1	0	4			
# of Basic	6	3	0	2			

	NWEA Fall	NWEA Winter	NWEA Spring	60% Goal NWEA EOY	MOY Goals Met	EOY Goals Met	
% of Advanced	0%	0%	#DIV/0!	0%	17%	0%	% Yes
% of Proficient	0%	0%	#DIV/0!	0%	83%	0%	% No
% of Nearing Proficient	0%	25%	#DIV/0!	67%			
% of Basic	100%	75%	#DIV/0!	33%			

Gains Losses	NWEA +/- F-W	NWEA +/- F-S
	-113	#DIV/0!

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KDLO CHARTER
REVOCATION HEARING

EXHIBIT 15

Kin Dah Lichi'i Olta' Charter

NWEA 2013-2014 Reading And Math Progress

- Percentage of Students Scoring At or Near Proficiency
- Comparison of Fall (Pre Test) and Winter (Mid Year Test)
- For All Students and for the Lowest 25th Percentile Subgroup

STUDENTS	READING			MATH		
7th Grade	**Fall**	**Winter**	**Increase**	**Fall**	**Winter**	**Increase**
All Students:	47%	65%	18%	59%	59%	0%
Lowest 25th %:	0%	44%	44%	0%	29%	29%
8th Grade						
All Students:	33%	34%	1%	67%	59%	-8%
Lowest 25th %:	0%	0%	0%	0%	25%	25%

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KDLO CHARTER
REVOCATION HEARING

EXHIBIT 16

Kin Dah Lichi'l' Olta – 2013-2014 Professional Development Plan

Goal: Develop literacy leader capacity and knowledge of best practice professional development activities and explicit literacy instruction strategies.

Topics	Timeline / Dates	Responsible Party	Evidence of Meeting Action Steps	Evidence/Reflection
Curriculum evaluation, revision, and development aligned with Common Core Standards. Development of Curriculum Maps in Reading, Math and Language Arts based on CCSS.	June 24, 2013 through July 11 for 12 full days	Principal Teachers Reading and Math Coachers, Consultant	Daily Check in Log Consultant assisted the staff in developing the Curriculum, maps. Pacing Guides, Grouping-Intensive, Strategic and Benchmark.	Participants engaged in developing KDLO Curriculum aligned with Arizona Common Core Standards and Prentice Hall Reading and Math; Strategies to be used in the classroom
Data Retreat –Analyze AIMS, NWEA, AZELLA Analysis of student data on AIMS and NWEA. Identification of students in the lowest 25% percentile. Determine Specific areas of need for students and for students in lowest 25%ile, instructional planning and identification of progress monitoring including Benchmark Assessments, Unit and Chapter tests in Reading and Math, Grouping students for instruction.	June 24, 2013 through July 11 for 12 full days	Principal Head Teacher Teachers	Daily Log of Check In Certificates Analyzed AIMS, NWEA assessment, disaggregated by Strands, subsets, identified the subgroups, Tier One, Tier Two and Tier Three	AIMS scores showed that proficiency rates declined at grade levels and showed low performance due to disadvantaged students. Teachers monitor students with benchmark assessments, Chapter Units Test and Math topics test.
Pearson Reading Training To meet the needs of students based on their needs: ELL students, Special Education students, lowest 25%ile students, RTI – Intensive, Strategic, and benchmark.	August 2013	Principal Head Teacher Teachers	Sign In Sheet – how to use the Textbook Reading system, how to implement reading instructional activities for ELL students, lowest 25%ile, RTI-Intensive, Strategic and Benchmark students. Group students accordingly	

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			to meet their needs. Special Education students.	
Pearson Math Training (Webinar) To meet the needs of students based on their needs: ELL students, Special Education students, lowest 25%ile students, RTI – intensive, Strategic and benchmar.	August 2013	Principal Head Teacher Teachers	Sign in Log – how to use the Math Textbook, how to implement math instructional activities, group students for appropriate activities: ELL students, Resource students, meet the needs of lowest 25%ile students, RTI-Intensive, Strategic and Benchmarks. Group students accordingly to meet their needs.	Math strategies are being using and students are targeted according to their level: Intensive, Strategic and benchmark.
Common Core Writing Infused Across Content Areas	October 4, 2013	Principal Teacher	Attendance Log	Teachers are using the Writing using Six Traits Writing strategies.
Six Traits Writing	October 30-31, 2013	Principal Head Teacher Teachers	Attendance – Sign In How to Implement Effective Writing Strategies Across Content Areas.	Teachers are using the Six Traits Writing model in the classrooms.
Arizona Common Core Standard – How to Implement Reading Webinar	November 2013	Principal Head Teacher Teachers	Attendance Log – Sign In Use Common Core Standards Rubrics to Guide Instruction for Student Growth for each quarter	Participants learn CC standard strategies, how to apply them in their classrooms, via demonstrated lessons, guided practice and reflection.
RTI Training (Webinar) Reading and Math Intervention to meet the lowest 25th percentile.	December 2, 2013	Principal Head Teacher Teachers	Attendance Sign In Log	RTI is being implemented to ensure that all students receive academic support and students are grouped

				according to Tier I, Tier II, and Tier,
RTI Tier One: Improving Full Class Instruction in Reading and Math	December 9, 2012	Principal Head Teacher Teachers	Attendance Sign in Log	Teachers will continue with further training
Student & program Monitoring: Analysis of data, program, planning based on data	October 21, 22 and 23, 2013	Principal Head Teacher	Attendance Log Consultant and Staff Program and Student Monitoring and Instructional Planning	Met with Consultant and completed an follow-up on training.
Team data Analysis and data driven instructional Planning, Use of Research based strategies in Reading and Math, Progress Monitory of subgroups	9/13, 9/27, 10/25, 11/8, 11/22, 12/6, 12/20, 1/17, 1/31, 2/14, 2/28, 3/14, 4/11, 4/25,	Principal Head Teacher Teachers Teacher Assistant	Attendance Log Staff analyze student progress on whole class and subgroups' data, and record data, Analyze data, make instructional decisions, regroup students based on data, use online, Tutorials, share instructional strategies.	7th & 8th will continue to meet at their Cluster Meetings to discuss progress of students, make instructional decisions for students in the low performance.
Using Data process Work Session	January 17-18, 2014	Principal Head Teacher Office of School Improvement	Attendance Log Use of RTI in Mathematic Lesson and Dine' Cultural Integration in Math. Use Inquiry to Teach PARCC Information Monitoring Data and Results	RTI model is being used for Math in the Classroom; students are grouped according to their level to meet their needs.
Classroom Observation and Follow-up Professional Development based on	Feb, March & April , 2014	Principal Head Teacher Consultant Academic Staff	Observation checklist completed	Observation checklist completed and needs

determined need.				determined
Plan and Revise Curriculum for SY 2014-2015	June 2, 2014 – June 27, 2014	Principal Head Teacher Consultant Academic Staff	Revise Curriculum and Plans: identify content/ pedagogy that is being taught that will promote developmentally appropriate instruction and assessment, strategies for formative assessment, differentiation, and the use of technology to address varied learning style and academic needs.	
Data Retreat - AIMS, AZELLA, NWEA, data from Prentice Reading and Math assessments	June 2, 2014 – June 27, 2014	Principal Head Teacher Consultant Academic Staff	Disaggregate data to identify performance data level of students, incorporate short and long term goals for students, adjust the direction of ongoing professional development for SY 2014-2015 and based on the needs of the participants.	

KDLO CHARTER
REVOCATION HEARING

EXHIBIT 17

Kin Dah Lichi'i' Olta'
INSTRUCTIONAL EMPLOYEE PERFORMANCE EVALUATION
ELEMENTARY

Employee's Name: _____ Date: _____/____/_____

Position Title: _____ Department: _____

Rating Period _____ **TYPE OF EVALUATION:**

_____ 90 Days Probationary Period
_____ 30 Days Conditional
_____ Mid Year
_____ End of the Year

Performance Plan: U – Unsatisfactory B – Basic P – Proficient D - Distinguished

Planning and Preparation	U	B	P	D
Demonstrates knowledge of content and pedagogy: Teacher displays extensive content knowledge, and common core standards with evidence of contributing pursuit of such knowledge. Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding. Teacher displays continuing search for best practice and anticipate student misconception. (Reading Street & envision – refers to Pearson.Net)				
Demonstrates knowledge of students: Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns. Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning. Teacher displays knowledge of students' skill and knowledge for each student, including those with special needs. Teacher displays knowledge of the interests or cultural heritage of each student.				
Selects instructional goals: Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum framework and standards. All the goals are clear, written in the form of student learning, and permit viable methods of assessment. Goals take into account the varying learning needs of individual students or groups. Goals reflect student initiative in establishing important learning. Goals are written on the board.				
Demonstrates knowledge of resources: In addition to being aware of school reading and math resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.				
Designs coherent instruction: Learning activities are highly relevant to students and instructional goals. They process coherently, producing a unified whole and reflecting recent professional research. All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials. Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups. The lesson's or unit's structure is clear for different pathways according to student needs.				
Assesses student learning: The proposed approach to assessment is completely congruent with the instructional goals, both in content ad process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. Students are aware of how they are meeting the established common core standards and participate in planning the next steps.				
Comments:				

The Classroom Environment	U	B	P	D
Creating an environment of respect and rapport: Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. Students demonstrate genuine caring for one another as individuals and as students.				
Establishing a culture for learning: Students demonstrate through their active participation curiosity, and attendance to detail that they value the content's importance. Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is				

displayed. Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.				
Managing Classroom Procedures: Groups working independently are productively engaged at all times, with student assuming responsibility for productivity. Transitions are seamless, with students assuming some responsibility for efficient operation. Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation. Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.				
Managing Student Behavior: Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. Classroom rules are posted.				
Organizing Physical Space: The classroom is safe, and students adjust the furniture to advance their own purpose of learning. Both teacher and students are physical resources optimally, and students ensure that all learning is equally accessible to all students.				
Comments:				

Instruction	**U**	**B**	**P**	**D**
Communicating Clearly and Accurately: Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher's spoken and written language is correct and expressive with well-chosen vocabulary that enriches the lesson.				
Using Questioning and Discussion techniques: Teacher's questions are of uniformly high order and quality, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contribution. Students themselves ensure that all voices are heard in the discussions.				
Engaging Students in Learning: Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content. All students are cognitively engaged in the activities and assignments in their exploration of content. Initiate or adapt activities and projects to enhance understanding. Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding. Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes. The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.				
Providing feedback to Students: Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.				
Demonstrating Flexibility and Responsiveness: Teacher successfully makes a major adjustment to a lesson. Teacher seizes a major opportunity to enhance learning building on a spontaneous event. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.				
Comments:				

Professional Responsibilities	**U**	**B**	**P**	**D**
Reflecting on Teaching: Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.				

Maintaining Accurate Records: Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records. Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records. Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance. Instructional Lesson Plans are submitted on time.				
Communicating with Families: Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families. Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. Teacher's effort to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation. Reports Cards and Deficiency Notice are shared with Parents on time.				
Contributing to the School: Support and cooperation characterize relationship with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher volunteers to participate in school events and projects, making a substantial contribution, and assumes leadership roles in at least some aspect of school life. Participates in NCA, Native Star.				
Growing and developing Professionally: Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom. Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.				
Showing Professionalism: Teacher is highly proactive in serving student, seeking out resources when necessary. Teacher makes particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Participates in all scheduled Professional Development.				
Comments:				

Overall Comments (any comments or recommendations, which might assist the employee, improve his/her performance):

RECOMMENDATION TO THE BOARD:

I recommend to the board, the following employee:

_____ Be offered a regular certified contract for School Year 2014-2015

_____ Be offered a contract with the following condition(s) for School Year 2014-2015.
(Attach Improvement Plan)

_____ Not be offered a contract for School Year 2014-2015.
(Attached Justification)

I have completed this employee evaluation and have reviewed it with the employee.

_____ ***Date:*** ____/____/____.

Supervisor's Signature

I have read and discussed the content of this evaluation. My signature does not necessarily mean that I am in agreement with the contents.

_____ I am attaching a response to this evaluation.

_____ I am not attaching a response to this evaluation

_____ ***Date:*** ____/____/____

Employee's Signature

CC: Employee
Supervisor
Human Resource Manager