Tribal Education Status Report

School Year 2017–18
November 2018

Christopher Ruszkowski
Secretary of Education

De Alva Calabaza
Interim Assistant Secretary
for Indian Education

The State of New Mexico

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For School Year 2017–2018
Issued November 2018

Susana Martinez
Governor

Christopher Ruszkowski
Secretary of Education

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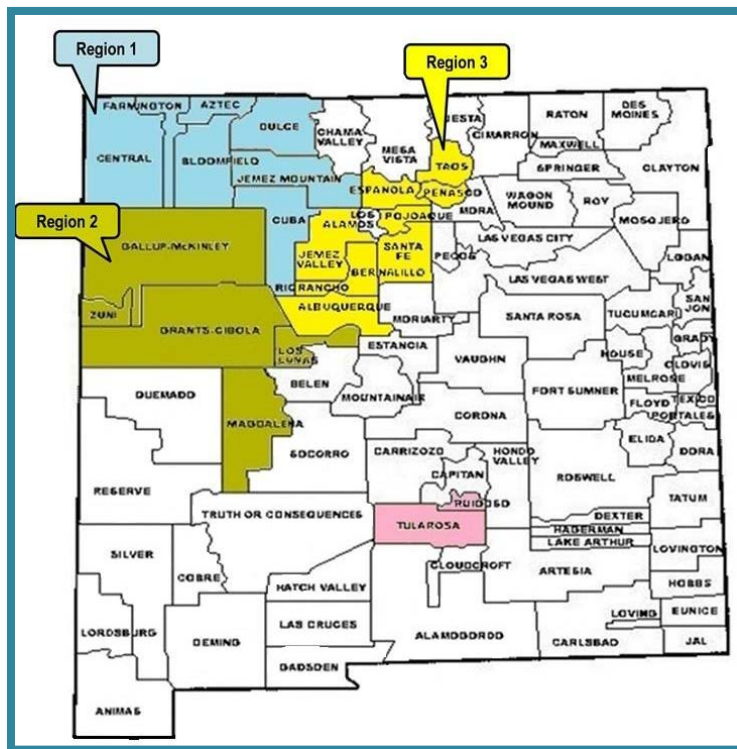
Notes:
> This document is available at http://www.ped.state.nm.us/ped/index.html under *Indian Education Division* reports.

ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the Public Education Department's (PED) current initiatives specific to American Indian students and their educational progress. This report examines both the current conditions and recent trends in the education of New Mexico's American Indian students and provides action steps to strengthen existing programs or propose new activities to yield a positive outcome for American Indian students.

The PED has developed, implemented, and encouraged targeted initiatives to support the educational success for all students. Several PED bureaus and divisions, including—among others —the Indian Education Division (IED), the Federal Programs Division, the Language and Culture Bureau, and the College and Career Readiness Bureau have been instrumental in those initiatives that are designed to address the educational gap and cultural development of American Indian students. Additionally, activities and outcomes from various grant programs—that are specific to our Native American students and derive from within school districts or tribes—are included within this report. Finally, by increasing both state and federal application submissions, the IED seeks to support the 23 districts, 6 charters, and 22 tribes for the various opportunities that are available to support American Indian students.

Data for the 12 reporting areas for 2017–2018 was gathered from the 23 school districts and 6 charters that serve a significant population of American Indian students or have tribal lands located within their school boundaries. The data collected includes student achievement, attendance, school district initiatives, and drop out and graduation rates. Of the 23 school districts, 14 submitted a districtwide Tribal Education Status Report that supports the following sections: school safety; parent and community involvement; and education programs targeting tribal students that incorporated Indigenous research, evaluation, and curricula.

The numbers for Native American students have generally improved within the last three years. Data indicates that New Mexico's American Indian students made significant gains in reading by 8.2 percent, slight gains in their proficiencies for math by 4 percent, and maintained a steady proficiency level in science.

In 2017–2018, 718 pre-kindergarten American Indian students were assessed through the Early Childhood Observation Tool (ECOT), a tool measuring 29 essential indicators of child development. Of those tested, 14 percent were successful.   Of the New Mexico students enrolled in higher education in the state, 8.4 percent were American Indian. The higher education graduation rate of our Native students from 2017–2018 was 7.4 percent.

More detailed information regarding the performance of American Indian students in local school districts can be found in the local Tribal Education Status Report that each of the 23 school districts was required to submit in July of 2018, per the rules of the Indian Education Act. For a further review, the school districts' local TESRs for prior school years can be accessed on the IED's website or directly from each school district.

Integral to the Every Student Succeeds Act New Mexico Plan, the PED asserts an Affirmation of Tribal Consultation process that creates the opportunity for local school districts and tribes to engage in meaningful discussion and decision making. Within that framework, the IED continued to prioritize and strengthen state and local tribal consultation practices in the 2017–2018 school year, with the development of training, guidance manuals, and on-site technical assistance. It is calculated that these efforts will lead to best practices and solutions for supporting American Indian students.

The PED believes that every one of New Mexico's children can succeed. To this end, the PED continues to maintain high expectations for all students and to strengthen partnerships with tribes and school districts in order to collectively achieve the greatest outcomes for American Indian students.

Over the last several years, New Mexicans have come together to set a bold vision for our state's future. New Mexico's Chief Executive, Governor Susana Martinez, in conjunction with stakeholders from the higher education community, laid out the ambitious "Route to 66" plan in September 2016. This plan establishes a rigorous, yet attainable, target of 66 percent of working-age New Mexicans earning a college degree or post-secondary credential by the year 2030. In order to support these efforts, New Mexicans must embrace the opportunity ESSA provides to establish targets through 2022 (at minimum) that raise expectations for our students across the PreK–12 educational spectrum.

The annual TESR provides the PED the opportunity to analyze the progress of American Indian students and reflect on ways the strategies and goals set forth within the state plan can be maintained, strengthened, or revised to better meet the academic and cultural needs of American Indian students. This annual report also provides Indian education stakeholders and other education institutions with state-wide data that can be used as part of a local planning and improvement processes, resulting in improved outcomes for American Indian students.

PROFILE OF INDIAN EDUCATION IN NEW MEXICO

- 23 districts and 6 charter schools identified as native-serving institutions
- Approximately 34,000 American Indian students in public schools
- Approximately 6,000 American Indian students in 28 Bureau of Indian Education (BIE)-operated and tribally controlled schools
- Approximately 2.5 percent of state-wide district staff identified as American Indian

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

22-23A-7. Report.

A.   The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B.   A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C.   These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

(1)   student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;

(2)   school safety;

(3)   graduation rates;

(4)   attendance;

(5)   parent and community involvement;

(6)   educational programs targeting tribal students;

(7)   financial reports;

(8)   current status of federal Indian education policies and procedures;

(9)   school district initiatives to decrease the number of student dropouts and increase attendance;

(10)   public school use of variable school calendars;

(11)   school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

(12)   indigenous research and evaluation measures and results for effective curricula for tribal students.

New Mexico Student Achievement

IED's Objective. Ensure that student achievement in New Mexico public schools is measured by statewide tests that are approved by the PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

Background. The New Mexico assessments include the evaluation of student progress in the following areas: reading K–2; English language arts 3–11; math 3–11, which includes Algebra I (*may* be given in grade 8), Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

Methods. During school year (SY) 2017–2018, students in grades K–2 were tested in reading using the IStation assessment, and students in grades 3–11 were tested using the New Mexico assessments. These NM assessments include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; Partnership for the Assessment of Readiness for College and Careers (PARCC) English language arts (ELA) and math.

In SY 2017–2018, proficiencies, rather than scaled scores, were used to categorize student progress, with testing data reported as the number of students who met the cut-off point for proficiency. All assessment scores have been standardized to reflect proficiencies, and *proficient* and *above proficient* were combined. Masking rules were applied to all data to prevent identification of students in small groups (fewer than 10). This is known as suppression and is used to comply with the Family Educational Rights and Privacy Act (FERPA).

Source: http://www.ped.state.nm.us/ped/Assessment_index.html

Results. The graphs in this section show the statewide percentage of students who are at or above proficiency by ethnicity, as measured by the New Mexico assessments. The overall gains seen in student achievement are based on all 2018 test results.

- Native American students showed a three percent increase in reading proficiencies from the previous school year.
- Native American students showed a one percent increase in math proficiencies from 2016–2017 to 2017–2018.
- Native American students showed a one percent decrease in science proficiencies from the previous school year.

Conclusion. Generally, American Indian students are less proficient than their counterparts in reading, math, and science. Reading proficiencies of American Indian students who are not economically disadvantaged are proportionately higher than American Indian students who are economically disadvantaged. American Indian female students' reading proficiencies are substantially higher than American Indian male students' reading proficiencies, but are the same in math and slightly lower in science.

Student Achievement

Three–Year Statewide Assessment Comparison
Proficiencies by Ethnicity
In Reading, Math, and Science

	2015–16 Reading	2016–17 Reading	2017-18 Reading	2015–16 Math	2016–17 Math	2017-18 Math	2015–16 Science	2016–17 Science	2017- 18 Science
All Students	37%	37%	39%	20%	20%	21%	43%	40%	38%
Caucasian	51%	52%	54%	33%	33%	35%	64%	61%	60%
African American	35%	34%	36%	15%	15%	16%	38%	37%	33%
Hispanic	33%	33%	34%	16%	16%	18%	37%	34%	33%
Asian	61%	61%	62%	48%	50%	50%	65%	66%	61%
American Indian	27%	26%	29%	10%	11%	12%	22%	22%	21%

Y-axis: Percent Proficient and Above (0% to 100%)

STATEWIDE ASSESSMENT BY ETHNICITY

- In SY 2017–2018, 29 percent of American Indian students were proficient in reading, 12 percent in math, and 21 percent in science. The proficiency rate of American Indian (AI) students in 2017–2018 increased from SY 2016–2017 in reading (3 percent), somewhat less (1 percent) in math, and decreased slightly (1 percent) in science.
  - o Proficiency rates for AI students are considerably lower than those of students of other ethnicities.
  - o Compared to the percentage of proficient Caucasian students, AI students compare as follows: In reading, there are half as many proficient AI students, and in math and science, there are nearly one-third as many proficient AI students.
  - o Compared to the percentage of proficient Asian students, AI students compare as follows: In reading, there are nearly half as many AI students who are proficient; in math, one-fifth of AI students are as proficient; and in science, one-third of AI students are as proficient.

2017–2018 Statewide Assessments
American Indian Students
Reading Proficiency by Grade

Percent Proficient and Above

	K	1	2	3	4	5	6	7	8	9	10	11
All Students	62%	60%	68%	30%	30%	31%	29%	30%	30%	29%	33%	42%
AI Reading	48%	48%	57%	18%	19%	20%	20%	23%	21%	19%	25%	33%
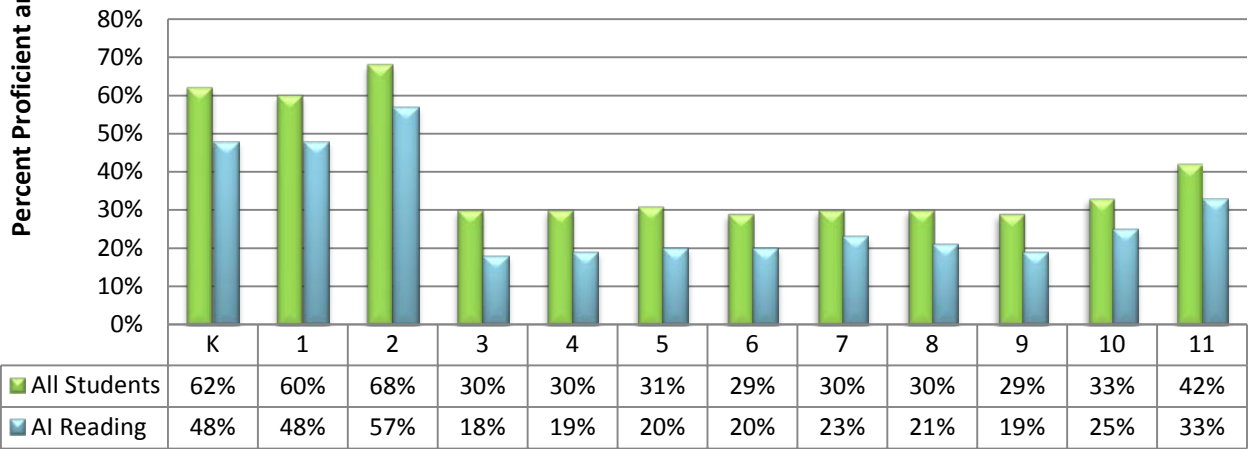
READING BY GRADE

Grades K to 2 proficiencies for all students statewide, not limited to the 23 school districts and 6 charters, were determined using the IStation assessments that provided the following results:

- The highest level of reading proficiency occurs in 2nd grade. Looking across all students, 68 percent reach proficiency while 57 percent of AI students reach this proficiency.

Grades 3 to 11 proficiencies are based on PARCC, SBA Legacy, and NMAPA tests. The following are the results:

- For AI students, reading proficiencies are at their lowest level in the 3rd and 4th and 9th grades, with only 18, and 19 percent achieving proficiency.
  - o The drop in reading proficiency from the end of 2nd to the end of 3rd grades may be due to
    - ▪ the implementation of the more rigorous PARCC assessments, replacing the IStation assessment in the 1st and 2nd grades; and
    - ▪ the transition from learning to read (sounding out words) to reading to learn (comprehending the content)by the 3rd grade.
- Reading proficiency for AI students is the highest in the 11th grade but below all students by nine percent.
- The gap between all students and AI students is smallest in 7th grade, with AI students closing the divide to a seven percent difference.

2017–2018 Statewide Assessments
American Indian Students
Math Proficiency by Grade

	3rd	4th	5th	6th	7th	8th	9th	10th	11th
All Students	32%	26%	28%	21%	21%	22%	19%	15%	10%
AI Math	20%	16%	18%	12%	11%	11%	10%	9%	5%

Percent Proficient and Above
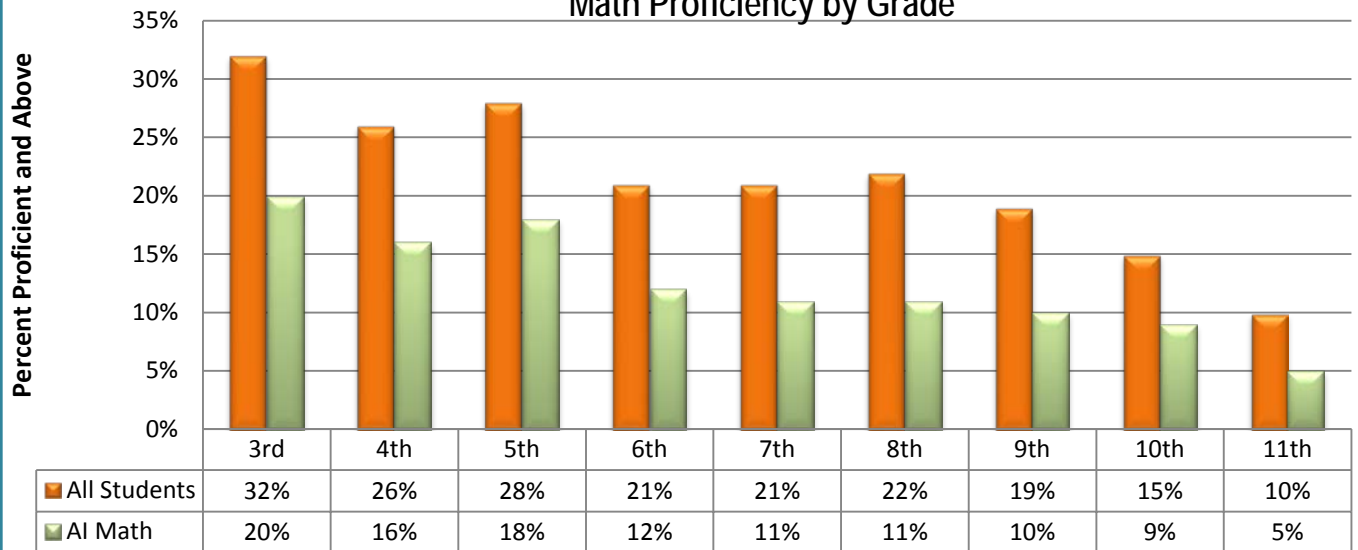
MATH BY GRADE

The 2017–2018 Math Proficiency by Grade chart indicates that

- Generally, all students' math proficiency, whether AI or all students, gradually decreases as students' progress through the grades.
- 3rd - through 5th -grade AI students have higher proficiencies in math than do AI students in 7th to 11th grades.
- AI students' math proficiencies are below all other students in grades 3–11.
- All students' proficiencies are the lowest in 11th grade, as are AI student proficiencies.

2017-2018 State-Based Assessments
American Indian Students
Science Proficiency by Grade

	4th	7th	11th
All Students	47%	43%	27%
AI Science	28%	25%	15%

Percent Proficient and Above
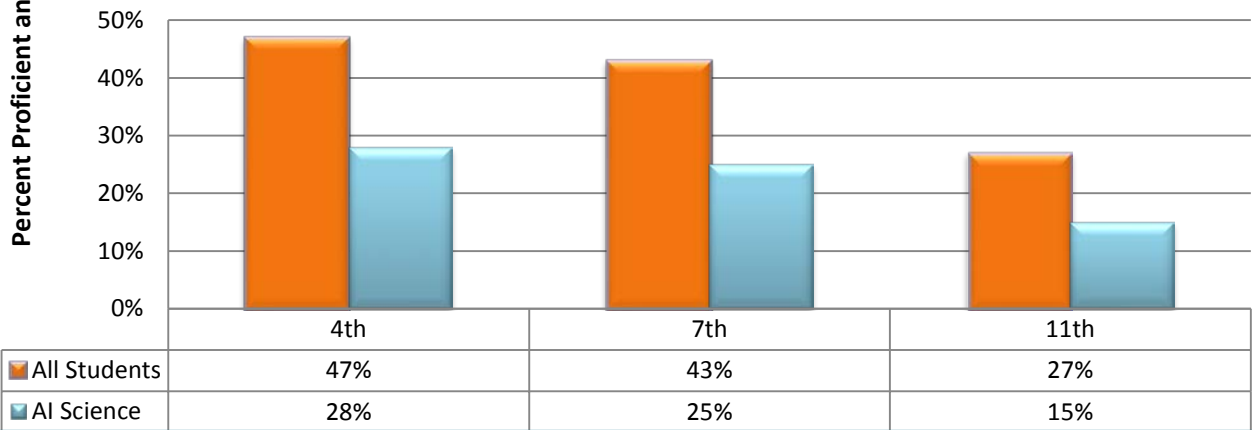
The 2017–2018 Science Proficiency by Grade report provides the following results:

- Generally all students' proficiencies— whether AI students or not,—gradually decreases as they progress through the grades.
- The percentage of students proficient in science is the lowest in 11th grade.
- The percentage of AI students who are at or above proficient in science is greatest in 4th grade, at 28 percent (still 19 percent fewer proficient than all students).
- For AI students, science proficiencies are at their lowest level in 11th grade, at 15 percent

2017–2018 Statewide Assessments
By Economic Status
Reading, Math, & Science Proficiencies

Percent Proficient and Above
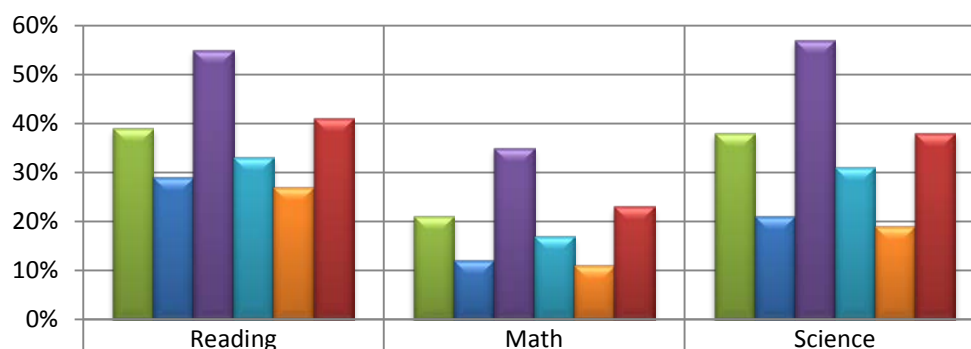
	Reading	Math	Science
■ All Students	39%	21%	38%
■ American Indian	29%	12%	21%
■ Non Economically Disadvantaged	55%	35%	57%
■ Economically Disadvantaged	33%	17%	31%
■ AI Economically Disadvantaged	27%	11%	19%
■ AI Non Economically Disadvantaged	41%	23%	38%

PROFICIENT BY ECONOMIC STATUS

- **AI students economically disadvantaged (ED)vs AI students not economically disadvantaged (NED)**
  - AI ED students have proficiencies substantially lower than AI NED students.
  - Reading proficiencies of AI ED students are 14 percentage points lower than those NED AI students
  - Math proficiencies for AI ED students are 11 percentage points lower than those of NED AI students.
  - AI ED students have science proficiencies that are one-half of NED AI students' proficiencies.

- In reading, NEDAI students' proficiencies are slightly better than all students.

2017–2018 Statewide Assessment
Proficiencies by Gender
In Reading, Math, and Science

Percent Proficient and Above
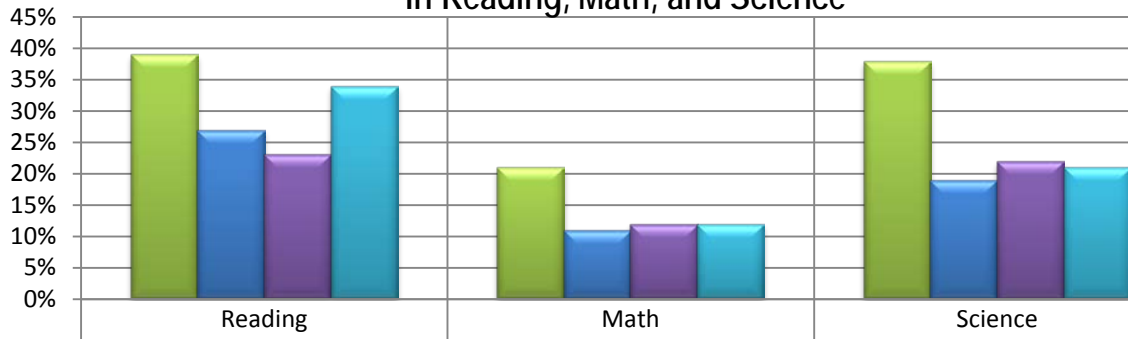
	Reading	Math	Science
All Students	39%	21%	38%
American Indian	27%	11%	19%
AI Male	23%	12%	22%
AI Female	34%	12%	21%

READING, MATH, AND SCIENCE BY GENDER

The 2017–2018 Proficiencies by Gender report provides the following results:
- In reading, there is a proficiency gap between AI female and AI male students, with females achieving proficiencies higher than males. This gap currently stands at 11 percentage points.
- Both female and male AI students are achieving the same rate of proficiency in their math scores.
- In science, AI male students achieve proficiencies slightly higher than do AI female students. This proficiency gap currently stands at one percentage point.

2017–2018 Statewide Assessments
Students with Disabilities
Proficiencies in Reading, Math, and Science

	Reading	Math	Science
▪ All Students	39%	21%	38%
▪ AI Students w/ Disabilities	11%	6%	9%
▪ AI Students w/out Disabilities	32%	13%	24%

Y-axis: Percent Proficient and Above (0% – 50%)

READING, MATH, AND SCIENCE ASSESSMENTS TAKEN BY AI STUDENTS WITH DISABILITIES

The 2017–2018 Proficiencies by Students with Disabilities report provides the following results:

- AI students with disabilities perform at lower rates of proficiencies in reading, math, and science when compared to AI students without disabilities.

In order to support all students in meeting their full potential, New Mexico has set academic goals and targets for all subgroups, as required by federal law. Our goal in New Mexico is for the current lowest-performing subgroup, American Indian students, to achieve an academic proficiency rate of 50 percent by 2022, while simultaneous gains in academic proficiency amongst all groups of students are maintained on near-parallel tracks. The rate of student growth in academic proficiency will continue to vary among subgroups, but all of New Mexico's children will be at or beyond 50 percent academic proficiency by 2022. With this goal, statewide averages of 64.9 percent in reading and 61.2 percent in mathematics are projected for that year, five years hence.

Source: http://www.ped.state.nm.us/ped/ESSA.html

Academic Achievement Long-Term Goals (PARCC Proficiency Scores)				
Subgroup	**English Language Arts**		**Mathematics**	
	2016 Baseline	**2022 Goal**	**2016 Baseline**	**2022 Goal**
Caucasian	42.8	75.2	33.4	72.2
Hispanic	23.2	61.6	16.3	57.9
Asian/Pacific Islander	55.0	83.7	48.3	84.7
American Indian	**17.2**	**57.4**	**10.9**	**53.4**
African-American	24.3	62.4	15.1	56.9

2017–2018 PARCC Assessments
Proficiencies by Subgroups

	Math	Reading
■ All Students	22%	31%
■ Caucasian	35%	47%
■ African American	17%	27%
■ Hispanic	18%	26%
■ Asian	45%	54%
■ American Indian	10%	22%
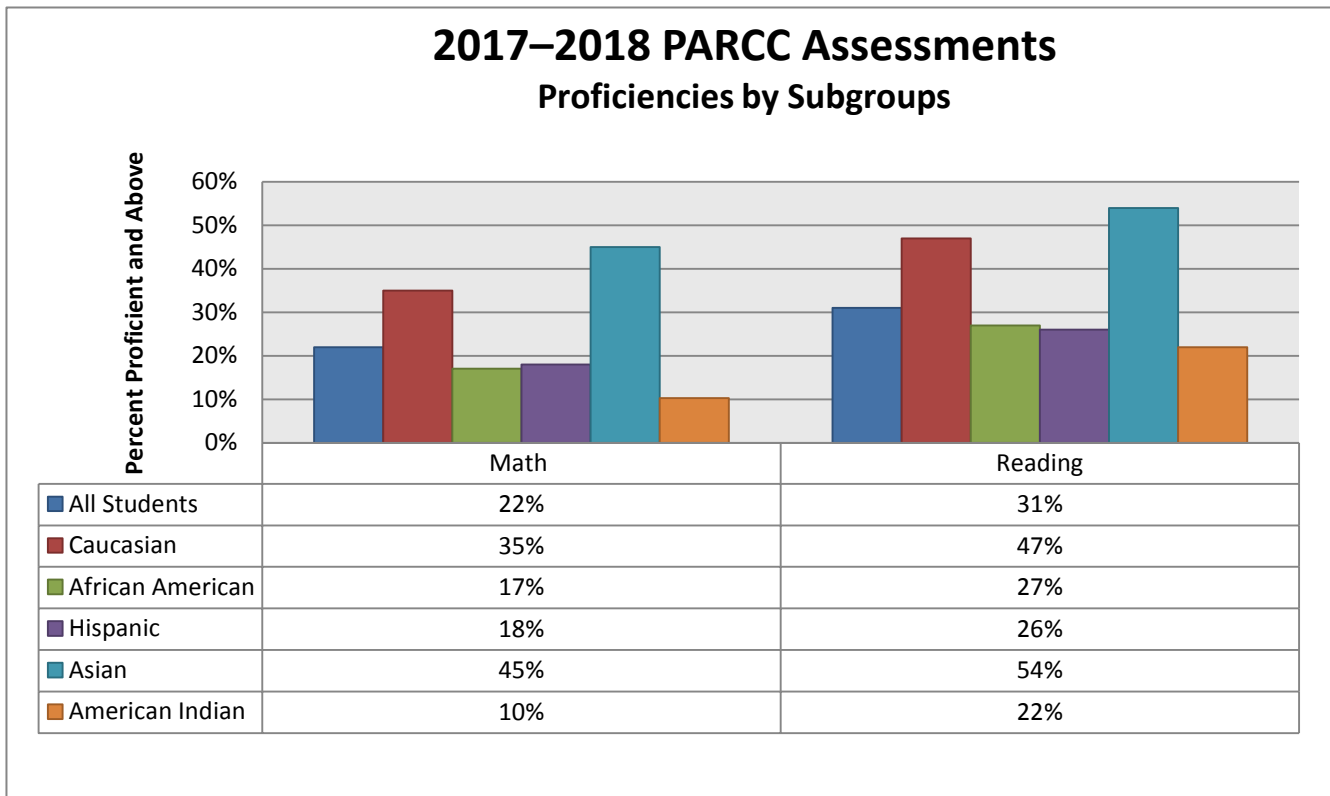
Source: PARCC Briefing Results, NM PED July

PARCC ASSESSMENTS

Partnership for Assessment of Readiness for College and Careers (PARCC) assessments were developed to measure the full extent to which students are demonstrating mastery of the New Mexico Common Core State Standards (NMCCSS) in mathematics and English language arts. Students in grades 3–11 are assessed using the PARCC. Students in the 12th grade are assessed differently for graduation requirements.

The 2017–2018 PARCC Proficiencies Report demonstrates the following:

- AI students are underperforming all other student groups in math and reading.

School Safety

IED Objective. Ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

Background. New Mexico looks at strategies to keep students, staff, and faculty safe in schools. The School Safety Plan (SSP) offers new research and new approaches with the intent to

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

New Mexico school districts have developed supports to ensure the safety of students within schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

https://webnew.ped.state.nm.us/wp-content/uploads/2018/08/SHSB_PlanningForSafeSchoolsNM2018REV.pdf

Methods. From 2013 until 2016, all public and state charter schools in New Mexico were required to submit an SSP under the provisions in the 2013 *Planning for Safe Schools in New Mexico School Guide.* This revised 2016 guide replaces the 2013 guidance document in its entirety and establishes a number of enhanced and streamlined procedures for submitting SSPs. These procedures were put into effect starting in the 2016–2017 school year.

The CSHWB oversees two key surveys that are administered biennially in New Mexico
- The Youth Risk and Resiliency Survey (YRRS)
- The School Health Profiles (SHP)

Co-sponsored by the NM Department of Health and the PED, the YRRS is conducted in approximately 90 percent of school districts, including schools with large Native American populations. The YRRS Steering Committee is inclusive of the Albuquerque Area Southwest Tribal Epidemiology Center (AASTEC), which provides specific, targeted, and nurturing oversight to its identified schools in 27 Native American communities, which includes 19 pueblos, 2 Apache nations, and 3 Navajo chapters—among others— throughout a tristate area. A copy of the Safe Schools Plan Rubric can be viewed at

https://webnew.ped.state.nm.us/wp-content/uploads/2018/08/SHSB_Rubric2018FINAL.pdf

The YRRS Steering Committee also works in collaboration with the Bureau of Indian Affairs (BIA) to coordinate the YRRS with the BIE's Native American-specific survey distributed every six years. The data resulting from the YRRS assists schools, students, and communities to develop and implement sustainable program activities and interventions. The surveys question the risk-taking behaviors and resiliency factors of Native American youth. The data is used to understand, address, and improve the health behaviors of all middle and high school students in these communities.

Results. The safe schools indicator submissions—as reported in the PED STARs data—illustrate the positive effect of collaboration and identification of support systems for schools and tribes. Most school districts have submitted their current safety plans and data to the PED for review. Changes will be made as the PED reviews them. From an overall perspective, NM schools have been successful in keeping most of their students and employees safe from harm. However, some schools do face serious problems of on-campus

violence and criminal activity. It is important to develop an understanding of these problems so that the best possible strategies can be devised to prevent crime and increase school safety.

Conclusion. The majority of the 23 school districts and 6 charter schools that are supported by the IED have safety indicators that effectively sustain their schools' climate. With the CSHWB revising the SSP requirements, all schools will receive localized technical assistance from the bureau in order to come into compliance with ESSA.

New Mexico Youth Risk and Resiliency Survey Results (YRRS)

The New Mexico YRRS is a tool used to assess the health risk behaviors and resiliency (protective) factors of New Mexico middle and high school students. The YRRS is part of the national Center for Disease Control Youth Risk Behavior Surveillance System (YRBSS), but the survey results have widespread benefits for New Mexico at the state, county, and school district levels.

The YRRS is offered to a selection of middle schools and high schools in each school district in the fall of odd-numbered years. All data is self-reported by students, who voluntarily complete the survey during one class period.

Additional specific results can be found on the following website: http://youthrisk.org/. These reports are state (aggregated), county, and district-specific. Each district owns the district data, so requests for district-specific data must be sent to the school.

New Mexico Youth and Resiliency Survey 2017—High School Results

	Year	# of AI	% of AI	# Statewide				
Number of Students Surveyed	2013	3,446	18	19,093				
	2015	2,736	17	15,930				
	2017	3,133	17	18,451				
QUESTION	YEAR	% OF AI	% STATEWIDE	QUESTION	YEAR	% OF AI	% STATEWIDE
Rarely or never wore a seat belt	2013	9.68	8.08	**Seriously considered suicide* Boys only**	2013	13.50	12.70
	2015	17.85	11.73		2015	11.60	11.40
	2017	6.77	6.72		2017	15.33	14.04
Bullied on school property past year	2013	16.90	19.40	**Seriously considered suicide* Girls only**	2013	20.00	21.20
	2015	18.20	18.00		2015	24.40	21.20
	2017	15.39	18.01		2017	26.18	22.46
Electronically bullied past year	2013	8.10	13.00	**Made a suicide plan* Overall**	2013	10.90	11.20
	2015	11.90	13.60		2015	13.40	10.90
	2017	10.74	13.74		2017	14.50	12.37
Missed school due to safety issues	2013	7.90	7.50	**Made a suicide plan* Boys only**	2013	9.50%	8.00
	2015	7.60	7.20		2015	8.40%	6.80
	2017	8.74	10.08		2017	11.34%	9.63
Experienced dating violence past year	2013	10.70	11.10				

Question	Year	% of AI	% Statewide	Question	Year	% of AI	% Statewide
(Cont.) Experienced dating violence past year	2015	9.40	8.90	Made a suicide plan* Girls only	2013	12.30	14.40
	2017	10.31	10.67		2015	18.90	15.10
					2017	17.74	15.07
Texted or emailed while driving past 30 days	2013	31.20	41.70	Attempted suicide* Overall	2013	13	11.40
	2015	28.60	38.00		2015	13	9.60
	2017	30.37	40.00		2017	14.40	10.21
Overweight or Obese	2013	37.70%	29.70	Attempted suicide* Boys only	2013	10.80	8.70
	2015	41.90%	31.30		2015	9.70	6.60
	2017	43.13%	31.65		2017	11.57	7.98
Met recommended physical activity guidelines	2013	33.10%	29.70	Attempted suicide* Girls only	2013	15.20	14.10
	2015	30.30%	30.20		2015	16.40	12.40
	2017	26.51%	28.78		2017	16.90	12.21
Watched TV for two hours or more on school days	2013	48.80%	47.10%	Purposely cut or burned self without suicidal intent* Overall	2013	20.40	21.00
	2015	46.60	42.20		2015	24.40	21.00
	2017	41.82	36.78		2017	24.19	20.61
Non-school computer use for 2 hours or more on school days	2013	49.10	50.30	Purposely cut or burned self without suicidal intent* Boys only	2013	15.70	13.80
	2015	53.80	52.60		2015	16.50	13.00
	2017	55.42	51.78		2017	16.36	14.25
Have not had sexual intercourse	2013	55.90	58.80	Purposely cut or burned self without suicidal intent* Girls only	2013	25.30	28.50
	2015	62.70	64.30		2015	33.00	29.10
	2017	64.13	62.18		2017	32.20	26.96
Alcohol use in past 30 days	2013	21.50	31.10	Marijuana use**	2013	34.40	28.70
	2015	18.90	25.00		2015	33.80	24.70
	2017	20.44	27.47		2017	37.22	27.94
Rode in car driven by someone who had been drinking alcohol past 30 days	2013	21.70	23.30	Synthetic marijuana use (e.g., Spice, K2)**	2013	12.70	9.40
	2015	21.70	19.70		2015	8.50	6.20
	2017	21.37	20.38		2017	7.15	5.48

Question	Year	% of AI	% Statewide	Question	Year	% of AI	% Statewide
Drove a vehicle after drinking alcohol past 30 days	2013	8.10	10.70				
	2015	6.90	7.40	**Cocaine use****	2013	6.40	7.80
	2017	7.17	7.04		2015	4.10	4.10
					2017	3.79	4.91
Drank alcohol on school property past 30 days	2013	24.57	17.15	**Inhalant use****	2013	5.10	6.00
	2015	5.80	5.10		2015	4.70	4.30
	2017	7.17	6.71		2017	4.63	4.94
A teacher or adult at school listens to student	2013	29.50	35.70	**Used a pain killer to get high****	2013	6.10	7.90
	2015	30.30	37.30		2015	10.60	7.60
	2017	31.72	39.45		2017	6.97	6.64
A teacher or adult at school believes student will be a success	2013	47.60	44.60	**Heroin use****	2013	3.70	5.40
	2015	43.60	46.30		2015	1.90	2.40
	2017	44.16	47.55		2017	1.96	2.77
A parent or other adult at home is interested in student's school work	2013	44.80	48.80	**Methamphetamine use****	2013	4.30	6.20
	2015	42.70	48.60		2015	2.60	2.70
	2017	43.13	49.31		2017	2.45	3.00
Student plans to go to college or some other school after high school	2013	69	68.40	**Offered an illegal drug on school property**	2013	30.50	35.00
	2015	64.30	69.90		2015	25.40	27.60
	2017	65.38	66.28		2017	24.87	26.50
Has a friend who really cares about student	2013	51.90	58.80	**Ever injected an illegal drug**	2013	3.00	3.90
	2015	56.50	61.60		2015	3.10	3.10
	2017	57.45	61.73		2017	2.92	3.19
There are clear rules at school about what a student can and cannot do	2013	51.90	45.70	**Cigarette Use****	2013	16.10	16.90
	2015	50.00	49.30		2015	15.90	11.00
	2017	49.24	50.76		2017	14.62	11.08
Involved in extracurricular activities outside of school	2013	34.20	36.50	**Used chewing tobacco, snuff or dip****	2013	9.00	9.20
	2015	41.00	47.40		2015	9.70	7.80
	2017	25.33	34.83		2017	8.50	7.73
Persistent sadness and hopelessness for at least 2 weeks*	2013	30.30	31.90				

Question	Year	% of AI	% Statewide	Question	Year	% of AI	% Statewide
Overall (Cont)	2015	35.00	32.90	**Smoked cigars or cigarillos****	2013	11.10	13.40
	2017	36.89	36.59		2015	11.90	10.10
					2017	9.76	10.04
Persistent sadness and hopelessness for at least 2 weeks* **Boys only**	2013	22.20	21.90	**Carried a weapon in the past 30 days**	2013	20.85	22.54
	2015	26.70	23.50		2015	23.24	22.54
	2017	29.70	27.35		2017	24.25	23.36
Persistent sadness and hopelessness for at least 2 weeks* **Girls only**	2013	38.60	42.30	**Carried a weapon on school property in the past 30 days**	2013	4.59	5.78
	2015	43.90	42.40		2015	3.58	4.93
	2017	44.39	45.96		2017	4.59	5.92
Seriously considered suicide* **Overall**	2013	16.70	16.90	**Carried a gun in the past 30 days**	2013	8.20	8.19
	2015	17.80	16.30		2015	10.29	7.73
	2017	20.69	18.27		2017	9.18	8.91
Physical fight on school property in past 12 months	2013	10.40	10.68				
	2015	28.87	25.34				
	2017	8.87	9.11				

Reported Incidences, School Year 2017–2018

The graph below shows the percentage of ALL incidents reported statewide.
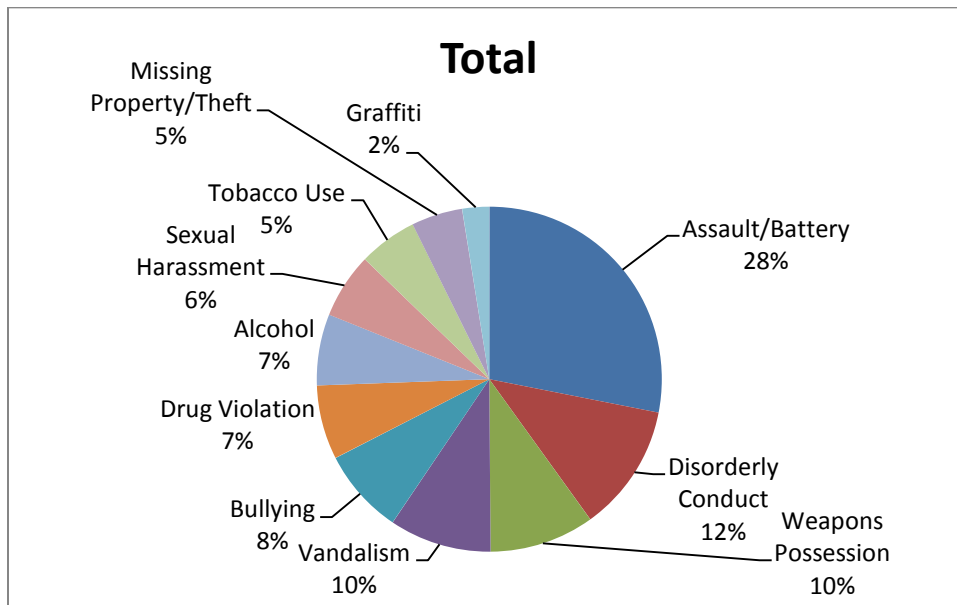
Source: STARS Student Infraction Report

2017–2018 Discipline Infractions Reported											
Number of Discipline Infractions Reported	Alcohol	Assault/Battery	Bullying	Disorderly Conduct	Drug Violation	Graffiti	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession—Knife/Cutting
All Students	404	7000	1676	6197	2396	115	584	712	923	335	424
AI Students	81	585	154	736	479	4	75	56	78	54	47
Percentage of AI Student Discipline Infractions	20	8	9	12	20	3	13	8	8	16	11

In 2017–2018, the number and percentage of infractions reported for American Indian students show a decrease in two categories—assault/battery and disorderly conduct. Increases in infractions reported cut across eight categories. There was a 9 percent increase in alcohol violations, 2 percent increase in bullying, 6 percent increase in drug violations, 4 percent increase in missing property/theft, 3 percent increase in sexual harassment, 3 percent increase in tobacco use, 10 percent increase in vandalism, and 2 percent increase in weapons possession.

2016–2017 Discipline Infractions Reported											
Number of Discipline Infractions Reported	Alcohol	Assault/Battery	Bullying	Disorderly Conduct	Drug Violation	Graffiti	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession — Knife/Cutting
All Students	373	5379	1811	12361	2881	175	787	797	660	409	603
AI Students	42	650	125	3592	407	6	70	36	33	26	52
Percentage of AI Student Discipline Infractions	11	12	7	29	14	3	9	5	5	6	9

Graduation Rate

IED Objective. Ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. This diploma indicates that NM's rigorous curricular standards have been met and required assessments have been passed. It differentiates the diploma from one earned with a GED. The high school experience and diploma together provide students with solid preparation for college and career readiness.
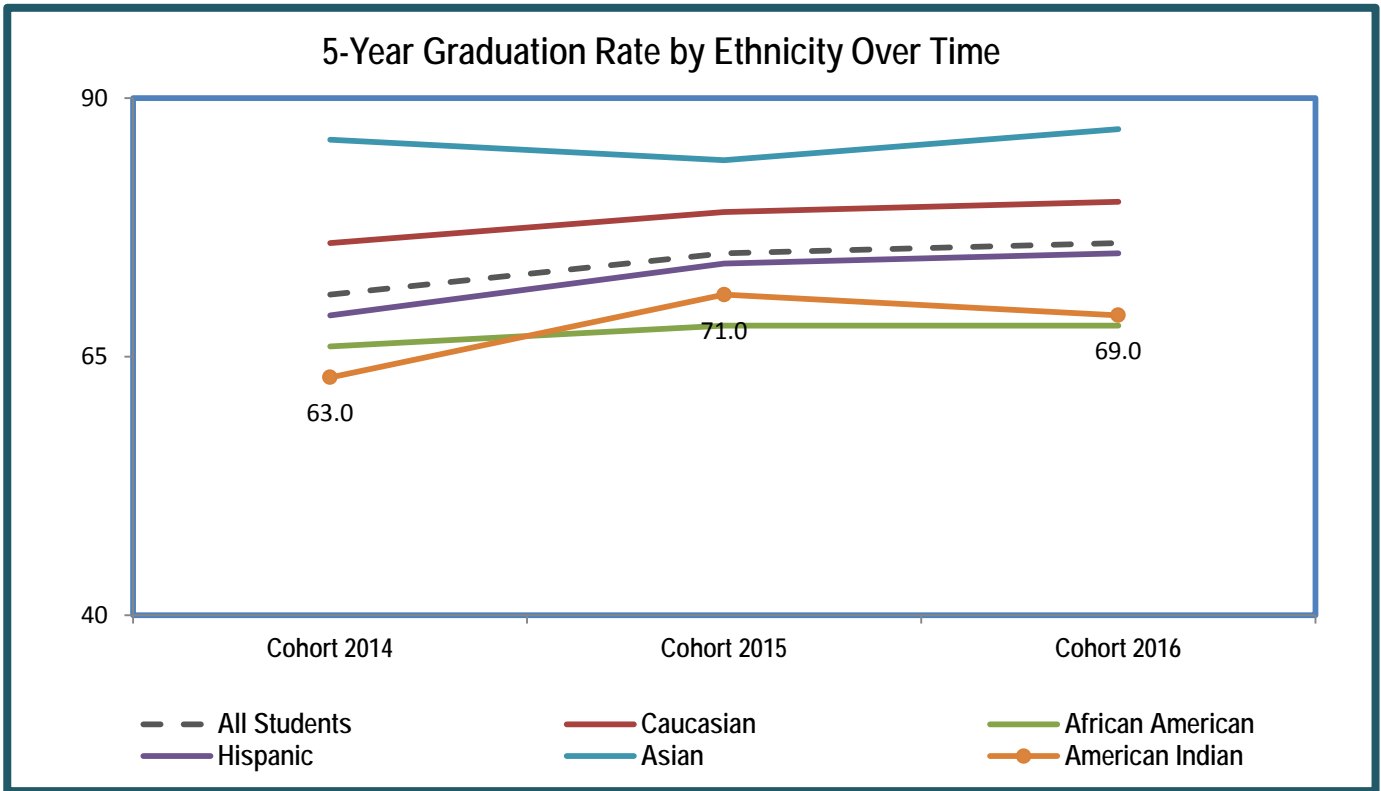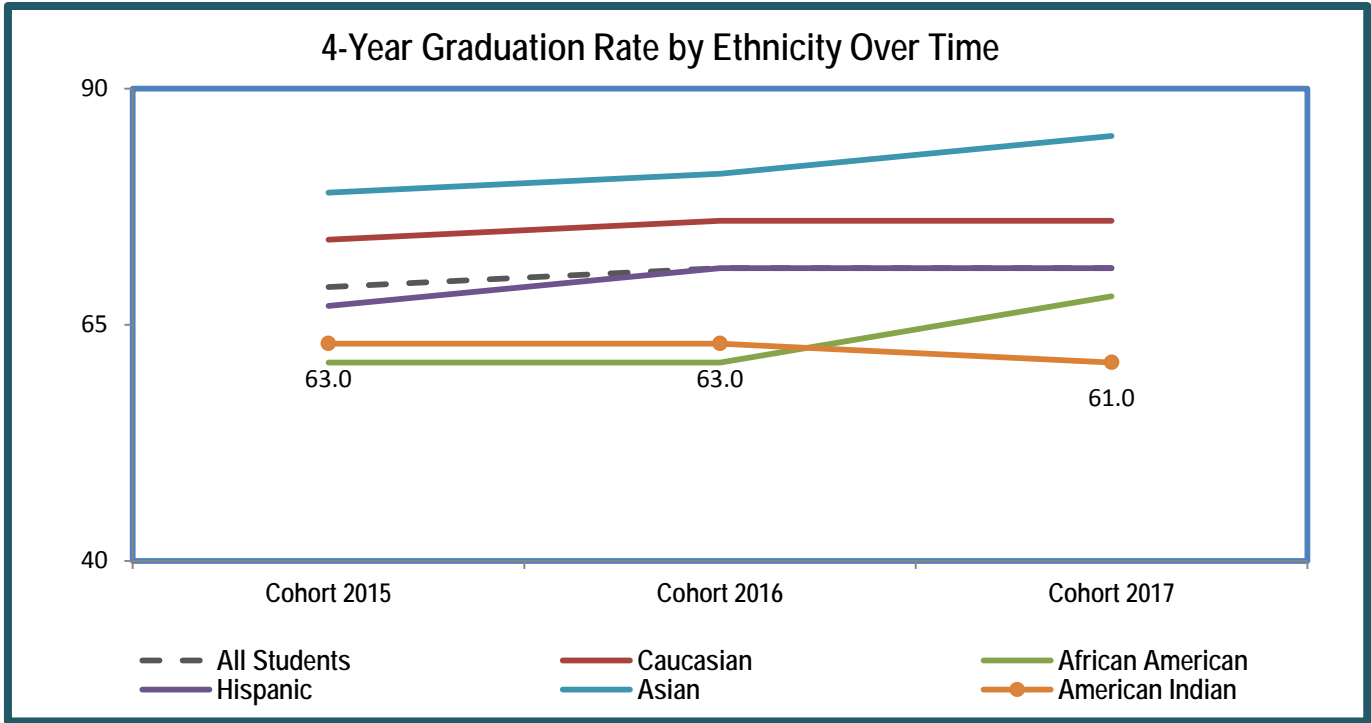
Background. Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of *not* completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

Methods. The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year of high school. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. For detailed rates by traditional subgroups, aggregated by school and district, view the PED website (*School Data > Accountability> Graduation Data*). The results of the extended year's graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

Results. New Mexico's 4-year and 5-year cohort graduation rates for the cohort of 2017 were certified in March 2018. Both the 4-year and 5-year cohorts are reported in the annual School Grading Report Card.

The rates include outcomes for students who did not graduate, dropped out, or continue to be enrolled. Information about non-graduates assists schools in targeting dropout prevention and in devising and providing programs for struggling students.

- For cohort 2017, the 4-year AI cohort graduation rate is at 61 percent, which is a 7 percent fewer graduation rate than the 4-year cohort graduation rate of all students.
- For cohort 2016, the 5-year AI cohort graduation rate is at 69 percent, which is also 7 percent fewer graduation rate than the 5-year cohort graduation rate of all students.

Conclusion. American Indian students are graduating at a rate of 61 percent in their 4-year cohort; given the extra year, an additional 8 percent graduate. Graduation rates fluctuate across the 23 districts: for the 4-year rate, they range from 22 to 81 percent, but the 5-year graduation rate for the 23 districts is much improved, ranging from 49 to 94 percent. AI students are able to graduate at a higher rate when given longer to complete their schooling.

4-Year Graduation Rate by Ethnicity Over Time

Graduation Rate

90

65

63.0   63.0

61.0

40

Cohort 2015   Cohort 2016   Cohort 2017

- - - All Students   Caucasian   African American
Hispanic   Asian   American Indian

5-Year Graduation Rate by Ethnicity Over Time

90

71.0

65   63.0   69.0

40

Cohort 2014   Cohort 2015   Cohort 2016

- - - All Students   Caucasian   African American
Hispanic   Asian   American Indian

Similar to the student achievement goals outlined above, the four-year, five-year, and six-year adjusted cohort graduation rates contained herein align with the State's efforts to meet the ambitious "Route to 66" 2030 goal. As such, New Mexico has established the expectation that for the

- **Four-Year Adjusted Cohort,** more than 84.5 percent of the class of 2022 will graduate high school (this is a 2.26 percent increase per year for all students);
- **Five-Year Adjusted Cohort,** more than 88 percent of the class of 2021 will graduate high school (this is a 2.1 percent increase per year for all students); and
- **Six-Year Adjusted Cohort,** more than 90 percent of the class of 2020 will graduate high school (this is a 1.8 percent increase per year for all students).

These metrics align with the goal of graduating more than 80 percent of the high school class of 2020, as outlined in the PED's strategic plan. New Mexico will continue to provide direct support to the districts and high schools in achieving these student outcomes, while committing to a high standard for what a high school diploma means for our children. While the standard for high school graduation has been lowered by some states around the country, New Mexico is committed to ensuring that, when a student graduates from high school, they are prepared for college and a career in the 21$_{st}$ century. NM graduates continue to meet high expectations, demonstrating competency in reading, writing, math, science, and social studies. They graduate academically prepared for college and are workforce ready. New Mexico recently achieved the graduation rate of 71 percent. With continued high expectations and appropriate supports and interventions for struggling students, we expect to see our students continue to rise to the challenge.

As with academic achievement, the four-, five-, and six-year cohort graduation rates were calculated with a focus on closing achievement gaps; all subgroup data required by federal mandate were included in these determinations. These graduation goals across the different cohorts require INCREASING graduation rates while DECREASING remediation rates. The accelerated graduation rate, regardless of subgroup, does not exceed three percent per academic year. This projected student academic growth aligns with PARCC assessment performance in ELA and math and recent trends in the graduation rate. This trajectory is ambitious, yet realistic, and sets New Mexico on a path toward our "Route to 66" goal in 2030. Given New Mexico's college-and-career-ready bar for high school graduation— which must be maintained in the decade ahead—this is attainable.

Source: http://www.ped.state.nm.us/ped/ESSA_docs/FINAL_NMESSAPlan.pdf

FOUR -YEAR ADJUSTED COHORT GRADUATION RATE IN PERCENTAGES—CURRENT & GOAL		
Subgroup	**Baseline % in 2016**	**Goal % in 2022**
All students	71	85
African-American	61	78
American Indian	63	79
Asian/Pacific Islander	81	91
Caucasian	76	88
Economically disadvantaged students	67	82
English learners	67	82
Hispanic	71	84
Students with disabilities	62	79

FIVE - & SIX-YEAR ADJUSTED COHORT GRADUATION RATES & GOALS		
Five-Year Adjusted Cohort Graduation Rate	**PERCENTAGE GRADUATED**	**PERCENTAGE GRADUATED**
Subgroup	**Baseline % in 2015**	**Goal % in 2021**
All Students	75	88
African-American	68	83
American Indian	71	85
Asian/Pacific Islander	84	93
Caucasian	79	90
Economically disadvantaged students	72	86
English learners	73	86
Hispanic	74	87
Students with disabilities	68	83
Six-Year Adjusted Cohort Graduation Rate	**PERCENTAGE GRADUATED**	**PERCENTAGE GRADUATED**
Subgroup	**Baseline % in 2014**	**Goal % in 2020**
All Students	79	90
African-American	76	88
American Indian	75	88
Asian/Pacific Islander	91	97
Caucasian	83	92
Economically disadvantaged students	75	88
English learners	76	89
Hispanic	78	89
Students with disabilities	72	86

Attendance

Attendance

IED Objective. Ensure that all students attend school every day and on time.

Background. The use of attendance rates to measure student achievement data is linked to research that has shown that the more students are in school, the more access they have to high-quality instruction and highly effective teachers. Missed school days are missed opportunities to learn, which in turn prevents teachers from providing the high-quality instruction and learning opportunities for all students.

The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified by each governing entity in support of the cultural well-being of their students, with the goal of keeping children in school until the age of eighteen. The local school board or governing body of the district or charter school adopts an attendance policy to this end.

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school, addressing the academic needs of students, and building capacity of truancy intervention programs.

Methods. The school districts and charter schools report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at the 40th-, 80th-, and 120th-day intervals, and end-of-year, in a manner as specified by the PED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 2017–2018, based on 80th day attendance. A student is considered habitually truant, if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS. Student membership is collected and reported at the school, district, and state levels—including the number of pupils in each of several categories from grades kindergarten through 12.

Source: STARS 80D Student Attendance Assessment Report by Subgroup.

Results.   The results below indicate that, for the past five years, American Indian (AI) students consistently attend at a lower rate than do their counterparts. However, the AI attendance rate has increased slightly each year since 2011–12; the snapshot of district attendance for AI students has been increasing slightly as well. Statewide, the percentage of habitually truant students decreased slightly overall. The AI habitually truant rate varies broadly across districts.

Conclusion.   For a variety of reasons, the New Mexico students' drop-out data does not capture the underlying causes for AI students' dropping out of school. Furthermore, the habitually truant data indicates that some districts may be experiencing high or low rates of truancy that does not align with the reported attendance data.

Attendance Rates for the Past Five Years
By Ethnicity
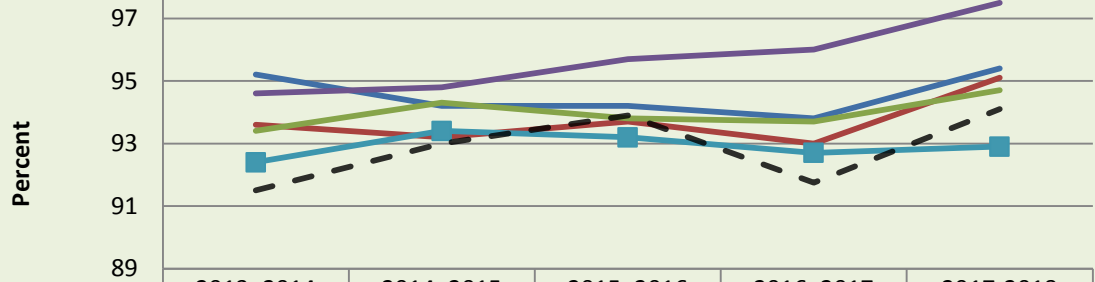
	2013–2014	2014–2015	2015–2016	2016–2017	2017-2018
Caucasian	95.2	94.2	94.2	93.8	95.4
African American	93.6	93.2	93.7	93	95.1
Hispanic	93.4	94.3	93.8	93.7	94.7
Asian/Pacific	94.6	94.8	95.7	96	97.5
Native American	92.4	93.4	93.2	92.7	92.9
All Students	91.5	93	93.9	91.75	94.1

Source: NM PED AYP Attendance-Rolling Attendance by Subgroup

Attendance Rate 2017–2018					
District (SY 2016–2017)	% All Students	% AI Students	District (SY 2016–2017)	% All Students	% AI Students
Region I			Region III		
Aztec	92.9	93.4	Albuquerque	94.8	94.5
Bloomfield	93.7	93.1	Bernalillo	91.3	90.9
Central Consolidated	93.3	93.2	Española	96.0	95.6
Cuba	92.9	93.2	Jemez Valley	90.8	90.9
Dulce	89.2	89.2	Peñasco	94.9	92.8
DEAP Charter	98.6	98.6	Pojoaque Valley	57.0	55.6
Farmington	94.2	93.5	Rio Rancho	92.1	91.7
Jemez Mountain	96.0	93.5	Ruidoso	92.4	92.2
Region II			Santa Fe	91.2	88.3
Dream Diné Charter	95.4	95.4	Taos	93.4	89.5
Gallup-McKinley	91.4	91.0	Tularosa	92.1	91.0
Grants-Cibola	56.1	57.1	Walatowa Charter	99.0	99.0
Los Lunas	94.1	94.0	Statewide	94.01	92.9
Magdalena	92.7	91.3			
Six Directions	95.0	94.8			
Zuni	89.1	89.0			

SY 2017–2018
STATEWIDE, HABITUALLY TRUANT (HT) RATE
OVERALL AND AI STUDENTS, GRADES 7–12

District	Overall HT %	AI HT %	District	Overall HT %	AI HT %	District	Overall HT%	AI HT %
Albuquerque	13.93	1.66	Española	22.22	3.44	Rio Rancho	2.32	0.33
Aztec	17.45	2.33	Farmington	11.30	5.04	Ruidoso	29.71	6.34
Bernalillo	18.45	11.93	Gallup-McKinley	29.84	27.33	Santa Fe	25.64	1.15
Bloomfield	9.85	6.26	Grants-Cibola	10.53	9.40	Taos	20.17	3.35
Central Consolidated	21.74	22.63	Jemez Mountain	22.98	6.45	Tularosa	60.20	20.06
Cuba	24.02	23.94	Jemez Valley	11.06	8.13	Walatowa	0	0
DEAP	46.15	3.33	Los Lunas	16.18	1.60	Zuni	25.09	23.15
Dream Diné	6.25	6.25	Magdalena	20.16	12.66			
Six Directions	20.45	19.32	Peñasco	5.77	0.52	STATEWIDE	**18.41**	**7.47**
Dulce	37.79	36.94	Pojoaque	4.37	0.84			

Students Habitually Truant (over four years)

|	SY 2014–2015	SY 2015–2016	SY 2016–2017	SY 2017-2018
% Habitually Truant Students	14.66%	18.62%	17.76%	18.41%
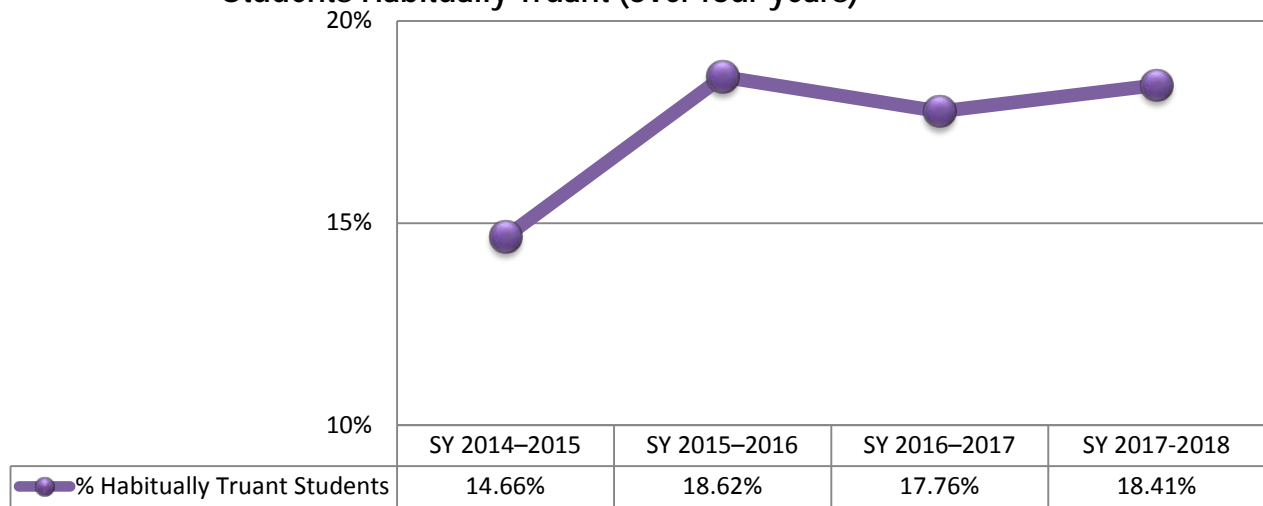
* Based on the unique count of students across all reporting periods. This chart reflects revised data for SY 2017–2018.
Source: PED STARS Data Collection and Reporting Bureau

All Students' Mobility Rate
SY 2017–2018

District	Rate
ALBUQUERQUE	35%
AZTEC	26%
BERNALILLO	32%
BLOOMFIELD	31%
CENTRAL CONS.	31%
CUBA	23%
DEAP	25%
DREAM DINÉ	89%
DULCE	27%
ESPAÑOLA	30%
FARMINGTON	36%
GALLUP	45%
GRANTS	30%
JEMEZ MOUNTAIN	18%
JEMEZ VALLEY	17%
LOS LUNAS	23%
MAGDALENA	34%
PEÑASCO	19%
POJOAQUE	13%
RIO RANCHO	20%
RUIDOSO	30%
SANTA FE	22%
SIX DIRECTIONS	18%
TAOS	31%
TULAROSA	23%
WALATOWA CHARTER...	26%
ZUNI	23%
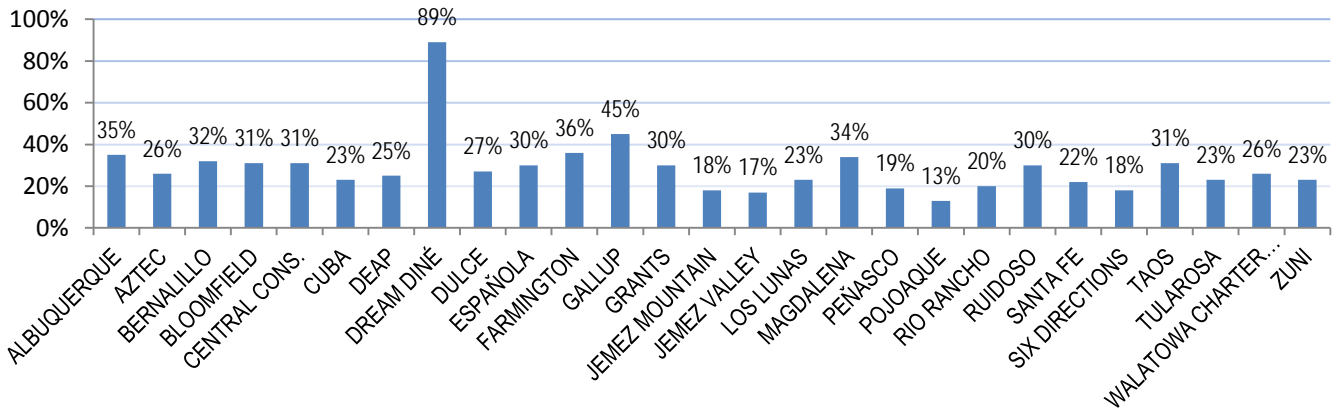
Note: Mobility is measured as the number of students transitioning from one school to another school.
Source: SY 2017–2018 STARS Mobility Report
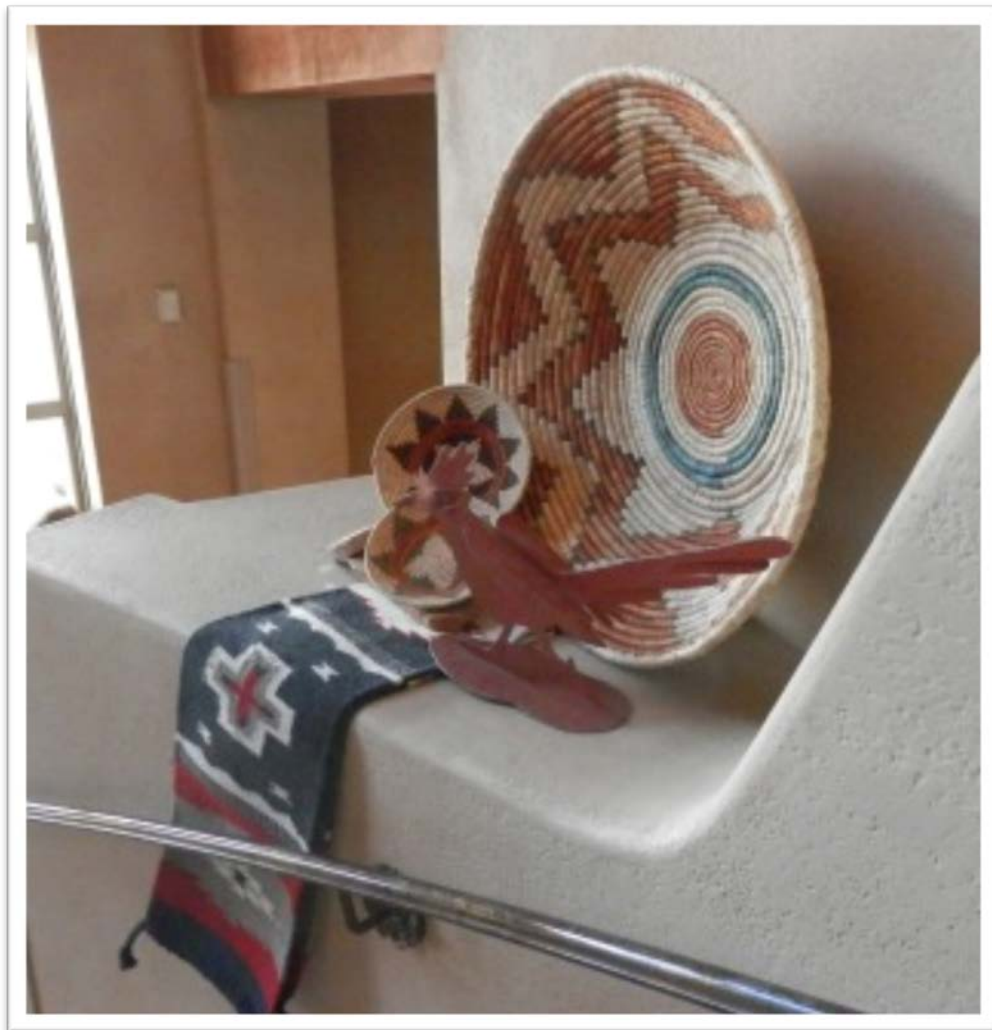
Parent and Community Involvement

IED Objective. Ensure that parents, tribal departments of education, community-based organizations, urban American Indian community members, the Public Education Department, universities, and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

Background. The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle, or high school levels. Studies have shown that, when parents participate in their children's education, the result is an increase in student academic achievement and an improvement in the student's overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement, as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Historically, American Indian parents and families have varied experiences with educational entities. Due to negative experiences with boarding schools and the historic abuse grandparents and some parents experienced, trust can sometimes be difficult to establish. At this time, there is no data collected by the IED on American Indian parental and community involvement that shows variation in parental engagement over time and its impacts on student success.

Methods. The Every Student Succeeds Act (ESSA) of 2015 serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. Parent and family engagement and consultation have always been a key piece of the law, which is focused on the participation of families in schools that enroll large numbers of low-income students. These schools are sometimes qualified as Title I schools. We know that gaps in educational opportunity and achievement will only be remedied when those closest to the affected students— parents, families, and communities— drive decision making. The family engagement and parent resources provided by the PED are designed to build and support sustainable family-school partnerships. This process takes time, leadership skills, professional development, coaching, tools, and resources. Family and parent resources may be accessed at http://families.ped.state.nm.us/

This past year, each district collected district-level parent involvement data and reported levels in their local school district Tribal Education Status Report (TESR). These individual reports provide further information on school districts' methods for data collection.

The PED supported other initiatives focusing on family, teacher, and community involvement in 2017–2018. They included the NM True Summer Reading Challenge and the #NM True Teacher Spotlight. The PED Family Cabinet is also a vital source of involvement and resource to the community. It is composed of a group of volunteer parents, foster parents, grandparents, and legal guardians of K–12 public school students that partners with the NM PED to learn and share information about K–12 public education in New Mexico. The PED Family Cabinet does not serve a governance function or make policy decisions.

Results. Parent engagement is implemented differently across districts and tribal communities, as recorded in school districts' local TESRs. Of the 23 school districts who submitted the 2017–2018 district-wide TESR, 15 described in detail the parent engagement data through Johnson O' Malley programs and school district initiatives, such as Indian education committees, cultural assistance teams, and family-centered workshops. At this time, the IED is currently developing parent engagement indictors for reliable and meaningful data collection.

Conclusion. Many schools and school districts have organized activities directed toward involving families and the community in their children's education. Research indicates that students with highly engaged families will attend school regularly, enjoy a more positive attitude, be involved in fewer discipline problems and incidences of bullying, and exhibit greater interest in higher education. However, due to the lack of data on specific involvement of American Indian parents and community involvement in local school activities, there is not enough data to support conclusions within this report. Further, due to a lack of uniform data indicators and collection processes for parent involvement, the data collected varies across districts. The best way to access a local school district's parent engagement activities for the 2017–2018 school year is through each district's locally submitted TESR. These reports can be found on the IED's website at: http://www.ped.state.nm.us/ped/IED_reports.html.

A FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS IN NEW MEXICO

The Framework is for:
- School and District/Charter Leaders
- PreK-12 Teachers
- Instructional Coaches
- Title I, Bilingual Education, Indian Education, Special Education, and other Parent Advisory Committees
- Family Engagement Specialists
- Any group partnering with schools to improve student success

Welcome to the Framework for Family-School Partnerships in New Mexico: A Framework to create and support sustainable family engagement programs. The Framework builds capacity among educators and families so that they can partner to support student success, and is based on a wide body of evidence demonstrating the beneficial effects of family, school, and community partnerships in schools at all grade levels.

The New Mexico
Parent Guide

FRAMEWORK FOCUS AREAS

WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY

The school culture strongly impacts family engagement. The goals in this focus area emphasize the importance of creating a welcoming environment in the school and building trusting and respectful relationships with families.

COMMUNICATING EFFECTIVELY

This area emphasizes the value of communication between home and school that is ongoing, two-way, meaningful, current, and focused on student learning. When parents and school staff communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress.

SUPPORTING STUDENT SUCCESS

Family-School Partnerships designed to support sustainable initiatives that build knowledge and skills among educators and families to partner together around student success have an impact on healthy student development both at home and at school.

SPEAKING UP FOR EVERY CHILD

School staff and parent groups can make a critical contribution to student success by ensuring that all students have an advocate, whether it's a family member, teacher, or community volunteer. They also can contribute to student achievement by offering opportunities for families to participate in Parent Advisory Teams while learning and practicing skills necessary to speak up for children and youth.

SHARING LEADERSHIP

Schools that promote shared responsibility encourage collaboration between all parties involved in a child's education. The focus is on families and school staff as equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

COLLABORATING WITH COMMUNITY

Engaging community members, businesses, and organizations as partners in children's education can improve learning communities through benefits such as expanded learning opportunities, broad-based support for increased school funding, and quality after school programs.

Educational Programs

IED Objective. Recognize and support American Indian students enrolled in public schools and charter schools by addressing their unique academic and cultural needs.

Background. The Indian Education Act of 2003 prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of local education agencies, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can take advantage of, and meet, those academic opportunities and challenges.

Methods. This past year, 15 of the 23 American Indian-serving school districts submitted a district-wide TESR. Eight of the school districts reported on local educational programs that were targeted in their TESR.

Under the IED School District Initiative Grant, 23 Native-serving school districts and 6 charter schools were eligible to apply for those competitive funds. Under the Strengthening Tribal Programs Grant, 22 tribes, pueblos, and the Navajo Nation were eligible to apply for those competitive funds. In their applications, tribes and school districts were required to focus on one or more of the following priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting Native language programs and English learners, and 5) school systems alignment between the PED/Bureau of Indian Education operated schools/tribally controlled schools.

Results. This past year, 19 tribes applied and were awarded a competitive amount for the Strengthening Tribal Programs grant. For the School District Initiative Grant, 19 school districts and 4 charter schools applied and were awarded.

The IED supported initiatives to provide equitable and culturally responsive learning environments. These include the following nine projects: Indigenous New Mexico—an Indian education curriculum; Talent Development-Early Warning System; the E-Rate Initiative that connects Indian communities and country to internet access; American Indian English Learner Research Alliance; College and Career Readiness for Native middle school students; Raising Ambitious Indigenous Native Educators (RAINE)—a teacher education pipeline initiative; Indian Education Cultural Competency Training; Identity Project—an urban Indian initiative; and College and Career Readiness Initiative.

Additionally, IED works collaboratively with the PED's Language and Culture and Licensure Bureaus to provide assistance for the implementation and maintenance of tribal heritage language programs within public and charter schools. Bilingual and multicultural education programs (BMEPs) provided support for over 450 schools in over 50 percent of all school districts, providing Spanish and/or Native American languages.

Conclusion. Across the state, there were activities and educational programs that target American Indian students. Bilingual and Multicultural Education Programs (BMEP) provided support for students participating in various Native American language programs. Districts have implemented educational programs targeting tribal students for support. These programs have been documented in local school district Tribal Education Status Reports and can be found on the IED's webpage.

Indigenous New Mexico—is an Indian education curriculum that incorporates Native history, cultural connections, and perspectives into the NM social studies standards. There were numerous working sessions held in which educational and tribal leaders, curriculum writers, community advisors, and stakeholders convened to provide input from a tribal perspective in the development of the curriculum. The curriculum was presented at both bi-annual IED government-to-government meetings, the NM State Tribal Leaders Summit, and at regional tribal consultations to receive tribal leader input. In June 2018, the curriculum was launched for grades 9–12, and professional development continues to be offered to teachers and administrators statewide. The curriculum acts as a clearinghouse of existing Native resources for NM educators.
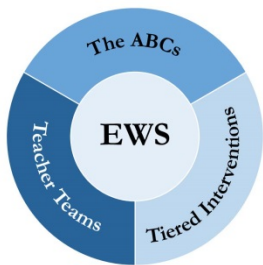
Early Warning System (EWS) is a framework developed by Talent Development Secondary (TDS) and Johns Hopkins University (JHU), to identify key factors that may impact a student's ability to graduate. In January 2018, the IED, TDS, and JHU collaborated to provide EWS training to the 23 American Indian-serving school districts, Indian education coordinators, tribal leaders and tribal education directors. This collaboration provided a platform to develop culturally responsive strategies to integrate into the EWS and better ensure its relevance and effectiveness for AI students.

NM PED E-Rate Initiative completed two major projects to bring broadband to tribal libraries and schools on tribal lands. The Middle Rio Grande Tribal Consortium now provides fiber connectivity to Santa Ana, San Felipe, Santo Domingo, and Cochiti pueblos. In addition, Bernalillo Public Schools is using the same conduit to bring fiber connectivity to district schools on tribal land in Algodones, Santo Domingo, and Cochiti. The Jemez and Zia pueblos now have fiber connectivity to their libraries and two charter schools, San Diego Riverside and Walatowa. The IED collaborated with the BIE to ensure that tribal grant schools can complete their own conduit procurements, and the PED is able to assist with completing E-Rate forms.

2nd Annual American Indian English Learner Research Alliance (AIERA) partnered with World-Class Instructional Design and Assessment (WIDA) and the IED to host a convention in June 2018. AIERA supports and conducts research efforts designed to determine effective learning practices that better serve AI English learners, language learning, English proficiency, and academic achievement.

Raising Ambitious Indigenous Native Educators (RAINE) is a teacher education pipeline initiative. The IED has partnered with PED's Educator Growth & Development and Licensure Bureaus to develop an implementation plan for RAINE, which is designed to increase the number of American Indian licensed teachers through a residency program.

Indian Education Cultural Competency Training was piloted through an online platform and in-person training in June 2018 with numerous Indian Education stakeholders statewide. The feedback from the pilot trainings assisted the IED to develop an online platform to engage and develop an audience of educators' cultural competency. These educators may or may not have American Indian students in their school building and/or classroom.

The Identity Project is an urban Indian initiative in which, first, a needs assessment was administered to determine appropriate and develop sustainable programming for urban Indian students among the following school districts: Albuquerque, Bernalillo, Gallup, Farmington, Rio Rancho, and Santa Fe.

The College and Career Readiness Initiative in which a needs assessment was administered to determine the college and career readiness options that can better serve and assist American Indian middle school students state-wide to be prepared to successfully transition from high school to college, certification programs, or career

Bilingual and Multicultural Education Programs (BMEPs)
The chart below shows student participation by ethnicity in BMEPs for fiscal years 2015–2018. The BMEPs currently fund language programs in Jicarilla Apache, Keres, Diné, Spanish, Tewa, Tiwa, Towa, and Zuni. The total overall number of students participating in Native American language programs has decreased compared to the previous years. However, the number of students participating in Keres, Tewa, Tiwa and Towa has increased compared to Diné, Jicarilla Apache, and Zuni.

Student Participation in BMEPs by Ethnicity
SY 2014–2015 to SY 2017–2018

Year	Total # of Students	Total # of Hispanic Students		Total # of AI Students		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
SY 14–15	338,665	40,656	166,337	8,453	27,014	3,936	96,205
SY 15–16	338,608	40.033	167,419	8,302	26,394	4,030	92,430
SY 16–17	337,056	38,215	168,581	7,661	26,770	3.971	91,858
SY 17–18*	327,476	37,102	162,069	7,514	25,831	3,662	91,298

Source: STARS 80th day, 2017–2018

Student Participation in Native American Language Programs
SY 2013–2014 to SY 2017–2018

Year	Language and Number of Students Enrolled							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY 13–14	6,113	314	*	99	11		967	7,504
SY 14–15	6,164	411	331	266	32	88	665	7,957
SY 15–16	5,807	397	475	334	38	91	778	7,920
SY 16-17	5,366	379	444	119	32	87	868	7,295
SY17-18	5,321	321	493	288	55	91	825	7394

Source: SharePoint Instructional Plans, 2016–2017

Source: WebEPSS BMEP Funding Applications and STARS 80th day, 2017–2018

Native American Languages Spoken in New Mexico

Keres Language

Eastern Dialect
Pueblo of Cochiti
Pueblo of Santa Ana
Pueblo of Santo Domingo
Pueblo of San Felipe
Pueblo of Zia

Western Dialect
Pueblo of Acoma
Pueblo of Laguna

Tiwa Language

Northern
Pueblo of Picuris
Pueblo of Taos

Southern
Pueblo of Isleta
Pueblo of Sandia

Tewa Language

Pueblo of Nambe
Pueblo of Pojoaque
Pueblo of Tesuque
Pueblo of Santa Clara
Pueblo of San Ildefonso
Ohkay Owingeh

Towa Language

Pueblo of Jemez

Zuni Language

Pueblo of Zuni

Athabaskan Language

Jicarilla Apache Language

Jicarilla Apache Nation

Mescalero Apache Language

Mescalero Apache Tribe
Chiricahau-Mescalero
Lipan

Diné Language

Navajo Nation
Alamo
Ramah
Tóhajiiléé

PED-IED—Strengthening Tribal Programs Grant Profile 2015–2018

The chart below shows grants offered to the NM tribes for tribal language programs for fiscal years 2015–2018. Grants awarded 2015–2017 were awarded to develop curriculum and instructional materials, including a teacher certification and assessment processes. Competitive grants awarded 2017–2018 were awarded to recipients to develop programs in one or more of the five priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting native language programs and English learners, and 5) school systems alignment between PED/Bureau of Indian Education operated schools/tribally controlled schools. The grant offered to all NM tribes is a new process with expected delays and misapprehensions. In FYs 2015–16 and 2016–17, 21 tribes/pueblos were funded. In FY 2017–18, 19 tribes/pueblos were funded. Budget breakdowns follow for grant terms.

Tribe Pueblo Nation	2015–2016 Award Amount	Expended	Balance	2016–2017 Award Amount	Expended	Balance	2017–2018 Award Amount	Expended	Balance
Acoma	30,000.00	20,082.72	9,917.28	30,000.00	28,900.00	1,100.00	39,605.96	19,087.65	20,518.31
Cochiti	30,000.00	29,174.60	825.40	30,000.00	25,876.50	4,123.50	60,000.00	60,000.00	-
Isleta	30,000.00	30,000.00	-	30,000.00	8,165.56	21,834.44	45,150.00	13,798.50	31,351.50
Jemez	30,000.00	30,000.00	-	30,000.00	30,000.00	-	47,096.00	-	47,096.00
Jicarilla	-	-	-	-	-	-	-	-	-
Laguna	30,000.00	30,000.00	-	30,000.00	29,997.78	2.22	-	-	-
Mescalero	30,000.00	17,151.66	12,848.34	30,000.00	26,189.50	3,810.50	-	-	-
Nambé	30,000.00	30,000.00	-	30,000.00	30,000.00	-	38,667.00	28,158.61	10,508.39
Navajo	30,000.00	26,513.00	3,487.00	30,000.00	19,509.32	10,490.68	59,023.00	36,075.52	22,947.48
Ohkay Owingeh	30,000.00	18,857.14	11,142.86	30,000.00	8,700.49	21,299.51	19,747.35	18,684.16	1,063.19
Picuris	30,000.00	29,999.94	0.06	30,000.00	26,521.53	3,478.47	39,000.00	35,933.66	3,066.34
Pojoaque	30,000.00	27,943.27	2,056.73	30,000.00	15,189.05	14,810.95	30,000.00	9,189.62	20,810.38
Sandia	30,000.00	29,600.00	400.00	30,000.00	30,000.00	-	30,035.63	-	30,035.63
San Felipe	30,000.00	30,000.00	-	30,000.00	26,730.45	3,269.55	33,566.00	33,566.00	-
San Ildefonso	30,000.00	24,393.11	5,606.89	30,000.00	14,553.51	15,446.49	29,232.00	15,268.91	13,963.09
Santa Ana	30,000.00	24,977.63	5,022.37	30,000.00	30,000.00	-	35,006.00	30,024.35	4,981.65
Santa Clara	30,000.00	27,940.85	2,059.15	30,000.00	18,574.18	11,425.82	23,100.00	-	23,100.00
Santo Domingo	-	-	-	-			50,032.50	41,695.06	8,337.44
Taos	30,000.00	22,585.07	7,414.93	30,000.00	29,468.37	531.63	44,670.00	39,663.95	5,006.05
Tesuque	30,000.00	18,571.14	11,428.86	30,000.00	23,695.67	6,304.33	38,451.00	28,215.10	10,235.90
Zia	30,000.00	30,000.00	-	30,000.00	30,000.00	-	51,576.00	31,973.40	19,602.60
Zuni	30,000.00	19,660.91	10,339.09	30,000.00	29,885.77	114.23	28,000.00	-	28,000.00
Totals	**600,000.00**	**472,909.00**	**127,090.00**	**600,000.00**	**511,958.00**	**88,042.00**	**741,958.44**	**441,334.49**	**300,623.95**

Source: SHARE Financials, FY ending 2018

Educational Programs

ACTIVITIES LISTED IN THE DISTRICT-WIDE AND END-OF-YEAR REPORTS **By District**	
Albuquerque Public Schools	The district provided reading and math interventions, STEM robotics program, culturally responsive curriculum, Native language programs, summer cultural enrichment program, dual credit, and grade point credit recovery.
Aztec Municipal Schools	The district provided English language arts and math interventions, attendance interventions, tutoring, afterschool transportation, Navajo language and culture program, culturally responsive programs, and student travel.
Bernalillo Public Schools	The district provided a summer capstone project, youth leadership institute, Native American curriculum, tribal community meetings, and collaborations.
Central Consolidated School	The district provided a STEM robotics program, tutoring, art education, physical wellness program, career technical education, dual credit, and English learners program.
Cuba Independent Schools	The district provided a parent liaison, migrant education liaison, Diné language program, English language development, reading interventions, tutoring, credit recovery, and organized an American Indian Parent Committee.
Española Public Schools	The district provided a Tewa language program.
Farmington Municipal Schools	The district provided youth advisors, Navajo language and culture classes, and Navajo language coaches.
Gallup McKinley County Schools	The district provided a Navajo language and culture program, instructional coaches, culturally relevant supplies and materials, attendance and academic achievement incentives, student field trips, youth leadership program, and senior caps and gowns.
Jemez Mountain Schools	The district provided STEM tutoring and Navajo language and culture programs.
Los Lunas Public Schools	The district provided a Tiwa language program, cultural responsive curriculum, student/family liaison, Native American club, college visits and fairs, credit recovery, attendance interventions, college readiness strategies, tutoring, and senior banquet.
Pojoaque Valley Schools	The district provided a Tewa language program, Native American courses, Native American clubs, and student leadership engagement opportunities
Rio Rancho Public Schools	The district provided AP courses; SAT, ACT, and AP preparation; dual credit; cultural competency support for educators; elementary summer school; credit recovery; Native American Summer Academy; support for English learners; and community engagement events.
Santa Fe Public Schools	The district provided tutoring and summer programs.
Taos Municipal Schools	The district provided tutoring, attendance interventions, college visits, traditional and cultural activities, and student field trips.
Zuni Public Schools	The district provided English language arts and math interventions, a Native language program, and Zuni language curriculum development.

Source: District-wide tribal education status report and IED school district initiatives

Financial Reports

IED Objective.   Ensure that New Mexico schools provide equitable operational resources to support and improve services to NM tribal students.

Background. New Mexico is a State Equalization Guarantee (SEG) state that provides for a centralized school funding formula. The state equalization guarantee distribution is the amount of money distributed to each school district to ensure that it's operating revenue, including its local and federal revenues are calculated at an amount that is at least equal to the school district's program cost. The calculations are based on local and federal revenues reported from June 1 of the previous fiscal year through May 31 of the fiscal year for which the SEG is being computed. The SEG distribution occurs prior to June 30 of each fiscal year.

Since 1997, the SEG has committed to equalized educational opportunity at the highest possible revenue level. The school district reports its annual program cost and revenues each year through PED's School Budget and Finance Bureau.
(http://ped.state.nm.us/div/fin/school.budget/index.html)

Methods. There are various funding resources that the districts pursue and report annually to provide equitable educational opportunities for American Indian students through both State and Federal funding. The revenues reported include: Johnson O'Malley (JOM), Indian Education School District Initiative, Title VII Federal Indian Education grants, and Title VIII Federal Impact Aid grants.   Title VII and Title VIII are reported per the compliance requirement from the two funding sources which directly provide opportunities for services directed to American Indian students. Both title programs and JOM are awarded through a Federal application process, which requires certification by tribes relating to residency on Federal lands, and/or completed Federal 506 forms, which require a certificate of Indian blood. NM Indian Education Act grants are awarded through a competitive application process.

Additionally, school districts have the opportunity to apply for other grant opportunities offered through the PED. The PED offers several funding opportunities using State allocations and Federal flow through allocations. Many allocations of funds are conducted through a competitive process. Other funding, like the BMEPs, is generated by number of students and number of hours of participation in school-based programs.

Results. The financial report includes 23 school districts and 4 charter schools that receive State and Federal funds supporting American Indian students. The report includes the IED's School District Initiative Award, Title VII—Indian Education, Title VIII—Impact Aid, and JOM funds. The report only offers the estimated operating budget revenues as reported by district.

The financial report provides the total enrollment of all students in addition to the American Indian sub group enrollment.   The report portrays the percentage of American Indian students enrolled in each school district and the amount of revenues received. The per-student average is calculated by taking the total revenue generated divided by the American Indian enrollment within each identified district. Within the 23 schools districts and 4 charter schools, the amount per student is estimated at an average of $913.00.

The localized, district-wide TESRs submitted for 2016–2017 also provide financial report details from each respective district and charter school.

Conclusion. The financial reports are based on estimated operating budgets reported by each district. There are three school districts that do not meet the requirements to receive Title VIII— Impact Aid funding. These three districts are Aztec Municipal, Santa Fe Public, and Rio Rancho Public Schools.

District Funding 2016–2017: Operating Budget Estimated Revenues

# of AI Funding Sources Used	Districts	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total District Budget	Indian Ed Formula Grant Title VII (25184)	Impact Aid Indian Ed Title VIII (25147)	JOM (25131)	NM IEA (27150)	TOTAL Indian Programs	Amt. per student
4	APS	91,112	4,906	5	$1,343,717,818	1,051,910	6,781	159,051	25,000	1,242,742	$253
3	Aztec	3,187	485	15	$49,358,024	86,382	0	27,487	25,000	138,869	$286
3	Bernalillo	3,189	1,369	43	$61,444,344	250,404	1,313,512		25,000	1,588,916	$1,161
4	Bloomfield	2,963	1,130	38	$47,898,951	196,391	169,581	66,792	25,000	457,764	$405
4	Central	6,177	5,536	90	$109,784,357	966,101	5,154,643	318,537	25,000	6,464,281	$1,168
4	Cuba	567	365	64	$14,609,577	66,817	255,096	31,714	25,000	378,627	$1,037
0	DEAP	22	22	100	$409,101	0	0	0	0	0	$0
0	Dream Dine	25	25	100	$521,630	0	0	0	0	0	$0
2	Dulce	777	732	94	$19,614,404	0	10,782,998	0	25,000	10,807,998	$14,765
	Española	3,771	209	6	$51,463,469	76,232	74,451	0	25,000	175,683	$841
1	Farmington	11,613	3,769	32	$168,001,563	0	0	0	25,000	25,000	$7
4	Gallup	11,659	9,200	79	$196,881,391	1,729,448	9,597,728	0	25,000	11,352,176	$1,234
3	Grants	3,825	1,791	47	$54,597,357	0	632,996	0	25,000	657,996	$367
4	Jemez Mtn.	251	75	30	$6,669,378	6,058	0	4,640	25,000	35,698	$476
2	Jemez Valley	402	284	71	$7,964,730	0	222,904	0	25,000	247,904	$873
3	Los Lunas	8,509	600	7	$112,025,409	82,875	66,500	0	25,000	174,375	$291
4	Magdalena	345	148	43	$7,539,810	30,271	89,434	10,954	25,000	155,659	$1,052
2	Peñasco	349	31	9	$7,666,400	5,168	12,154	0	0	17,322	$559
3	Pojoaque	1,920	287	15	$24,781,958	61,140	370,661	0	25,000	456,801	$1,592
1	Rio Rancho	17,058	834	5	$228,729,908	$32,616	0	0	25,000	57,616	$69
3	Ruidoso	2,007	336	17	$33,879,413	33,011	96,832	0	25,000	154,843	$461
3	Santa Fe	13,224	327	2	$265,984,445	0	0	21,315	25,000	46,315	$142
0	Six Directions	50	48	96	$419,847	0	0	0	0	0	$0
3	Taos	3,843	221	6	$37,430,631	47,437	18,062	0	25,000	90,499	$409
2	Tularosa	870	268	31	$18,910,088	43,376	176,668	0	25,000	245,044	$914
0	Walatowa	57	53	93	$1,822,242	0	0	0	25,000	25,000	$472
4	Zuni	1,432	1,369	96	$21,104,418	24,866	1,546,345	118,704	25,000	1,714,915	$1,253
TOTAL		**189,204**	**34,420**		**3,054,440,614**	**6,022,865**	**22,969,411**	**1,914,165**	**525,000**	**31,431,441**	**$913**

Source: http://ped.state.nm.us/ped/SchBudgStatBooks-16-17.html

IED Objective. Ensure that New Mexico schools provide adequate and meaningful tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulations.

Background. Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding (formally known as Title VIII) shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures, pursuant to federal Title VII Impact Aid funding requirements.

The regulations covering the Impact Aid Program Indian Policies and Procedures (IPPs) requirements under Title VII (formally known as Title VIII) of the ESEA (as amended) were revised effective January 31, 2017 (see https://www.federalregister.gov/documents/impact-aid-program). The revised regulations include changes to the mandatory elements of the IPP document as well as new requirements for the consultation process.

Methods. Of the school districts that submitted district-level TESRs, 11 out of the 14 have submitted their current IPP as part of their district's Impact Aid application and have also submitted a copy to PED's School Budget and Finance Bureau. Each district's process of developing and implementing an annual IPP starts each fiscal year with the involvement of the district's Indian Education Committee/Parent Advisory Committees.

Source: 2018 School Budget and Finance Division

Results. The graph below illustrates the number of districts that are in compliance with a submission of a current year IPP. The data below was collected by the PED's School Budget and Finance Bureau.
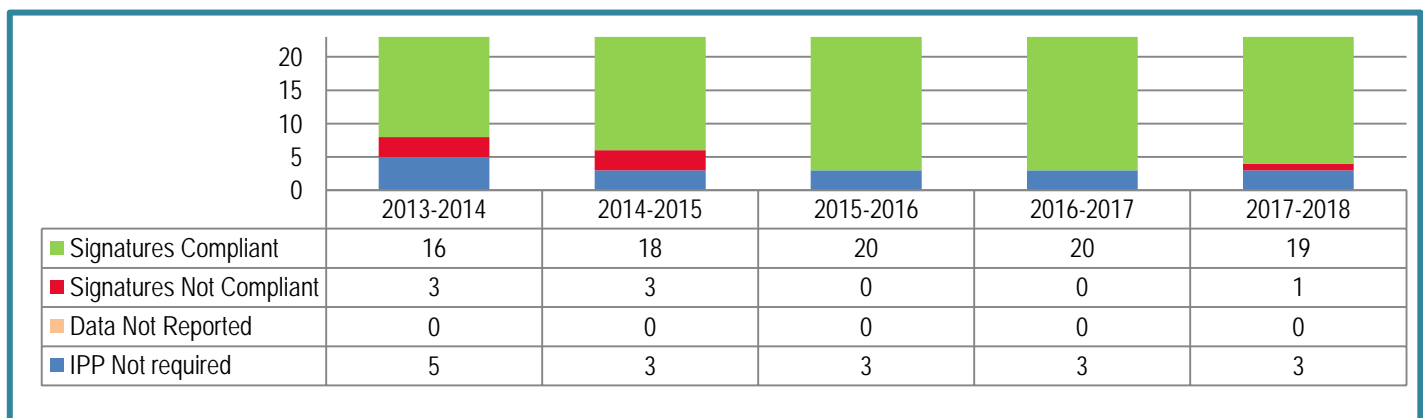
Conclusion. Supporting the requirements of the Impact Aid and the Indian Education Act, 19 school districts and one charter school provided the development and submission of their annual IPP.

Indian Policies and Procedures

Current Status of Federal Indian Policies and Procedures (IPPS) Compliance

Region I			Region III	
Tribe	**School District**		**Tribe**	**School District**
Navajo (Diné) Nation 53 NM Chapters	Bloomfield*[1] Cuba* Farmington* Central Consolidated * Jemez Mountain*		Navajo (Diné) Nation 53 NM Chapters Pueblos Various Tribal Affiliated Tribes	Albuquerque*
Jicarilla Apache Nation	Dulce*		Ohkay Owingeh	Española * & Pojoaque*
Region II			Pueblo of Cochiti	Bernalillo*
Tribe	**School District**		Pueblo of Jemez	Jemez Valley & Walatowa*
Navajo (Diné) Nation 53 NM Chapters	Gallup McKinley* Grants-Cibola* Magdalena*		Pueblo of Nambé	Pojoaque*
Pueblo of Acoma	Grants-Cibola*		Pueblo of Pojoaque	Pojoaque*
Pueblo of Isleta	Los Lunas*		Pueblo of Picuris	Peñasco*
Pueblo of Laguna	Grants-Cibola*		Pueblo of San Ildefonso	Pojoaque*
Pueblo of Zuni	Zuni*		Pueblo of Sandia	Bernalillo*
IPP Not Required	Aztec Rio Rancho Santa Fe		Pueblo of Santa Ana	Bernalillo*
Current Status of Federal Indian Policies and Procedures (IPPS) Compliance o Compliant—20 districts o Did not report—0 district o Not required to report—3 districts			Pueblo of Santa Clara	Española* & Pojoaque*
			Pueblo of Santo Domingo	Bernalillo*
			Pueblo of San Felipe	Bernalillo*
			Pueblo of Tesuque	Pojoaque*
			Pueblo of Taos	Taos*
			Pueblo of Zia	Bernalillo* & Jemez Valley*
			Mescalero Apache Tribe	Ruidoso & Tularosa

* Indicates IPP on file

IPP Signature of Approval
23 Districts over Five Years

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
■ Signatures Compliant	16	18	20	20	19
■ Signatures Not Compliant	3	3	0	0	1
■ Data Not Reported	0	0	0	0	0
■ IPP Not required	5	3	3	3	3

Source: School Budget and Finance 2012–2018-23 school districts

IED Objective. Ensure that New Mexico schools provide initiatives and programs to support the decrease in the number of American Indian student dropouts.

Background. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school.

Methods. This past year, 15 of the 23 Native-serving school districts submitted a district-wide Tribal Education Status Report (TESR). The collected data demonstrated district initiatives for increasing attendance and decreasing the number of student dropouts among American Indian students.

The 23 school districts and 2 charter schools submitted their 2017–2018 local TESRs, which included initiatives that school districts have identified for increasing attendance and decreasing the number of American Indian student dropout.

Dropout statistics are reported annually, and drop out data is collected at the school district level and reported in STARS. Dropout rates lag by one year, so this year's dropout rates won't be reported until the 2018–2019 school year. We are able to report dropout rates for the 2016–2017 school year.

Dropout data and rates are calculated only for grades 7–12. A student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. This means that students dropping out during the regular school term in year one, and who are not re-enrolled in school on October 1 of year two, are reported as year one dropouts. This is recorded in the dropout report in year two.

Dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, resulting in a lower graduation rate.

Results. Initiatives for decreasing dropout rates are implemented differently across districts and tribal communities, as recorded in school districts' local TESRs.

Within SY 2016–2017, the overall dropout rate for grades 7–12, American Indian students was 5.2 percent. Each district dropout rate fluctuates between 0 and 5.8 percent. The 23 local TESR reports detail each of the school district's initiatives focused on decreasing their American Indian student dropout rate. Initiatives for decreasing dropout rates are implemented differently across districts and tribal communities, as recorded in these local TESRs.

At this time, the IED is currently developing additional indictors for reliable and meaningful data collection.

Conclusion. New Mexico students drop out for a variety of reasons, and the data does not always capture the underlying causes. The top three reasons reported include that students 1) did not re-enroll, 2) had an invalid transfer, and/or 3) intend to take the GED.

Drop Out Rates by District—Statewide[1]
All Students
SY 2016–2017

District Name	Membership (Unduplicated) Gr. 7–12	Dropped Out Gr. 7–12	Overall Rate %	District Name	Membership (Unduplicated) Gr. 7–12	Dropped Out 7–12	Overall Rate %
Albuquerque Public Schools	40,929	2,040	5	Jemez Mountain Public Schools	107	2	1.9
Aztec Municipal Schools	1,498	45	3	Jemez Valley Public Schools	156	3	1.9
Bernalillo Public Schools	1,279	60	4.7	Los Lunas Public Schools	3,720	88	2.4
Bloomfield Schools	1,377	71	5.2	Magdalena Municipal Schools	175	5	2.9
Central Consolidated Schools	2,777	113	4.1	Peñasco Independent Schools	169	4	2.4
Cuba Independent Schools	309	3	1	Pojoaque Valley Public Schools	985	24	2.4
Dream Diné	0	0	N/A	Rio Rancho Public Schools	7,890	93	1.2
Dulce Independent Schools	304	0	0	Ruidoso Municipal Schools	911	22	2.4
Dzit Dit Lool School of Empowerment, Action, and Perseverance (DEAP)	20	0	0.0	Santa Fe Public Schools	5,435	279	5.1
Española Public Schools	1,487	76	5.1	Taos Municipal Schools	1,385	31	2.2
Farmington Municipal Schools	5,348	186	3.5	Tularosa Municipal Schools	409	19	4.6
Gallup-McKinley Schools	5,515	259	4.7	Walatowa Charter High	57	3	5.3
Grants-Cibola County Schools	1,730	4	0.2	Zuni Public Schools	525	22	4.2
Six Directions	28	0	0				
American Indian/Alaskan Native	16,083	832	5.2				

[1]**Source:** STARs EOY 2016–2017 dropout rates by district

Dropout Rate

In SY 2016–2017, American Indian students, between grades 7–12, had a dropout rate of 5.2 per population of 16,083 American Indian students.

	SCHOOL DISTRICT INITIATIVES TO SUPPORT THE DECREASE IN THE NUMBER OF AMERICAN INDIAN STUDENT DROPOUTS AS LISTED IN THE DISTRICT-WIDE TESR REPORTS By District
Albuquerque Public Schools	The district initiatives supported a comprehensive plan to support principals in their attendance interventions and absentee preventions in APS schools.
Aztec Municipal Schools	The district initiatives supported attendance interventions, monitors at lunch, additional educational programs, and developing a parent-community involvement report.
Bernalillo Public Schools	The district provided Keres language classes, tutoring, credit recovery, summer capstone project, youth leadership institute, Native American curriculum, and tribal community meetings and collaborations.
Central Consolidated Schools	The district initiatives supported reading interventions, STEM programs, summer school program, tutoring, Gear Up program, student incentive for perfect attendance, mentoring program, credit recovery and child care for young parents, and a cultural assistant team.
Cuba Independent Schools	The district initiatives supported mentoring, tutoring, guidance counseling, home visits and culturally relevant instructional materials, an early warning system (EWS), and an advocacy class to provide an opportunity for American Indian students to discuss issues, concerns, and ideas.
Española Public Schools	The district initiatives supported ongoing collaboration with tribal communities, academic interventions, cultural awareness, and attendance monitoring.
Gallup McKinley County Schools	The district initiatives supported suicide prevention and intervention strategies, student assistance teams (SATs) for academic supports, culturally relevant counseling, culturally traditional interventions, and parent engagement strategies.
Jemez Mountain Schools	The district initiatives supported ongoing collaboration with tribal communities and provided academic supports and culturally relevant programming.
Los Lunas Public Schools	The district initiatives provided credit recovery, distance learning, alternative high school site, Native American liaison, ongoing tribal collaboration, truancy preventions and interventions, and family engagement.
Pojoaque Valley Schools	The district initiatives supported a Native American liaison, attendance and grade monitoring, tracking graduation progress, student-tribal leader luncheons.
Rio Rancho Public Schools	The district initiatives supported experiential projects, reading and math interventions, incentives, after school programs, tutoring, attendance and truancy policies, parent liaisons, home visits, Native American liaison, suicide prevention, parent education programs, SATs, career exploration, extracurricular activities and clubs, credit recovery, Saturday school, after-school programs, student health centers, EWS, culturally relevant curriculum and cultural experiences, and out-of-school opportunities—including international travel experiences and college engagement programs.
Santa Fe Public Schools	The district initiatives supported academic interventions for at-risk students, truancy intervention programs, and collaboration with, and referrals to, outside agencies.
Taos Municipal Schools	The district initiatives supported an EWS, tutoring, college readiness, college visits, credit recovery, summer school, collaboration with Taos Pueblo, and family engagement meetings.
Zuni Public Schools	The district initiatives supported academic and cultural awareness, collaboration with tribal governments, and career awareness and fairs.

Public School Use of Variable School Calendars

Variable School Calendars

IED Objective. Ensure that New Mexico schools collaborate with tribal governments to identify the important cultural events in their American Indian students' lives and adjust their school calendars, where possible, to adjust for these days of cultural importance.
Background. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices. The 35,000-plus students, who represent the NM tribes and pueblos and other tribes from throughout the United States, attend over 185 public and charter schools in the state of New Mexico. These students were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003. The assurance of collaboration and engagement from educational systems and pueblos/tribes regarding academics and cultural awareness has positive effects on the educational success of American Indian students. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.
Methods. The 15 school districts that submitted their district-wide TESR included their current public school use of variable school calendars. These calendars reflect collaborative efforts to support American Indian students with their self-identity, language, and culture by providing students with opportunities to partake in their cultural activities. Many school districts refer to their school calendar committees to review, modify, and recommend a school calendar that takes American Indian students' culture and traditions into account. School calendars are then approved by the district's school board. **Source:** 2018 District-wide TESR
Results. Since 2015, the chart below lists the variable school days that are offered to American Indian students within the 23 districts and 6 charter schools. This list serves as a guide to days of Native importance during the school year 2017–2018.
Conclusion. The majority of the 15 districts report the use of variable school calendars that take into account American Indian students' cultural well-being and self-awareness.

VARIABLE CALENDAR DAYS AS PROVIDED IN THE SY 2017–2018 DISTRICT-WIDE TESR	
All Souls Day (November 1st)	Navajo Nation Family Day
Alamo Indian Days	Navajo Nation Memorial Day
Ceremonies of self-identity and self-healing	Pueblo of Nambé Feast Day
Cultural Day, Pueblo of Acoma	Pueblo of Pojoaque Feast Day
Gathering of Nations	Pueblo of San Ildefonso Feast Day
Jicarilla Apache Tribal Feast, Go Jii Ya	Pueblo of Santa Ana Feast Day
Mescal Harvest and Roast	Pueblo of Santa Clara Feast Day
Native American Senior Day	Pueblo of Santo Domingo Feast Day
Navajo Sovereignty Day	Pueblo of Tesuque Feast Day
Ohkay Owingeh Corn Dance	Pueblo of Taos—San Geronimo Feast Day
Ohkay Owingeh Feast Day	Pueblo of Zia Feast Day
Pueblo of Acoma Feast Day	Pueblo of Zuni-Shalako
Pueblo of Cochiti Feast Day	Shiprock Northern Navajo Fair (Professional Development Day)
Pueblo of Isleta Feast Day	Tribal Governors' Irrigation Day
Pueblo of Jemez Feast Day	Winter and spring break extended to accommodate dances
Pueblo of Laguna Feast Day	Zuni Appreciation Day
Navajo Nation Police Officer Day	
Navajo Nation Fairs	

School District Consultations

IED Objective. Ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with tribal entities to find ways to improve educational opportunities for American Indian students.

Background. Currently, districts that claim American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Furthermore, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers should work together to find ways to improve educational opportunities for American Indian students.

In December 2015, the Every Student Succeeds Act (ESSA) was adopted as the primary law governing K–12 education in the United States. ESSA requires each state to submit a plan that is aligned with the requirements of the new law. The New Mexico Public Education Department (PED) initiated formal consultation with tribal leaders, tribal administrators, and community members to gain input into the New Mexico ESSA State plan. Over the course of two government-to-government meetings and one additional tribal consultation, tribal leaders were given the opportunity to learn more about ESSA; share concerns, priorities, and expectations with PED leaders; and help the PED set goals for increasing the success of our American Indian students. Also, prior to the ESSA consultations, the IED, in collaboration with the PED's Federal Programs Division, provided tribal leaders and tribal education department staff with a pre-ESSA workshop to help facilitate a meaningful discussion at the government-to- government meeting and Indian Education Summit.

Methods. The 23 school districts submitted a localized TESR that suggested the number of times districts should meet and discuss American Indian students' educational opportunities with the district's Indian Education Committee, parent advisory committee, tribes, Indian organizations, and other tribal community organizations.

Relating to ESSA, the gathering of feedback at the fall 2016 Government-to-Government meeting was facilitated by New Mexico First, a public policy organization that assists communities with important, impactful issues. The findings from the fall consultation were recorded in a final report issued by NM First and titled *Government-to-government meeting: Community meetings, summarizing the tribal government session and community feedback*. The report was distributed both locally and statewide and used to inform the PED's development of the State plan.

Results. The feedback from the tribal consultations resulted in the following local education agency (LEA) tribal consultation provision that was included in the New Mexico ESSA plan.

Tribal Consultation. The IED developed a process for ensuring meaningful tribal input at the local level to address Impact Aid, ESSA requirements for title programs, and general consultation. This includes the requirement that LEAs serving American Indian students submit an Affirmation of Consultation document alongside their district's budget submission in the spring of each school year, confirming that local tribes were meaningfully engaged in the budget development process that supports each local district's overall educational strategy.

Conclusion. ESSA created the opportunity for the PED to re-engage with tribal leaders and key stakeholders on major initiatives, while considering how to continuously refine educational systems and best support educators. Expectations for improved tribal consultation at the State Education Agency (SEA) and LEA have been put into place per the Every Student Succeeds New Mexico State Plan.

Indigenous Research, Evaluation Measures, and Curricula

IED Objective. The Indigenous research, evaluation measures, and curricula objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in Native languages, culture, and history designed for tribal and non-tribal students, as approved by New Mexico tribes.

Background. The IED has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian education has been to improve education for our American Indian students enrolled in all schools.

Methods. In order to develop effective curricula for tribal students and increase their educational opportunities, the school districts submit a district-wide Tribal Education Status Reports on behalf of the districts' implementation of Indigenous research, evaluation measures, and curricula for tribal students.

Results. The graphic below illustrates the activities in which districts have collaborated and in which they have implemented the Indigenous research evaluation measures and curricula within their respective schools and neighboring tribes. Each bubble profiles practices in school districts.

Conclusion. Districts have implemented Indigenous research and evaluation in the development and assessment of tribal language programs, which is documented in school districts' local Tribal Education Status Reports, found on the IED's webpage.

	Activities listed in the district-wide reports as Indigenous research, measures, or curricula By district
Albuquerque Public Schools	*Curricula:* professional development for teachers, Navajo language, text book materials, conferences with higher education institutions, and training for the Indian Parent Committee focused on Indigenous research, measures and curricula *Evaluation:* The Navajo language teachers assess high school students with the Navajo Nation pre- and post-assessment to determine proficiency level of the students. The middle school and elementary teachers assess students with a department-developed, Native American values rubric.
Aztec Municipal Schools	*Curricula:* Navajo language and government *Evaluation*: Student listening sessions and surveys
Bernalillo Public Schools	*Curricula:* Keres language classes and Indigenous studies curriculum
Central Consolidated Schools	*Evaluation:* Administration of the Oral Diné Language Assessment
Cuba Independent Schools	*Curricula:* The Diné Heritage Program Language teachers (grades K–12) and Federal Program staff participated in a six-day training that focused on researching and adapting Diné language curriculum, assessments, and instructional methods which will be implemented in the schools. *Evaluation:* The Diné Heritage Program Language teachers (grades K–12) adapted and then adopted a draft Diné language curriculum with assessments and instructional methods 2016–2017 and field-tested it in February 2018. They will continue revising the curriculum in 2018–2019.
Española Public Schools	*Curricula:* Tewa language scope and sequence at grade level *Evaluation*: Tewa language assessment
Farmington Municipal Schools	*Curricula:* Navajo language curriculum and standards *Evaluation*: Navajo Language Assessment
Gallup-McKinley County Schools	*Curricula:* All Schools—Navajo Language Pacing Guide *Evaluation:* All Schools—Oral Diné Language Assessment (ODLA)
Jemez Mountain Schools	*Evaluation:* Grants Laguna Acoma high schools—Acoma/Keres language
Los Lunas Public Schools	*Curricula:* Navajo (Diné) language curriculum in development.
Pojoaque Valley Schools	*Curricula:* K–12 Tewa language classes—Tewa classes focus on the use of Tewa language in daily conversations and area history.
Rio Rancho Public Schools	*Research:* Native Language Program—Institute of American Indian Art's Dual Language in Navajo, book study for culturally and linguistically responsive materials, Native American liaison who participates in professional development and ongoing efforts to collaborate *Curricula:* Resources are available to support Native culture.
Santa Fe Public Schools	*Research:* Native American Student Services is a resource for teachers to increase cultural awareness to enrich the knowledge and understanding about Native Americans, sovereignty, rights, and issues.
Taos Municipal Schools	*Research:* Collaborates with Taos Pueblo to provide professional development to teachers regarding the history and values of the pueblo *Curricula:* cohort of 6th-grade Native American students to increase academic achievement and growth for Native American students in mathematics at Taos Middle School
Zuni Public Schools	*Curricula:* Native language/culture, curriculum, and state standards are addressed using the school board-approved Zuni curriculum. All students receive daily classroom instruction, by 520-licensed staff. *Evaluation:* The annual, pre- post-Zuni SBA is administered to measure language proficiency levels for all K–12 students.

Indigenous Research, Evaluation Measures, and Curricula

IED Objective. Ensure that all American Indian students in pre-kindergarten are provided challenging, sequential, culturally relevant curriculum to provide instruction to tribal students in pre-kindergarten through sixth grade. In order to accomplish these goals from the Indian Education Act, the assessment for pre-kindergarten (PreK) students is examined, which is specific to this age group.

Background. The purpose of New Mexico PreK is to Increase access to voluntary high-quality pre-kindergarten programs; Provide developmentally appropriate activities for New Mexico children. Expand early childhood community capacity. Support linguistically and culturally appropriate curriculum. Focus on school readiness through the use of the early learning guidelines and focus programs will include the following developmental learning areas:

Listening, language, reading and writing
Science
Counting, shapes, sorting and measuring
Coordination, hygiene, health and well-being
Art, music and movement
Independence, problem-solving, thinking and perseverance
Appropriate behavior, social skills and being a part of a group.
2017-2018 was the first year that ECOT was used for New Mexico pre-kindergarten children.

Methods.

In order to prepare PreK students for kindergarten the Early Childhood Observation Tool (ECOT) was developed to measure 29 essential indicators (EIs) for each child. In order to matriculate to kindergarten, these pre-kindergarten students must obtain a ranking of at least 6 in each of these 29 EIs. There are three administrations of the ECOT assessment. The first one is at the Beginning of the Year (BOY), the second Middle of the Year (MOY) and the third at the end of the year (EOY). An example of an EI is "recognizes and generates rhyming sounds in spoken language". Another is "Rote counts in sequence" and still another "Recognizes, names, describes, compares and creates familiar shapes'. For this analysis only EOY was used to determine how many students passed all 29 EIs at the end of the year.

Results.

There were 718 AI students who took the EOY ECOT Assessment, and 3,398 non-AI students who took the EOY ECOT Assessment. Of the 718 AI students 101 or 14.1% passed all 29 EIs. Among non-AI students 1,335 or 39.3% passed all 29 EIs.

Conclusion.

Since this is the first year of this assessment for pre-kindergarten children, it is difficult to determine the success of these pre-kindergarten children, and additional years will provide some insight to how these students are doing. Future analysis could include a comparison between BOY, MOY and EOY within the same year to determine any growth in the 29 EIs between assessments.

New Mexico Pre-K Initiative

Preschool Assessment (Implement Beginning SY2017-18)

In preschool programs, the child observational assessment process includes the following:

1. The NM Quick-Look Recording sheets and report data for 26 essential indicators (EIs)—for each child

EI	DESCRIPTION	EI	DESCRIPTION	EI	DESCRIPTION	EI	DESCRIPTION
1.1	Demonstrates body coordination and strength in activities such as climbing stairs with alternating, marching, running, jumping, hopping, dancing, riding trycycles, and scooters.	7.3a	Shows an understanding of the basic concepts of print.	14.1	Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	24.2	Develops increasing independence during activities, routines, and play.
		7.3b	Understands that print carries meaning.				
1.2	Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ballhandling, and/or simple group games i.e., "Duck, duck, goose").	7.4a	Recognizes and generates rhyming sounds in spoken language.	14.3	Makes predictions and forms hypotheses.	25.3	Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.
		7.4b	Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	18.1	Adapts behaviors to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	27.1	Focuses and completes a variety of tasks, activities, projects, and experiences.
2.1a	Develops manual coordination to use writing and crafting tools.	7.5a	Shows an understanding of alphabetic knowledge.				
2.1b	Demonstrates self-help fine motor skills such as buttoning and zipping.	7.5b	Knows and applies letter-sound correspondence and beginning sound-recognition skills.	19.1	Cares for personal and group possessions.		
5.2	Demonstrates the ability to attend, understand, and follow increasingly complex directions.	9.1	Uses numbers and counting as means for solving problems and determining quantity.	20.1	Plays and interacts with various children sharing experiences and ideas with others.		
6.1	Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.	9.3a	Rote counts in sequence.	20.2	Uses and accepts negotiation, compromise, and discussion to resolve conflicts.		
		9.3b	Names and identifies written numerals.	21.2	Accepts guidance from a variety of appropriate adults and seeks their support when needed.		
		10.1	Recognizes, names, describes, compares, and creates familiar shapes.				

2. Creativity Sample (not rated)

EI	DESCRIPTION
13.1	Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).

3. Portfolio documentation for 3 EIs using the NM Portfolio Collection Forms specifically designed for these EIs

EI	DESCRIPTION	EI	DESCRIPTION	EI	DESCRIPTION
7.2	Demonstrates comprehension of a story "read aloud".	8.3	Understands how to apply the early stages of drawing and writing to convey meaning.	12.1	Sorts, classifies, and groups materials by one or more attributes.

Special education preschool programs use the ELG to develop IEP goals and for ECO reporting. (See ELG-ECO Crosswalk, Appendix A)

CONCLUSION

This report includes American Indian student outcomes in 12 reporting areas, and it details the efforts that the PED and the school districts have made within these areas to support American Indian students' academic and cultural achievement during the 2017–2018 school year. While American Indian students demonstrated slight improvements in the areas of reading proficiencies and parental engagements, there is much room for improvement within all 12 reporting areas. The PED looks to strengthen tribal and school district partnerships in order to reach the growth goals set out for American Indian students within the New Mexico's Every Student Succeeds Act Plan.

The IED anticipates providing technical assistance and guidance on tribal consultation to divisions and bureaus across the PED as well as to school districts and charter schools, in order to increase tribal involvement in the educational decisions that impact American Indian students. Additionally, the IED is committed to improving the data collection and analysis that informs program development and educational decision making for American Indian students across the state.

GLOSSARY AND ACRONYMS

23 Districts	23 out of the 89 New Mexico school districts that are located on or near New Mexico tribal lands and have an American Indian student population
520 Certification	Native American language and culture certification license through the PED. Teachers who are certified by tribal governments to teach their native language in NM public schools.
Academic Program	All subject matter areas of the curriculum of the school, as defined in the New Mexico Standards for Excellence, 6.29.1-11 NMAC. Content Standards and Benchmarks. Especially refers to the core content areas—math, social studies, and language arts.
AI	American Indian, same as NA (Native American)
American Indian	A person who is enrolled as a member of a US federally recognized nation, tribe, or pueblo.
APS	Albuquerque Public Schools
BAR	Budget Adjustment Request
Best Practice	An efficient and effective way of accomplishing a task, based on repeatable procedures that have proven themselves effective over time for large numbers of people
Bicultural	Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual and vice versa.
BIE	Bureau of Indian Education
Bilingualism	Term that describes equal facility and proficiency in two languages, commensurate with age and proficiency level of student.
Biliteracy	The ability to effectively communicate or understand thought and ideas through two languages' systems and vocabulary, using their written symbols
CBE	Cultural based education reflects, validates, and promotes the values, worldviews, and languages of the local community's cultures.
CCR	College and Career Readiness
CCSD	Central Consolidated School District
CCSS	Common Core State Standards
CFR	Code of Federal Regulations
Community Civic Engagement	Individual and collective actions designed to identify and address issues of public concern within indigenous or urban settings
Cultural Competence	A set of congruent behaviors, attitudes, and policies that come together in a system and enables that system to work effectively in cross-cultural situations; as well as, applicability of materials and methodologies to one's own ethnicity, home and community environment, and/or personal experiences
Culturally and linguistically different	Students who are of a different cultural background than mainstream United States culture and whose home or heritage language—inherited from the student's family, tribe, or country of origin—is a language other than English
Culture	The total shared way of a given people. This comprises modes of thinking, acting, law, language, art, and customs. Also material products such as houses, clothes, foods, tools, and so on are aspects of culture.
Curricula	Set of courses, defined content of course, and offered at a formal academic school
District	Public school or any combination of public schools in a district
DODE	Navajo Nation's Department of Diné Education
Dual Language Immersion	Dual language immersion is designed to develop high academic achievement in two languages, additive bilingual and biliterate proficiency, and cross-cultural skills development.
ELD	English language development refers to instruction designed specifically for ELs/LEP students to further develop listening, speaking, reading, and writing skills in English beyond ESL.

ELL	English language learners are students whose home or heritage language influence is not English and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers as determined by objective measures of proficiency.
ENIPC	Eight Northern Indian Pueblos Council
EoC	End-of-course exam
EPSS	Educational plan for student success—long-range plan for improvement that is developed by individual schools and districts
ESEA	Elementary and Secondary Education Act of 1965, as amended
ESL	English as a second language is an educational approach in which ELL/LEP students are instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to other content), and is usually taught during specific school periods.
Evaluation	Appraising or judging persons, organizations, or things in relation to stated objectives, standards, or criteria to also include methods of observation through defined objective or subjective procedures used to obtain and organize information for appraisal in relation to stated objectives, standards, or criteria.
Exemplary Program	Programs that have been approved according to specified procedures and set up to address educational issues through experimentation. Programs introduce new ideas, methods, devices and have been evaluated and documented by educators who, in turn, are able to communicate successful uses of the program; with the implication that the program can be successfully replicated
FEP	Fluent English proficient are students, who are able to speak, read, write, and understand the English language at levels comparable to their grade-level English proficient peers as determined by objective measures of proficiency normed for language minority students.
FY	Fiscal Year
G2G	Government-to-government
GCCS	Grants Cibola County School District
GMCS	Gallup-McKinley County School District
HED	New Mexico's Higher Education Department
Heritage Language (Home Language)	The language, other than English, which is inherited from a family, tribe, community, or country of origin, whether or not the student is proficient in the language.
IAD	New Mexico's Indian Affairs Department
IEA	New Mexico's Indian Education Act (Chapter 22, Article 23A NMSA 1978)
IEC	Indian Education Committee (district level)
IED	PED Indian Education Division
IHE	Institutions of Higher Education (e.g., UNM, NMSU, WNMU, NTC)
Indigenous	Native or tribal groups of the Americas that maintain a cultural identity separate from surrounding dominant cultures
Indigenous Research	Study of the unique, traditional-local knowledge existing within, and developed around, the specific conditions of persons indigenous to a particular geographic area, and validated through measurements established within educational systems
IPP	Indian Policies and Procedures—a LEA that claims children residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures. The LEA shall establish these policies and procedures in consultation with, and based on information from, tribal officials and parents of those children residing on Indian lands who are Indian children (CFR, Title 34 - Education, Chapter. II - OESE, DOE, Part 222).
JOM	Johnson O'Malley This program is a trust responsibility under the Department of Interior and not the Department of Education.
Language Acquisition	The process of acquiring a language

Language Proficiency	Measure of how well an individual can speak, read, write, and comprehend a language, comparable to the standard expected for native speakers of the language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components, as well as academic and non-academic language and comprehension of said language.
Language majority	A person or language community that is associated with the dominant language of the country
Language minority	A person or language community that is different from the dominant language of the country
LEA	Local educational agency, usually a district or a state charter school
LEP	Limited English proficient is a term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. The preferred term is English language learner.
Linguistic Competency	A speaker's internalized knowledge of a language that enables the speaker to communicate effectively and convey information in a manner that is easily understood by culturally diverse audiences
MOA/MOU	Memorandum of Agreement/Memorandum of Understanding
NA	Native American, same as AI
NALC	Native American language and culture license. Teachers certified by tribal governments to teach their native language in NM public schools
Native Language	The language a person acquires first in life or identifies with as a member of an ethnic group. NM recognizes this as any of the eight Native American languages spoken by NM tribes and pueblos (Jicarilla Apache, Mescalero Apache, Diné, Keres, Tewa, Towa, and Zuni).
Native Language Instruction	The use of a child's home language (generally by a classroom teacher) to provide lessons in academic subjects
Native Language Maintenance Program	The continuation, preservation, and on-going development of aspects inclusive of a Native language program to be implemented into an academic system
Native Language Revitalization Program	The use, instruction, and development of a Native language program to ensure the survival of the indigenous home language to be sustained in the tribe and community
NCSC	
New Mexico Assessments	See the description on the last page of this report.
NIEA	National Indian Education Association
NL and C	Native language and culture
NMIEAC	New Mexico Indian Education Advisory Committee
ODLA	Oral Diné Language Assessment. The Navajo Nation's assessment of language proficiency
PAC	District-level parent advisory committee
PD	Professional development
PED	New Mexico's Public Education Department
PHLOTE	Primary (first learned) or Home/Heritage language other than English
RFI-RFA-RFP	Request for Information - Request for Application - Request for Proposals
SEA	State educational agency
Stakeholders	A person, group, organization, or system that affects, or can be affected by, an organization's actions
STARS	Student Teacher Accountability Reporting System (STARS) is a collaborative effort of the New Mexico Public Schools and the PED. STARS is a comprehensive student and staff information system that provides a standard data set for each student served by New Mexico's 3Y–12 public education system.
STC	Save the Children
STEP	State Tribal Education Partnership
STL	Strengthening Tribal Languages

Sustainability Standards	Education standards based on tribal and cultural values and teachings
SWD	Students with disabilities
SY	School year
TA	Technical assistance provided to foster the educational success of American Indian students
TEA	Tribal education agency—same as TED
TED	Tribal Department of Education or division within the tribal organizational structure delegated with the function of planning and coordinating all educational programs of the tribe, nation, or pueblo. Same as TEA.
TESR	The Tribal Education Status Report originally called the Indian Education Status Report (IESR).
TFA	Teach for America
Title III	Language instruction for LEP and immigrant students to attain English language proficiency, to develop high levels of academic attainment in core academic subjects, and meet the same challenging state academic standards as all children are expected to meet
Title VII	Indian Education (Indian, Native Hawaiian, and Alaska Native education) designed to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so these students can meet the same challenging State academic standards as all other students are expected to meet.
Title VIII	Impact Aid provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties, who do not live on Federal property.
Tribal Curriculum	All courses of study offered by an educational institution that pertains to the characteristics or customs of a tribe (or tribes)
Tribe, Nation, or Pueblo	An Indian tribe, pueblo, or nation that is federally recognized by the US Government and the State of New Mexico: Acoma Pueblo, Cochiti Pueblo, Isleta Pueblo, Jemez Pueblo, Nambé Pueblo, Laguna Pueblo, Pojoaque Pueblo, Picuris Pueblo, Sandia Pueblo, San Felipe Pueblo, San Ildefonso Pueblo, San Juan Pueblo, Santa Ana Pueblo, Santa Clara Pueblo, Kewa (Santo Domingo) Pueblo, Taos Pueblo, Tesuque Pueblo, Zia Pueblo, Zuni Pueblo, Jicarilla Apache, Mescalero Apache, and Navajo Diné Nation.
YRRS	Youth Risk and Resiliency Survey

A Description of New Mexico Assessments	
I-Station	Reading K–2
PARCC	English language arts 3–11 Math 3–8 Algebra I (*may be given in grade 8*) Algebra II Geometry Integrated Math I Integrated Math II Integrated Math III
SBA	Science Spanish Reading
NMAPA	Science for SWD, Reading for Students with Disabilities, and Math