

Tribal Education Status Report 2018-2019





The State of New Mexico

2018–2019 Tribal Education Status Report
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Notes:

This document is available at <http://www.ped.state.nm.us/ped/index.html> under Indian Education Division (IED) reports.

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Table of Contents

Required Notice	2
Copyright Notice	2
Notes:	2
Acknowledgements.....	3
Introduction	6
Profile of Indian Education in New Mexico	6
Tribal Consultation Process.....	7
Indian Education Act Tribal Education Status Report Requirements.....	7
New Mexico Student Achievement.....	8
New Mexico Public School Assessments.....	9
Statewide Assessment By Ethnicity.....	10
Reading by Grade	11
Istation Level Tiers	12
Math by Grade	13
Science by Grade.....	14
Proficiency by Economic Status	15
Reading, Math, and Science by Gender	16
Reading, Math, and Science Assessments Taken by AI Students with Disabilities	17
Transition Assessment of Mathematics and English Language Arts	18
School Safety.....	19
New Mexico Youth Risk and Resiliency Survey Results (YRRS)	20
Reported Incidences, School Year 2018–2019.....	24
2018–2019 Discipline Infractions Reported	25
2017–2018 Discipline Infractions Reported	25
Graduation Rate	26
4-Year Graduation Rate by Ethnicity Over Time	27
5-Year Graduation Rate by Ethnicity Over Time	27
ESSA New Mexico Rising— Cohort Graduation Rates.....	28
Attendance.....	30
Attendance Rates By Ethnicity	31
American Indian Student Attendance Rate 2018-2019.....	32
Student Mobility	33
Students Habitually Truant (over four years).....	34
Parent and Community Involvement	35
District Reporting of Parent and Community Involvement.....	36
Educational Programs Targeting Tribal Students	40
Highlights of Educational Programs Targeting Tribal Students.....	41

Bilingual Multicultural Education Programs (BMEPs) 43

 Student Participation in Native American Language Programs 43

Native American Languages Spoken in New Mexico 44

Strengthening Tribal Programs Grant Profile 2015–2019 45

 Strengthening Tribal Program Grant Priorities By Tribes, Pueblos and Nation..... 46

School District Initiatives Grant Priorities Profile 2015–2019 47

 School District Initiatives Grant Priorities By School Districts and Charters 48

Financial Reports..... 49

District Funding 2018–2019: Operating Budget Estimated Revenue..... 50

Current Status of Federal Indian Education Policies and Procedures 51

School District Initiatives..... 52

Dropout Rate..... 53

School District Initiatives By District 54

Public School Use of Variable School Calendars 57

Variable Calendar Days as Provided by Districts 58

School District Consultations 59

District Reported Consultations with Indian Education Committees, School-Site Parent Advisory Councils, and Tribal, Municipal And Indian Organizations 60

ESSA Tribal Consultation Requirements SY19-20..... 63

Indigenous Research, Evaluation Measures, and Curricula for Tribal Students..... 64

Indigenous research, measures, or curricula by district 65

Conclusion..... 68

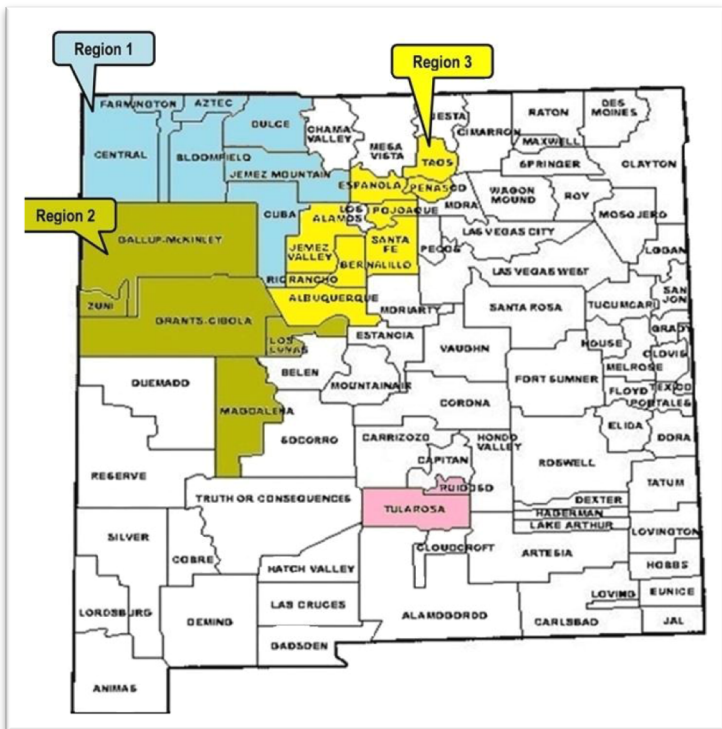
Introduction

This compliance report provides information regarding American Indian students' public school performance and how performance is measured. This information is shared with legislators, educators, tribes, communities and is disseminated at the semiannual government-to-government meetings.

The New Mexico Public Education Department (NMPED) is required by statute to provide this compliance report annually so that education and tribal communities can make informed decisions about how to meet the academic and cultural needs of American Indian students and improve outcomes. Indian education stakeholders and other education institutions may use the data in this report for local planning and improvement processes focused on improving the quality of education for American Indian students.

The data in this report was gathered from the 23 school districts and 7 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, 21 submitted a districtwide Tribal Education Status Report (TESR) that supports the following sections: school safety; parent and community involvement; and education programs targeting tribal students that incorporated Indigenous research, evaluation, and curricula.

Profile of Indian Education in New Mexico



23 districts and 7 charter schools identified as native-serving public school entities.

Approximately 33,775 American Indian students in public schools.

Approximately 5 percent of state-wide district staff identified as American Indian.

Approximately 6,000 American Indian students in 28 Bureau of Indian Education (BIE)-operated and tribally controlled schools.

Tribal Consultation Process

The NMPED, districts, and charter schools are required to adhere to the Tribal consultation process. The purpose of the tribal consultation requirement is to create the opportunity for local school districts, charters, and Tribes to engage in meaningful discussion and decision making. The IED provides districts, charters, and Tribes with Tribal consultation training, guidance manuals, and on-site technical assistance to inform best practices and solutions for supporting American Indian students.

The purpose of the affirmation of consultation document is so that districts adhere to the tribal consultation requirement that establishes the relationship between with Tribes, Nations and Pueblos. Districts and charters must consult tribes, or those tribal organizations approved by the tribes located in the area served, prior to submitting a plan or application for covered programs.

Indian Education Act Tribal Education Status Report Requirements

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:

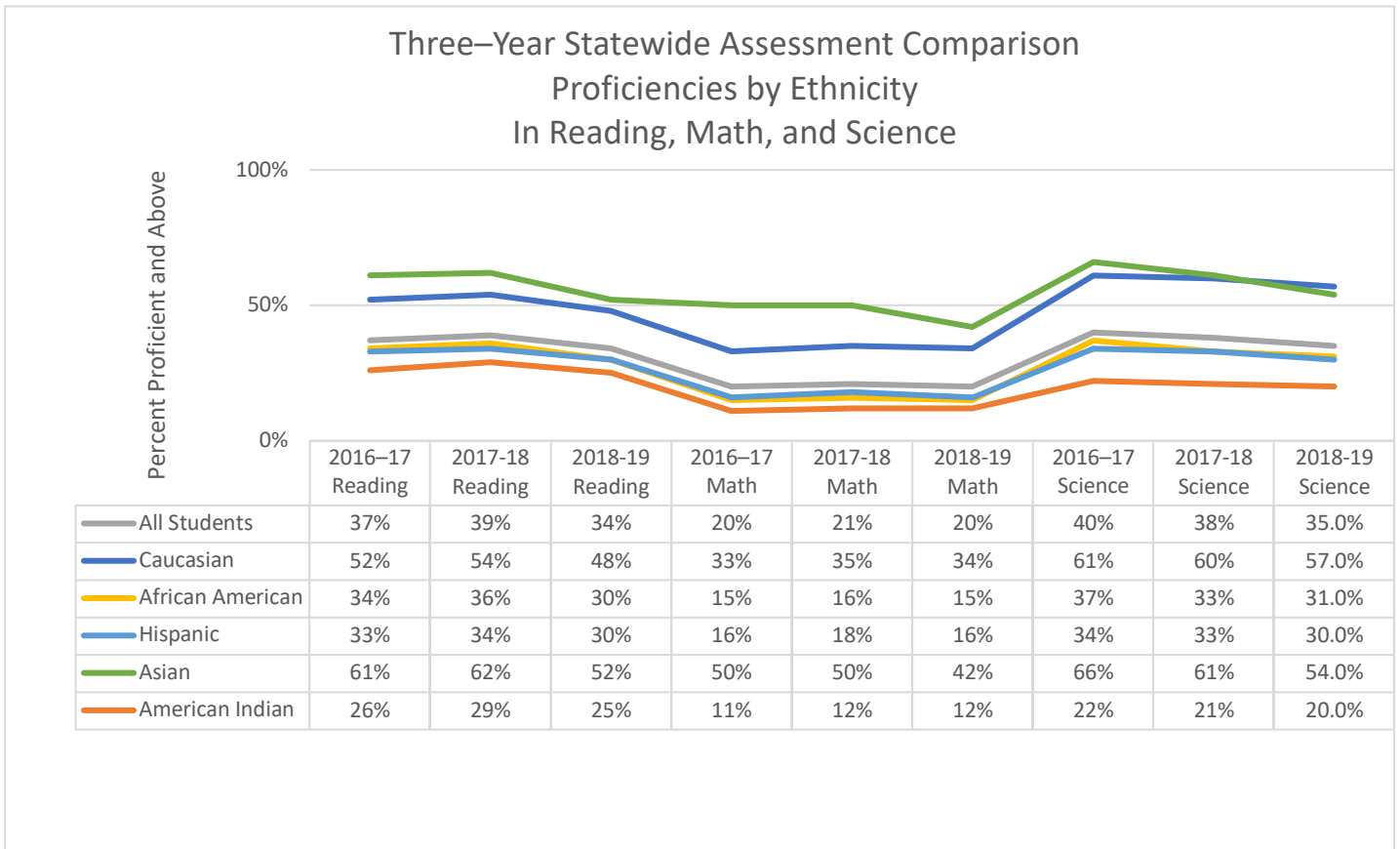
- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (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

Objective	Data disaggregated by ethnicity, gender, economic status, and disabilities is used to develop strategies and programs that improve American Indian student achievement and outcomes.
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	<p>During school year (SY) 2018–2019, 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 (NM) assessments. These NM assessments include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; PARCC (Partnership for Assessment of Readiness for College and Career) Fall and the Spring 2019 New Mexico Standards-Based Transition Assessment of Mathematics and English Language Arts (TAMELA).</p> <p>Beginning 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).</p> <p>Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/</p>
Results	<p>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 and losses seen in student achievement are based on all 2019 test results.</p> <p>Native American students showed a four percent decrease in reading proficiencies from the previous school year.</p> <p>Native American students showed consistency in math proficiencies from 2017–2018 to 2018–2019.</p> <p>Native American students showed a one percent decrease in science proficiencies from the previous school year.</p>
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 twice as high than those American Indian students who are economically disadvantaged. American Indian female students' reading proficiencies are nine percent higher than American Indian male students' reading proficiencies but are the same in science and slightly lower in math.

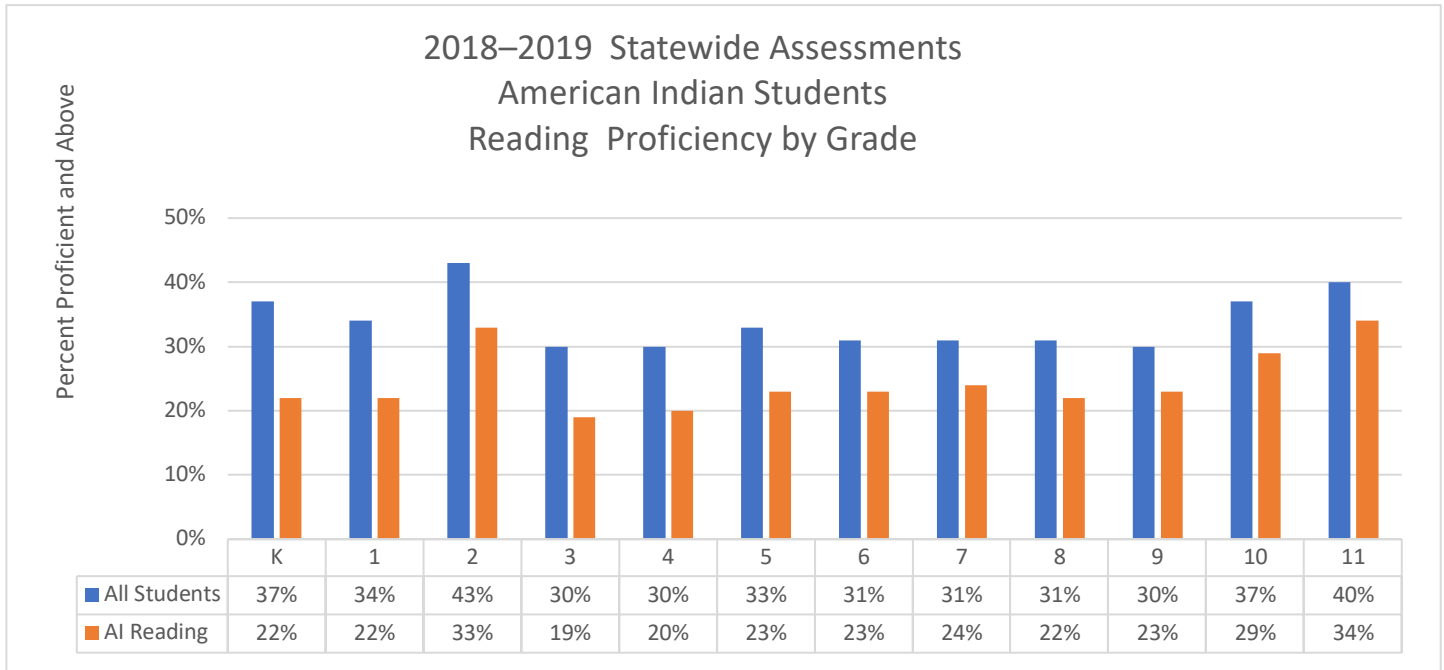
New Mexico Public School Assessments

I-Station	Reading K–2
PARCC/TAMELA	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	Reading for Students with Disabilities, Math for Students with Disabilities and Science for Students with Disabilities,



In SY 2018–2019, 25 percent of American Indian students were proficient in reading, 12 percent in math, and 20 percent in science. The proficiency rate of American Indian (AI) students in 2018–2019 decreased from SY 2017–2018 in reading (4 percent), remained the same in math, and decreased slightly (1 percent) in science.

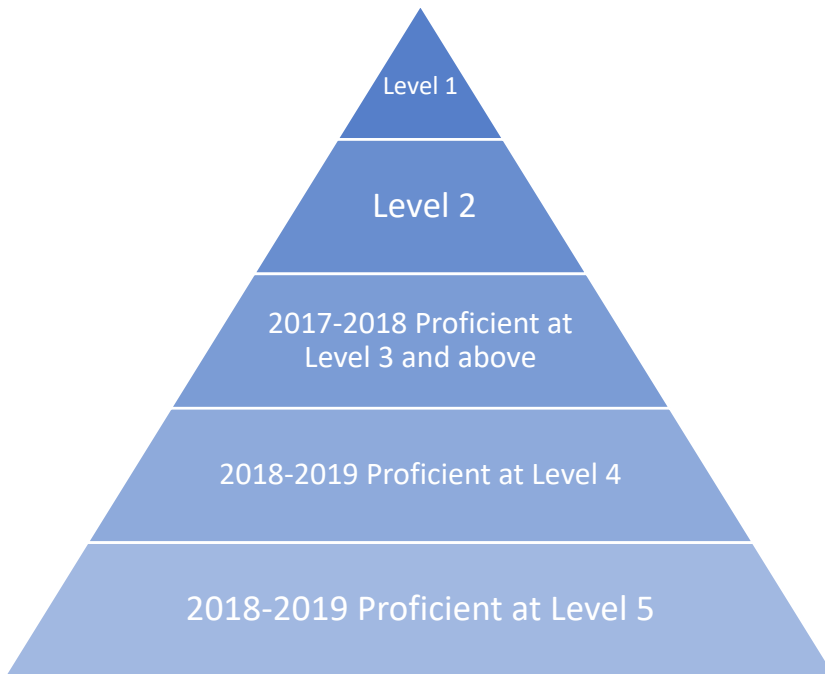
- Proficiency rates for AI students are considerably lower than those of students of other ethnicities.
- Compared to the percentage of proficient Caucasian students, AI students compare as follows: In reading, there are almost half as many proficient AI students, and in math and science, there are nearly one-third as many proficient AI students.
- 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, almost one-third of AI students are as proficient.



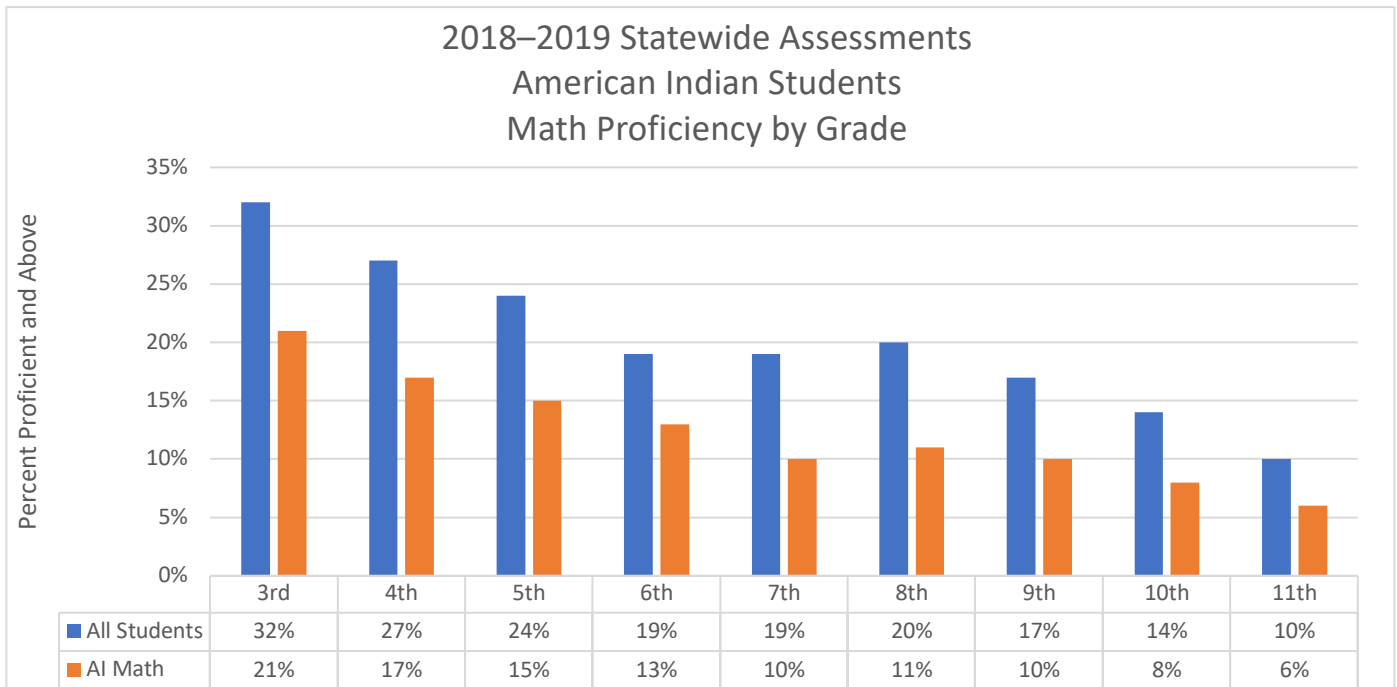
Grades K-2 proficiencies for all students statewide were determined using the Istation assessment.

Grades 3 to 11 proficiencies are based on PARCC Fall, the TAMELA, 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 grades, with only 19, and 20 percent achieving proficiency.
- With the change in the Istation tier levels, this normalized the proficiency rates to be more consistent with the PARCC/TAMELA tests for third graders and above.
- Reading proficiency for AI students is the highest in the 11th grade but below all students by seven percent.
- The gap between all students and AI students is smallest in 7th and 11th grades, with AI students closing the divide to a seven percent difference.



The tiers used for proficiency in Istation changed from 3 levels to 5 levels. In past years Level 3 was proficient, and with the change for 2019, only Levels 4 and 5 are considered proficient. In past years the top 60% were considered proficient, but this year only the top 40% are considered proficient. Therefore, there is a dramatic change in K-2 proficiencies this year.

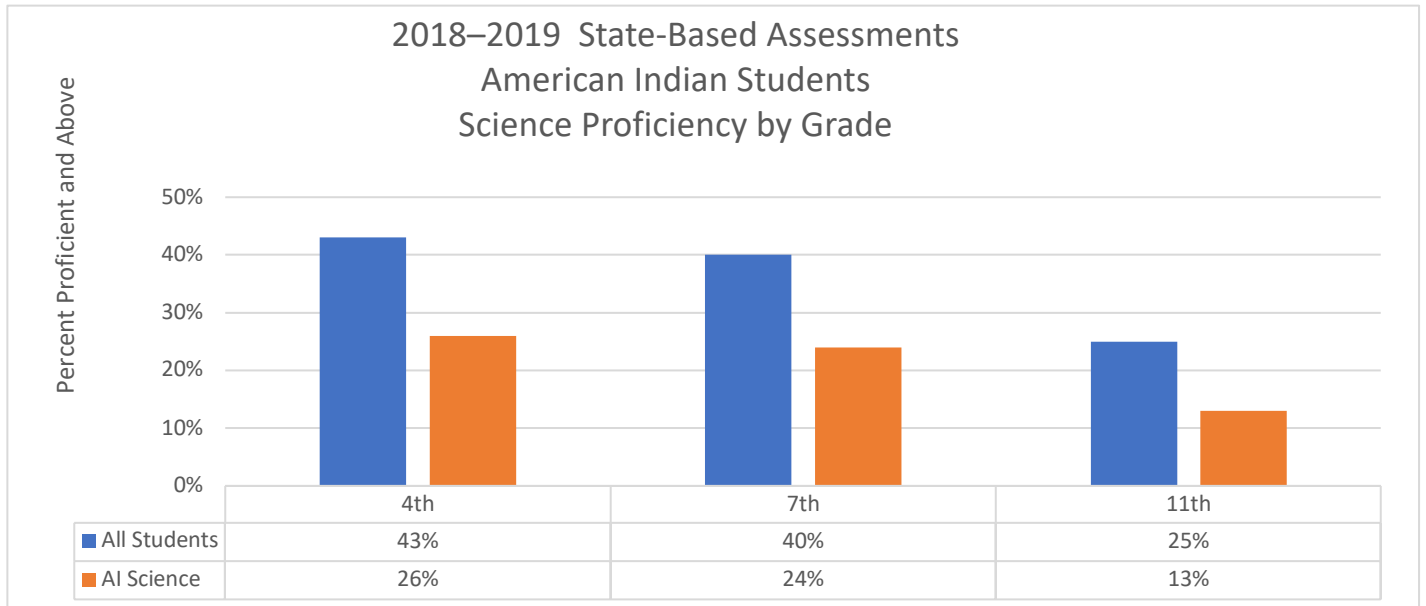


The 2018–2019 Math Proficiency by Grade chart indicates that Generally, all students' math proficiency, whether AI or all students, gradually decreases as students' progress through the grades.

- The highest math proficiency for AI students is in 3rd grade.

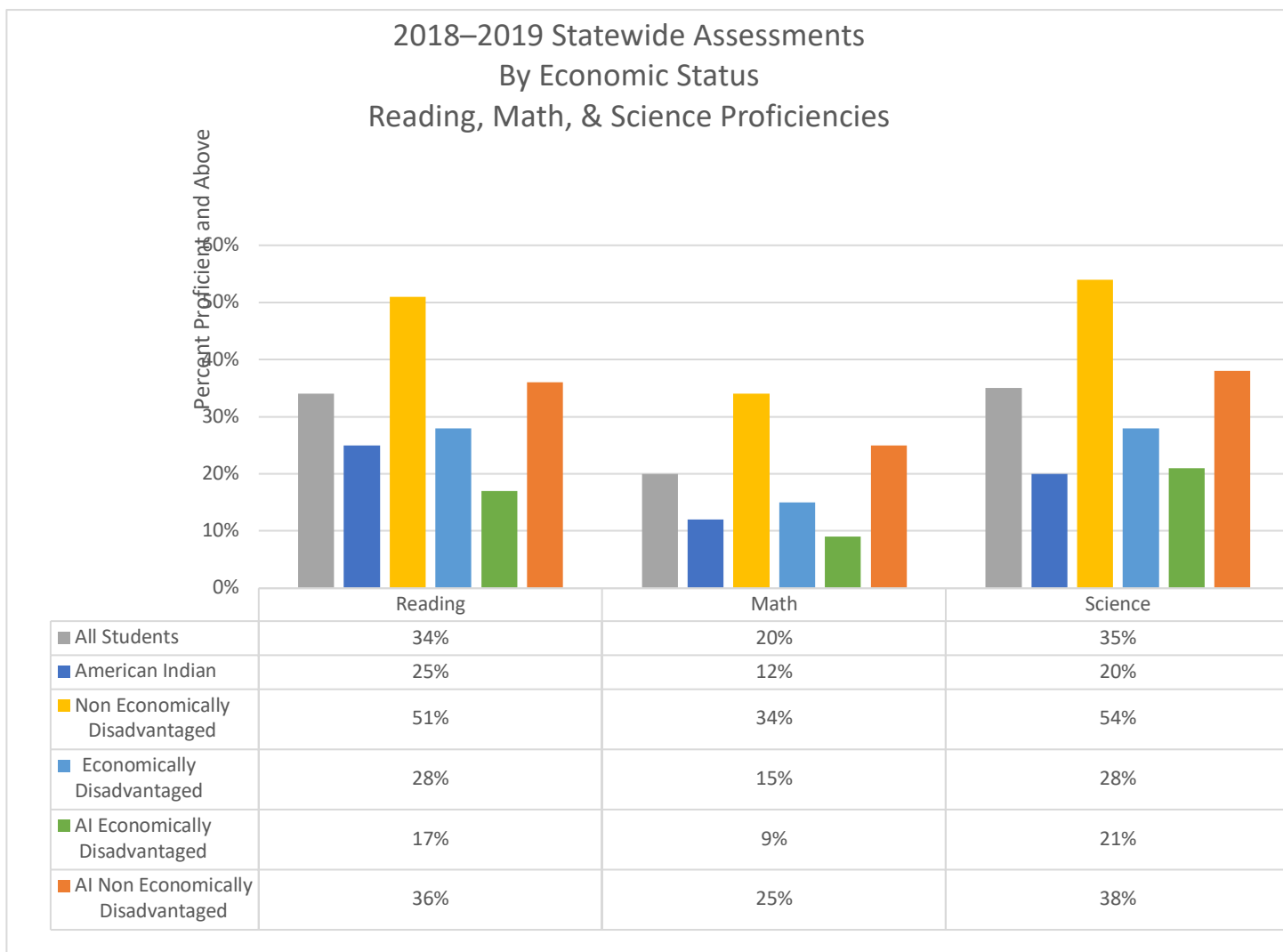
AI students' math proficiencies are below all other students in grades 3–11.

All students' proficiencies are the lowest in 11th grade, as are AI student proficiencies.



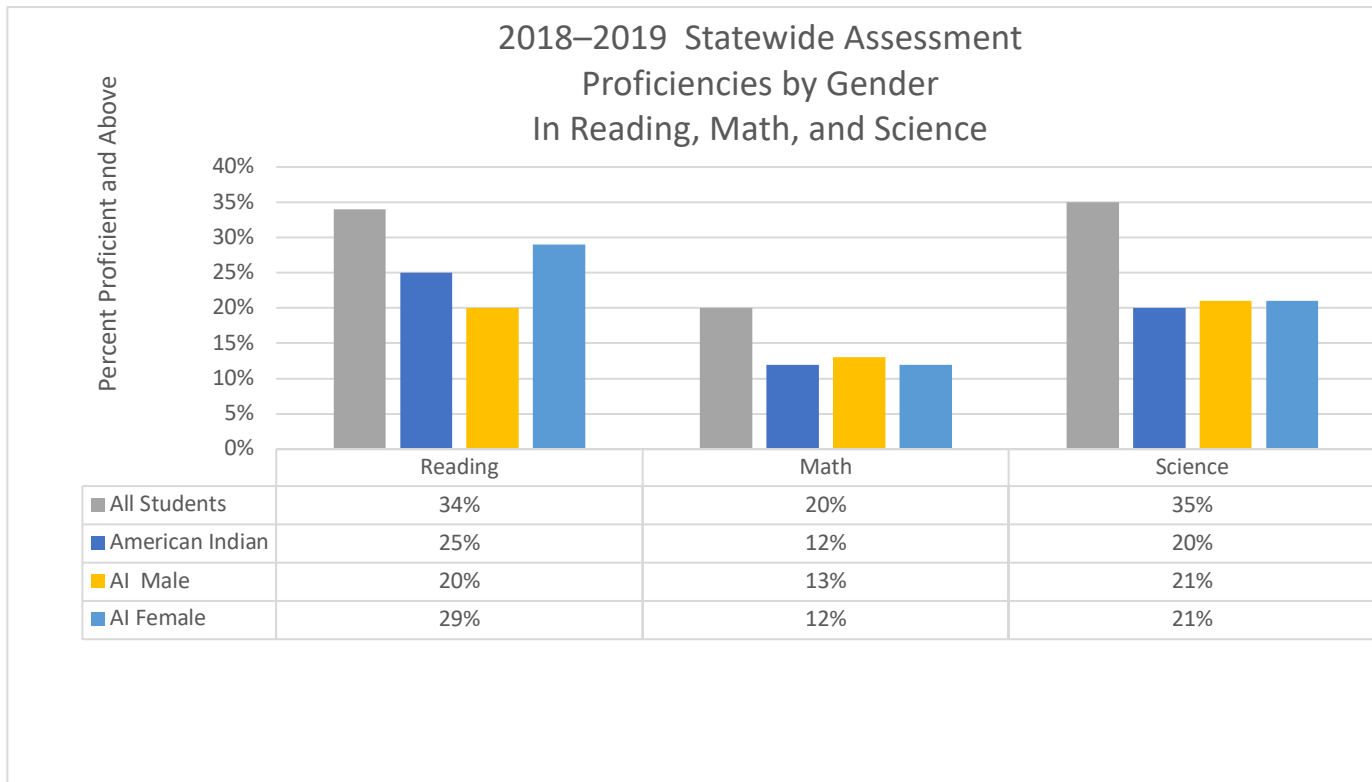
The 2018–2019 Science Proficiency by Grade report provides the following results:

- Generally, all students' proficiencies— whether AI students or not,—gradually decrease 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 26 percent (still 17 percent fewer proficient than all students).
- For AI students, science proficiencies are at their lowest level in 11th grade, at 13 percent



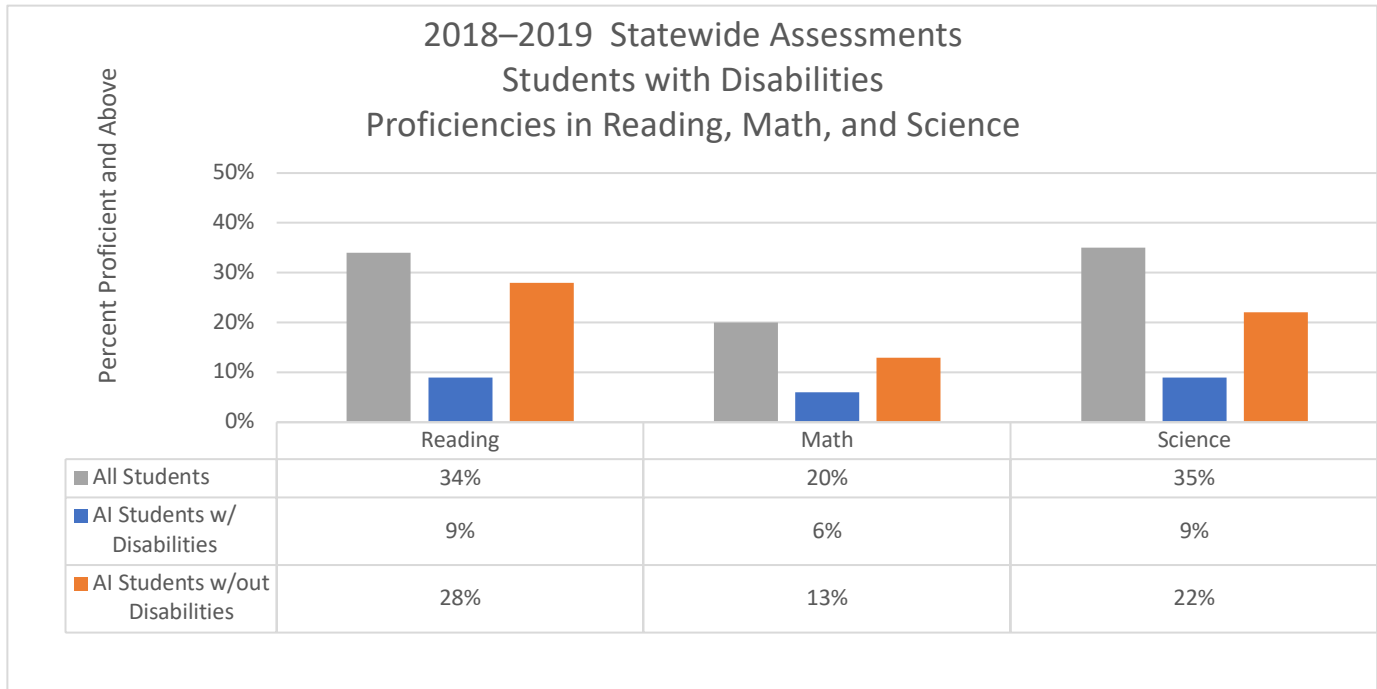
America Indian students economically disadvantaged (AI ED) vs America Indian students not economically disadvantaged (AI NED)

- AI ED students have proficiencies substantially lower than AI NED students.
- Reading proficiencies of AI ED students are 29 percentage points lower than those NED AI students
- Math proficiencies for AI ED students are 16 percentage points lower than those of NED AI students.
- AI ED students’ science proficiencies are 17 percentage points lower than NED AI students' proficiencies.
- In reading, NED AI students’ proficiencies are slightly better than all students.



The 2018–2019 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 9 percentage points.
- Male AI students have slightly higher proficiencies in math than AI female students.
- In science, AI male and female students have similar proficiencies.



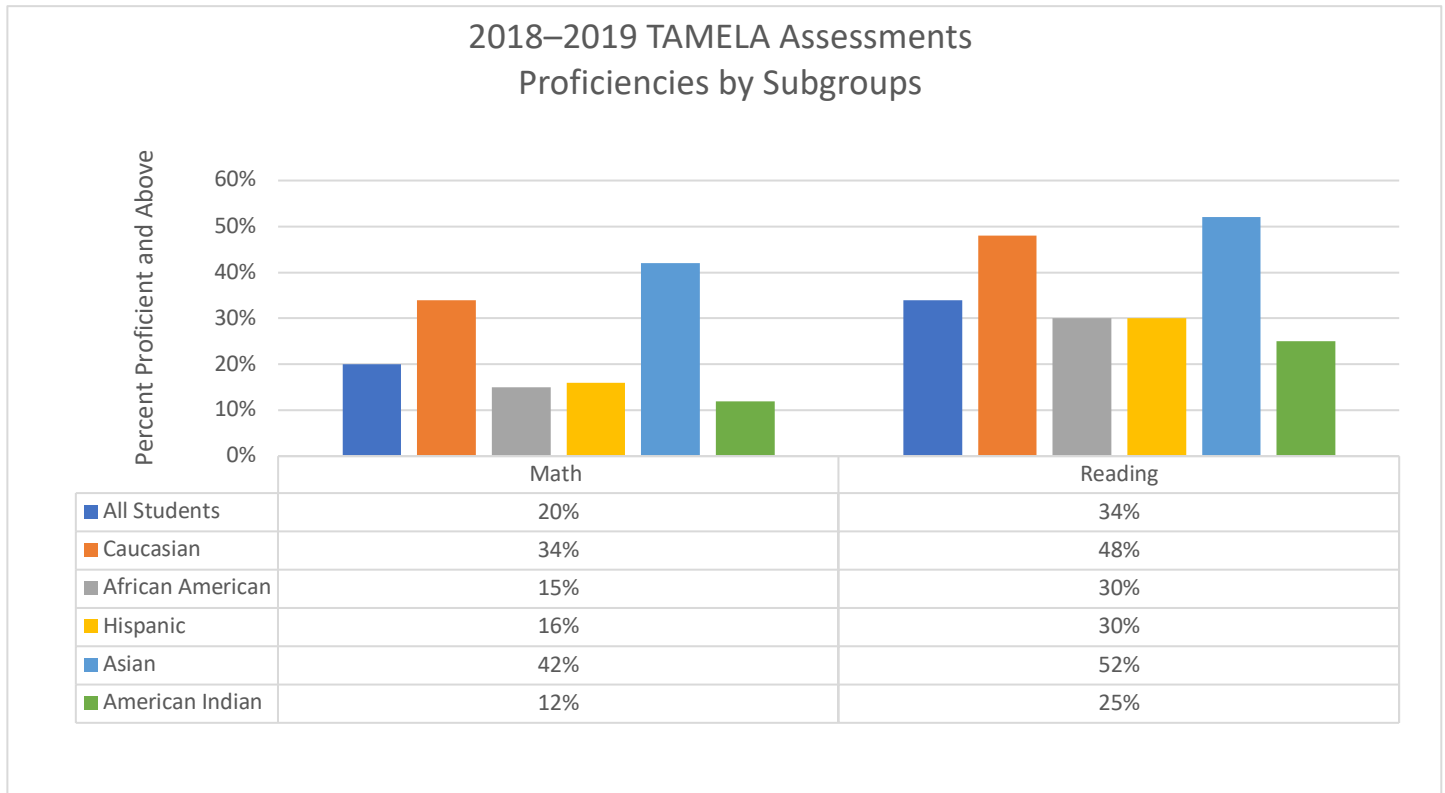
The 2018–2019 Proficiencies of Students with Disabilities provide the following results:

AI students with disabilities have lower proficiencies in reading, math, and science when compared to AI students without disabilities.

Transition Assessment of Mathematics and English Language Arts

TAMELA was 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. It is a transitional assessment linking items from the same item bank as the previously used PARCC (Partnership for Assessment of Readiness for College and Career) in order to have comparability of test results. Students in grades 3–11 were assessed using the New Mexico Standards-Based Transition Assessment. Students in the 12th grade are assessed differently for graduation requirements.

The Transitions Assessment was administered only in Spring 2019. In June 2019 the NMPED issued a Request for Proposals for a new summative assessment of math and ELA. The new math and ELA assessments, which will be administered beginning in Spring 2020, are: the New Mexico Measures of Student Success and Achievement (NM-MSSA) (grades 3–8), the PSAT (grade 10), and the SAT (grade 11).



Source: All Valid Tests – TAMELA only 2019

Spring 2019 New Mexico used the Standards-Based Transition Assessment of Mathematics and English Language Arts (TAMELA)

The 2018–2019 TAMELA Proficiencies Report demonstrates the following:
AI students are underperforming all other student groups in math and reading.

School Safety

Objective	Ensure that students in New Mexico schools attend safe, secure, and peaceful schools.
Background	<p>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.</p> <p>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 NMPED Coordinated School Health and Wellness Bureau (CSHWB).</p> <p>https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/SHSB_NM-Planning-For-Safe-Schools-Guide-2019-2020.pdf</p>
Method	<p>In the fall of 2019, the Planning for Safe Schools Guide 2019 was revised. The revised version of this Planning for Safe Schools in New Mexico School guide, Fall 2019 aligns with the National response Framework (NRF) and includes guidance and best practice recommendations from the 2013 Guide for developing High Quality School Emergency Operation Plans.</p> <p>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)</p> <p>Co-sponsored by the NM Department of Health and the NMPED, the YRRS is conducted in approximately 90 percent of school districts, including schools with large American Indian populations. The YRRS Steering Committee is inclusive of the Albuquerque Area Southwest Tribal Epidemiology Center (AASSTEC), 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/2019/09/SHSB_SSP.Rubric.2019_.pdf</p> <p>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 American Indian youth. The data is used to understand, address, and improve the health behaviors of all middle and high school students in these communities</p>
Results	<p>The safe schools' indicator submissions—as reported in the NMPED 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 NMPED for review. Changes will be made as the NMPED 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.</p>
Conclusion	<p>The majority of the 23 school districts and 7 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.</p>

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. The YRRS will not be updated until results from the 2019 survey are completed.

New Mexico Youth and Resiliency Survey 2018—High School Results				
Number of Students Surveyed	Year	# of AI	% of AI	# Statewide
	2013	3,446	18	19,093
	2015	2,736	17	15,930
	2017	3,133	17	18,451

New Mexico Youth Risk and Resiliency Survey Question	Year	% of American Indian Students	% Statewide
Rarely or never wore a seat belt	2013	9.68	8.08
	2015	17.85	11.73
	2017	6.77	6.72
Bullied on school property past year	2013	16.90	19.40
	2015	18.20	18.00
	2017	15.39	18.01
Electronically bullied past year	2013	8.10	13.00
	2015	11.90	13.60
	2017	10.74	13.74
Missed school due to safety issues	2013	7.90	7.50
	2015	7.60	7.20
	2017	8.74	10.08
Experienced dating violence past year	2013	10.70	11.10
	2015	9.40	8.90
	2017	10.31	10.67
Texted or emailed while driving past 30 days	2013	31.20	41.70
	2015	28.60	38.00
	2017	30.37	40.00
Overweight or Obese	2013	37.70	29.70
	2015	41.90	31.30
	2017	43.13	31.65
Met recommended physical activity guidelines	2013	33.10	29.70
	2015	30.30	30.20
	2017	26.51	28.78
Watched TV for two hours or more on school days	2013	48.80	47.10
	2015	46.60	42.20
	2017	41.82	36.78
Non-school computer use for 2 hours or more on school days	2013	49.10	50.30
	2015	53.80	52.60
	2017	55.42	51.78
Have not had sexual intercourse	2013	55.90	58.80
	2015	62.70	64.30
	2017	64.13	62.18

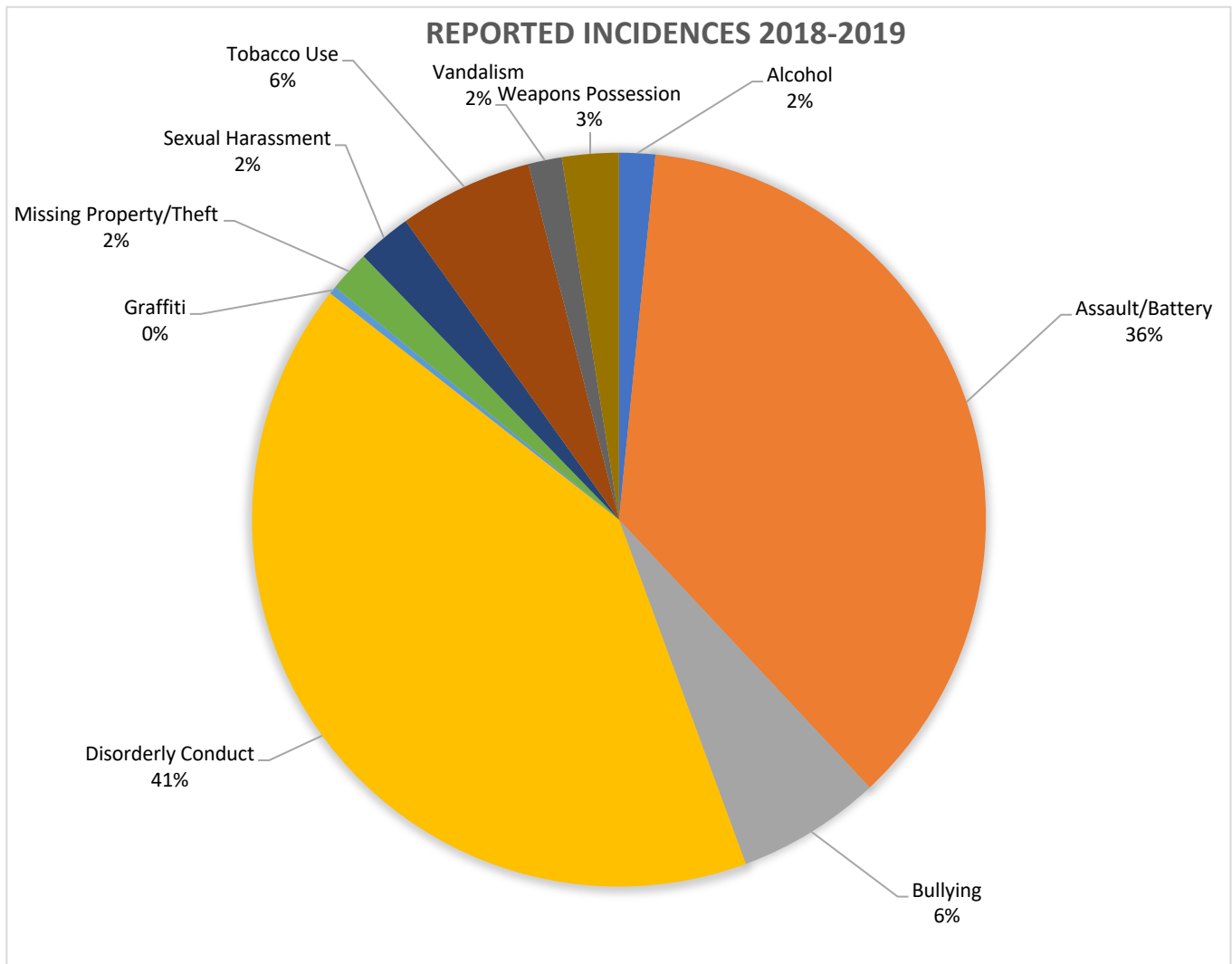
New Mexico Youth Risk and Resiliency Survey Question	Year	% of American Indian Students	% Statewide
Alcohol use in past 30 days	2013	21.50	31.10
	2015	18.90	25.00
	2017	20.44	27.47
Rode in car driven by someone who had been drinking alcohol past 30 days	2013	21.70	23.30
	2015	21.70	19.70
	2017	21.37	20.38
Drove a vehicle after drinking alcohol past 30 days	2013	8.10	10.70
	2015	6.90	7.40
	2017	7.17	7.04
Drank alcohol on school property past 30 days	2013	24.57	17.15
	2015	5.80	5.10
	2017	7.17	6.71
A teacher or adult at school listens to student	2013	29.50	35.70
	2015	30.30	37.30
	2017	31.72	39.45
A teacher or adult at school believes student will be a success	2013	47.60	44.60
	2015	43.60	46.30
	2017	44.16	47.55
A parent or other adult at home is interested in student's schoolwork	2013	44.80	48.80
	2015	42.70	48.60
	2017	43.13	49.31
Student plans to go to college or some other school after high school	2013	69	68.40
	2015	64.30	69.90
	2017	65.38	66.28
Has a friend who really cares about student	2013	51.90	58.80
	2015	56.50	61.60
	2017	57.45	61.73
There are clear rules at school about what a student can and cannot do	2013	51.90	45.70
	2015	50.00	49.30
	2017	49.24	50.76
Involved in extracurricular activities outside of school	2013	34.20	36.50
	2015	41.00	47.40
	2017	25.33	34.83
Persistent sadness and hopelessness for at least 2 weeks*	2013	30.30	31.90
	2015	35.00	32.90
	2017	36.89	36.59
Persistent sadness and hopelessness for at least 2 weeks* Boys only	2013	22.20	21.90
	2015	26.70	23.50
	2017	29.70	27.35
Persistent sadness and hopelessness for at least 2 weeks* Girls only	2013	38.60	42.30
	2015	43.90	42.40
	2017	44.39	45.96
Seriously considered suicide* Overall	2013	16.70	16.90
	2015	17.80	16.30
	2017	20.69	18.27
Physical fight on school property in past 12 months	2013	10.40	10.68
	2015	28.87	25.34
	2017	8.87	9.11
Seriously considered suicide* Boys only	2013	13.50	12.70
	2015	11.60	11.40
	2017	15.33	14.04
Seriously considered suicide* Girls only	2013	20.00	21.20
	2015	24.40	21.20

New Mexico Youth Risk and Resiliency Survey Question	Year	% of American Indian Students	% Statewide
	2017	26.18	22.46
Made a suicide plan* Overall	2013	10.90	11.20
	2015	13.40	10.90
	2017	14.50	12.37
Made a suicide plan* Boys only	2013	9.50%	8.00
	2015	8.40%	6.80
	2017	11.34%	9.63
Question	Year	% of AI	% Statewide
Made a suicide plan* Girls only	2013	12.30	14.40
	2015	18.90	15.10
	2017	17.74	15.07
Attempted suicide* Overall	2013	13	11.40
	2015	13	9.60
	2017	14.40	10.21
Attempted suicide* Boys only	2013	10.80	8.70
	2015	9.70	6.60
	2017	11.57	7.98
Attempted suicide* Girls only	2013	15.20	14.10
	2015	16.40	12.40
	2017	16.90	12.21
Purposely cut or burned self without suicidal intent* Overall	2013	20.40	21.00
	2015	24.40	21.00
	2017	24.19	20.61
Purposely cut or burned self without suicidal intent* Boys only	2013	15.70	13.80
	2015	16.50	13.00
	2017	16.36	14.25
Purposely cut or burned self without suicidal intent* Girls only	2013	25.30	28.50
	2015	33.00	29.10
	2017	32.20	26.96
Marijuana use**	2013	34.40	28.70
	2015	33.80	24.70
	2017	37.22	27.94
Synthetic marijuana use (e.g., Spice, K2)**	2013	12.70	9.40
	2015	8.50	6.20
	2017	7.15	5.48
Cocaine use**	2013	6.40	7.80
	2015	4.10	4.10
	2017	3.79	4.91
Inhalant use**	2013	5.10	6.00
	2015	4.70	4.30
	2017	4.63	4.94
Used a pain killer to get high**	2013	6.10	7.90
	2015	10.60	7.60
	2017	6.97	6.64
Heroin use**	2013	3.70	5.40
	2015	1.90	2.40
	2017	1.96	2.77
Methamphetamine use**	2013	4.30	6.20
	2015	2.60	2.70
	2017	2.45	3.00
Offered an illegal drug on school property	2013	30.50	35.00
	2015	25.40	27.60
	2017	24.87	26.50

New Mexico Youth Risk and Resiliency Survey Question	Year	% of American Indian Students	% Statewide
Ever injected an illegal drug	2013	3.00	3.90
	2015	3.10	3.10
	2017	2.92	3.19
Cigarette Use**	2013	16.10	16.90
	2015	15.90	11.00
	2017	14.62	11.08
Used chewing tobacco, snuff or dip**	2013	9.00	9.20
	2015	9.70	7.80
	2017	8.50	7.73
Smoked cigars or cigarillos**	2013	11.10	13.40
	2015	11.90	10.10
	2017	9.76	10.04
Carried a weapon in the past 30 days	2013	20.85	22.54
	2015	23.24	22.54
	2017	24.25	23.36
Carried a weapon on school property in the past 30 days	2013	4.59	5.78
	2015	3.58	4.93
	2017	4.59	5.92
Carried a gun in the past 30 days	2013	8.20	8.19
	2015	10.29	7.73
	2017	9.18	8.91

Reported Incidences, School Year 2018–2019

The graph below shows the percentage of ALL incidents reported in public school districts statewide. The highest percent of incidences is with disorderly conduct, with assault and battery the second most reported incidence.



Source: STARS Student Infraction Report

2018–2019 Discipline Infractions Reported

2018–2019 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	508	11357	1978	12835	4162	120	580	755	1829	453	778
AI Students	64	921	147	2050	573	14	53	33	112	51	154
Percentage of AI Student Discipline Infractions	13	8	7	16	14	12	9	4	6	11	20

In 2018–2019, the number and percentage of infractions reported for American Indian students in public schools show a decrease in all categories from 2017-2018 except with weapons possession, drug violations and graffiti. The largest decrease in infractions came from disorderly conduct, with a noticeable decrease in alcohol.

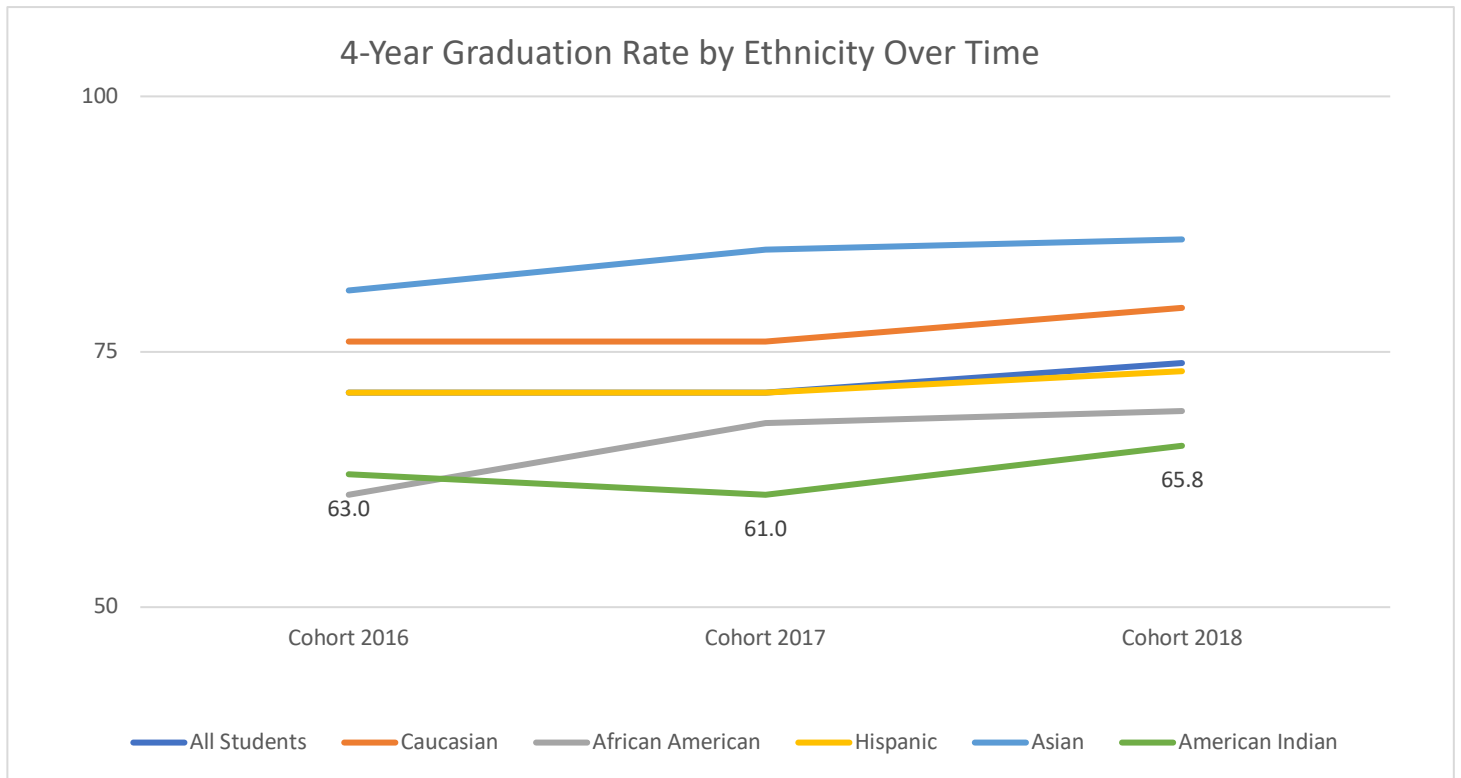
2017–2018 Discipline Infractions Reported

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

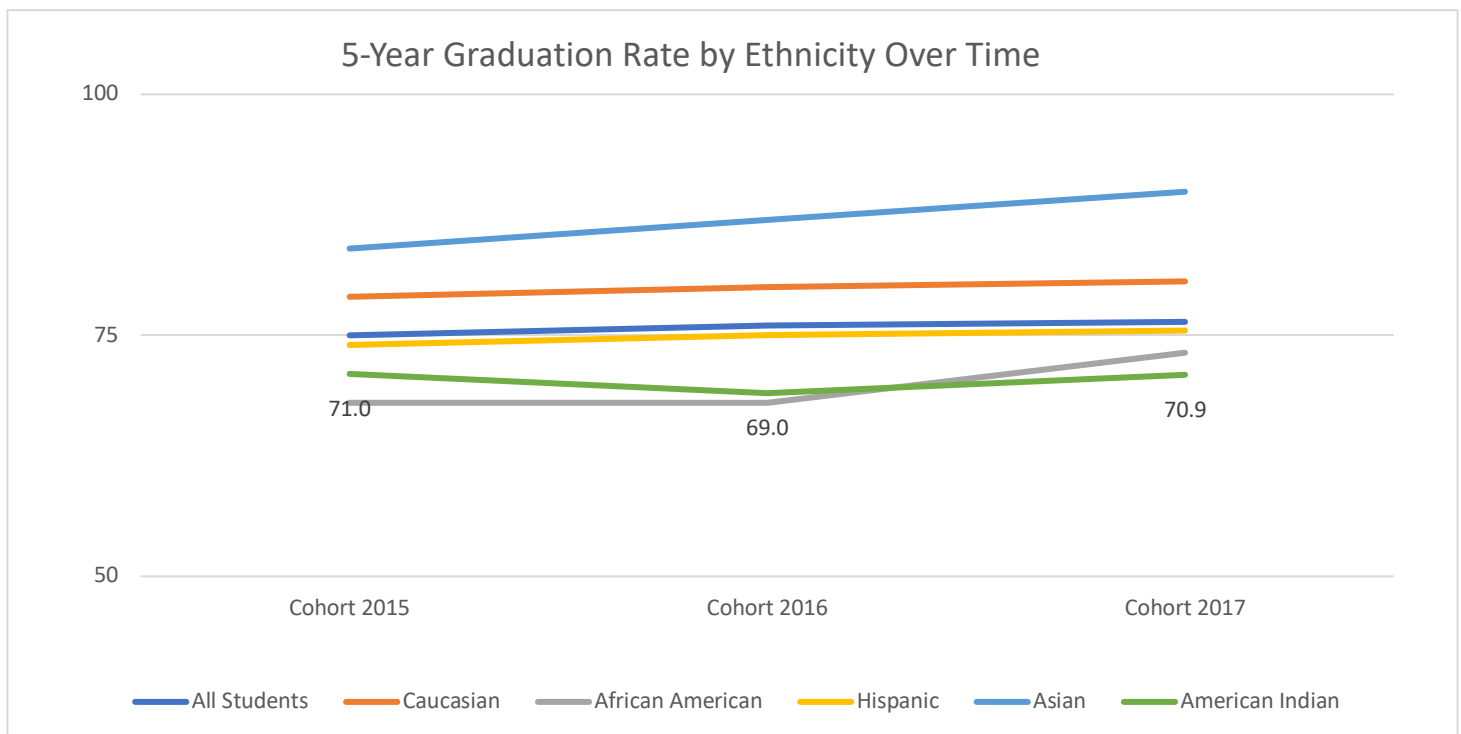
Graduation Rate

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 NMPED website: https://webnew.ped.state.nm.us/bureaus/accountability/graduation/ . 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	<p>New Mexico’s 4-year cohort graduation rate was certified in 2018. The 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.</p> <p>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.</p> <p>For cohort 2018, the 4-year AI cohort graduation rate is at 66 percent, which is a rate that is 8 percent lower than the 4-year graduation rate of all students.</p> <p>For cohort 2017, the 4-year AI cohort graduation rate is at 61 percent, which is a 7 percent lower rate than the 4-year cohort graduation rate of all students.</p> <p>For cohort 2016, the 5-year AI cohort graduation rate is at 69 percent, which is also a graduation rate 7 percent lower than the 5-year cohort graduation rate of all students.</p>
Conclusion	American Indian students are graduating at a rate of 66 percent in their 4-year cohort; given the extra year, an additional 4 percent graduate. Graduation rates fluctuate across the 23 districts: for the 4-year rate, they range from 49 to 84 percent, but the 5-year graduation rate for the 23 districts generally is higher than the 4-year graduation rate. 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



5-Year Graduation Rate by Ethnicity Over Time



ESSA New Mexico Rising— Cohort Graduation Rates

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 NMPED’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 21st 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

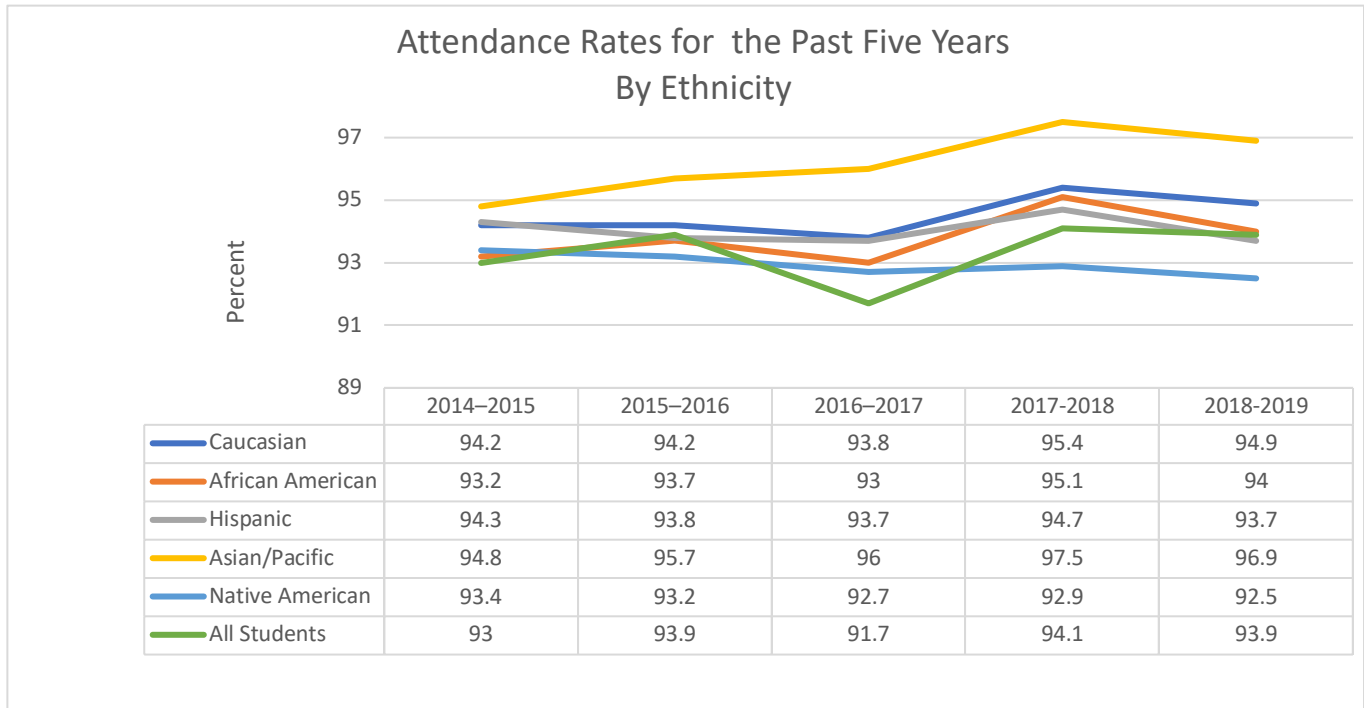
Five - & six-Year Adjusted Cohort Graduation Rates & Goals		
Five-Year Adjusted Cohort Graduation Rate	Percentage Graduated	Percentage Graduated
Subgroup	Baseline % in 2015	Goal % in 2021
All Students	75	88
African American	68	83
American Indian	71	85
Asian/Pacific Islander	84	93
Caucasian	79	90
Economically 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

Objective	Ensure that all students attend school every day and on time.
Background	<p>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.</p> <p>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.</p> <p>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.</p>
Methods	<p>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 NMPED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 2018-2019 based on the 120th 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.</p> <p>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.</p> <p>Source: STARS 120D Student Attendance Assessment Report by Subgroup.</p>
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 decreased slightly since 2014-2015; the snapshot of district attendance for AI students is steady for the 2018-2019 school year. Habitually truant data was not available in STARS for 2018-2019 school year.
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. For the school year 2018-2019 the habitually truant data was not available from STARS.

Attendance Rates By Ethnicity



Source: NMPED AYP Attendance-Rolling Attendance by Subgroup

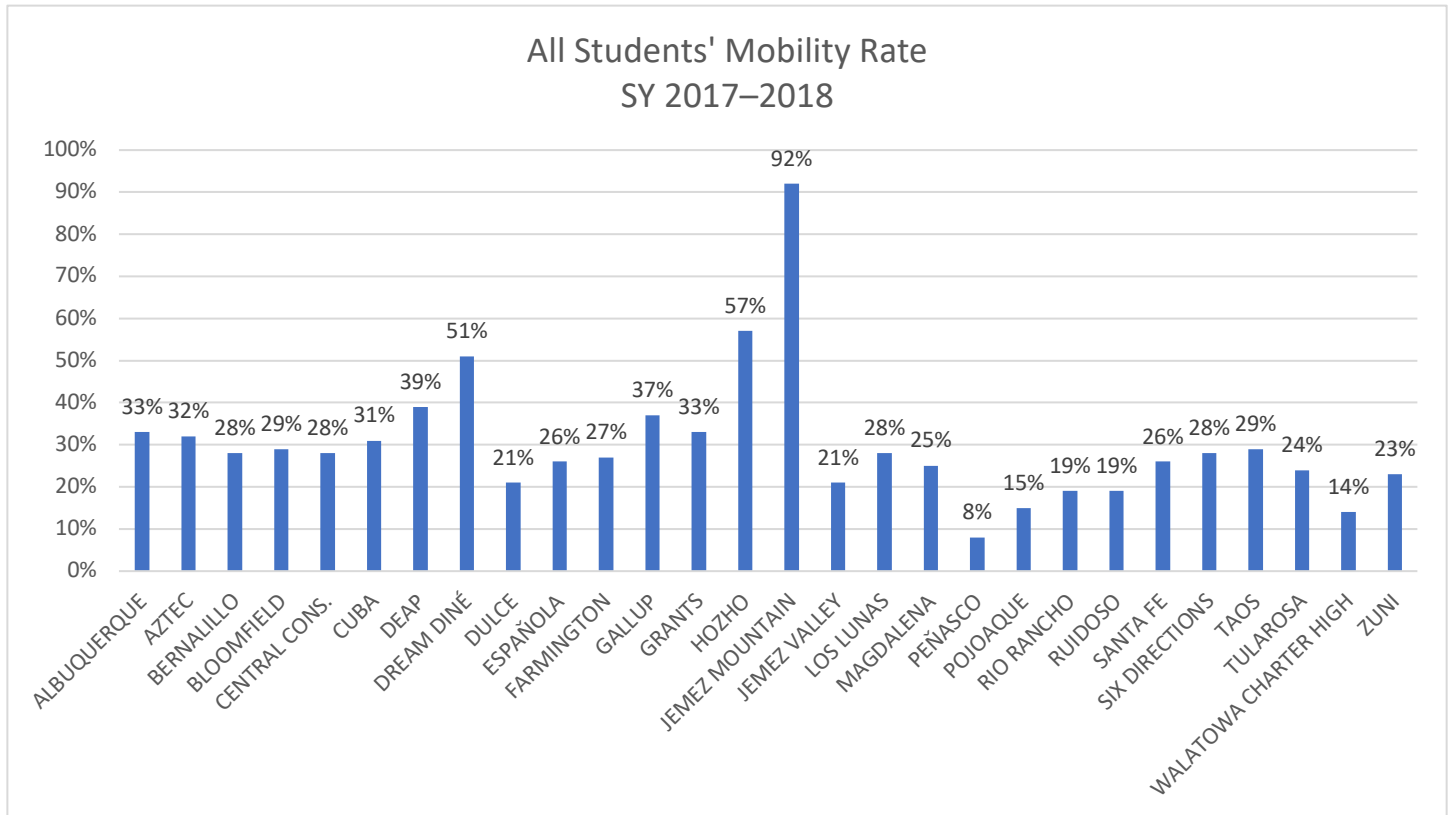
The attendance rate for American Indian students has decreased slightly since 2014-2015 school year.

American Indian Student Attendance Rate 2018-2019

America Indian Student Attendance Rate 2018-2019					
District (SY 2018-2019)	% All Students	% AI Students	District (SY 2018-2019)	% All Students	% AI Students
Region I			Region III		
Aztec	93.7	94.2	Albuquerque	95.7	94.5
Bloomfield	93.7	92.8	Bernalillo	91.7	91.4
Central Consolidated	93.5	93.4	Española	90.4	88.6
Cuba	63.4	64.8	Jemez Valley	92.3	92.3
Dulce	90.6	90.2	Peñasco	94.7	95.2
DEAP Charter	97.5	97.5	Pojoaque Valley	68.5	67.8
Farmington	94.9	94.4	Rio Rancho	94.0	92.7
Jemez Mountain	93.9	92.1	Ruidoso	93.3	93.1
Region II			Santa Fe	91.2	90.0
Dream Diné Charter	96.8	96.8	Taos	94.2	91.5
Gallup-McKinley	92.5	92.1	Tularosa	92.3	89.8
Grants-Cibola	93.3	92.5	Walatowa Charter	94.7	94.5
Hozho Academy	94.9	94.3			
Los Lunas	94.1	94.0	Statewide	93.9	92.5
Magdalena	93.2	91.9			
Six Directions	93.4	93.4			
Zuni	93.5	93.5			

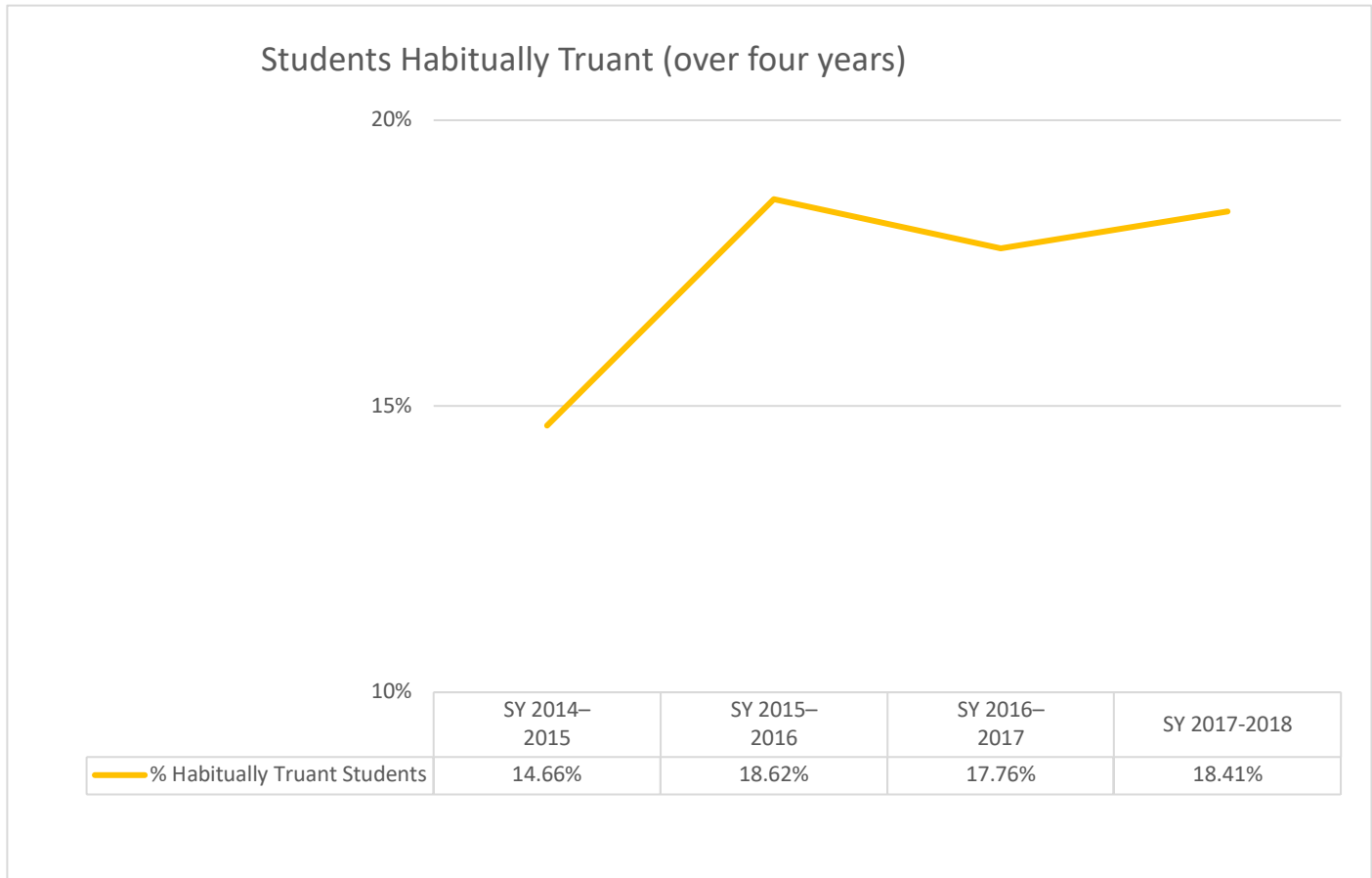
The attendance rate for American Indian students as compared to all students is comparable. Although the attendance rate for students from Pojoaque Valley and Cuba school districts is significantly lower than other school districts.

Student Mobility



Mobility is measured as the number of students transitioning from one school to another school. The mobility rate is the highest with Jemez Mountain schools, and the lowest with Penasco schools.

Students Habitually Truant (over four years)



This line graph shows a four-year history of habitually truant students but does not include 2018-2019.

Parent and Community Involvement

Objective	Ensure 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	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.
Methods	<p>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.</p> <p>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 NMPED 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/</p>
Results	Parent engagement is implemented differently across districts and tribal communities, as recorded in school districts' local TESRs.
Conclusion	Many schools and school districts have organized activities directed toward involving families and the community in their children’s education. The best way to access a local school district’s parent engagement activities for the 2018–2019 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 .

District Reporting of Parent and Community Involvement

Albuquerque Public Schools	<p>There was support for numerous activities that involved parents, which included; Back-to-school supplies, student recognition, elementary pow-wow, fashion show, Winter stories, reimbursements, Summer cultural enrichment classes, educational travel, and workshops for parents. AI/AN students are recognized for their outstanding achievement in eleven categories annually each school year by school staff from respective students' school. AI/AN students' parents are reimbursed for costs incurred in seven categories which include; cap and gown, ACT/SAT fees, eyeglasses, college application fees, AP test fees, and student travel for academic clubs. Numerous educational field trips were taken to primary source of study locations initiated by respective teachers to enhance education. Afterschool programs included; clubs and Robotics in seven middle schools. Parent and student workshops related to higher education were coordinated by the College and Career Readiness Counselor.</p>
Aztec Municipal Schools	<p>The Indian Education Committee (IEC) meets regularly throughout the school year to create surveys and implement the education plans for the upcoming school year. The IEC works with the Native American Education Coordinator, the Instructional and Federal Programs Director, and Superintendent for the benefits of American Indian students. The IEC also attend NMPED-IED Summits. The Parent/Teacher/Student Advisory Committee (PTSAC), consist of parents that have a child in the Aztec district with a 506 form on file, in addition to this committee, an employed Aztec teacher and a secondary student are represented. The PTSAC meet at least twice a year, to create surveys and advise on the Indian Education formula grant. Parents throughout the district are welcome to be part of Parent/Teacher Organizations (PTO) at the school sites.</p>
Bernalillo Public Schools	<p>The district organized the following parent-community involvement; Community Engagement Meeting Update with San Felipe Pueblo, MOU Update with San Felipe Behavioral Health, San Felipe Meeting with the Tribal Leadership, the AWARE Program, Tribal Education Department, BPS Staff and Principal of Algodones Elementary School to discuss ways to work with families and students in regard to infractions, suspensions and attendance. Santo Domingo PTSO Meeting Presentation – update on Impact Aid, Title VI, Budget Update and questions in regard to the Indian Education Department. Meeting was held at the Santo Domingo Pueblo Library. Collaboration meeting with Santa Ana Pueblo – Tribal Leadership, Tribal Education Department, Keres Language staff and Department with BPS Superintendent, Deputy Superintendent, Indian Education Department and other Departments.</p>
Bloomfield	<p>The district organized the following parent-community involvement; to increase student achievement in alignment to the framework used in the NMPED Parent toolkit which assists stakeholders in developing school and family partnerships: Hanaadli Community Open House, 2019 Native Senior Recognition, District, Title I Family Advocate, Elementary Title I Parent Contracts, Mesa Alta Family, Night/ Open House, Monthly School Calendars, Parent Teacher Conferences</p>
Central Consolidated Schools	<p>The Indian Parent Advisory Council (IPAC) serves as an active voice and participation to support of student services, parental support, community involvement, and academic achievement. The IPAC attended conferences and training activities on topics such as English Learners, Tribal Consultations, NMPED Indian Education Summit, and Institute for American Indian Education. CCS developed enhanced classroom instruction for Native American English language learners by incorporating of the students' unique culture, language, history, and technology. Diné teachers received training in Second Language Acquisition, methodologies, sustainability strategies, and curriculum and assessment. The following cultural activities were organized: Summer 2019 Navajo Build Your Cultural Knowledge Workshops, Indigenous STEM Camp, and Cultural field trips.</p>
Cuba Independent Schools	<p>CISD identified the following top 3 impactful programs or activities tailored to supporting American Indian students, parents, and communities:</p> <ol style="list-style-type: none"> 1. The use of American Indian liaisons to visit families in the more remote areas of the reservation to notify parents of deficiencies. 2. Back-to-school supplies distribution and supplemental instructional materials for American Indian teachers. 3. Indian Ed Parent Committee (IEPC) who met nine times during SY 2018-2019.
Dream Diné Charter School	<p>The district organized the following parent-community involvement; family talking circle event, meet and greet for school staff and families, monthly parent nights, Parent Advisory Committee (PAC) meetings, Parent Teacher conferences, monthly Governing Council, Winter program, Diné culture and storytelling, End of year program, traditional food preparation- sheep butchering and Diné guest speaker and entertainer.</p>

Española Public Schools	The district organized the following parent-community involvement; Tewa language classes, Tewa Women United curriculum on Healthy Sexuality and Body Sovereignty-A'gin program, Tewa Arts program, 21 st Century after program, Title programs, and Special Education programs. The district conducts outreach to Native American parents of elementary students to promote parent-teacher conferences at least twice a year. There are annual surveys for families to share information or concerns for AI students are conducted. The IEC committee which meets every second Thursday of the month
Farmington Municipal Schools	The IEC and PAC meet monthly throughout the year. OIE holds two public hearings per year: one in the Fall and another in the Spring. The APTT model involves three meetings during the year – Fall, Winter, and Spring. Each meeting is 75 minutes in length. The Parent Partnership may be offered twice a year. Eleven IEC and PAC meetings and two public hearings are held during the school year. In 2016-17 school, two cohorts of parents graduated from the FLI program. The APPT model was successfully implemented in two elementary schools and one middle school in 2016-17.
Gallup McKinley County Schools	In GMCS, there was extensive information that was disseminated through media - newspapers, radio stations, district website and Facebook about parent-community involvement events. With the creation of the McKinley Academy, early college high school programs there are partnerships with the University of New Mexico- Gallup and with Navajo Technical University. Additionally, partnerships are being developed with the local businesses, local city and county government. All high schools have agreements in place for their dual credit programs. The colleges and universities include San Juan College, Navajo Technical University, New Mexico State University-Grants and University of New Mexico- Gallup. High school students may earn college and high school credits simultaneously in this program.
Grants Cibola	The three most impactful programs for the 2018-2019 School year include: the 5 th Annual STE(A)M Conference, Cubero Elementary School organized a Pueblo cultural event called “Grab Day”, monthly Indian Parent Advisory Committee meetings and regular meeting with Tribal leaders.
Hozho Academy	Hozho Academy conducted a parent survey which covered information about the Charter school including: form of communication, school safety, curriculum, school leadership, teacher engagement and overall school climate.
Jemez Mountain Public Schools	<p>The district reaches out to parents through website posting, Robo Call, PAC meetings, and participating in Culture Day; which is a tradition in our district. The Parent Liaison also establishes and maintains relationships with Native families to ensure academic, behavioral and health related issues are communicated, and appropriate services are provided. Through district leadership, principals were guided and supported in many of their engagement activities. In addition, instructional staff and our Native Community Committee meet monthly to design and plan programs to further engage parents and community members in cultural arts programs.</p> <p>American Indian students and parents are aware of program offerings and Language classes. Outside variables such as extreme weather conditions and impassable roads exist, that can negatively impact parent’s physical attendance in some events. Lack of increased participation for “at school” events is an area of concern.</p> <p>American Indian parents are more involved in student activities due to awareness from alerts through communications from the school’s principal, and posting on the school website. Jemez Mountain Public Schools involvement and attendance by students and community is most prevalent for Culture Day.</p>
Los Lunas Public Schools	The Indian Education Committee (IEC) assisted in developing, planning, evaluating, and implementing the most effective Native American Program, which meets the academic needs of all Native American Students. The IEC members review copies of the Title VI and other grant applications that impact Native American students. The Native American Parent Liaison supports the Los Lunas High School, Valencia High School, and Century High School. The liaison provides academic events, college and career readiness, and sponsors the Tewa Club.
Magdalena Municipal Schools	<p>The district organized the following parent-community involvement but are not limited to; Teacher Home Visits for PreK and KN students and their families, Monthly JOM/Indian Education Advisory Council Meetings at the Alamo Chapter House, monthly School Board of Education Meeting, monthly Parent Advisory Council Meeting, annual Fall Open House, annual Thanksgiving Feast, annual Spring Fling, monthly Early Childhood Education Nights, annual Fall and Spring Parent-Teacher Conferences, Spring FAFSA and Scholarship Workshops, 6th and 9th Grade Orientation at beginning of year, annual Federal and State Programs Public Hearing, and AVID Student Recruitment Parent Meeting</p> <p>Native American parents are involved in monthly Indian Education Advisory Council meetings, Parents/community members play an active role in the monitoring of these programs and there are seven</p>

	Alamo community members who serve on the IEAC as Navajo Bilingual Program members, Title VI members, and JOM members. Additionally, the Magdalena School District has developed partnership agreements with the Alamo Early Childhood Center for cross training between the agencies and a resolution was passed by the Alamo Chapter Tribal Leadership stating the Chapter supports the work of Magdalena Schools on behalf of the Alamo Navajo students enrolled in the district. The administration will make presentations at least quarterly, at the monthly Tribal Chapter Council meetings and will present to the Alamo Navajo School Board.
Native American Community Academy	NACA supports a NACA Parent Community, where teachers and administrators engage parents in planning cultural and language events inviting students' groups to share their learning cross generationally with families. Parents are engaged in planning for Native language classes, college and career readiness, Student Led Parent Conferences, cultural school events, Hiyupo Alliance (biking community), and additional supports for the school.
Peñasco Independent School District	The district has PAC meetings and winter and spring festivals. American Indian parents are more involved in student activities because of alerts through Facebook and posting on the school website. Peñasco Independent Schools District's attendance in the Winter and Spring festival has increased. American Indian students and parent involvement in our festivals have increased with the addition of traditional dances performed by AI students and parents.
Pojoaque Valley Schools	The Native American Parents committee (Native American Parent Committee – NAPC). NAPC is comprised of parents interested in participating. There are additionally 2 members appointed from each of the Native American Pueblo Governor. The Pueblos that participate are Pojoaque, Nambe, Tesuque, San Ildefonso, Santa Clara and Ohkay Owingeh. PVSD also hosts a district wide Parent Advisory Committee (PAC) that allows all parents to participate. These meetings are held quarterly and are completely managed by parents with attendance from parents, tribal authorities and school district personnel.
Rio Rancho Public Schools	The student credentialing (Parent-Teacher Conferences) provides information about school testing, student data and Parent education via workshops (e.g. Parent University, courses, and training). Native American parents and students are provided strategies that support learning at home. Community meetings and Community engagement events provide information to families on how to monitor and discuss schoolwork with student(s). The district hosts organized activities directed toward involving families and the community in their children's education. Based on feedback gathered from students, parents, and community members through measures including anecdotal notes, observations, and perception feedback through surveys, programs are refined and improved in efforts of continues improvement. The number one priority is to support the needs of our students. We achieve this through a comprehensive approach leveraging all of our resources and directing supports appropriately. District and statewide data provides a good indicator in the effectiveness of these programs and efforts.
Ruidoso Municipal Schools	The district organized the following parent-community involvement; the Indian Club Trip - Gathering of the Nations, Albuquerque, New Mexico, ENLACE - Native American students present cultural research project to parents and Tribal Council members at the Inn of the Mountain Gods, Pow Wow - Indian Club presents the Pow Wow for the entire school to learn about Native Culture, Brave/Princess Pageant - students represent the school and tribe as RMS Brave/Princess, Native American (NA) Liaison with Parent Action Committee (PAC), and members of the SAC committee (school leadership team)
Santa Fe Public Schools	Parent surveys are conducted throughout the school year in order to identify additional support or opportunities for involvement. Each school site has a parent and community involvement plan that is unique to each school's environment and needs of the community. SFPS has a Native American Parent Committee that consists of parents from diverse tribal backgrounds. This committee collaborates and advises the district on Title VI, Johnson O'Malley and NMPED SDI grant initiatives as well as in the planning of activities.
Six Directions Indigenous School	Six Directions Indigenous School staff identified the following impactful activities tailored to supporting American Indian students, parents, and communities: Indigenous Day- Parents participate as presenters, Student Lead Conferences – Parents collaborate with student on facilitating conferences and parents attend conferences, Parent –Teacher-Student Conferences, Involving parents as volunteers for fundraising, Parent mentoring students on campus on academics, language, culture and traditions relative to student achievement and success, Parent Portal provided online on the Six Directions Indigenous School website that offers parent resources, and Parents can enroll in Email Blasts and Text Blasts that provide information for parents.
Taos Municipal Schools	The Indian Education designees (Superintendent and Director of Federal Programs) meet monthly with the Indian Education Committee, the Taos Pueblo Board of Education, and the Taos Pueblo Education and Training Division. The purpose of these meetings is to share information, updates, initiatives, and to seek input to improve Indian Education programs. We meet periodically with the Taos Pueblo Governor's Office to review

	TMS Indian Policies and Procedures, current and proposed programming, and to seek approval for grants. The district provides Tiwa language classes to students at Enos Garcia Elementary.
Tularosa Municipal Schools	The Parent Advisory Council meets at their respective school sites. During those meetings parents are provided with information that helps their students be successful in school. Each school uses an agenda to provide parents and teachers a method for communicating on a daily basis. Additionally, we use the Power School Parent Portal to give parents immediate access to their child's attendance, grades, and discipline. This also provides the parent access to their child's teacher through email. Individual schools and teachers send newsletters to parents. Newsletters include information about curriculum, assessments, and standards-based instruction. The Opportunity to Learn Survey is provided for students to give their input each year. This survey is administered to students after they complete assessments for each subject area. Parents of Native American students are sent a Title VI Needs Assessment to provide the district information about the parent's perceptions of the school programs and processes. Students are recognized for their work and accomplishments at each school site, and they are also recognized at board meetings.
Zuni Public Schools	ZPSD schedules monthly meetings to involve parents/community members to understand academic information as well as funding sources and how the district utilizes the funding for programs in all the schools. The JOM/IEC parent group is highly visible in the community for evening activities to gather input needed for future federal/state applications.

Educational Programs Targeting Tribal Students

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.
Methods	American Indian-serving school districts submitted a district-wide 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 NMPED/Bureau of Indian Education operated schools/tribally controlled schools.
Results	The IED awarded competitive grants under the Strengthening Tribal Programs and School District Initiative Grant. IED also supported the following initiatives: Indigenous New Mexico—an Indian education curriculum; Teaching Support Initiative, Talent Development-Early Warning System; the E-Rate Initiative that connects Indian communities and country to internet access; Cultural Competency Training and Tribal Consultation Training. Additionally, IED works collaboratively with the NMPED'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.
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.

Highlights of Educational Programs Targeting Tribal Students

INDIGENOUS NEW MEXICO—INDIAN EDUCATION CURRICULUM INITIATIVE (IECI)

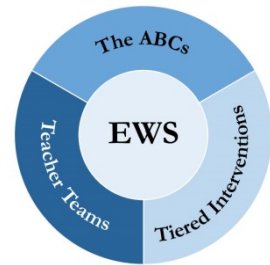


IndigenousNewMexico

An Indian Education Curriculum

Social Studies Curriculum: Native American History and Government. IED developed grades Kinder-12th Social Studies curriculum that is inclusive of the history and culture of the state’s twenty-three Tribes, Nations, and Pueblos, which can be incorporated into social studies classrooms across New Mexico. A lead team member of eight from a respective tribe assisted to guide the IECI. IED held four curriculum summits with tribal leaders, teachers, and other educational stakeholders for input of Social Studies standards in fiscal year 2018-2019. IED curriculum lesson plans are comprised of lead writers, writers, and community advisors. Several community feedback sessions, writing institutes and professional development were held to receive input and guidance on draft lessons for finalizing the unit plans.

EARLY WARNING SYSTEM (EWS)



In order to increase academic achievement and the attendance and graduation rates, while decreasing the drop-out rate, the IED has identified college and career awareness as a focus area for the current and upcoming school years. In a partnership with the IED, John Hopkins Applied Behavioral Awareness (ABA) Talent Development has developed a program that provides a college and career Early Warning System (EWS). The EWS is a school-based process that identifies, monitors, and provides supports for students who are at risk for dropping out. Of the Native serving schools across the state, three (3) schools have been selected to pilot the Early Warning System intervention process to support Native student success. The three schools are Los Alamos elementary school, Cuba middle school, and Taos Municipals Schools. Twenty-six (26) teachers, administrators and staff between the three sites were trained in EWS practices and five (5) received their certification as EWS coordinators.

NMPED E-RATE INITIATIVE



The Public Education Department is part of multi-agency group that includes the Department of Dine Education, Department of Information Technology, and Indian Affairs Department is looking to improve broadband connectivity on tribal land. The focus is on public schools on tribal land, tribally controlled schools, and BIE schools, and we should encourage tribal governments to install additional fiber when we are connecting schools and libraries. The goal of improving bandwidth for our tribal schools is to reduce costs, improve connectivity, and address digital equity as part of educational equity. Additional fiber can be installed and used to connect chapter houses, government buildings, rural health clinics, connect E-911 services and emergency call centers, and other public facilities. Attendees will have time to collaborate in designing a solution for their communities and share their solutions.

TRIBAL CONSULTATION AND CULTURAL COMPETENCY TRAINING



Tribal consultation is an integral part of addressing the unique needs of American Indian students through the inter-governmental coordination between NM NMPED, school districts, tribal governments, tribal education departments, and communities. The IED has created a Tribal Consultation guidance document and training that provides support to school districts and New Mexico tribes to foster meaningful and timely tribal consultation practices. The training provides an overview of tribal consultation mandates through the ESSA and the State of New Mexico’s IEA require tribal consultation for NMPED and for Local Education Agencies (LEAs). It also covers the NMPED’s Collaboration and Communication Policy which establishes agency requirements for government-to-government relations that are designed to achieve educational attainment for the state’s American Indian students. Consistent with the STCA mandates for state agencies to promote cultural competency in providing effective services to American Indians or Alaska Natives, the IED in collaboration with tribal governments and educational leadership, developed a cultural competency training to support to NMPED and school districts to develop an understanding of federally recognized Indian Nations, Pueblos and Tribes in New Mexico, History of Indian Law & Policy and cultural competency and responsiveness for tribal consultation. Training has been provided to NMPED Bureaus, School Districts, Tribal Education Departments and Tribal Leadership.

TEACHING SUPPORT INITIATIVE



The Teaching Support Grant was awarded to Teach for America for the 2019–2020 school year. Teach For America—New Mexico (TFA-NM) is a nonprofit organization with a regional office located in Gallup, New Mexico. Since 2001, Teach For America (TFA) has been committed to expanding educational opportunity for Native American students in New Mexico. TFA’s mission is to help build a movement to end educational inequity in our state. Currently TFA reaches out to 15 communities; the forward outlook is to expand services to more communities. This year, over a 100 of our corps members taught on the Navajo Nation, Zuni Pueblo, and in other communities. TFA-NM has established five priorities 1) providing an additional source of effective teachers, 2) advancing student achievement, 3) fostering culturally responsive pedagogy, 4) partnering with Native organizations and governments, and 5) building a sustainable alumni leadership pipeline. In New Mexico, TFA-NM provided educational opportunities for Native American students in New Mexico. Educators who participated in this program learn hands-on through a comprehensive strengths-based, culturally relevant, and innovative teacher training and professional development model.

Bilingual Multicultural Education Programs (BMEPs)

BMEPs support the maintenance of Tribal languages and serve Native American Students who represents 10 percent of the state's total population and 15 percent of students in the BMEPs. Together, Hispanic and Native American students constitute the majority of all New Mexico students, which is consistent with representation within BMEP participation. In New Mexico, around 450 schools in over 50 percent of all school districts provide Spanish or Tribal language BMEPs.

Student Participation in BMEP by Ethnicity

Student Participation in BMEPs by Ethnicity SY 2014–2015 to SY 2018–2019							
Year	Total # of Students	Total # of Hispanic Students		Total # of American Indian American 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
SY 18-19*	322,776	35,783	163,757	7,025	25,414	3,417	87,380

*SY 18-19 data does not include pre-K.

The total number of students participating in Tribal language BMEPs has decreased compared to the previous year. The table below details these figures.

Source: STARS 2018-2019 SY 80th day

Student Participation in Native American Language Programs

Student Participation in Native American Language Programs SY 2014–2015 to SY 2018–2019								
Year	Language and Number of Students Enrolled							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
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	7,394
SY18-19*	4,784	255	454	232	25	90	902	6,742

*STARS 2018-2019 SY 80th day (data in previous years taken out of district self-reported SharePoint Instructional Plans)

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
 Tóhajiilée

Strengthening Tribal Programs Grant Profile 2015–2019

NMPED-IED—Strengthening Tribal Programs Grant Profile 2015–2019			
<p>These are grants offered to the NM tribes for tribal language programs for fiscal years 2015–2019. Grants awarded 2016 –2017, were awarded to develop curriculum and instructional materials, including a teacher certification and assessment processes. Competitive grants awarded 2017-2019, 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.</p>			
Tribe	2016–2017 Award Amount	2017–2018 Award Amount	2018–2019 Award Amount
Pueblo			
Nation			
Acoma	30,000.00	39,605.96	\$47,685.04
Cochiti	30,000.00	60,000.00	\$46,252.92
Isleta	30,000.00	45,150.00	\$24,443.00
Jemez	30,000.00	47,096.00	\$19,979.30
Jicarilla	-	-	-
Laguna	30,000.00	-	-
Mescalero	30,000.00	-	-
Nambé	30,000.00	38,667.00	\$26,493.60
Navajo	30,000.00	59,023.00	\$37,522.80
Ohkay Owingeh	30,000.00	19,747.35	\$16,229.85
Picuris	30,000.00	39,000.00	\$43,101.57
Pojoaque	30,000.00	30,000.00	-
Sandia	30,000.00	30,035.63	-
San Felipe	30,000.00	33,566.00	\$20,606.25
San Ildefonso	30,000.00	29,232.00	\$37,801.00
Santa Ana	30,000.00	35,006.00	\$5,000.00
Santa Clara	30,000.00	23,100.00	-
Santo Domingo	-	50,032.50	\$38,955.00
Taos	30,000.00	44,670.00	\$55,439.20
Tesuque	30,000.00	38,451.00	\$56,958.55
Zia	30,000.00	51,576.00	
Zuni	30,000.00	28,000.00	
Totals	600,000.00	741,958.44	\$476,468.08

Source: SHARE Financials, FY ending 2019

Strengthening Tribal Program Grant Priorities By Tribes, Pueblos and Nation

TRIBE	PRIORITIES
Acoma	The Acoma Department of Education grant priorities were to increasing the attendance and reducing truancy, the preservation, and revitalization of the Acoma Keres Language and curriculum development to support social-emotional learning connected to the Acoma tradition and culture.
Cochiti	The Pueblo de Cochiti Education and Language Program grant priorities were to increasing the attendance and reducing truancy, increase academic performance, college and career readiness and Native language preservation, and maintenance.
Isleta	The Isleta Tiwa Language Program grant priorities were to expand the technology components of the language, professional development, and experiential programming.
Jemez	The Pueblo of Jemez Education and Language Program grant priorities were to increase access to Towa Language classes, Towa Language assessments, and professional development.
Nambe	The Pueblo of Nambe – Tewa Language Program grant priorities were to provide Tewa language for early childhood, the after-school program, the summer program and professional development.
Navajo	The Department of Diné Education grant priorities were language revitalization by finalizing the Oral Diné Language Assessment (ODLA) and Native American Language and Culture certification exam (NALCC).
Picuris	The Pueblo of Picuris Language and Culture Program grant priorities were to support the maintenance of Native language through curriculum development, professional development and partner with the Penasco Independent School District.
San Felipe	The Pueblo of San Felipe Department of Education grant priorities were to increase attendance and reduce truancy, improve educational opportunities for Bernalillo High School for San Felipe students, maintenance of Native language and college and career success.
San Ildefonso	The Pueblo of San Ildefonso Tewa Language Program grant priorities were to maintain, revitalize and sustain the Tewa Language program, improve educational opportunities to keep students engage in school and college and career success.
Santa Ana	The Pueblo of Santa Ana Department of Education grant priorities were to provide professional development to support the maintenance of Native languages.
Santo Domingo	The Pueblo of Santo Domingo Keres Language Program grant priorities were to implement a tribally endorsed language program to provide for students, elders and families within the community and schools.
Taos	The Pueblo of Taos Education and Training Division grant priorities were to increase attendance and reduce truancy, to improve educational opportunities for students to keep them engaged in school, college and career success and support the maintenance of Native languages.
Tesuque	The Pueblo of Tesuque Tewa Language program grant priorities were to provide a quality instruction of intergenerational Tewa language programs and college and career success.
Zuni	The Pueblo of Zuni Ashiwi College and Career Readiness Center grant priorities are to promote and increase the Zuni Language and Culture curriculum, increase academic performance, and professional development.

School District Initiatives Grant Priorities Profile 2015–2019

School District Initiatives Grant Priorities Profile 2015–2019			
<p>These are grants offered to the Native Serving School Districts for fiscal years 2015–2019. Grants awarded 2016 –2017, were awarded to develop curriculum and instructional materials, including a teacher certification and assessment processes. Competitive grants awarded 2017-2019, 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 NMPED/Bureau of Indian Education operated schools/tribally controlled schools.</p>			
School Districts and Charters	2016–2017 Award Amount	2017–2018 Award Amount	2018–2019 Award Amount
Albuquerque Public Schools	\$25,000.00	\$42,600.00	\$56,466.00
Aztec Municipal Schools	\$25,000.00	\$34,652.00	\$42,893.06
Bernalillo Public Schools	\$25,000.00	\$32,000.00	\$23,533.45
Bloomfield Public Schools	\$25,000.00	\$25,283.00	\$9,000.00
Central Consolidated	\$25,000.00	\$40,094.00	
Cuba Independent	\$25,000.00	\$25,243.00	\$46,020.60
DEAP Charter	\$25,000.00	\$15,429.00	\$15,889.12
Dream Dine	\$25,000.00	\$20,079.00	\$25,000.00
Dulce Independent	\$25,000.00		
Espanola Public Schools	\$25,000.00	\$3,750.00	
Farmington Municipal	\$25,000.00	\$27,117.00	\$22,700.00
Gallup MCS	\$25,000.00	\$25,000.00	\$29,916.88
Grants Cibola	\$25,000.00	\$29,425.00	\$21,739.92
Jemez Mountain	\$25,000.00	\$25,118.19	\$23,989.90
Jemez Valley	\$25,000.00	\$29,942.00	\$30,758.48
Los Lunas	\$25,000.00	\$6,680.00	
Magdalena Municipal	\$25,000.00	\$42,707.20	\$59,595.61
NACA	\$25,000.00		\$25,006.30
Penasco		\$17,000.00	\$16,846.06
Pojoaque		\$1,500.00	\$27,510.12
Rio Rancho	\$25,000.00	\$10,000.00	\$40,072.00
Ruidoso Municipal	\$25,000.00		
San Diego Riverside			\$53,311.01
Santa Fe	\$25,000.00	\$22,004.30	
Six Directions			
Taos Municipal	\$25,000.00	\$46,000.00	\$22,469.26
Tularosa			
Walatowa	\$25,000.00	\$20,000.00	
Zuni Public	\$25,000.00	\$11,250.00	\$19,061.85
Total	\$600,000.00	\$510,273.69	\$611,779.62

School District Initiatives Grant Priorities By School Districts and Charters

School District Initiatives Grant Priorities By School Districts and Charters	
Albuquerque Public Schools	School District Initiative Grant priority was to increase and improve educational opportunities for American Indian/Alaska Native mid-school students with the development of an after-school program focused on math and science, through robotics.
Aztec Municipal Schools	School District Initiative Grant priorities were to improve educational opportunities for American Indian students to keep them engaged in school, college and career success, support the Navajo language, address transition planning and reduce student mobility.
Bernalillo Public Schools	School District Initiative Grant priority was to provide quality professional development strategies for educators and strengthening culturally responsive learning environments.
Cuba Independent Schools	School District Initiative Grant priorities were to increase attendance, reduce truancy, improve educational opportunities for American Indian Students to keep them engaged in school, and college and career success.
DEAP	School District Initiative Grant priorities were to improve educational opportunities for American Indian students by developing an academic enrichment college and careers pathways program, improve student outcomes by integrating Dine language, culture, and identity into high school coursework.
Dream Diné Charter School	School District Initiative Grant priorities were to implement quality programs to increase attendance and reduce truancy and improve educational opportunities for American Indian students to keep them engaged in school and on a pathway to college and/or career readiness through academic enrichment and after school programs.
Farmington Municipal Schools	School District Initiative Grant priority was to support the Diné language program, Language and Culture curriculum development, increase student attendance and reduce truancy through mentoring programs, and strengthen parental involvement through cultural workshops.
Gallup McKinley County Schools	School District Initiative Grant priority was to support the Native language program, increase parent involvement, and professional development for teachers and instructional coaches.
Grant Cibola County Schools	School District Initiative Grant priority was to improved academic performances of American Indian students who experience culturally relevant education curriculum implement an aligned K-12 Native Language and Culture curriculum by providing through Science Technology Engineering Art and Mathematics (STEAM).
Jemez Valley	School District Initiative Grant priorities were to improved academic performances of American Indian students through culturally relevant education curriculum, increase attendance, reduce truancy, college and career success, and mobility of students.
Jemez Mountain	School District Initiative Grant priority was to support the maintenance of Native Languages, provide academic support, and increase collaboration with Native tribes and organizations.
Magdalena	School District Initiative Grant priorities were to increase attendance, reduce truancy, and improve educational opportunities for American Indian students to keep them engaged in school and on a pathway to college and career success, and support the maintenance of the Native language.
Native American Community Academy	School District Initiative Grant priorities were to support the maintenance of Native Languages and improve Student outcomes by providing culturally responsive learning environments.
Peñasco	School District Initiative Grant priority was to support the Tiwa language program for students Pre K through 12th grade.
Pojoaque Valley Schools	School District Initiative Grant priorities were to increasing attendance and reducing truancy, supporting the maintenance of Native language and addressing challenges that exist across schools and school systems.
Rio Rancho Public Schools	School District Initiative Grant priorities were to increase attendance and reduce truancy, and to improve educational opportunities for American Indian students, college and career success through academic enrichment programs, after-school programs, summer programs, project-based learning opportunities.
Taos Municipal Schools	School District Initiative Grant priorities were to increase attendance and reduce truancy, improve educational opportunities for American Indian Students through tutoring services and strengthen culturally responsive learning environments with culture-based education approaches.
Zuni Public Schools	School District Initiative Grant priorities were to increase attendance, reduce truancy and provide educational opportunities for American Indian students to keep them engaged in school through project-based learning opportunities.

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

Financial Reports

Objective	Ensure that New Mexico schools provide equitable operational resources to support and improve services to NM tribal students.
Background	<p>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.</p> <p>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 NMPED's School Budget and Finance Bureau.</p> <p>(http://ped.state.nm.us/div/fin/school.budget/index.html)</p>
Methods	<p>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.</p> <p>Additionally, school districts have the opportunity to apply for other grant opportunities offered through the NMPED. The NMPED 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.</p>
Results	<p>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.</p> <p>The financial report provides the total enrollment of all students in addition to the American Indian subgroup 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 school districts and 4 charter schools, the amount per student is estimated at an average of \$913.00.</p> <p>The localized, district-wide TESRs submitted for 2016–2017 also provide financial report details from each respective district and charter school.</p>
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 2018–2019: Operating Budget Estimated Revenue

	25184		25147	25131	27150
	Total District Budget	Indian Ed Formula Grant	Impact Aid Indian Education	Johnson O'Malley	Indian Education Act
Albuquerque	\$1,380,219,563	\$1,077,443	\$3,961	\$217,965	\$56,466
Aztec	\$47,017,251	\$79,494		\$30,717	\$42,893.06
Bernalillo	\$61,610,607	\$0	\$1,255,438		\$23,533.45
Bloomfield	\$48,324,972	\$219,175	\$170,479	\$60,248	\$9,000
Central	\$101,537,238	\$1,192,198	\$8,722,162	\$327,119	
Cuba	\$15,232,680	\$69,432	\$329,727	\$31,732	\$46,020.60
DEAP	\$423,733	\$0			\$15,889.21
Dream Dine'	\$697,364				\$25,000
Dulce	\$23,570,978		\$1,106,869		
Espanola	\$54,018,043	\$34,000	\$49,896		
Farmington	\$138,877,670	\$0	\$0	\$0	\$22,700
Gallup	\$206,260,903	\$1,786,920	\$10,400,260	\$0	\$29,916.88
Grants/Cibola	\$60,221,052		\$1,097,535		\$21,739.92
Hozho Academy	\$1,382,300				
Jemez Mountain	\$5,700,479	\$0	\$148,323	\$0	\$23,989.90
Jemez Valley	\$9,831,419		\$442,636		\$30,758.48
Los Lunas	\$110,141,347	\$97,521	\$151,651		
Magdalena	\$7,002,428	\$0	\$160,469	\$9,194	\$59,595.61
Penasco	\$6,491,216	\$6,923	\$25,000		\$16,846.06
Pojoaque Valley	\$24,574,043	\$80,750	\$250,000		\$27,510.12
Río Rancho	\$269,588,924	\$222,883			\$40,072
Ruidoso	\$39,687,217	\$2,673	\$30,322		
San Diego Riverside Charter School	\$1,371,677		\$108,911		\$0
Six Directions Indigenous	\$1,131,321				
Taos	\$37,748,705	\$58,156	\$31,618		\$22,469.26
Tularosa	\$17,777,856	\$45,101	\$73,404		
Walatowa Charter High School	\$3,094,227		\$217,078		
Zuni	\$22,802,677	\$298,083	\$1,935,050	\$0	\$19,061.85
Grand Total	\$5,384,471	\$5,270,752	\$26,712,069	\$676,975	\$611,779.62

Current Status of Federal Indian Education Policies and Procedures

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	<p>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.</p> <p>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.</p>
Methods	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.
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 NMPED'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.

District Name	Impact Aid Program Indian Policies and Procedures		District Name	Impact Aid Program Indian Policies and Procedures	
	COMPLETED WITH TRIBAL SIGNATURE	DOES NOT RECEIVE IMPACT AID		COMPLETED WITH TRIBAL SIGNATURE	DOES NOT RECEIVE IMPACT AID
ALBUQUERQUE	X		JEMEZ MOUNTAIN	X	
AZTEC		X	JEMEZ VALLEY	X	
BERNALILLO	X		LAS CRUCES		X
BLOOMFIELD	X		LOS ALAMOS	X	
CENTRAL CONS.	X		LOS LUNAS	X	
CUBA	X		MAGDALENA	X	
DEAP		X	PENASCO	X	
DREAM DINE			POJOAQUE	X	
DULCE	X	X	RIO RANCHO		X
ESPANOLA	X		RUIDOSO	X	
FARMINGTON	X		SANTA FE		X
GALLUP	X		SIX DIRECTIONS INDIGENOUS SCHOOL		X
GRANTS	X		TAOS	X	
			TULAROSA	X	
			WALATOWA CHARTER HIGH	X	
			ZUNI	X	

School District Initiatives

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	Dropout statistics are reported annually and drop out data is collected at the school district level and reported in STARS. 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.
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.

Dropout Rate

Drop Out Rates by District—Statewide							
All Students							
SY 2017-2018							
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	40,026	942	2.4	Jemez Mountain Public Schools	92	2	2.2
Aztec Municipal Schools	1,442	32	2.2	Jemez Valley Public Schools	168	6	3.6
Bernalillo Public Schools	1,230	69	5.6	Los Lunas Public Schools	3,826	90	2.4
Bloomfield Schools	1,326	58	4.4	Magdalena Municipal Schools	161	3	1.9
Central Consolidated Schools	2,757	91	3.3	Peñasco Independent Schools	164	5	3
Cuba Independent Schools	352	8	2.3	Pojoaque Valley Public Schools	1,014	17	1.7
Dream Diné	0	0	N/A	Rio Rancho Public Schools	8,063	79	1
Dulce Independent Schools	293	12	4.1	Ruidoso Municipal Schools	887	22	2.5
Dzit Dit Lool School of Empowerment, Action, and Perseverance (DEAP)	23	2	8.7	Santa Fe Public Schools	5,402	169	3.1
Española Public Schools	1,485	74	5	Taos Municipal Schools	1,364	54	4
Farmington Municipal Schools	5,455	177	3.2	Tularosa Municipal Schools	380	9	2.4
Gallup-McKinley Schools	5,488	210	3.8	Walatowa Charter High	48	0	0
Grants-Cibola County Schools	1,590	146	9.2	Zuni Public Schools	533	16	3
Six Directions	53	2	3.8				
American Indian/Alaskan Native	15,956	715	4.5				

In SY 2017-2018, American Indian students, between grades 7–12, had a dropout rate of 4.5 per population of 15,956 American Indian students. Dropout rates are one year lagged, so 2018-2019 will not be available until next year.

Source: STARs Final Dropout Rates 2017-2018

School District Initiatives By District

DISTRICT	SCHOOL DISTRICT INITIATIVES TO SUPPORT THE DECREASE IN THE NUMBER OF AMERICAN INDIAN STUDENT DROPOUTS AS LISTED IN THE DISTRICT-WIDE TESR REPORTS
Albuquerque Public Schools	The district attendance plans are comprehensive and will support all students in grades K-12. After implementation of these plans at every school the data will be analyzed for impact. The results shown in Section 4 indicate that AI/students consistently have attained a lower attendance rate as compared to the other subgroups over a six year span. In the past five years, the AI/AN attendance rate was dropping lower each year; as was the trend for all students in the district. The cause for this attendance decrease was not known. However, during the 2017-2018 school year, the AI/AN attendance rate rose 2.5 percentage points since the previous school year and the gap between AI/AN students' attendance and the other subgroups has narrowed. Additionally, the percent of students with 10 or more full-day unexcused absences also showed a decrease during the 2017-2018 school year.
Aztec Municipal Schools	The district provides an online remedial course so the student may make up the credit not earned during the school year. High school teachers monitor grounds during the lunch period for two groups; 9th & 10th and 11th & 12th. School social workers and counselors work to monitor students' progress in attendance and meetings with parents/guardians. The district provides summer school for students that need to make up a credit to be on course to graduate. The district has an alternative school that focuses on a new view of learning for students. 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.
Bernalillo Public Schools	The district encourages our schools, school site administration, and staff to continue to support our American Indian students to stay in school and engage them in their class, using the curriculum and becoming an important part of the school environment. We will also continue to collaborate with Tribal communities and implementing academic and cultural awareness. The Indian Education Program currently has completed its Strategic Plan identifying opportunities to support American Indian students e.g. College Horizons, Leadership Institute at Santa Fe Indian School, Mission Graduate, education liaisons, success coaches and Tribal consultations.
Bloomfield	The district provides Native youth advisor at the secondary school, middle school design at seventh and eighth grades. The district offers Saturday school and zero hour make up days and Student Assistance Team (SAT) and Response to Intervention (RTI) at the elementary grade.
Central Consolidated Schools	The district has several initiatives and programs implemented to meet the needs of students. The initiatives begin at the elementary level focused on training teachers on reading strategies; SIPPS is a remedial phonics program. Truancy is addressed by promoting perfect attendance at the Elementary level with recognition and incentives. Summer school is provided from Title 1 for 1st-3rd grade, focused on students who are on borderline reading proficient. The district provides a 21st Century afterschool program for 1st-6th grades that provide afterschool tutoring, physical fitness and development, and arts education. In addition, Three Rivers is a tutoring program that specifically focuses on reading. At the Secondary level, GEAR UP provides a mentoring program. Credit Recovery and Summer School are also provided. Summer School focuses on STEM at the middle school level. The Alternative High School has a day care for young parents. In addition, a cultural assistance team provides heritage mental and emotional services for students.
Cuba Independent Schools	The district implements the following strategies to keep students in an educational setting such as tutoring, mentoring, guidance counseling, home visits, culturally relevant instructional materials, strategies and curriculum, and an advocacy class that provides an opportunity for students to discuss issues, concerns, ideas, etc.
Dream Diné Charter School	Dream Diné integrates Response to Intervention (RTI) and after school tutoring to support its academic programming.
Española Public Schools	The district offered a 21st Century approaches through capturing kids' hearts to better serve the entire student body. Students are provided tutoring service and dinner meals while attending the program. The Avid program is offered to student for career and college readiness.
Farmington Municipal Schools	The district offered a program the Native American Youth Advisors (NAYA) to provide daily supplemental transitional services at their respective schools for eligible Native American students in grades 6th – 12th. The advisors provide culturally responsive mentoring to support students to continue and maintain adequate school attendance, increase a letter grade in math and English, and decrease the number of disciplinary incidents. The Navajo bilingual teachers provide instruction in Navajo utilizing the district performance measures and topic scales. The Navajo Language Coach provides curriculum support for all

DISTRICT	SCHOOL DISTRICT INITIATIVES TO SUPPORT THE DECREASE IN THE NUMBER OF AMERICAN INDIAN STUDENT DROPOUTS AS LISTED IN THE DISTRICT-WIDE TESR REPORTS
	Navajo bilingual teachers. The Assistant Director of Indian Education oversees all programs provided by Title VII, Johnson O'Malley, and School District Initiative grants that provide programs for Native American students enrolled in FMS.
Gallup McKinley County Schools	The district implements the Student Assistance Team (SAT) to identify students who are struggling academically which may lead to increased absences. The SAT team consists of the student, parent/guardian, teachers, counselors and administrators to help identify obstacles that lead to increased absences and to develop educational plans to improve attendance. The district implemented the Early Warning System (EWS) to help identify students who have excessive absences so an SAT meeting can convene. In addition, home school liaisons help with making home visits to identify why students are not in schools. Additional people who also do home visits are classroom teachers, counselors or administrators in an effort to help students.
Grants Cibola	The district has partnered with NMPED – Indian Education Division to pilot the implementation of the Early Warning System (EWS) that identifies students who are beginning to fall of track for high school graduation. In addition, the district is in the process of collaborating with the Pueblo of Laguna Tribal Leadership and the Pueblo of Laguna-Probation Office to learn more about the Restorative Justice Model. The intent of model is to keep students in school by using traditional pueblo practices and approaches to modifying positive behavior by engagement in village activities and functions
Hozho Academy	Hozho Academy serves elementary and is currently tracking attendance, the academy has not established an intervention plan.
Jemez Mountain Public Schools	The district current methods include identification of appropriate and necessary social and academic supports for students.
Los Lunas Public Schools	The district's Century High School accepts students who have left their respective traditional high schools for various reasons and allows them to fulfill graduation requirements in a variety of ways, such as Edgenuity classes, credit recovery, traditional classes, and the Distance Learning Academy. The Distance Learning Academy is where students can attend classes on Fridays only and can hold a job the rest of the week. Century High School has smaller class sizes and far fewer students in attendance that of a traditional high school. The Native American Liaison works with school officials and the Pueblo of Isleta Truancy Department to address non-attendance and truancy. The district will continue to collaborate with the Pueblo of Isleta Truancy Department to identify those students who are at risk of becoming habitually truant and will work together to remedy the situation.
Magdalena Municipal Schools	The district provides Truancy and Dropout Prevention Coach Program. The Coach-Student Advocate conducts case management for student and families. The Coach-Student Advocate partnered with the Navajo Home-School Liaison and began home visits and root-cause analysis to determine the barriers students and families face around school attendance and dropout.
Native American Community Academy	
Peñasco Independent School District	The district offers different options to prevent dropout in American Indian students through Student Assistance Team, credit recovery program, counseling, student incentives, and after school tutoring.
Pojoaque Valley Schools	The district provides a Native American Liaison who monitors student attendance and shares attendance data with the Pueblo Educational Directors in monthly meetings. The district collaborates with the Pueblos in working with parents and families to ensure that the students are attending school.
Rio Rancho Public Schools	The district support efforts and approaches that encourage students to stay in school through the implementation of academic and cultural awareness and collaboration with tribal governments. A current partnership in progress is with the Eight Northern Indian Pueblos Council, Inc. in which students within our district would be able to have access to licensed mental health professionals with extensive knowledge and training in culturally responsive services, on-site. This is an example of our efforts in mitigating barriers for our Native American students, in order to provide increased access to general well-being, which will lead to greater opportunities for educational success. The district employs a full time Native American support assistant/liaison at each of our comprehensive high schools. The role of these individuals is to connect our Native American students and families to resources that will help support student success and achievement, while maintain a strong sense of cultural identity to empower our Native American youth. Within our district, several initiatives have been implemented and sustained to support increased attendance for

DISTRICT	SCHOOL DISTRICT INITIATIVES TO SUPPORT THE DECREASE IN THE NUMBER OF AMERICAN INDIAN STUDENT DROPOUTS AS LISTED IN THE DISTRICT-WIDE TESR REPORTS
	American Indian students that include—but are not limited to: experiential projects, reading and math interventions, incentive programs, after school programs, tiered interventions, tutoring, alternative settings, attendance/truancy policies, parent liaisons, home visits, incentives, school counselors, Native American liaison/advisor, positive behavior interventions and support, suicide prevention, attendance policies and procedures, parent educator programs, student assistance teams, counseling, career exploration for K–12, extracurricular activities/clubs, credit recovery, Saturday school, after-school programs, parent engagement, student health centers, Early Warning System with High Plains, culturally relevant curriculum and cultural experiences, out-of-school opportunities including international travel experiences, and college engagement programs to provide support for academic success.
Ruidoso Municipal Schools	The district provides the following supports to increase attendance and student dropouts by an attendance clerk directly supports tribal students, contact with parents made to offer available support, nurse present on campus to reduce unnecessary early dismissal. The district has a Native American liaison who calls and conducts home visits with families about tardies and absences (sends 5-10 day attendance letters) and makes referrals to Tribal Court for truancy, if necessary. Incentives are provided to students such as weekly attendance drawing to encourage perfect attendance and local field trip for students with Perfect Attendance or High Honor Roll status
Santa Fe Public Schools	The district supports school efforts for student to stay or become re-engaged in school. This can occur with the implementation of academic and cultural awareness and through collaboration with tribal governments. Schools are actively pursuing programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. In addition, some schools have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Even with these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resourcing continues to be an additional burden.
Six Directions Indigenous School	Six Directions Indigenous School staff implements the strategies to keep students in an educational setting through mentoring, home visits, culturally relevant instructional materials, strategies and curriculum, parent mentoring students and Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas and etc.
Taos Municipal Schools	The district has implemented an Early Warning System at secondary to proactively identify at – risk students for failure. Further, Indian Education Tutors and the College Liaison work with students to increase attendance, increase college readiness and decrease drop outs. Programs to support this work include college visits, and credit recovery summer school at Taos Pueblo Education and Training Division, and meetings to offer support to students and families.
Tularosa Municipal Schools	The district provides initiatives that support the decrease of student dropout for all students including American Indian students, through Power School Parent Portal, school alerts, student Agenda, Response to Invention and WINN (What I Need Now) updates, Nursing Services, Counseling and Liaison
Zuni Public Schools	The district provides an initiative for the high schools to hold a one-day Career Fair in the Fall and Spring for career readiness. The district collaborates with tribal programs, as well as military recruiters set up booths and do presentations for 9-12 grades. It is held in the gym due to the large number of participants. The schedule allows students to participate during their regular school day. For school year 2019-20 the high schools will add additional days for Career Fairs.

Public School Use of Variable School Calendars

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	<p>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.</p> <p>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.</p>
Methods	<p>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.</p> <p>Source: 2019 District-wide TESR</p>
Results	Since 2015, the chart below lists the variable school days that are offered to American Indian students within the 23 districts and 7 charter schools. This list serves as a guide to days of Native importance during the school year 2018–2019.
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 by Districts

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

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	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 (NMPED) 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 NMPED leaders; and help the NMPED set goals for increasing the success of our American Indian students. Also, prior to the ESSA consultations, the IED, in collaboration with the NMPED’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	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 NMPED’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 NMPED 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.

District Reported Consultations with Indian Education Committees, School-Site Parent Advisory Councils, and Tribal, Municipal And Indian Organizations

Albuquerque Public Schools	<p>Monthly Indian Parent Committee (IPC) meetings are conducted and quarterly for the Indian Education Committee (IEC). The committee develops their annual goals and objectives that will support the District and IED goals. Review of federal regulations and laws that pertain to the AI/AN student is reviewed and updated.. There was also participation in local meetings (i.e., Native American Resource Seminar and Fair and others). There were 10 IEC/IPC meetings held and a total of 81 participants in 2018-2019 school year for an average of 9 parents are attending per meeting.</p>
Aztec Municipal Schools	<p>The Indian Education Committee (IEC) meet on a regular basis throughout the school year to create surveys and implement the education plans for the upcoming school year. The IEC works with the Native American Education Coordinator, the Instructional and Federal Programs Director, and Superintendent and collaborates with the Navajo Nation Johnson O'Malley office in Window Rock, AZ. The PTSAC meet twice a year, to create surveys and advise on the Indian Education formula grant. Meetings are open to the public. They also attend NMPED Indian Education divisions Fall and Spring Summits. The following events, meetings, occurred for 2018-2019: Back to School Supply and Refill School Supply programs; Navajo School Clothing Program; Welcome Back Potluck with activities using the Navajo language; Attend the JOM Subcontractors Conference & Regional Workshops; Travel for Students to tour colleges and attend the National Johnson O'Malley conference; Native American Heritage Week; Attend the Government to Government Fall Summit; Public Hearings; Attend National JOM Association Conference; End of Year Awards Potluck with presenter.</p>
Bernalillo Public Schools	<p>Impact Aid meetings are held the second Wednesday of each month. BPS Tribal Leadership meetings are held twice a year, September and March. Our program hosts Tribal Community meetings to inform the community about the district and our program and to hear any recommendations, issues or concerns they may have. Bernalillo Public Schools attends Southern Pueblos Governors meetings every second Thursday of the month in the respective Tribal communities. We provide updates of the District, the Indian Education Department goals and objectives, the Student Success Program, Strategic Planning, and ask for approval of any agreements that may need to be signed.</p>
Bloomfield	<p>The following results regarding consultations with District level Indian Education Committees (IEC), school site Parent Advisory Committees (PAC) and Tribal, Municipal and Indian organizations in the local decision making process during the 2018-2019 School Year: JOM Monthly IEC meetings, 11 meetings with an average of 5 participants; State Bilingual Parent meetings addressed District Bilingual Programs: 4 meetings with an average of 8 participants; Title VI Impact Aid Indian Policies and Procedures updated: 3-4 meetings were held with an average of 8-10 participants; Title VI / Indian Initiative addressed budget, grant components: 4 meetings were held with an average of 7 participants; 2 Tribal Consultations consultation with Navajo Nation in 12 indicators and grants: 2 meetings were held with an average of 8 participants.</p>
Central Consolidated Schools	<p>The Indian Parent Advisory Committee and Indian Education Committee members consist of parents, grandparents, teachers, and students. The committees participate in grant planning and implementation for grant funding. CCSD collaborates with local tribal government officials that represent the chapters that our students live in.</p>
Cuba Independent Schools	<p>The Indian Education Parent Committee (IEPC) conducts a comprehensive needs assessment to identify American Indian student needs and allocates funding to target those needs. The IEPC met nine times in SY 2018-2019 and completed the following: CISD IEPC met with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs hindering success of American Indian students. Identification of needs for both qualitative and quantitative data; Needs are prioritized; Analysis conducted to determine the "root causes" for each prioritized need; A logic model approach to determine key elements; inputs, outputs, and outcomes; Education Plan for the top prioritized needs is created that includes: Stating the Need; Establishing Goal(s); Identifying Objectives; Describing strategies and activities; Evaluating outcomes; Identifying possible funding sources and amounts.</p> <p>In addition, the Cuba Schools Central Office Administrative Team participates in the Navajo Nation Tribal Consultation, meets with Navajo Nation Consultation Team to discuss the best types of educational programs for Cuba Schools Native American students. They also meet monthly with the Navajo Nation Chapter Presidents from Counselor, Ojo Encino, and Torreon via the Tri-Chapter Council Meetings.</p>

Dream Diné Charter School	Dream Diné met with the Department of Diné Education officials in January for a formal Consultation with a Tribe. They reported and responded to questions by Department of Diné. Dream Diné was in the process of renewing its charter contract during the 2018-2019 school year the school staff, parents and Governing Council reported at community meetings, Shiprock Chapter, Northern Navajo Agency Council, and Central Consolidated School District board meetings. We will continue to seek stakeholders interested in supporting the students and the school. The school continues to reach out to local businesses and groups, building stronger relationships with current community partners.
Española Public Schools	The Indian Education Committee meets every 2 nd Thursday of the month. There is an educational tribal liaison the Pueblo of Santa Clara and Ohkay Owingeh. The IPP provide guidance in establishing a mutually beneficial relationship between Espanola Public Schools and Pueblos-Tribes to uphold the best practices of collaborative accountability and responsibility of priority programs to service and support academic, social and educational needs of our AI students.
Farmington Municipal Schools	FMS qualified for Impact Aid funding for school year 2019-20. Monthly Indian Parent Committee meetings are conducted. Public Hearings are also held in the Fall and Spring to inform the community of Indian Education programs. Consultations with the Navajo Tribe were conducted during 2018-19 to review the federal grants providing services to Native American students. We will continue to conduct consultations with tribal leaders and improving our communication process to keep all stakeholders informed as well as strengthen Native education. We support Navajo Bilingual classrooms and Youth Advisors while maintaining the integrity of the Indian Education Act.
Gallup McKinley County Schools	The Indian Education Committee (IEC) members represent all schools. The committee meets at least twice per month and provide input for the federally funded programs and the Indian Policies and Procedures. The District Parent Advisory Council (DPAC) are appointed by the school principals from their existing Advisory School Councils. The DPAC provides input for the Title VI program federal grant programs as well as the Indian Policies and Procedures. Tribal consultations occurred in September, October and February with the Zuni leaders discussing academic achievement, federal grant programs and the Indian Policies and Procedures. Tribal consultations occurred in October and April with Navajo Nation tribal leaders and school district education administrators. District leaders presented information to the Department of Diné Education, Navajo Nation. Program managers of federal programs presented program goals and budget to parents and community members during public hearings, held in the Crownpoint, Thoreau, Ramah, Navajo, Tohatchi and Gallup. They shared the information with the Indian Education Committee and the District Parent Advisory Council.
Grants Cibola	The district holds monthly parent advisory committee meetings. They also hold meetings with the Pueblo of Laguna leadership, Pueblo of Acoma's leadership and Board of Education and the Department of Diné Education. The school principals also provide presentation during the school year on current data relating to their school's academic performance, i.e. graduation rate, truancy and dropout rates.
Jemez Mountain Public Schools	Lybrook Elementary and Middle School schedule Parent Advisory Committee meetings and Indian Education Committee meetings. District representatives meet with Tribal Council members in the fall to discuss the start of school, curriculum, and budgets. Spring meetings focus on discussions of Indian Policies and Procedures, funding applications, and budgets. School representatives will continue to encourage parents to attend PAC/IEC meetings.
Los Lunas Public Schools	The Coordinator of Federal Programs collaborated with the Pueblo of Isleta Department of Education (POI/DOE) and tribal officials throughout the school year. Indian Education Committee (IEC) meetings/parent meetings were held throughout the school year. LLPS also attended Government to Government meetings. Meetings were held between the tribal leaders, POI/DOE, and Los Lunas Schools to update the general MOU and the Language MOU.
Magdalena Municipal Schools	Magdalena collaborates annually with the Alamo BIA school to coordinate Spring Break, Alamo Indian Days, and Graduation. Monthly JOM/IEAC meetings are held at the Alamo Chapter House. MMSD holds an annual Federal and State Programs Public Hearing for community members. All participants receive a form to complete a needs assessment, for input on specific programs and needs of their students. Data is analyzed to guide funding decisions for the following school year. Magdalena Schools makes presentations to the Alamo Chapter for approval of the IPPs and to increase awareness of the Indian education programs provided at Magdalena Schools. JOM/IEAC Parent Participation increased over the prior year. Resolutions were put in place so all agencies focus on the academic achievement and college and career readiness of our Navajo students.
Native American Community Academy	As a charter school, NACA works to strengthen collaboration of all school stakeholders, and supports APS' efforts to support AI/AN students statewide. NACA maintains an active role with the Indian Education Committee, participates in conferences and discussions throughout the year. NACA's Executive Director, Anpao Duta Flying Earth, serves on the Indian Education Advisory Council. NACA consults with tribes and pueblo governments for Indigenous language instruction. This ensures all teaching staff at NACA are certified to teach the language by the

	<p>tribe or pueblo. 62% of the school's staff members are Native American, and 74% identify as Native American, African American, and/or Hispanic. NACA has multi-generational education coordinated by NACA parents with events designed to engage students, parents, and family members of all ages in learning traditional languages and participating in cultural events. Engagement with community supporters such as the All Indian Pueblo Council and the Indian Pueblo Cultural Center has enriched the learning experience NACA offers its students including collaboration on a garden project and support for NACA sponsored events.</p>
Peñasco Independent School District	<p>Peñasco Independent School District schedules Parent Advisory Committee meetings for American Indian parents. The district meets with Picuris Tribal Council in the fall to discuss curriculum, and budgets; winter to discuss Indian Policies and Procedures, funding applications, and budgets; spring to discuss updates; and in summer to discuss updates and budgets.</p>
Pojoaque Valley Schools	<p>PVSD hosts a Pueblo Educational Directors meeting monthly. Here the district requests assistance from the tribal government while providing information about school activities and programs. With parental consent, the District provides student information on grades, attendance and discipline. The Educational Directors also provide information on programs that are offered in the Pueblos.</p>
Rio Rancho Public Schools	<p>Rio Rancho Public Schools serves students from all nations, pueblos, and tribes within New Mexico, as well as federally recognized tribes from all over the country. Our Native American Parent Advisory Committees at the district and school level meet in September, November, January, March, and May. These meetings include our school based Native American liaisons, district staff, parents, extended family members, and students. Additional meetings are offered as requested by the Native American Parent Advisory Committee (NAPAC) Board. Individual consultations with parents, community and tribal entities occur on an as needed basis and upon request. LEAs developed working relationships with their Indian Education Committee (IEC), parent advisory committees, Tribes, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.</p>
Ruidoso Municipal Schools	<p>Schools have Parent Advisory Councils (PACs). They hold monthly meetings that engage the public decision making, festivals, or other activities for the students. Ruidoso Municipal School District meets with the Tribal leaders regarding offering of Apache Language to the primary school students</p>
Santa Fe Public Schools	<p>SFPS, Tribal leaders and tribal education department meet several times a year. The SFPS superintendent and board of education met with tribal leaders in September, January, and June. A consultation will be scheduled for Fall Semester 2019. SFPS develops working relationships with the Indian Education Committee (IEC), parent advisory committees, Tribes, Pueblos, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.</p>
Six Directions Indigenous School	<p>Six Directions Indigenous School (SDIS) does not receive Title VII Impact Aid funds. SDIS staff, however, has attended Navajo Nation Educational meetings, Government to Government meetings and the Wisdom Curriculum Conference sponsored by the Indian Cultural Center and University of NM Indian Education Department. SDIS staff plans to develop Indian Policies and Procedures during SY 2019-2020 that include procedures for Tribal Consultation with the Navajo Nation and Zuni Pueblo.</p>
Taos Municipal Schools	<p>TMS Indian Education designees (Superintendent and Director of Federal Programs) meet monthly with the Indian Education Committee, the Taos Pueblo Board of Education, and the Taos Pueblo Education and Training Division. The purpose of these meetings is to share information, updates, initiatives, and to seek input to improve Indian Education programs. We meet periodically with the Taos Pueblo Governor's Office to review TMS Indian Policies and Procedures, current and proposed programming, and to seek approval for grants. Taos Schools will continue to meet monthly with the Indian Education Committee, the Taos Pueblo Board of Education, and the Taos Pueblo Education and Training Division.</p>
Tularosa Municipal Schools	<p>During the school year, Tularosa Municipal Schools had consultations with municipal organizations. In the spring, we had one meeting with the Department of Health.</p>
Zuni Public Schools	<p>The school districts submitted responses on district-wide surveys on meetings about American Indian students' educational opportunities with the district's Indian Education Committee, parent advisory committees, Tribes, Indian organizations, and other tribal community organizations. LEAs developed working relationships with their Indian Education Committee (IEC), parent advisory committees, Tribes, Indian organizations, and other tribal community organizations. There were 7 meetings with IECs, Parent Advisory Committees Tribes, Indian organizations, and other tribal community organizations.</p>

ESSA Tribal Consultation Requirements SY19-20

Per section 8538 of the new federal ESSA requirements, affected local educational agencies (LEAs) must consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs.

Under section 8538, an affected LEA is one that either: 1) has 50 percent or more of its student enrollment made up of AI/AN students; or 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000.

District Name	All Students	American Indian	% American Indian	VI Grant	Tribal Consultation Forms
ALBUQUERQUE	89004	4956	5.60%	\$ 1,018,445.74	Completed
AZTEC	2941	439	14.90%	\$ 71,560.56	Completed
BERNALILLO	2801	1298	46.30%	\$ 144,003.96	Completed
BLOOMFIELD	2744	1020	37.20%	\$ 172,833.06	Completed
CENTRAL CONS.	5870	5257	89.60%	\$ 1,017,259.37	Completed
CUBA	533	359	67.40%	\$ 64,137.65	Completed
DEAP	38	38	100.00%	\$ -	Completed
DREAM DINE	16	16	100.00%	\$ -	Completed
DULCE	584	542	92.80%	\$ -	Completed
ESPANOLA	3417	205	6.00%	\$ 54,468.45	
FARMINGTON	11614	4051	34.90%	\$ 553,888.30	Completed
GALLUP	11318	8990	79.40%	\$ 1,697,310.56	Completed
GRANTS	3410	1499	44.00%	\$ -	not mandated
JEMEZ MOUNTAIN	200	59	29.50%	\$ 26,887.00	not mandated
JEMEZ VALLEY	363	263	72.50%	\$ -	
LAS CRUCES	24519	235	1.00%	\$ -	not mandated
LOS ALAMOS	3749	92	2.50%	\$ 11,839.90	not mandated
LOS LUNAS	8564	560	6.50%	\$ 73,006.04	Completed
MAGDALENA	340	147	43.20%	\$ 28,607.00	not mandated
PENASCO	357	44	12.30%	\$ -	Completed
POJOAQUE	1949	294	15.10%	\$ 65,016.00	Completed
RIO RANCHO	17416	871	5.00%	\$ 119,461.59	Completed
RUIDOSO	2040	297	14.60%	\$ 77,462.00	
SANTA FE	13080	263	2.00%	\$ 71,794.08	Completed
SIX DIRECTIONS INDIGENOUS SCHOOL	70	66	94.30%	\$ -	
TAOS	2661	204	7.70%	\$ 51,270.00	Completed
TULAROSA	818	232	28.40%	\$ 44,440.75	Completed
WALATOWA CHARTER HIGH	46	43	93.50%	\$ -	
ZUNI	1247	1226	98.30%	\$ 208,804.52	Completed

Indigenous Research, Evaluation Measures, and Curricula for Tribal Students

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.



Indigenous research, measures, or curricula by district

District	Activities
Albuquerque Public Schools	The district has been involved in various aspects of research related topics which include; individual teacher professional development, book studies, independent research by staff pursuing doctorate degrees, coordination of conference planning with higher education institutions, literature reviews, and conference presentations.
Aztec Municipal Schools	The district collaborates with the Native American Language and Culture Certificate- 520 teacher and the Indian Education Committee to bring cultural awareness and sensitivity by promoting speaking of the Navajo language with activities at the high school, middle school and after school language program for elementary students, be actively involved with professional development, and pursuing educational Dine' classes for school year 2018-2019. The English teacher has been continually involved with the Indian Education division Indigenous Curriculum.
Bernalillo Public Schools	The district has research and development of a Native American curriculum became a reality for the 2017-2018 School Year. The district had spent many hours working with the Native American Studies at UNM, in developing the curriculum. The curriculum is in the beginning stages, lessons have been developed, textbooks were purchased and there were (2) Indigenous Studies classes. During the 2018-2019 School Year, we have increased the number of Indigenous Studies classes to (3), we have two teachers and he lessons and curriculum continue to be enhanced.
Bloomfield	The district unitized the Oral Dine Language Assessment within their Native Language programs.
Central Consolidated Schools	The district conducted needs assessments for parents, guardian, teachers, and students indicate needs for our Navajo children. For many years, the results from the needs assessments indicate there is a strong need to have students to revitalize their Navajo language to establish and strengthen their cultural identity. Our district currently focuses on two objectives based on the needs assessments, oral language development and cultural identity. Any professional development for our Heritage Navajo language teachers are on oral language development methodologies and strategies, second language acquisition, authentic assessments, and revitalization research.
Cuba Independent Schools	The district Diné Heritage Program Language teachers (grades K-12) met with the district Federal Program staff to participate in a six-day training that focused on researching and adapting Diné language curriculum, assessments and instructional methods.
Dream Diné Charter School	The district is endeavoring to restore and revitalize Navajo language and culture by implementing an innovative dual-language program in which Diné (Navajo) culture language and history are the foundation of an experiential curriculum. Research supports a growing body of evidence and support for dual language and immersion programs, e.g. Navajo immersion students generally perform better on standardized tests than their counterparts educated only in English (Ramanathan, 2013). Collier and Thomas (2011) describe the outstanding benefits of dual language school programs on student outcomes and closing the achievement gap, as well as transforming the experiences for teachers, and administrators.
Española Public Schools	The district Tewa language teachers participate in training in the following areas: active listening, total immersion plus methodology strategies, language backward design, government to government, understanding by design unit templates, training from the Indigenous Language Institute and the National Association of Bilingual Education.
Farmington Municipal Schools	The district Navajo Language teachers volunteered to align the Navajo curriculum using the already established proficiency scales and topic measures taught in Tier I instruction district wide. Navajo Language teachers initially developed themes for each quarter. They then sequenced proficiency scales and topic measures into meaningful chunks into a pacing guide. The revised curriculum was then released to all elementary, middle, and high school. It was implemented in classrooms the beginning of school year 2016-17. The proficiency scales and topic measures are continually revisited and revised. Additional topic measures were created for high school Navajo Language I, II, and III as well as for the Navajo Government classes.
Gallup- McKinley County Schools	The district goal is to plan, develop, implement and evaluate curricula in Native languages, culture and history designed for tribal and non-tribal students as approved by the New Mexico tribes. The district implements the Dine Content Standards as the curricula to be used by the Navajo language and culture program. These standards were used to develop pacing guides and curriculum that teachers used.

District	Activities
Grants Cibola County Schools	The district's Director of Instruction and the Office of Indian Education coordinator have worked collaborative with the IPCC and the Pueblo of Acoma and Pueblo of Laguna to introduce the district teachers a Pueblo Based Educational Curriculum titled: Indigenous Wisdom, Centuries of Pueblo Impact in NM as a supplemental curriculum. The Pueblos have approved this curriculum. School Board approved. The school district continues to work with the office of dine standards, curriculum, and assessment. The Navajo language instructor uses the 9th-12th grade dine character building standards and the dine culture based curriculum.
Jemez Mountain Schools	The district adopted a new curriculum for implementation for the 2018-2019 school year, classroom teachers working with external curriculum coaches and identified available Diné Language and Culture curriculum.
Los Lunas Public Schools	The district continues to enhance the social studies curriculum with culturally relevant learning opportunities for seventh grade students at the two middle schools. Students engaged in culturally relevant instructional lessons and activities during class and specifically during the New Mexico History section/class. Teachers used informational text to teach historical information about American Indians within the history of New Mexico. Students took part in learning excursions to gain knowledge of the culture, art, folklore, and customs of American Indians in New Mexico. During the 2018 – 2019 school year Los Lunas Schools also supported Native language and cultural curricula by offering a Tiwa I and Tiwa II language courses at both high schools. Instructors were hired by the Pueblo of Isleta Education Department for their level of proficiency in Tiwa, some students received college credit upon successful completion of the TIWA classes.
Native American Community Academy	NACA's work is founded in utilizing research and data to inform continuous improvement. The NACA Improvement Process (NIP) follows the Navajo concept of Sa'ah Naaghái Bik'eh Hózhoon (SNBH), roughly translated as "one's journey of striving to live a long, harmonious life." Depicted as a circular interdependence, this concept guides teams from Vision (including vision, data, current year plan), to Curriculum, to Critique, to the Year End "State of [Content Area]" Presentation. These areas of guidance all revolve around a center of "Ké" (relationships). The model is combined with traditional Western methods, such as reflecting elements of Data Wise—an eight-step model broken up into three phases: Prepare (developing a collaborative culture), Inquire (using numerous data sources to define a specific problem of practice), and Act (teams state their plan and high-leverage strategies to address the problem) (Harvard, https://datawise.gse.harvard.edu/). It also draws from the New Mexico 90-Day Plan based on the University of Virginia's School Turnaround program, developing dynamic roadmap 90-days at a time to lead to desired student outcomes (http://ped.state.nm.us/ped/PrioritySchools_NMDASH.html).
Peñasco Independent	The district Bilingual coordinator and the Pueblo of Picuris officials reviewed resources and identified elements of a curriculum within the classroom. Picuris Pueblo Officials made a note of missing elements and suggestions were made to improve the curriculum. A determination was made to create a Tiwa curriculum that is to be housed in our Curriculum Companion Software. It was decided that housing the curriculum in the software would allow for development and growth of the curriculum.
Pojoaque Valley Schools	The district employs two teachers that are approved by a Tribal Governor to the Tewa language Kindergarten through 12th grade. The District is in conjunction with Nambe Pueblo to reviewing lesson plans of Tewa teachers on a monthly basis to ensure that the student language is supported at school and through the Pueblo.
Rio Rancho Public Schools	The district developed curricula for tribal students to increase their educational opportunities, and submits a district-wide surveys on behalf of the district's implementation of Indigenous research.
Ruidoso Municipal Schools	The district is a partner with the NMPED in the creation of new and appropriate cultural and linguistic curricula for both our Native and non-English speakers.
Santa Fe Public Schools	District wide teachers have been trained using "Strategies for Culturally and Linguistically Responsive Teaching and Learning" by Sharroky Hollie. In addition, on-going Professional Development is continuing with our Partners at the Museum of Indian Arts & Culture, Indian Pueblo Culture Center, NMPED-IED and other Native entities to provide training for our teachers.
Six Directions Indigenous School	Six Directions Indigenous School offers; 1) Native Language Instruction: Our goal is to provide daily instruction in both Zuni and Dine language, designed with the approval and support of those tribal governments and school systems, 2) Culturally Responsive Curriculum and Pedagogy: We will implement curriculum and teaching methods that utilize local funds of knowledge, acknowledge traditional ways of

District	Activities
	<p>learning, and affirm students' identities, 3) Project-Based Learning: We will implement a teaching methodology that is interdisciplinary (combines multiple subjects at once), ensures students are active learners rather than sitting passively, and focuses on using local history, literature,, and ecologies, 4) Community-based Service Learning: In the high school, our students will enjoy experiential learning in their communities by taking part in long-term service projects, 5) Socio-Cultural Consciousness and Agency: A key aspect of Culturally Responsive Schooling is a deliberate focus on ensuring students develops the ability to think critically and take action around issues of equity, power, and (de)colonization.</p>
Taos Municipal Schools	<p>The district collaborates with Taos Pueblo annually to provide professional development to TMS teachers regarding the history and values of Taos Pueblo. In SY 2017-18, 7th grade Native American students participated in a special cohort to increase academic achievement and growth for Native American students in mathematics at Taos Middle School. The district will work with Taos Pueblo Board of Education to and Taos Pueblo Education and Training Division to provide support Tiwa language teachers. The district will also provide opportunities for teachers to participate in district trainings to strengthen and support classroom management skills and teaching strategies skill sets.</p>
Tularosa Municipal Schools	<p>The district has a Tribal Education Committee who supports cultural teachings of Apache in the schools.</p>

Conclusion

This report includes American Indian student outcomes in 12 reporting areas. American Indian students demonstrated slight improvement by grade overall, but decreased between 2017-2018 to 2018-2019 in reading; and there was a slight increase in parent engagement. The NMPED is committed to providing guidance and support to Tribes and school districts to foster partnerships in order to reach the growth goals set out for American Indian students within the New Mexico's Every Student Succeeds Act Plan. In addition, the IED provides technical assistance and guidance on tribal consultation internally as well as to school districts and charter schools, in order to increase tribal involvement in the decisions that impact American Indian students. 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

Acronym or Term	Definition
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 NMPED. 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

Acronym or Term	Definition
	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	NMPED 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

Acronym or Term	Definition
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
NMPED	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 NMPED. 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,

Acronym or Term	Definition
	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