

PUBLIC EDUCATION DEPARTMENT
Indian Education Division



Tribal Education Status Report Guidebook 2020-2021

1. Introduction	2
Purpose of the TESR Manual	2
2. Statutory Requirements	4
Article 23A Indian Education 22-23A-7 Report	4
3.1 New Mexico Student Achievement	5
3.2 School Safety	5
3.3 Graduation Rate	6
3.4 Attendance	7
3.5 Parent and Community Involvement	9
3.6 Educational Programs Targeting TribalStudents	10
3.7 Financial Reports	10
3.8 Indian Policies andProcedures	12
3.9 School DistrictInitiatives	13
3.10 Variable School Calendars	14
3.11 School District Consultations	15
3.12 Indigenous Research, Evaluation, andCurricula	16
3.13 Access to Native Language Programs	17
4. Conclusion	18
List of school districts and charters required to submit a local Tribal Education Status Report	19
List of school charters that may submit a local Tribal Education Status Report	20
5. Indian Education Division Staff	20

1. Introduction

Per the Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22–23A–7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11): A. The Indian education division in collaboration with the education division of the federal bureau of Indian affairs and other entities that server tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. 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. The report must include the twelve indicators listed herein. The report must be provided on or before September 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

In order to be in compliance with filing the dates, school districts need to complete a districtwide annual Tribal Education Status report.

- SY 2020-2021, report must be completed no later than **September 30, 2021**.

The Tribal Education Status Report (TESR) informs stakeholders of the following:

- past and recent trends in the education of New Mexico’s American Indian students;
- gaps in academic performance between American Indian students and other ethnicities; and
- Data-driven decision–making through the analysis of districtwide data.

Purpose of the TESR Manual

The purpose of this guidebook is to provide guidance to school districts in completing their local Tribal Education Status Report (TESR). Any data that is reported in the local TESRs has to comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) which is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For this purpose, the Public Education Department requires any data about students has to follow masking rules. Any data that reports less than ten students has to mask that data by indicating <10 or an asterisk * and explanation that results were less than ten students. Additionally, this manual will provide templates to support school districts in the development of their local plans.

The Indian Education Division (IED) will use the district reports to inform the development of an annual statewide tribal education status report which will be disseminated no later than November 15 to all New Mexico tribes.

This guidebook will provide support to district staff that may be responsible for developing the local TESR, which includes but is not limited to:

PED-INDIAN EDUCATION DIVISION

- Federal Program Directors
- Indian Education Directors
- Charter School Directors
- Business Managers
- STARS Coordinators

This user manual, and other resources, can be found on the PED's webpage at:

<https://webnew.ped.state.nm.us/bureaus/indian-education/>

2. Statutory Requirements

Article 23A Indian Education 22-23A-7 Report

Title 6 Chapter 35 Part 2

PRIMARY AND SECONDARY EDUCATION INDIAN EDUCATION IMPLEMENTING THE INDIAN EDUCATION ACT

6. 35.2.13 TRIBAL EDUCATION STATUS REPORT (TESR)

- A. Beginning in school year 2020-2021, by September 30, each school district with tribal lands located within its boundaries shall provide an annual districtwide tribal education status report to all Indian nations, tribes, and pueblos located within the school district boundaries and to the assistant secretary.
- B. Beginning in school year 2020-2021, by September 30, each school district adjacent to tribal lands may provide an annual districtwide tribal education status report to all Indian nations, tribes and pueblos with tribal lands adjacent to the school district's boundaries and to the assistant secretary.
- C. A report provided in accordance with Subsections A or B of this section shall include the following information based upon data from the immediately preceding school year:
 - (1) Student achievement as measure by a statewide test approved by the department, with results disaggregated by ethnicity. Any cell with an N of 9 or fewer must be masked;
 - (2) school safety;
 - (3) the graduation rate;
 - (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 and variable school calendars;
 - (11) school district consultations with district Indian education committees, school-site parent advisory councils, tribal, municipal and Indian organization; and
 - (12) indigenous research and evaluation measures and results for effective curricula American Indian and Alaska Native students; and
 - (13) access to native language programs.

3.1 New Mexico Student Achievement

- For the 2020-21 school year, New Mexico received an accountability waiver from the US Department of Education.
- This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic.
- Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students.
- Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation thresholds are met.
- This includes the assessments for science readiness (ASR) since no reports will be available to districts.

3.2 School Safety

The *School Safety* section must include the objective, background, methods used to measure school safety, results, conclusions and the action plan that will be implemented towards greater student safety. The report must include the information based upon data from the immediately preceding school year.

Please use the school safety report to compile the information below. Recommendation: seek assistance from the district's school safety director and/or wellness director.

Objective: This section can be taken directly or modified from IED's objective as provided in the state-wide TESR report. *"To ensure that students in New Mexico schools attend safe, secure, and peaceful schools."*

Background: This section can be modeled from IED's background report as provided in the state-wide TESR report. *"New Mexico—as do other states in the rest of the nation—looks at strategies to keep students, staff, and faculty safe in schools."*

The School Safety plan offers new research and new approaches with the intent to:

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

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

Methods: This section should also include information regarding two components: 1) the school's climate and environment and 2) student infractions.

1. School Climate Environment: School districts should obtain the information required in this section from the district's school wellness director or safety director.

School districts located on/or around tribal lands should include information on Tribal consultation efforts taken to ensure a safe school environment and crisis response plan developed with Tribal authorities.

Great document to refer to:

http://www.csai-online.org/sites/default/files/CSAI%20AIAN_School_Guidance_Plan.pdf

This document focuses on evidence-based school environmental strategies and provides additional resources for each area.

- Culturally Responsive Instruction
- School Climate
- Family/Community Involvement

2. Student Infractions: Disaggregate and analyze the data on infractions and report by grade level.

1. Disaggregate and analyze– by grade level and AI ethnicity.

Results: This section should include a district analysis of school safety utilizing the data from the methods section. This section may include charts and tables to most effectively summarize information on school climate and student infractions. The narrative should also include the cause of infraction(s) and how the student infraction(s) impacts the school climate.

Conclusion: This section should indicate the district's overall school climate, environment, and infractions.

Action Plan: This section should include the district's next steps to ensure compliance of School Safety Plan as well as to address AI student infractions. This section should also include next steps for district partnerships with other community or tribes to encourage the ongoing planning and coordination of services to keep schools safe.

Supporting materials for this section can be found in three places: STARS> District and Location Reports>Disciplinary Reports> STARS Student Infraction and Response Detail, the Planning for Safe Schools in New Mexico School Guide <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/safe-schools/> and the Safe Schools Plan (SSP) Assignment Cycle.

3.3 Graduation Rate

The *Graduation Rate* section must include the objective, background, methods used to measure graduation rate, results, conclusions and the action plan that will be implemented

towards greater student growth. The report must include the following information based upon data from a year lagged:

Objective: This section can be taken directly from IED's objective as provided in the statewide TESR report. *"The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness."*

Background: This section can be adapted directly from IED's background as provided in the statewide TESR report. *"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: This section should include a four year cohort graduation rate.

3. Disaggregate data by ethnicity, gender, subgroups, students who are economically disadvantaged, students with disabilities, and English language learners.

Results: This section should include a district analysis utilizing the data from the methods section. Include graphs and percentages of AI student's graduation rate by cohort. Summarize the district's graduation rate including common trends.

Conclusion: This section should include whether the AI graduation rate is consistent with other sub-groups tailored to the district's support for AI students.

Action Plan: Provide a summary of effective methods and strategies that will support the increase of graduation rate for AI.

Supporting materials for this section can be found in the PED website <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/> and/or School district College and career office/counselors.

3.4 Attendance

The *Attendance* section must include the objective, background, methods used to measure attendance, results, conclusions, and the action plan that will be implemented towards greater student growth. These sections are further elaborated below. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section can be taken directly or modified from IED’s objective as provided in the statewide TESR report. *“The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.”*

Background: This section can be taken directly or modified from IED’s background as provided in the statewide TESR report. *“The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.”*

Methods: This section should include two categories: Habitually Truant Rate and Attendance Rate. Districts can obtain the information required in this section from the attendance officer or STARS coordinator.

4. Disaggregate and analyze student attendance rate for the past five years by ethnicity and grade level.
5. Compare and disaggregate data between elementary, middle school, and high school.
6. Mobility—capture mobility between different school systems.

Results: This section should include a district analysis utilizing the data from the methods section. Include graphs, overall attendance, and mobility rate, in a given school year for AI students. Provide the leading indicators of low attendance rates and the district’s efforts to collaborate with tribes and administrators regarding attendance.

Conclusion: This section should indicate major findings or trends of attendance and truancy within the district (e.g., truancy and dropout prevention programs).

Action Plan: Provide a summary of effective methods and resources the district has identified to address attendance specific to AI students.

Supporting materials can be found in STARS >district and Location reports>Mobility, Truancy and Chronic Absenteeism, STARS> District and Location reports>Assessment>Attendance preview-Rolling Attendance-Summary

3.5 Parent and Community Involvement

The *Parent and Community Involvement* section can include the objective, background, methods used to measure parent and community involvement, results, conclusions, and the action plan that will be supporting greater student growth. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section can be taken directly or modified from IED’s objective as provided in the statewide TESR report. *“The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.”*

Background: This section can be taken directly from IED’s background as provided in the statewide TESR report. *“The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.”*

Methods: In this section, describe the top 3-5 impactful programs or activities tailored to supporting AI students, parents, and communities.

Results: This section should include a district analysis utilizing the data from the methods section. Include tools used to evaluate the 3-5 programs and activities programs that lead to higher impact of parental/community engagements such as student led conferences or parent workshops on understanding student data.

Conclusion: This section should include a brief summary of how these programs contributed to improved student outcomes (academic, wellness, behavior, etc.).

Action Plan: This section should include effective activities or programs the district will implement to increase meaningful parent involvement that lead to improved student outcomes.

3.6 Educational Programs Targeting Tribal Students

The *Educational Programs* section can include the objective, background, methods used to lead higher impact of educational programs, results, conclusions and the action plan that will be implemented towards greater student growth. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section can be taken directly or modified from IED’s objective as provided in the statewide TESR report. *“The tribal students’ educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.”*

Background: This section can be taken directly from IED’s background as provided in the statewide TESR report. *“The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.”*

Methods: In this section, describe the top 3-5 educational programs or activities tailored to supporting academic and cultural achievement for AI students in the following areas: STEM programs, reading, tutoring, Native language programs, college and career readiness, etc.

Results: This section should include a district analysis utilizing the data from the methods section. Provide the analysis and tools used to evaluate the top five educational programs targeting AI students.

Conclusion: This section should include a brief summary documenting the educational programs aimed at improving student performance in all subjects based on equitable distribution of resources, equitable participation of students in programs, and pathways that leads to college and career readiness can be replicated and disseminated.

Action Plan: This section should include the steps the district will take to specifically support AI students and any unique needs that have been identified in educational programs.

3.7 Financial Reports

The *Financial Reports* section can include the objective, background, and methods used to obtain financial reports, results, conclusions, and the action plan that will be implemented to support equitable allocation of funds supporting AI student achievement. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section can be taken directly or adapted from IED’s objective as provided in the statewide TESR report. *“The financial objective is, through the use of public school funds, to ensure that New Mexico schools provide adequate operational resources to provide and*

improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.”

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

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

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

The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.”

Methods: This section must include the district’s financial reporting.

7. In an excel spreadsheet, identify and verify funding supporting AI students.
8. Disaggregate and analyze data on funds generated by AI students using fund codes: 25147 (Impact Aid/Title VI), 25131 (Johnson O’Malley), 27150 (School District Initiative Grant), 25201 (Navajo Program), or 25209 (Native American Programs). All Title programs.
9. Verify and review funding sources with the districts Business Manager. Note: All financial reporting in the state-wide report is replicated from what is submitted to PED’s School Budget office.

Note: Consult with the district’s business manager to verify financial reports.

Results: This section should include a district analysis utilizing the data from the methods section. Provide an analysis of how the district is allocating funds equitably to support AI students.

Conclusion: This section should include an analysis and short summary of the district's monitoring and alignment of school operational resources supporting AI students.

Action Plan: This section should include methods of allocating funds that are aligned with the educational needs of AI students. The district should include any unique needs that have been identified to support AI student achievement and wellness, and how the funding will be used to support these needs.

3.8 Indian Policies and Procedures

The *Indian Policies and Procedures* section can include the objective, background, methods used to report on the IPP process, results, conclusions and the action plan that will be implemented towards greater student growth. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section can be taken directly or modified from IED's objective as provided in the statewide TESR report. *"The objective of Indian policies and procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations."*

Background: This section can be taken directly from IED's background as provided in the statewide TESR report. *"Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. 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 VIII Impact Aid funding requirements."*

Methods: In this section, outline the districts Indian Policy and Procedures (IPP). Provide the IPP process, appropriate tribal consultation periods (including ESSA consultations) throughout the school year. In addition, indicate the implementation period and indicate whether or not, the district is in compliance with submitting the annual IPP. The outline should also include the involvement of the district's Indian Education Committee/Parent Advisory Committees.

- A copy of the IPP may be included in the local TESR.

Results: This section should include a district analysis utilizing the data from the methods section. Provide a chart and summary for IPP consultations with tribes by periods and compliance by years (i.e. over 3-5 year period).

Conclusion: This section should include a brief summary of the development and submission of IPP process.

Action Plan: To ensure school districts are in compliance, attach a copy of the Memorandum of Agreement (MOA) established with New Mexico tribes that ensures meaningful IPP

Consultations throughout the school year in supporting all students.

Note: Federal Title VIII Impact Aid has changed to Title VII for SY 2018–2019. Also report on any plans to strengthen or improve Tribal consultation.

3.9 School District Initiatives

The *School District Initiatives* section can include the objective, background, methods used to measure school district initiatives, results, conclusions and the action plan that will be implemented towards greater student growth. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section can be taken directly or modified from IED’s objective as provided in the statewide TESR report. *“The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.”*

Background: This section can be taken directly or modified from IED’s background as provided in the statewide TESR report. *“New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue.*

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

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

Methods: This section should include data from the strategies or programs implemented to meet the needs of at-risk students and to address obstacles associated with keeping students in school. For example, Saturday School or alternative programming tailored for AI students. Districts can share narratives of how the district is addressing the overall drop out percentage rate and disaggregating data by AI students. Drop out data and rates can be captured for all grade levels from the following source:

10. Disaggregate and analyze data on dropout rates by AI students by ethnicity and by grade level.
11. Validate information with School district personnel if student 1) did not re-enroll; 2) had an invalid transfer; and /or 3) intend to take GED.
12. Disaggregate and analyze the underlying causes of drop out and habitually truancy.

Results: This section should include a district analysis utilizing the data from the methods section. Provide an analysis of the top three indicators for dropout rates and initiatives to decrease attendance rates.

Conclusion: This section should include a summary of how the district is working with tribal entities to decrease the dropout rates and increased attendance for AI students.

Action Plan: This section should include the district's plan to address barriers and/or challenges to AI students through collaboration with tribal governments. Describe here the strategies, programs, support systems identified and initiatives for dropout interventions and increased attendance for AI students.

3.10 Variable School Calendars

The *Variable School Calendars* section can include the objective, background, methods used to measure variable school calendar days, results, conclusions, and the action plan that will be implemented towards greater student growth. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section can be taken directly or modified from IED's objective as provided in the statewide TESR report. *"The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. 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."*

Background: This section can be taken directly or modified from IED's background as provided in the statewide TESR report. *"New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students."*

American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003."

Methods: In this section, districts may include a framework of the process and list the variable school days. Indicate the use of variable school calendars that support AI students' cultural well-being and self-awareness. Provide a summary of how the district acknowledges, supports, and provides opportunities for the AI students to partake in self-identity, language, and culture activities.

13. Identify and verify the current Public School Use of Variable School Calendar issued within the statewide TESR report.

Results: This section should include a district analysis utilizing the data from the methods section. Describe the district's collaboration with tribal governments who ensure calendar days are accurate.

Conclusion: In this section, briefly summarize and explain how the variable school calendars support AI students to develop and honor their cultural traditions.

Action Plan: In this section, indicate how the district will continue to address future development of variable calendar days in collaboration with Tribal governments and school calendar committees and how the district is updating its district calendar and attendance policy to acknowledge and address traditional and cultural days.

3.11 School District Consultations

The *School District Consultations* section can include the objective, background, methods used to measure school district consultations, results, conclusions, and the action plan that will be implemented towards greater student growth. The report must include the following information based upon data from the immediately preceding school year. ESSA Tribal Consultation should be captured in this section.

Objective: This section can be taken directly or modified from IED's objective as provided in the statewide TESR report. *"The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students."*

Background: This section can be taken directly or modified from IED's background as provided in the statewide TESR report. *"Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students."*

Methods: In this section, describe and outline the Tribal consultation and decision-making process of the district's Indian Education Committee, parent advisory committees, Tribes, Indian organizations, and other tribal community organizations. In addition, describe the yearlong or ongoing consultation plan established to support AI students.

Results: This section should include a district analysis utilizing the data from the methods section. This section should also include, summary of consultations and decision making processes held to improve relationships outreach for AI students.

Conclusion: In this section, briefly summarize and explain the district's efforts to strengthen collaboration to support AI students and include tribal stakeholders in the local decision-making process throughout the school year.

Action Plan: Describe one primary goal and method for future school district consultations with each Tribe or Pueblo to work together to find ways to improve educational opportunities for AI students.

3.12 Indigenous Research, Evaluation, and Curricula

The *Indigenous Research, Evaluation, and Curricula* section can include the objective, background, methods used to measure formal research, results, conclusions, and the action plan that will be implemented greater student growth. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section can be taken directly or modified from IED's objective as provided in the statewide TESR report. *"The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes."*

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

Methods: In this section, districts and/or charters may identify any Indigenous education methodology by focusing on teaching indigenous knowledge, models, methods, and content within formal or non-formal educational systems. The growing recognition and use of indigenous education methods can be a response to the erosion and loss of indigenous knowledge through the processes of colonialism, globalization, and modernity whether the model is implemented through history, government, math, science, culture-based education at the local level. These methods could also include a definition of holistic and comprehensive Native Language approaches and/or promoting transition efforts for all schools and students.

14. Examine past and recent trends in supporting indigenous research.

Results: This section should include a district analysis utilizing the data from the methods section. Describe the methodologies between western educational approaches or Native education research, data and practices supporting academic and cultural AI student achievement.

Conclusion: In this section, describe the methods and results supporting indigenous research.

Action Plan: In this section, create an action plan that supports Indigenous models that can be offered for the use of Tribal heritage language development, Indigenous research, evaluation measures, and curricula—such as culture and history.

3.13 Access to Native Language Programs

A new section in Rule requires *Access to Native Language Programs* section to include the objective, background, methods used to measure formal research, results, conclusions, and the action plan that will be implemented greater student growth. The report must include the following information based upon data from the immediately preceding school year.

Objective: This section is a new addition to IED’s objective which will be provided in the statewide TESR report. Quoting from Indian Education Act, “it is imperative that native language and bilingual programs are part of a schools’ development plan”.

Background: The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) *provide assistance to school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in native language, culture and history designed for all students, including American Indian and Alaska Native students, as approved by Indian nations, tribes, and pueblos in New Mexico.*

Methods: In this section, districts and/or charters may identify what native language classes are available in districts and how many American Indian students are enrolled in native language classes as well as how many 520 teachers are in each district who are certified to teach native language classes.

Results: This section should include a district analysis utilizing the data from the methods section. This includes aggregate data about how many students are taking native language classes in each district, as well as how many 520 teachers are certified to teach native languages in each district.

Conclusion: In this section, describe the methods and results supporting the use of native language instruction in the districts.

Action Plan: In this section, briefly summarize and explain the district’s efforts to establish native language programs for American Indian students as well as those students interested in native languages, and the possibility of adding 520 teachers to teach native language classes.

4. Conclusion

The intent of this manual is to provide guidance to the 23 school districts and 7 charters in completing a local Tribal Education Status Report that is aligned with the State-wide report. Local TESRs will provide Tribal leaders and Indian Education stakeholders with localized data to support meaningful consultations and partnerships in support of increased American Indian student outcomes. IED will provide technical assistance, including trainings to support districts to fulfil compliance requirements indicated within the New Mexico Indian Education Act and rules.

List of school districts and charters required to submit a local Tribal Education Status Report

DISTRICT NAME	AMERICAN INDIAN TOTAL STUDENT COUNT	AMERICAN INDIAN TOTAL TEACHER COUNT
ALBUQUERQUE	7,255	80
AZTEC	538	1
BERNALILLO	1,459	9
BLOOMFIELD	1,119	11
CENTRAL CONSOLIDATED	5,339	130
CUBA	419	7
DULCE	624	8
ESPANOLA	256	4
FARMINGTON	4,683	53
GALLUP	9,874	151
GRANTS	1,725	17
JEMEZ MOUNTAIN	84	0
JEMEZ VALLEY	281	2
LOS LUNAS	790	6
MAGDALENA	154	0
PENASCO	44	1
POJOAQUE	370	3
RIO RANCHO	1,616	19
RUIDOSO	358	2
SANTA FE	403	11
TAOS	259	3
TULAROSA	267	0
ZUNI	1,352	11
CHARTER NAME	AMERICAN INDIAN TOTAL STUDENT COUNT	AMERICAN INDIAN TOTAL TEACHER COUNT
DREAM DINE CHARTER	21	4
DEAP CHARTER	40	1
NATIVE AMER. COMM. ACADEMY	444	15
SAN DIEGO RIVERSIDE	88	1
WALATOWA HIGH	55	0

List of school charters that may submit a local Tribal Education Status Report

CHARTER NAME	AMERICAN INDIAN TOTAL STUDENT COUNT	AMERICAN INDIAN TOTAL TEACHER COUNT
HOZHO ACADEMY	148	3
GORDON BERNELL CHARTER	82	6
MIDDLE COLLEGE HIGH	78	0
SIX DIRECTIONS	82	4
VISTA GRANDE HIGH	34	2

Data from STARS: Students by Ethnicity and Tribal Affiliation all snapshots 2020-2021, Native American Staff by District, Location, Assignment, includes FTE 120 day 2020-2021

5. Indian Education Division Staff

Lashawna Tso, Assistant Secretary
 (505) 470-7877
Lashawna.Tso@state.nm.us

Rebecca Reyes, Deputy Director
 (505) 670-3781
Rebecca.Reyes2@state.nm.us

Judith Harmon, Data Analyst
 (505) 827-6129
Judith.harmon@state.nm.us

Gloria A. Hale, School Design Specialist
 (505) 396-1264
Gloria.hale@state.nm.us

Ta-Shana Taylor, Curriculum and Instruction Specialist
 (505) 819-1973
Ta-Shana.Taylor@state.nm.us

Cassandra Garcia, Business Operations Specialist
 (505) 500-5152
Cassandra.Garcia@state.nm.us