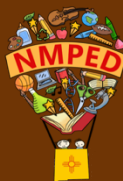




Tribal Education Status Report

School Year 2020-2021

November 15, 2021





The State of New Mexico

Tribal Education Status Report
For School Year 2020–2021
Issued November 2021

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Notices:

- This report reflects the data collected and the PED personnel in the Indian Education Division during the school year 2019–2020.
- The information presented in this document is an analysis/summary of data provided to the PED Indian Education Division by individual school districts for the school year 2020–2021. While the PED monitors incoming data for completeness, the extent to which conclusions and generalizations can be drawn is dependent on the accuracy of the information provided by the responsible organization.
- Qualitative data is listed verbatim from the district submission.
- The New Mexico Public Education Department does not discriminate with regard to race, culture, ancestry, color, national origin, sex, age, religion, or handicap in its programs or hiring practices.
- This document is available at <https://webnew.ped.state.nm.us/bureaus/indian-education/reports/> under Indian Education Division (IED) reports.

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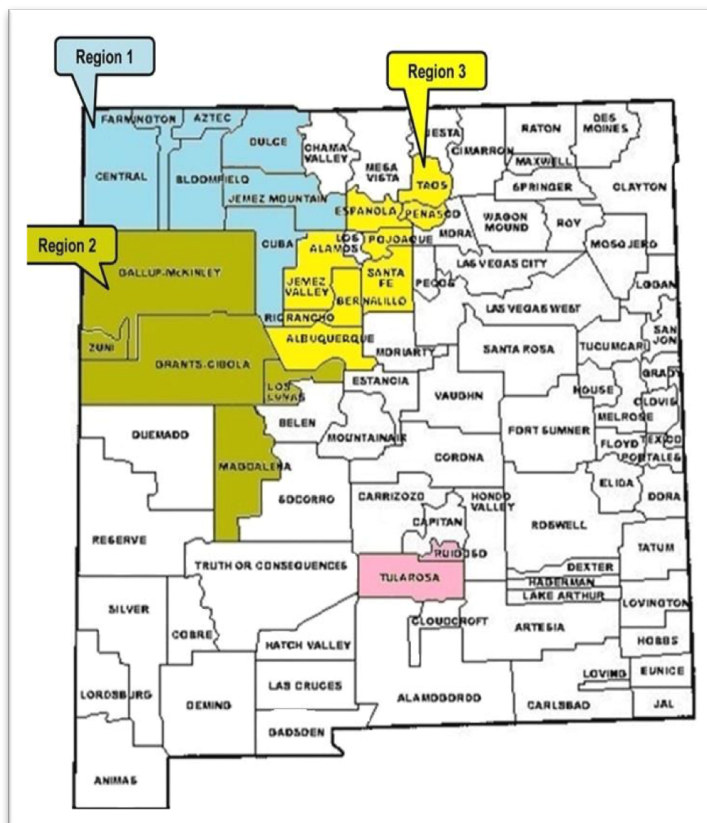
Introduction

The 2021 Tribal Education Status Report presents information and data related to students, teachers, funding, and other indicators regarding American Indian students attending New Mexico's public school districts for the 2020–2021 academic year. This report was prepared by the New Mexico Public Education Department (NM PED) and the PED's Indian Education Division, utilizing data obtained from school districts with significant American Indian student enrollment on or near tribal lands. The intent of the report is to inform New Mexico tribes and stakeholders about the educational achievement of American Indian students at the elementary and secondary levels within the state of New Mexico. This report is divided into three sections: 1) Overview of statewide educational data, 2) Reporting of the 13 indicators outlined by the NM Indian Education Act (IEA), and 3) Significant information and data related to Indian education in New Mexico.

The NM PED provides this status report annually so that Local Education Agencies (LEAs) and tribal communities can make informed decisions about how to meet the academic and cultural needs of American Indian (AI) 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 AI students.

Of the 89 public school districts in New Mexico, 24 public school districts and 10 charter schools are located on or near tribal land. The data collected include attendance, school district initiatives, dropout rates, and graduation rates. Of the 24 school districts, 22 submitted a districtwide Tribal Education Status Report (TESR) that supports the following sections: school safety, parent and community involvement, education programs (targeting tribal students and incorporated Indigenous research, evaluation, and curricula), and access to native languages.

Profile of Indian Education in New Mexico



- 24 school districts and 10 charter schools identified as serving a significant number of NA students
- 43,793 AI students in NM public schools
- 6,687 AI students in 41 BIE schools
- 5.2% of district staff identified as AI
- No achievement data for 2020–2021
- 72.3% AI 4-year graduation rate (2020)
- 7 of 8 languages of NM Tribes, Nations and Pueblos are taught in School-based language programs
- 7,270 students participate in Native Language Programs

New Mexico Student Achievement

- For the 2020-21 school year (SY), 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 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.

Past Years' Achievement Data

- Please access the following website for information on accountability data by year:
<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

School Safety

- A copy of the safe schools plan rubric can be viewed at: <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/safe-schools/>
- The safe schools' indicator submissions—as reported in the NM PED STARS database—illustrates the positive effect of collaboration and identification of support systems for schools and Tribes.
- All school districts have submitted to NM PED a copy of their current safety plans and data for review.
- Some schools have faced serious problems of on-campus violence and criminal activity.
- Due to the COVID-19 pandemic for SY 2020-2021 (*schools were mostly closed during most of the SY*):
 - There was a modest decrease in rates for disciplinary infractions.
 - A majority of the 24 school districts and 10 charters schools have safety indicators that effectively sustain their schools' climate.

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 [Centers 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 and high schools in each school district in the fall of odd-numbered years. All data are self-reported by students, who voluntarily complete the survey during a single class period.

Reports are state (aggregated), county, and district specific. Each district owns the district data, so requests for district-specific data must be sent to each of the respective schools. Three years are included in this report – 2015, 2017, and 2019.

Additional and specific results can be found on the following website: <http://youthrisk.org/>

New Mexico Youth and Resiliency Survey 2019—High School Results, % and #s			
Year	# of AI	% AI	# Statewide
2015	2,736	17	15,930
2017	3,133	17	18,451
2019	3,018	16	19,227

NM Youth Risk and Resiliency Survey Questions	SY Year	% of AI Students	% Statewide
Rarely or never wore a seat belt	2015	17.8	11.7
	2017	6.8	6.5
	2019	7.4	6
Bullied on school property past year	2015	18.2	18.0
	2017	15.4	18.0
	2019	15.2	17.4
Electronically bullied past year	2015	11.9	13.6
	2017	10.7	13.7
	2019	12.2	13.3
Missed school due to safety issues at school	2015	7.6	7.2
	2017	8.7	10.1
	2019	14.0	13.7
Experienced dating violence past year	2015	9.4	8.9
	2017	10.3	10.7
	2019	10.7	9.8
Texted or emailed while driving past 30 days	2015	28.6	38.0
	2017	30.4	40.0
	2019	38.3	32.2
Overweight or obese	2015	41.9	31.3
	2017	42.7	31.8
	2019	42.7	31.8
Met recommended physical activity guidelines	2015	30.3	30.2
	2017	26.5	28.8
	2019	27.5	25.7
Watched TV for two hours or more on school days	2015	46.6	42.2
	2017	41.8	36.8
	2019	39.5	38.5
Non-school computer use for 2 hours or more on school days	2015	53.8	52.6
	2017	55.4	51.8
	2019	59.0	58.5
Have not had sexual intercourse	2015	62.7	64.3
	2017	64.1	62.2
	2019	64.0	62.4
Seriously considered suicide* Boys only	2015	11.6	11.4
	2017	15.3	14.0
	2019	12.8	13.6
Seriously considered suicide* Girls only	2015	24.4	21.2
	2017	26.2	22.5
	2019	25.1	24.1
Alcohol use in past 30 days	2015	18.9	25.0
	2017	20.4	27.5
	2019	18.2	27.1
Rode in car driven by someone who had been drinking alcohol past 30 days	2015	21.7	19.7
	2017	21.4	20.4
	2019	21.4	20.2

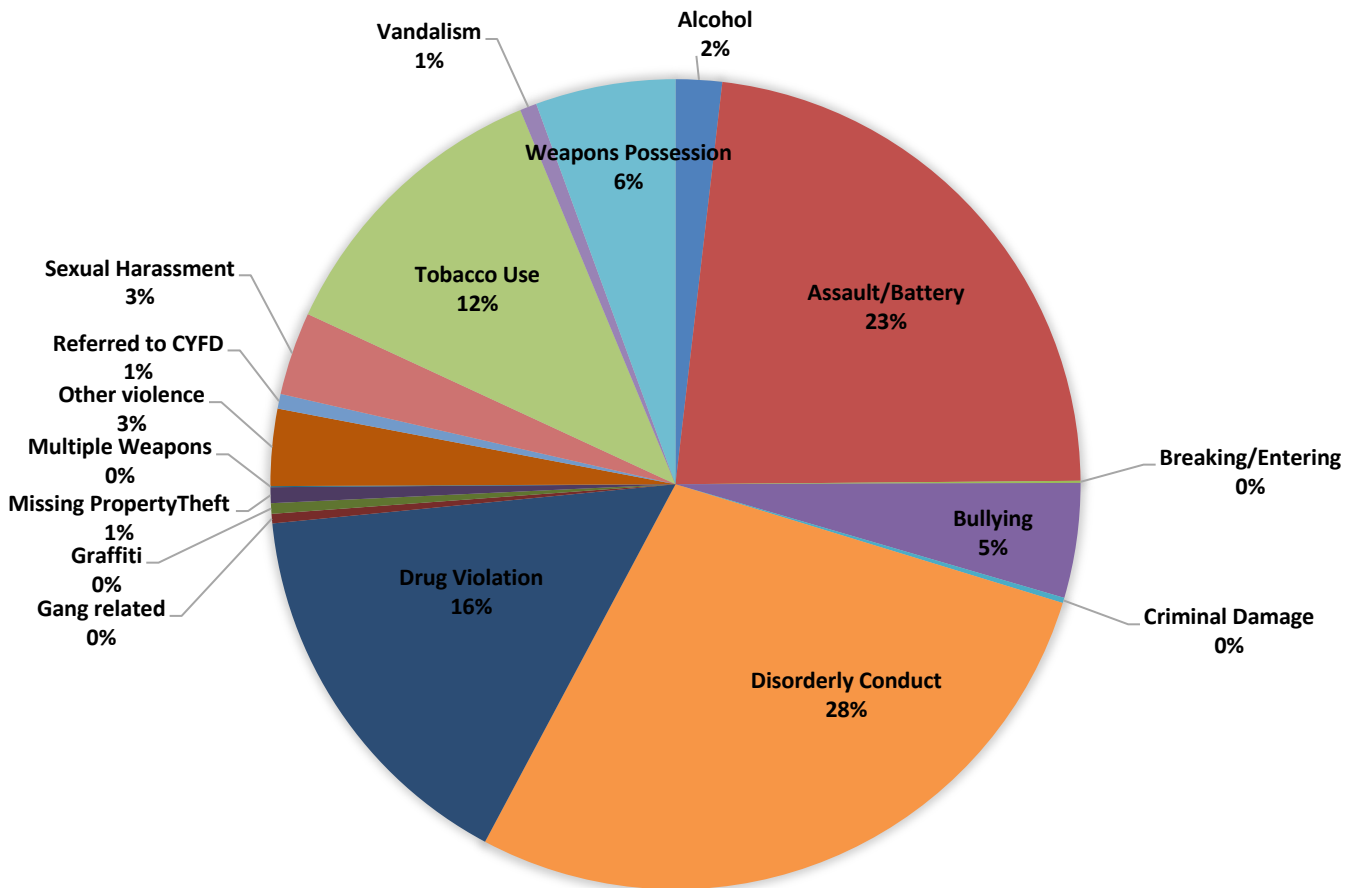
NM Youth Risk and Resiliency Survey Questions	SY Year	% of AI Students	% Statewide
Drove a vehicle after drinking alcohol past 30 days	2015	6.9	7.4
	2017	7.2	7.0
	2019	5.4	6.1
Drank alcohol on school property past 30 days	2015	5.8	5.1
	2017	7.2	6.7
	2019	2.9	5.8
A teacher or adult at school listens to student	2015	30.3	37.3
	2017	31.7	39.5
	2019	33.1	37.6
A teacher or adult at school believes student will be a success	2015	43.6	46.3
	2017	44.2	47.6
	2019	46.1	46.1
A parent or other adult at home is interested in student's schoolwork	2015	42.7	48.6
	2017	43.1	49.3
	2019	39.4	45.9
Student plans to go to college or some other school after high school	2015	64.3	69.9
	2017	65.4	66.3
	2019	58.7	62.8
Has a friend who really cares about student	2015	56.5	61.6
	2017	57.0	61.7
	2019	58.3	62.9

New Mexico Youth Risk and Resiliency Survey Questions

New Mexico Youth Risk and Resiliency Survey Questions	Year	% of AI Students	% Statewide
Ever injected an illegal drug	2015	3.1	3.1
	2017	2.9	3.2
	2019	3.1	2.9
Cigarette Use**	2015	15.9	11.0
	2017	14.6	11.1
	2019	11.7	8.3
Used chewing tobacco, snuff, or dip**	2015	9.7	7.8
	2017	8.5	7.7
	2019	6.2	5.5
Smoked cigars or cigarillos**	2015	11.9	10.1
	2017	9.7	10.0
	2019	8.8	7.8
Carried a weapon in the past 30 days	2015	23.2	22.5
	2017	24.2	23.4
	2019	21.8	21.4
Carried a weapon on school property in the past 30 days	2015	3.5	4.9
	2017	4.6	5.9
	2019	4.1	4.0
Carried a gun in the past 30 days	2015	10.3	7.7
	2017	9.2	8.9
	2019	8.8	7.8
There are clear rules at school about what a student can and cannot do	2015	50.0	49.3
	2017	49.2	50.8
	2019	53.8	49.6
Involved in extracurricular activities outside of school	2015	41.0	47.4
	2017	25.3	34.8
	2019	26.5	34.7
Persistent sadness and hopelessness for at least 2 weeks*	2015	35.0	32.9
	2017	36.9	36.6
	2019	39.8	40.8
Persistent sadness and hopelessness for at least 2 weeks* Boys only	2015	26.7	23.5
	2017	29.7	27.4
	2019	29.6	30.1
Persistent sadness and hopelessness for at least 2 weeks* Girls only	2015	43.9	42.4
	2017	44.4	46.0
	2019	50.3	51.6
Seriously considered suicide* Overall	2015	17.8	16.3
	2017	20.7	18.3
	2019	19.0	18.8
Physical fight on school property in past 12 months	2015	28.9	25.3
	2017	8.9	9.1
	2019	9.8	8.0

Reported Incidences, School Year 2020-2021

The graph below shows the percentage of ALL incidents reported in public school districts statewide. The highest percent of incidences were for disorderly conduct, assault and battery, and drug violations.



Source: STARS Student Infraction Report

Discipline Infractions (DI) Reported

Fewer types of infractions were reported in the 2020-2021 infractions report than were reported in the year prior. There were no incidences of arson, but there were referrals to the Children, Youth, and Families Department (CYFD). In 2020-2021, the number and percentage of infractions reported for AI students in public schools show a decrease in all categories compared with 2019-2020. The overall decrease in all infractions is likely due to remote learning. On March 16, 2020, all NM public schools were closed for in-person learning and went into remote learning for much of the 2020-2021 school year.

2020-2021 DI

Discipline Infractions (DI) Reported	Alcohol	Assault/Battery	Breaking/Entering	Bullying	Criminal Damage	Disorderly Conduct	Drug Violation	Gang Related	Graffiti	Missing Property/Theft	Multiple Weapons	Other Violence	Referred to CYFD	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession
# of All Students	44	548	*	109	*	668	373	*	10	15	*	73	14	79	282	16	133
# of AI Students	*	36	*	17	*	57	37	*	*	*	*	*	*	*	15	*	13
% AI Students	20.4	6.6	*	15.6	*	8.5	9.9	*	*	6.7	*	4.1	14	6.4	5.3	12.5	9.8

*10 or less

2019-2020 DI

Discipline Infractions (DI) Reported	Alcohol	Arson	Assault/Battery	Breaking/Entering	Bullying	Criminal Damage	Disorderly Conduct	Drug Violation	Gang Related	Graffiti	Missing Property/Theft	Other Violence	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession
# of All Students	502	87	7536	32	1231	55	8699	3534	140	80	391	646	592	1677	324	711
# of AI Students	93	*	439	*	86	11	1222	516	*	*	44	60	27	127	29	95
% AI Students	18.5	10.3	5.8	9.4	7.0	20.0	14.0	14.6	2.1	7.5	11.3	9.3	4.6	7.6	9.0	13.4

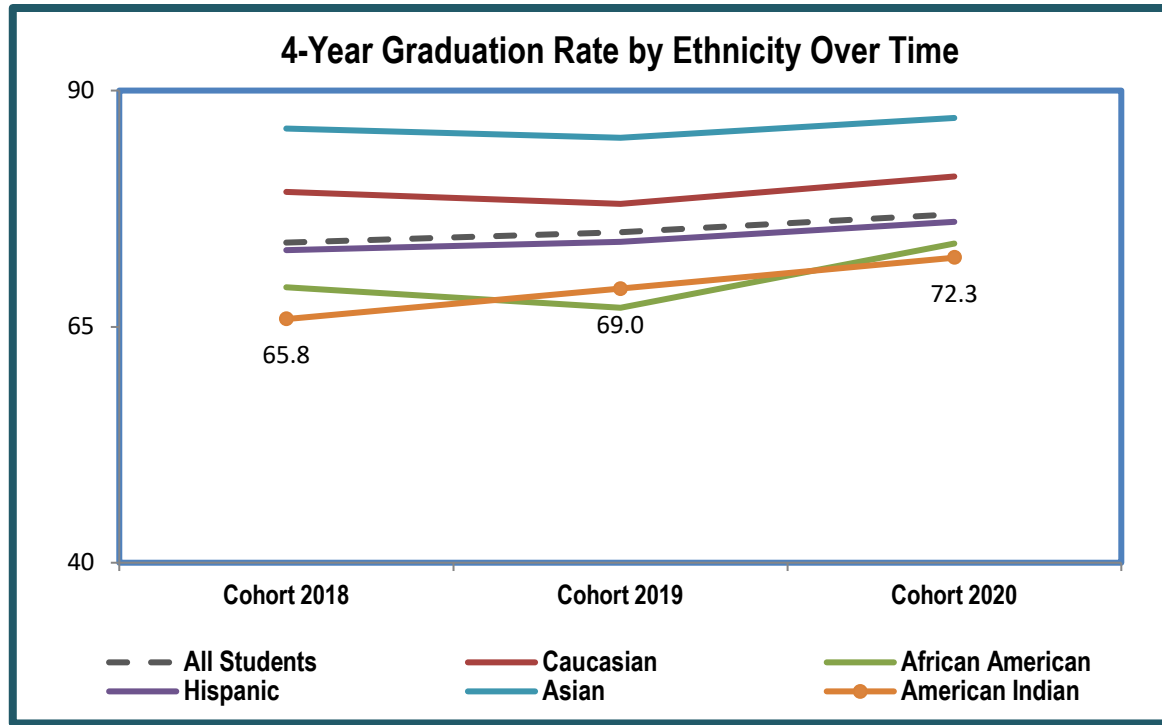
*10 or less

Graduation Rate

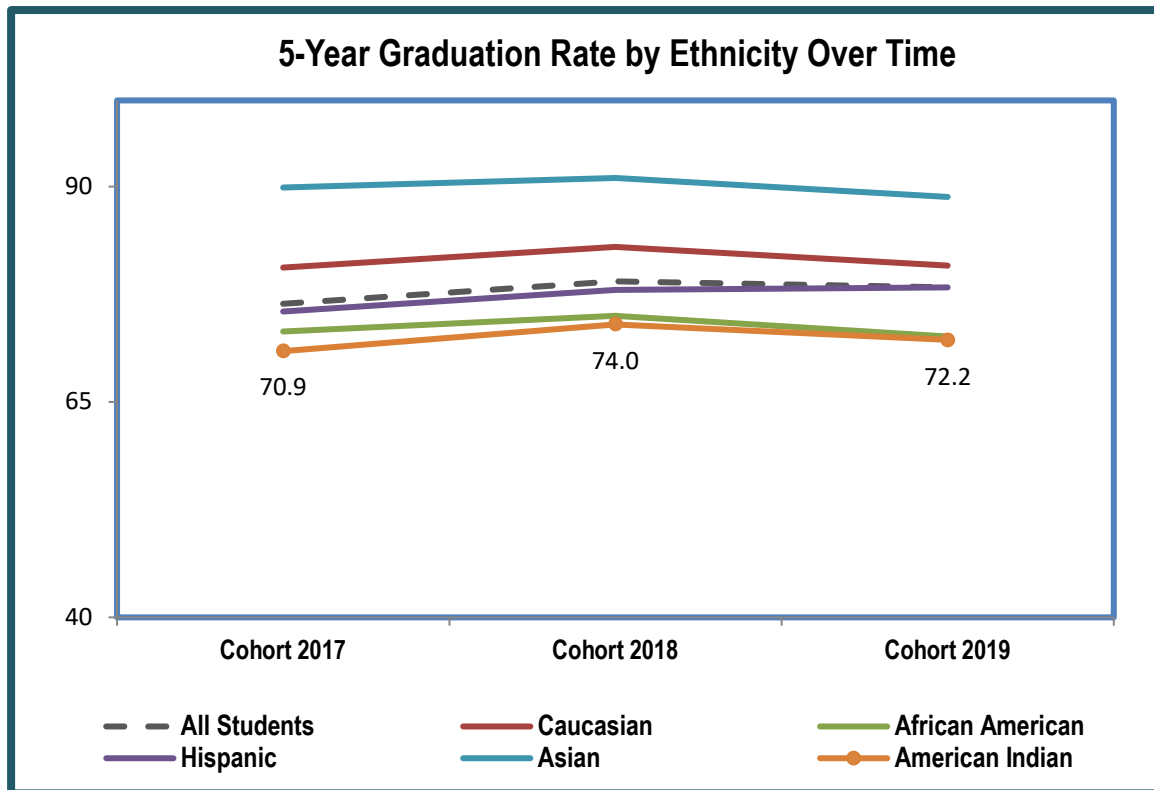
- New Mexico's 4-year cohort graduation rate for 2020 was certified in 2021.
- New Mexico's 5-year cohort graduation rates for 2019 was certified in March 2020.
 - The 4-year and 5-year cohorts are reported and posted on PEDs website: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>
- The rates include outcomes for students who did not graduate, dropped out, or continue to be enrolled.
- Information regarding students who did not graduate assists schools in targeting dropout prevention and developing and providing programs for struggling students.
- For cohort 2020, the 4-year AI cohort graduation rate was 72.3 percent, which is 4.6 percentage points lower than the 4-year graduation rate of all students.
- For cohort 2019, the 4-year AI cohort graduation rate was 69 percent, which is 6 percentage points lower than the 4-year cohort graduation rate of all students.
- For cohort 2019, the 5-year AI cohort graduation rate was 72.2 percent, a 6.1 percentage point difference from the graduation rate of all students.
- AI students are graduating at a rate of 72.3 percent in their 4-year cohort.
- The 5-year graduation rate was lower in 2019 than 2018 with a rate of 72.2 compared to 74.0, and there was a significant increase in the 4-year graduation rate from 69.0 to 72.3.
- Graduation rates fluctuate across the 24 districts: for the 4-year rate, they range from 51 to 92 percent, which was higher than the 2018 graduation rate for districts.

- The 5-year graduation rate for the 24 districts generally is higher than the 4-year graduation rate.
- The 5-year graduation rate went from the lowest at 22.9 to 92.1 percent.

Four-Year Graduation Rate by Ethnicity over time



Five-Year Graduation Rate by Ethnicity over Time



Four-Year Adjusted Cohort Graduation Rates and Goals (in percentages) — Current

Subgroup	Baseline % Grads in 2016	% Graduated—Goal for 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

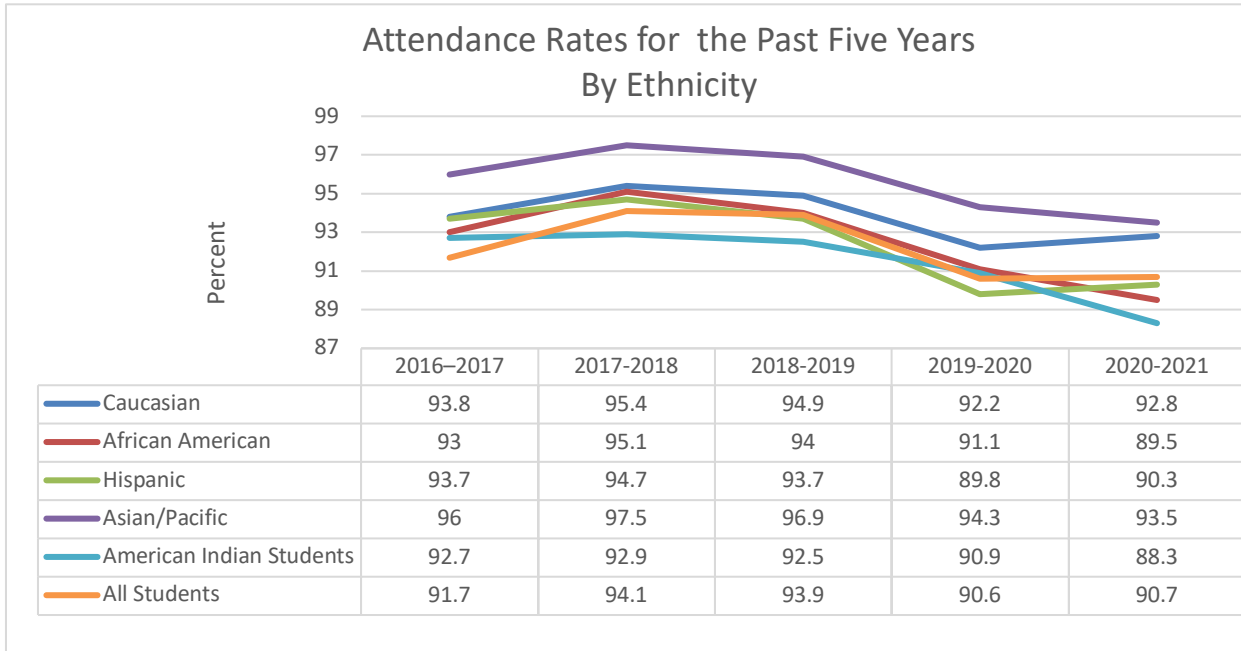
Five-Year Adjusted Cohort Graduation Rates and Goals (in percentages)

Subgroup	Baseline % Grads in 2015	% Graduated—Goal for 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 Rates and Goals (in percentages)

Subgroup	Baseline % Grads in 2014	% Graduated—Goal for 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 Rates

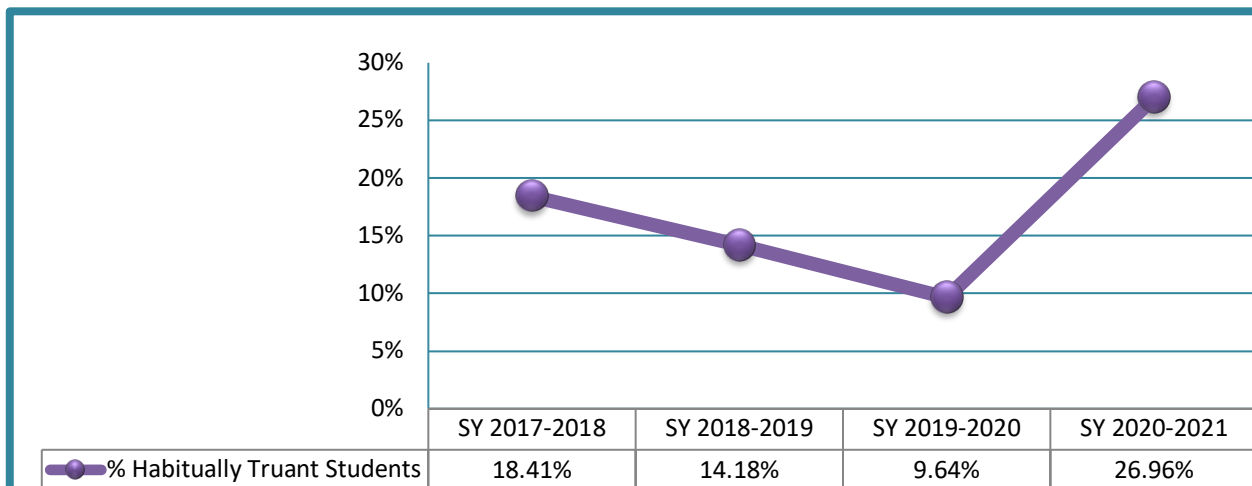


Source: NM PED AYP (annual yearly progress) Attendance—Rolling Attendance by Subgroup

For the Past Five Years

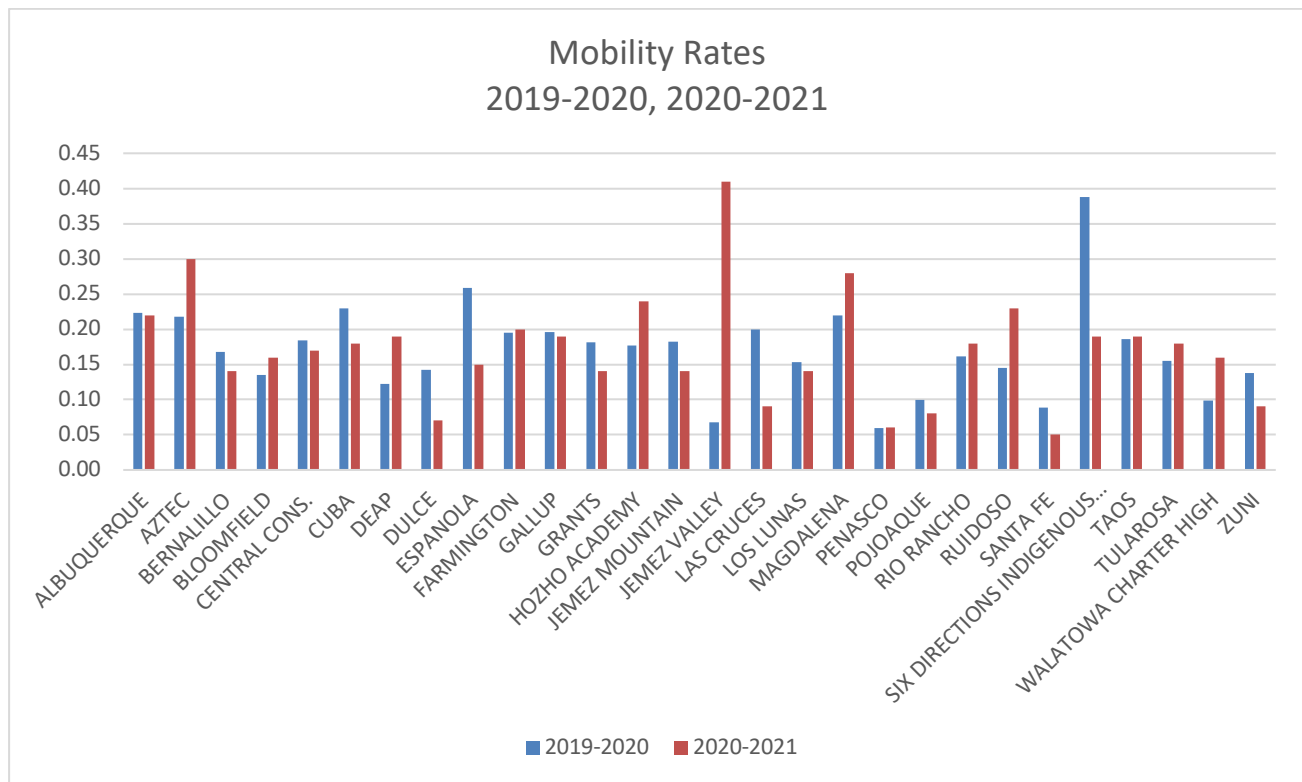
- The attendance rate for AI students has decreased slightly compared to the 2017–2018 school year, as it has for all other groups.
- The attendance rate for AI students decreased the most in the 2020-2021 school year.

Students Habitually Truant (over four years)



- This line graph shows a four-year history of habitually truant students. The percent of habitually truant students increased substantially in 2020-2021.

Student Mobility



- Mobility is measured as the number of students transitioning from one school to another school or other circumstances such as transferred to a Bureau of Indian Education (BIE) school, or previously enrolled in a BIE school, or transferred from outside the district.
- The graph shows mobility rates of districts, all of which are below one percent.
- For SY 2019-2020, the highest mobility rates were with Six Directions Indigenous Charter, and Española District.
- Most districts decreased their mobility rates from 2020-2021, with the exception of Aztec, DEAP, Hozho Academy, Jemez Valley, Magdalena, Ruidoso, Tularosa, and Walatowa Charter High.

Parent and Community Involvement

- Family and parent resources may be accessed on the PED website:
<http://families.ped.state.nm.us/>
- Parent engagement is implemented differently across districts and tribal communities, as recorded in school districts' local TESRs.
- Many schools and school districts in past years organized activities directed toward involving families and the community in their children's education.
- In 2020-2021, many districts had to cancel activities involving families and the community.

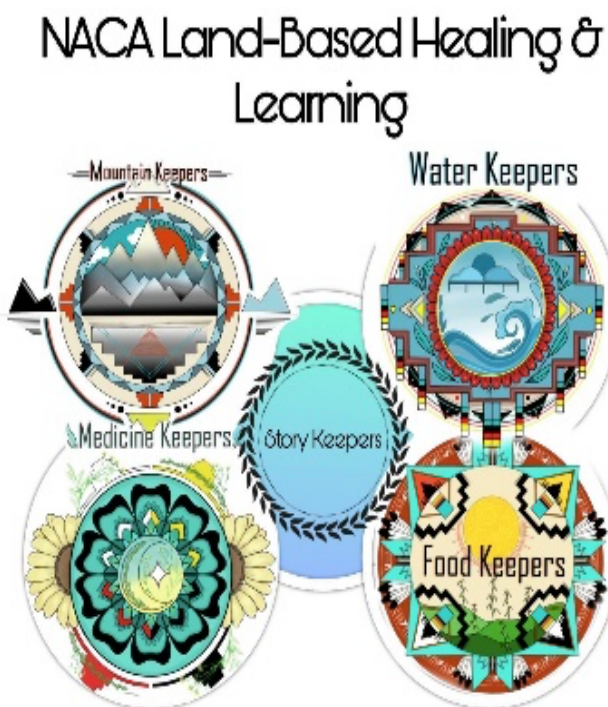
District Reporting Parent and Community Involvement

- All districts reported holding virtual conferences due to the school closures. These conferences include but are not limited to the Indian Education Committee meetings/Parent Advisory, Johnson O'Malley program, Title VI, Title VII, Schools District grants/applications, along with revision of Bylaws, and Healthy Native Youth Virtual Conference. Most districts also participated in sending parent surveys for input.
- To review districts' parent and community involvement reporting, refer to 2021 District & Charter TESR <https://webnew.ped.state.nm.us/bureaus/indian-education/reports/>

Educational Programs Targeting Tribal Students – Highlights

- 24 Native serving school districts and 10 charter schools were eligible to apply for the Indian Education Act funds to support College, Career and Life Readiness, Culturally and Linguistically Relevant Education and Social and Emotional Learning, Culture and Identity Development, and Increasing Access to Native American Language Programs.

NACA Land-Based Healing and Learning



Mission: Strengthening our kinship with lands and waters to support the community in reclaiming our identity as beings who are integral to the ecology. We work to provide exposure and awareness to indigenous ways of knowing, allow space for application, and then support creation and design.

Localize: We aim to immerse ourselves in local environments, landscapes, cultures, languages, heritages, histories, teachings, practices, sacred sites, ecologies, stories, literatures, experiences, etc.

Decolonize: We strive to prepare our students to enter institutes centered on western ways-of-knowing with a critical lens and strong sense of identity.

Indigenize: We walk with students as they rebuild their relationships with the land and local community in ways that restore indigenous ways of knowing.

Keeper Programs: We provide a variety of programming that support multiple interests. Students and staff can choose to participate in medicine, food, water, mountain, and/or story keepers.

Knowledge Keepers: We work with regional experts to offer insight, local expertise, traditional ecological knowledge and/or skill sets in terms of local history, cultural practices, economy, ecology, science, etc. These experts work in collaboration with educators and NACA staff to augment localized, decolonized, and indigenized curriculum.

Grounding Sites: We partner with community-based organizations who have access to land around our school. Educators and students return to these grounding sites multiple times over the course of their education to develop seasonal relationships with land, water, plants, animals, etc.

Bilingual Multicultural Education Programs (BMEPs)

- BMEPs support the maintenance of Tribal languages and serve Native American students who represent 13 percent of the state’s total population and 16 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 420 schools in over 50 percent of all school districts provide Spanish or Tribal language BMEPs.

Student Participation in BMEPs by Ethnicity

- The table below illustrates the number of students participating in BMEPs for the last five years.

Student Participation in BMEPs by Ethnicity SY 2015–2016 to SY 2019–2020							
Year	Total # of Students	Total # of Hispanic Students		Total # of AI Students		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
SY16–17	337,056	38,215	168,581	7,661	26,770	3,971	91,858
SY17–18	327,476	37,102	162,069	7,514	25,831	3,662	91,298
SY18–19*	322,776	35,783	163,757	7,025	25,414	3,417	87,380
SY19–20*	320,581	36,030	162,938	7,246	25,257	3,330	85,780
SY20-21*	306,504	33,687	159,594	7,073	24,661	2,919	78,570

*Data does not include PreK. **Source:** STARS 80th day

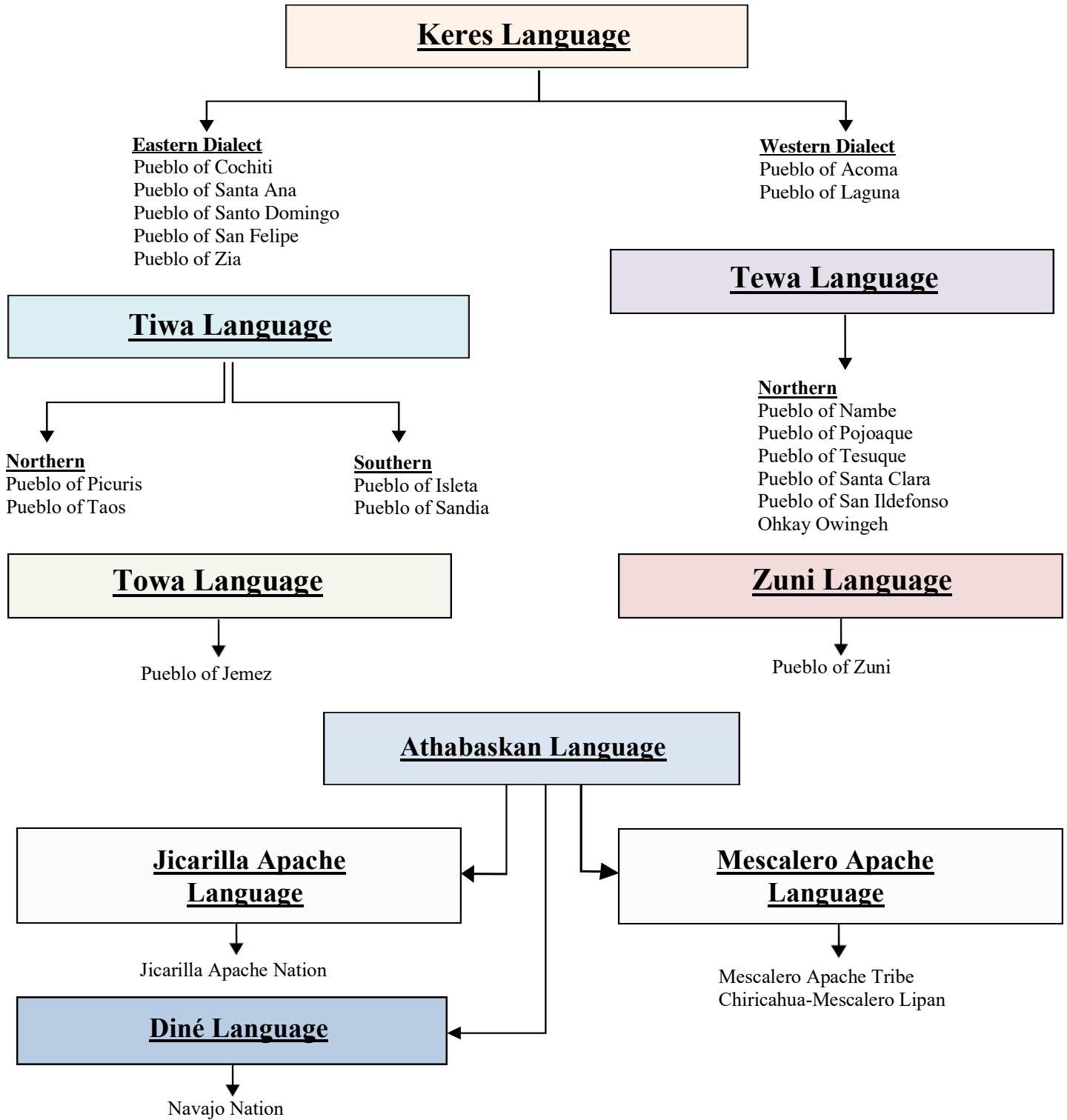
Student Participation in BMEPs by Native American Language

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

Student Participation in Native American Language Programs SY2015–2016 to SY2019–2020								
Year	Language and Number of Students Enrolled							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY16–17	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
SY19–20*	4,648	280	663	291	48	49	989	6,968
SY20-21*	4,889	281	767	173	34	79	1,047	7,270

*Data in previous years taken out of district self-reported SharePoint Instructional Plans. **Source:** STARS 80th day

Native American Languages Spoken in New Mexico



School District Initiatives Grants 2019–2021

NMPED awarded grants under the Indian Education Act (IEA) to local education agencies (LEAs), including state-chartered charter schools and locally-chartered charter schools, serving significant numbers of Native American students through programs and services aligned to NMSA 1978, Sections 22-23A-1 through 22-23A-11 for fiscal years 2018–2021.

- SY 2018–2019 grants 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 NM PED and the Bureau of Indian Education operated schools/tribally controlled schools.
- Grants awarded in 2019–2021 were awarded to recipients to develop programs in one or more of the four priority areas: 1) college, career, and life readiness; 2) culturally and linguistically relevant education and social and emotional learning; 3) culture and identity development; and 4) increasing access to Native American language programs.

School Districts and Charters	2018–2019 Award Amount	2019-2020 Award Amount	2020-2021 Award Amount
Albuquerque Public Schools	\$56,466.00	\$90,000.00	\$89,914.00
Aztec Municipal Schools	\$42,893.06	\$64,000.00	\$75,000.00
Bernalillo Public Schools	\$23,533.45	\$90,000.00	\$77,922.00
Bloomfield Public Schools	\$9,000.00	\$52,200.00	\$53,052.00
Central Consolidated	-	\$60,000.00	\$90,000.00
Cuba Independent Schools	\$46,020.60	\$90,000.00	\$90,000.00
DEAP Charter	\$15,889.12	\$74,540.00	\$90,000.00
Dream Diné	\$25,000.00	\$67,301.00	\$89,583.00
Dulce Independent Schools	-	\$47,907.00	\$90,000.00
Española Public Schools	-	\$83,909.00	\$90,000.00
Farmington Municipal	\$22,700.00	\$55,203.78	\$40,218.05
Gallup–McKinley County Schools	\$29,916.88	\$90,000.00	\$90,000.00
Gordon Bernell Charter	-	-	\$81,100.00
Grants Cibola County Schools	\$21,739.92	\$90,000.00	\$90,000.00
Hozho Academy	-	\$90,000.00	\$90,000.00
Jemez Mountain	\$23,989.90	\$25,000.00	\$25,000.00
Jemez Valley	\$30,758.48	\$50,000.00	\$90,000.00
Las Cruces	-	-	\$90,000.00
Los Lunas	-	-	\$90,000.00
Magdalena Municipal	\$59,595.61	\$80,232.00	\$90,000.00
Middle College High Charter	-	-	\$82,366.50
NACA	\$25,006.30	\$90,000.00	\$90,000.00
Peñasco	\$16,846.06	\$85,253.18	\$90,000.00
Pojoaque	\$27,510.12	\$90,000.00	\$90,000.00
Rio Rancho Public Schools	\$40,072.00	\$54,950.00	\$90,000.00
Ruidoso Municipal	-	\$50,000.00	\$50,000.00

San Diego Riverside	\$53,311.01	\$90,000.00	\$90,000.00
Santa Fe Public Schools	-	\$89,658.00	\$89,325.00
Six Directions	-	\$90,000.00	\$90,000.00
Taos Municipal	\$22,469.26	\$90,000.00	\$89,749.80
Vista Grande High	-	-	\$69,259.00
Walatowa	-	\$50,000.00	\$64,649.00
Zuni Public Schools	\$19,061.85	\$36,441.00	\$52,769.00
TOTAL	\$611,779.62	\$2,016,604.96	\$2,560,324.13

Financial Reports

New Mexico is a State Equalization Guarantee (SEG) state that provides for a centralized school funding formula. The SEG distribution is the amount of money distributed to each school district to ensure that its 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.

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 that directly provide opportunities for services directed to AI 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.

The financial reports are based on estimated operating budgets reported by each district. There are four school districts that do not meet the requirements to receive Title VIII Impact Aid funding. These four districts are Aztec Municipal, Las Cruces Public Schools, Santa Fe Public Schools, and Rio Rancho Public Schools. There are seven district charters that are not eligible for Impact Aid. These charters are DEAP, Dream Diné, Hozho Academy, Middle College High, NACA, Six Directions, and Vista Grande.

District Funding 2020–2021: Operating Budget Estimated Revenue

	25184	25147	25131	27150	
District	Total District Budget	Indian Ed Formula Grant	Impact Aid Indian Education	Johnson O'Malley	Indian Education Act
Albuquerque	3,242,140,540	1,158,317	6,856	298,327	89,914
Aztec	109,896,192	92,317		123,021	75,000
Bernalillo	169,898,630	289,550	1,932,117		77,922
Bloomfield	121,829,608	229,062	367,312	97,071	53,052
Central	341,947,724	1,142,207	10,441,543	558,026	90,000
Cuba	52,789,058	81,912	277,909	94,847	90,000
DEAP	1,975,398	8,218			90,000
Dream Diné	1,682,028				90,000
Dulce	53,134,948		1,127,545		90,000
Española	131,364,936	79,174	0		90,000
Farmington	304,637,112	934,906	97,057	449,100	40,218
Gallup	713,091,940	1,861,912	16,165,751		90,000
Grants/Cibola	165,137,482		640,913		90,000
Hozho Academy	11,360,448				90,000
Jemez Mountain	13,967,560	0	162,270	85,615	25,000
Jemez Valley	25,040,632		629,298		
Las Cruces	940,020,400				90,000
Los Lunas	318,046,764	103,692	220,960		90,000
Magdalena	20,974,446	28,894	184,318	24,876	90,000
Middle College High	6,295,066				82,366
NACA	20,974,446	66,592			90,000
Peñasco	14,236,214	8,423	6,094	0	90,000
Pojoaque Valley	62,154,274	73,311	902,382		90,000
Rio Rancho	596,248,270	153,347			90,000
Ruidoso	98,566,868	108,227	108,460		50,000
San Diego Riverside Charter	3,578,948		141,181		90,000
Santa Fe	616,304,598	93,372		38,413	89,325
Six Directions Indigenous	3,084,862				90,000
Taos	97,815,226	54,031	30,345		89,749
Tularosa	44,923,992	44,942	75,223		0
Vista Grande High	3,922,272				69,259
Walatowa Charter High School	6,358,864	11,299	211,927	0	64,649
Zuni	76,069,774	238,723	3,377,947	268,415	52,769
GRAND TOTAL	8,388,515,986	6,862,428	37,107,408	1,769,296	2,479,223

Current Status of Federal Indian Education Policies and Procedures

- New Mexico schools are required to provide adequate and meaningful tribal consultations regarding the basic support payment requirements under the Federal Impact Aid regulations.
- Districts that claim federally recognized AI 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.
- Elementary and Secondary Education Act (ESEA) requires school districts to obtain the signature of approval by the New Mexico Tribal Leader or their designee residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures (IPP), pursuant to federal Title VII Impact Aid funding requirements.
- 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.
- The chart below illustrates the number of districts that are compliant with a submission of a current year IPP. The data below was collected by the NM PED’s School Budget and Finance Bureau.
- Supporting the requirements of the Impact Aid and the Indian Education Act, 21 school districts and one charter school provided the development and submission of their annual IPP.

District Name	Impact Aid Program Indian Policies and Procedures	
	Completed with Tribal Signature	Does not Receive Impact Aid
Albuquerque	X	
Aztec		X
Bernalillo	X	
Bloomfield	X	
Central Consolidated	X	
Cuba	X	
DEAP		X
Dream Diné		X
Dulce	X	
Española		X
Farmington	X	
Gallup	X	
Grants	X	
Hozho Academy		X
Jemez Mountain	X	
Jemez Valley	X	

District Name	Impact Aid Program Indian Policies and Procedures	
	Completed with Tribal Signature	Does not Receive Impact Aid
Las Cruces		X
Los Lunas	X	
Magdalena	X	
Middle College High		X
NACA		X
Peñasco	X	
Pojoaque Valley	X	
Rio Rancho		X
Ruidoso	X	
San Diego Riverside	X	
Santa Fe		X
Six Directions Indigenous		X
Taos	X	
Tularosa	X	
Walatowa Charter High	X	
Zuni	X	

School District Initiatives

- Dropout statistics are reported annually, and dropout data is collected at the school district level and reported in STARS. Dropout data and rates are calculated 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.
- 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.
- Initiatives for decreasing dropout rates are implemented differently across districts and tribal communities, as recorded in school districts' local TESRs.
- New Mexico student's drop out for a variety of reasons, and the data do not always capture the underlying causes. The top three reasons reported include students that: 1) did not re-enroll, 2) had an invalid transfer, and/or 3) intend on taking the GED.
- SY 2019-2020, AI students, between grades 7–12, had a dropout rate of 3.8 per population of 21,427 AI students.
- To review school districts initiatives, refer to 2021 District & Charter TESR <https://webnew.ped.state.nm.us/bureaus/indian-education/reports/>

Dropout Rate

2019-2020 OVERALL % RATE OF STUDENTS DROPPING OUT PRIOR TO GRADUATING		
District Name	All Students— % Dropout	AI Students— % Dropout
Albuquerque Public Schools	3.4	5.3
Aztec Municipal Schools	2.7	2.5
Bernalillo Public Schools	7.5	9.3
Bloomfield Schools	2.2	3.3
Central Consolidated Schools	3.7	3.8
Cuba Independent Schools	*	*
Dream Diné	N/A	N/A
Dulce Independent Schools	6.4	6.3
Dził Dít'ooł School Of Empowerment, Action and Perseverance	0.0	0.0
Española Public Schools	4.8	*
Farmington Municipal Schools	3.0	3.0
Gallup-McKinley County Schools	2.6	2.8
Gordon Bernell Charter	51.0	47.2
Grants-Cibola County Schools	4.1	4.9
Hozho Academy	N/A	N/A
Jemez Mountain Public Schools	*	*
Jemez Valley Public Schools	*	*
Las Cruces	1.4	*
Los Lunas Public Schools	2.8	3.1
Magdalena Municipal Schools	*	*
Middle College High Charter	*	*
Native American Community Academy	*	*
Peñasco Independent Schools	*	*
Pojoaque Valley Public Schools	3.3	*
Rio Rancho Public Schools	0.8	0.9
Ruidoso Municipal Schools	1.1	*

San Diego Riverside	0.0	0.0
Santa Fe Public Schools	2.0	*
Six Directions Indigenous School	*	*
Taos Municipal Schools	4.4	*
Tularosa Municipal Schools	3.1	*
Vista Grande High	12.5	*
Walatowa Charter High	0	0
Zuni Public Schools	3.2	3.2

Source: STARS: Preliminary Dropout Rates 2019-2020, Preliminary Dropout Rates by Ethnicity 2019-2020

* Indicates there were fewer than ten students who dropped out, so numbers and percentages are masked.

0.0 indicates no dropouts for school

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—APS	The district plan assists principals with an Associate Superintendent who works closely with each building principal depending on their zone (four zones) to provide a consistent contact for support and guidance from grades K-12, the district attendance plans are comprehensive and will support all students in those grades. After the implementation of these plans at every school, the data will be analyzed for impact.
Aztec Municipal Schools	The objective of the school district is to support the unique and specialized educational needs of Aztec American Indian students enrolled in the district. Offering the Dine’ Navajo language to students has shown more involvement and engagement resulting in assessment scores that increase each year. Offering after-school tutoring benefits the American Indian students when the ratio between teacher and student is low and the ability to understand the subject while making up school work for missed school days or being involved in sports. Supporting students to attend college and career presentations; this gives the students’ direction and tools, as they set their goals in higher education and/or careers. The ELL program set the students in a positive direction in their reading and writing goals.
Bernalillo Public Schools—PBS	The Native American Studies class at the high school was developed and has been implemented for the last 3 years. We continue to work with the contractor and the staff on the development of lessons for the class and make changes as needed. The Indian Education Department is working with the contractor on professional development for all staff and we are also working on Building a Culturally Responsive Curriculum Framework: Indigenous Communities and Pueblo Nations Served by Bernalillo Public Schools. We have a framework for Science and Math.
Bloomfield School District—BSD	BSD implemented various strategies to keep students in an educational setting while increasing attendance and decreasing the number of student dropouts. Strategies such as Tutoring & Mentoring, Guidance Counseling, Native Youth Advisor at Secondary Schools, Attendance Saturday for student absentee makeup to keep students in an educational setting while increasing attendance and decreasing the number of student dropouts.

<p>Central Consolidated Schools—CCSD</p>	<p>CCSD established a Truancy Coach for two of the high schools in the Shiprock area. Each building has an attendance secretary to monitor attendance. Schools provide advisement classes and the GEAR UP mentorship program. Schools send out 3,5, and 10-day truancy letters to parents. Students with chronic truancy receive attendance contracts. Saturday and Attendance school is available to make up attendance. Schools provide opportunities for students recognizing them for Perfect Attendance. Additionally, for students who do not have electricity at home, attendance will be taken daily either by phone call (for parents who have cell service), or at the meal delivery stop (students will use their school ID for food service meal counts as well as attendance verification) – meals are delivered daily via district transportation.</p>
<p>Cuba Independent Schools— CISD</p>	<p>The tribal students’ educational programs objective is to recognize support the unique cultural and educational needs of Native American students enrolled in public schools and charter schools. CISD implements various programs designed to meet the needs of Native American students. These programs include the hiring of specialized staffing to provide services to students such as:</p> <ul style="list-style-type: none"> • Transformational Community Engagement Coordinator to communicate and collaborate with Native American families regarding barriers that can prevent student, who come from reservation communities, from achieving success in public schools. This includes outreach to families in the more remote areas of the reservation; • English Language Development (ELD) teachers at the Middle and High Schools to increase focus on English Language Development for Native American students. • Reading interventionists at the Elementary School and Mid School; • Tutoring Intervention incorporated into the school day; • Summer school credit recovery with tutors.
<p>DEAP</p>	<p>DEAP continues to provide opportunities for students to engage in interventions to combat dropout rates including credit recovery options, attendance contracts and accommodations for student’s situations such as teen pregnancy as well as opportunities to engage in social emotional learning activities. DEAP also work closely with families to identify solutions when transferring from DEAP or moving to another state. Additionally, DEAP offer credit recovery and social emotional learning programming to support students struggling with academics and other areas.</p>
<p>Dream Diné Charter School</p>	<p>Teachers were provided training on using a student information system to keep track of attendance, but students struggled to attend online for various reasons. Some included, lack of internet services, illness, and parental support. The attendance dropped due to lack of motivation to attend. Through the pandemic our school attempted to continue student learning remotely, every student received a computer, materials to use at home, and a delivery system was set up for staff to send homework and meals. The staff met every week to review challenges that students were facing and created solutions to assure they continued to receive an education. The biggest factor was emotional support at home where staff were provided training as students struggled to attend class’s online, focus and pay attention, complete assignments using the technology.</p>

<p>Dulce Independent Schools—DISD</p>	<p>The district initiatives included advanced level courses, dual credit courses, and concurrent enrollment. They also created 4 pathways where students can complete the pathway toward graduation and graduate high school with pathway certificates and an Associates of Arts. We have initiated on going partnership with NIEA (Francis Vigil Liaison) to provide ongoing Culturally and Linguistically Relevant Education (CLRE) initiatives and develop Jicarilla Apache Culture Competencies aligned k-through 12th grade.</p>
<p>Española Public Schools—EPS</p>	<p>EPS uses the Synergy system to identify the 25% lowest students when it comes to addressing absences. We also intervene when students are failing classes through the same system. When addressing attendance students whom miss 6-9 consistent days are considered at risk, 10-15 are considered high risk and require an intervention, and anything over 15 days is considered very high risk require intensive interventions. We check attendance daily. 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 students’ ideal educational settings.</p>
<p>Farmington Municipal Schools—FMS</p>	<p>The Native American Youth Advisors (NAYA) 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 Navajo bilingual teachers. FMS Native American Programs continues to create a more cohesive data sets for each program offered throughout the district. The 2020 data demonstrates the impact the pandemic had on the Native American population particularly with attendance and other areas of the academics.</p>
<p>Gallup McKinley County Schools—GMCS</p>	<p>The districts initiatives supports a strong partnership for college and career pathway programs for elementary through the high schools. Other initiatives include dual credit, several initiatives to combat dropout rates, chronic absences and trucing. Integrating positive behavior supports in all the middle schools has helped increase attendance rates and promoted positive behaviors. Further, the school district has a Career Pathways Program being implemented at the middle and high schools as well. Those students with a pattern of excessive absence, or poor student achievement or displaying escalating behaviors, a Student Assistance Team are available at the schools sites. This process includes student, parents/guardians, teachers, counselors and/or administrator who will develop a plan to address the issues or problems. Home visits, telephone contacts or email messages are other means of parent contact and involvement.</p>

<p>Grants-Cibola Public Schools</p>	<p>The district initiatives supported 11 courses targeting Tribal students, of which 244 Native American students were enrolled, along with quality direct services to students in: intervention programs in reading and mathematics; Native Language and Culture Programs); Mathematics, Engineering, and Science Achievement (MESA) Program; Extended Learning Time Program (ELTP), Edgenuity Credit Recovery Program; and Dual Credit Courses, tutoring, transportation has been provided for students from the Pueblo of Acoma, Pueblo of Laguna, and Baca-Prewitt Chapter. For school year 2020-21, tutorial services were delivered online. The Extended learning Time Program (ELTP) and K-5 Plus Program were offered in order to help students cope with the learning loss brought about by the COVID-19 pandemic. The teachers and students have expressed that these programs enhanced AI student academic achievement, allowed AI students to graduate on time, improved AI student attendance, and raised AI student self-esteem and identity.</p>
<p>Jemez Mountain Public Schools (JMSD)</p>	<p>Academic and socially appropriate identification and subsequent development is a continual process. JMSD had no Native American students' dropout as per 20 -21. There are several opportunities for students to be identified and assisted through issues that could cause students to consider dropping out. Professionally trained individuals will provide professional assistance to those students. The operational framework that is already in place will provide the supports needed and necessary for our students.</p>
<p>Los Lunas Public Schools</p>	<p>Los Lunas Schools met with the Pueblo of Isleta Truancy department and the POI/DOE in July 2021 to collaborate on ways that the three entities can work together to increase attendance and decrease dropout rates. Native American Liaisons at the middle and high school level collaborated with the POI/DOE and the Johnson O'Malley (JOM) program to tutor students and coordinate services between all entities. Los Lunas Schools offers an opportunity high school, Century High School. They accept 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 Apex (credit recovery) classes, traditional classes, and the Distance Learning Academy. Los Lunas Schools 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.</p>
<p>Magdalena Municipal Schools</p>	<p>Data is used to support district initiatives support identified as at-risk. The Student Advocate, the Navajo Home-School Liaison, and the Counseling and SEL Team provide support and determine the barriers students and families face around school attendance and dropout. Additionally, programs such as AVID and increases in CTE course offerings at the high school and all the programs discussed which are developed and target our AI population across the district encourage increased attendance and prevent dropout. In addition, after school and summer school programs targeted for students who are not on standard and/or not on track to graduate.</p>
<p>Native American Community Academy— NACA</p>	<p>The District initiatives supports educational programs tailored to support students' cultural development along with increasing access to Native language classes, increased family-centric, environmental activities and land-based programming. Longer-term (2-4 year) outcomes of NACA's Indigenous Education model has been focused on the much-needed generational healing, centered on helping students and families to grow in their holistic wellness. Over the next four years, we are working to engage an increasing number of students, as well as their families, in actively cultivating relationships with their culture, traditional language, and the land around them through NACA-led activities.</p>

<p>Peñasco Independent School District</p>	<p>PISD teachers directly communicate with parents regarding students’ performance, assignments and grades and record outreach on a communication log. PISD uses student information system to identify at-risk students based on grades, attendance, and discipline infractions. Students who are identified as at-risk are referred for support. Native American students who are at-risk are also referred to the Indian Education Coordinator and the Tribal Liaison. PISD dropout rate for American Indian students is 0%. In PISD’s Attendance Plan will include an early referral form in order to provide additional support to students to prevent dropouts. Barriers for attendance include: frequently moves and forced school changes, students being raised by other family member, lack of transportation, substance abuse in household, domestic violence, and poverty. PISD has counseling available to students, student incentives, and after school tutoring. The PISD has more detail on preventing dropouts in their Attendance Success Plan.</p>
<p>Pojoaque Valley Schools</p>	<p>The liaisons meet with AI students and monitor attendance, grades, and graduation status. The student’s information is shared with their pueblo’s Educational Director if the student’s family has signed a FERPA waiver. School tutoring is available by the pueblos. The Pojoaque Valley School district offers electronic learning, dual credit programs, and credit recovery. The district provides Tewa classes from K-12 with two 520 teachers who are approved by the pueblos. Tribal leaders host luncheons for AI students. This allows the pueblos to maintain a presence within the school system and allows for interaction between AI students and their Tribal leaders. Every spring, the Native American Liaison hosts a Native American Banquet to recognize the achievement of graduating seniors.</p>
<p>Rio Rancho Public Schools</p>	<p>The district initiatives include academic and cultural awareness and through collaboration with tribal governments. A current partnership is in progress 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. Additionally, since Fall of 2017, we have 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 maintaining a strong sense of cultural identity to empower our Native American youth. Several initiatives have been implemented and sustained to support increased attendance for 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.</p>

<p>Ruidoso Municipal Schools</p>	<p>Methods for reducing dropouts included:</p> <ul style="list-style-type: none"> • Staffed attendance clerk directly supports tribal students • Contact with parents made to offer available support • Nurse present on campus to reduce unnecessary early dismissal • Native American Liaison 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 • Weekly attendance drawing to encourage perfect attendance • Local field trip for students with Perfect Attendance or High Honor Roll status <p>As a result, the dropout rate for all students enrolled in RMSD is below the national dropout rate average. Additionally, the dropout-rate for RMSD’s American Indian students is also well below this population’s national dropout rate. Schools have developed and uploaded Attendance Success Plans for each building per PED. These plans include: staffed attendance clerk directly supports tribal students; contact with parents made to offer available support; nurse present on campus to reduce unnecessary early dismissal; Native American liaison calls and conducts home visits with families regarding tardy/absences (sends 5-10 day attendance letters) and makes referrals to Tribal Court for truancy, if necessary; weekly attendance drawing to encourage perfect attendance; local field trip for students with perfect attendance or High Honor Roll status</p>
<p>San Diego Riverside Local Charter</p>	<p>Using data, school accurately measured lost instructional time for each student as a result of late arrival and early dismissals. Fully 13% of school enrollment demonstrated pattern of attendance qualifying for habitually truant. Top three indicators for student absences included 1) substance abuse in parent household, 2) unstable living conditions at student household(s), and 3) lack of priority in getting students to school on time daily by parent/guardians. Data was presented to parents during parent teacher conferences. Impact to student(s)’ education was communicated to parents in terms of days and hours of lost instructional time along with an estimate of how many days of instruction will be lost if pattern continues. Teachers communicated to parents how absences at the beginning and end of a school day impact learning in core content classes. Roughly half of Habitually Truant families responded positively to data and successfully improved attendance for their student. Families with the highest number of student absences were referred to tribal and state authorities which resulted in the disenrollment of the student from the school. In some cases, students were enrolled in other schools within short time frames, in other cases, students did not attend school for months before being enrolled in other schools.</p>
<p>Santa Fe Public Schools—SFPS</p>	<p>Each school site has programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. Santa Fe Public Schools has a partnership with Communities In Schools (CIS) which provides wrap around services for students in needs. The added support mitigates the effects of poverty and allows our students to focus on 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. SFPS has implemented the <i>Acknowledgement of Tribal Lands</i> at the start of every school board meeting. School sites are strongly encouraged to develop an acknowledgment of land reflecting their school and setting. In order to retain students in school, schools actively pursue 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</p>

	<p>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.</p>
<p>Six Directions Indigenous School</p>	<p>Six Directions Indigenous School staff implements the following strategies to keep students in an educational setting:</p> <ul style="list-style-type: none"> • mentoring • home visits • culturally relevant instructional materials, strategies and curriculum • parent mentoring students • Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas, etc.
<p>Taos Municipal Schools</p>	<p>Taos Municipal schools provides Native American tutors to all American students in grades K-12. Tiwa language classes are provided to Enos Garcia Elementary students, which has the largest population of Taos Pueblo students. Tiwa language classes have been expanded to Taos Middle School for all students grades 6th through 8th. Indian Education Grants are written for to support college and career readiness for students as well as culturally relevant instruction. Experiential learning is utilized at TMS charter school Vista Grande to support students in academics. Tiwa language classes are offered at Vista Grande for high school students. “Crew classes” have been established for all students. The End of Year surveys has helped initiate and plan for the implementation of the Tiwa language classes at the elementary schools have had a positive impact on student self-image. Academic tutoring and the district Academic Liaison were noted to be a benefit to all students. Students noted that tutors were able to assist them in the planning their academic pathways, support during meetings with teachers as well as aid students and families in advocating to ensure they are receiving all services required.</p>
<p>Tularosa Municipal Schools</p>	<p>The district provides the following services to provide additional supports and services:</p> <ul style="list-style-type: none"> • PowerSchool Parent Portal • School Messenger • Nursing Services • Mental Health/Counseling Services • Native American Liason • Extended School Year Services • College and Career Night • Home visits • Academic/Behavioral Interventions • College and Career Technical Courses • Summer School/Credit Recovery <p>Tularosa Municipal Schools has implemented many initiatives to decrease the dropout rate. Our district has a credit recovery program for high school students. This program allows all students including Native American students to complete course work to meet the graduation requirements. We also have dual credit programs that allow students to obtain additional credit outside the high school coursework. We also work with the Tribal Truancy Court to identify at risk students and those in need of interventions. We have Native American Liaisons who work with the school, the Tribe, and the parents to improve attendance.</p>

Walatowa High Charter School (WHCS)	WHCS has in place several supports through the JHHS Health and Human Services, alternative academic options, restorative justice model, and tribal programs of Jemez, and Tsyia Pueblo for all students. WHCS has maintained an above average graduation rate, assessment improvement and college and career participation rate.
Zuni Public Schools	Non-attendance is a leading indicator of student disengagement. The PED, local education agencies (LEAs), and BIE can support recipient schools by teaching them interventions and encouraging their participation in the EWS training program. Both national, evidence-based practices and NM EWS participant experiences suggest that RTI intercessions are tremendously effective at supporting students who struggle with attendance. RTI Tier 1 interventions within the EWS often target school-wide attendance issues. Early Warning Systems combine data systems with student response systems to identify students early and provide proactive responses to student needs. EWS use readily available data to alert teachers and administrators about students who are on the pathway to dropping out of school. A key benefit of early warning systems is that they help educators know what to look for amid the mountains of student data. Early warning systems can be implemented at the middle and high school levels—even as early as 6th grade.

Public School Use of Variable School Calendars

- Several of the 24 school districts and 10 charters, included in their TESR current public-school use of variable school calendars.
- Many school districts refer to their school calendar committees to review, modify, and recommend a school calendar that takes AI students' culture and traditions into account. School calendars are then approved by the district's school board.
 - These calendars reflect collaborative efforts to support AI students with their self-identity, language, and culture by providing students with opportunities to partake in their cultural activities.

Variable Calendar Days as Provided by Districts

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

District Reported Consultations with Indian Education Committees; School-Site Parent Advisory Councils; and the Tribal, Municipal, and Indian Organization

- To review school districts consultation, refer to 2021 District & Charter TESR <https://webnew.ped.state.nm.us/bureaus/indian-education/reports/>

<p>Albuquerque Public Schools</p>	<p>Monthly Indian Parent Committee (IPC) meetings are conducted and quarterly for the Indian Education Committee (IEC). Each meeting is announced through a variety of venues, including district and the IED websites, Parent messenger (phone calls, texts, email), flyers, letters, and newsletters. An annual retreat is conducted to review the prior year and coming years’ budgets, programs (new and prior), staffing, data, and surveys. The committee also develops its annual goals and objectives of ways they will support the District and IED goals. A review of federal regulations and laws that pertain to the AI/AN student is reviewed and updated. These include Johnson O’Malley, Title VI, IPP, Bylaws, Bilingual Education/Heritage Languages, Memorandum of Agreements, and changes in programs. In addition, there were two Tribal leader’s summits (one in the fall and one in the spring) with a combined total of over 120 participants. The summit in the spring is a consultation meeting that encompasses all federal programs in the district that allows leaders to get information about funded programs available to their children attending district schools.</p>
<p>Aztec Municipal Schools—AMS</p>	<p>Normally, the school district will attend the tribal consultation with the Navajo Nation DoDE based on their schedule annually. Public hearings are always held for required federal program such as Impact Aid, Title VI, and JOM, which the Navajo Nation is always invited to. However, during these months of the pandemic, many opportunities to utilize zoom communication were foremost and continuous between the tribal representatives, Navajo chapters, Kinteel Residential Campus, Inc., district and school Native parent organizations. Consultations provided opportunities for the parents, students and the Navajo Nation to seek answers of school improvement as well as to make recommendations as they see best. Aztec school district continues to work with the American Indian Communities and continue Tribal Consultation. The school district will align all efforts to the Martinez and Yazzie lawsuit while continuing with the Equity Council that is inclusive of the involved parties.</p>
<p>Bernalillo Public Schools</p>	<p>The district has worked hard the last three years in order to strengthen the partnership with our Tribal Communities. As a district, we have had to look at ourselves and see what concerns we have about our programs, see what is working and how we can move forward to ensure our students are provided the best education and that there is equity in all processes. Continue consultation/communication with staff, parents, students, Tribal Education Director’s and Tribal Officials. The goal of the Indian Education Program is to continue to work closely with our Tribal Communities and district staff. Inform all stakeholders about any changes that will take place in the district, have honest and frank conversations, listen, share data and continue to strengthen the relationships between school, parents and tribal communities.</p>

<p>Bloomfield</p>	<p>Two tribal consultation meetings (September 2019 and April 2020) were hosted by the district with the Navajo Nation to ensure the twelve Yazzie/Martinez indicators were met. The State Bilingual Parent meetings were held four times in the school year. The Johnson O’Malley Indian Education Committee (IEPC) met eleven times in SY 2019-2020. These meetings are intended to clarify needs to determine what is hindering the success of American Indian students. They participated in the district needs assessment process, reviewed federal program grants and the district budget, and made recommendations on the educational needs of American Indian students. This include revisions and input to the Title VI Impact Aid Indian Policies and Procedures.</p>
<p>Central Consolidated Schools</p>	<p>Tribal Consultations include local government tribal officials, Navajo Nation Department of Education, the Indian Parent Advisory Committee, and Indian Education Committee. Tribal Consultations are scheduled every school year; two with the Navajo Nation and one with the local government during our Impact Aid Training. The local tribal government and district parent advisory committees have a tribal consultation in the late fall via a summit. The Navajo Nation Department of Education schedule their consultations twice a year; fall and spring. Tribal consultation meetings are informational sessions on grants, educational programs, compliance, and implementation. Meetings for the Indian Parent Advisory Committee and Indian Education Committee are scheduled on a monthly basis. The federal Indian grants are discussed at the meetings and Action Items are approved at that time. All committees have an opportunity to participate in grant planning and implementation for funding. Further, CCSD collaborates with local tribal government officials that represent the Navajo chapters our students live in. These local officials, the Indian Parent Advisory Committee and Indian Education Committee members consist of parents, grandparents, teachers, and students.</p>
<p>Cuba Independent Schools</p>	<p>The Cuba Schools Central Office Administrative Team participates annually in the Navajo Nation Tribal Consultation process and meets with the official Navajo Nation Consultation Team to discuss the best types of educational programs for Cuba Schools Native American students. Next, the CISD Indian Ed Parent Committee (IEPC) meets a minimum of eight times per year and plays a major role in conducting a comprehensive needs assessment to identify Native American student needs and to allocate funding that will target these needs. The current system of collaborating with parent groups has been successful in developing programs that address Native American student needs. Meeting with the Navajo Nation local chapter government leadership and members on a consistent basis has been successful as well.</p>
<p>DEAP</p>	<p>Monthly Parent Advisory Committee (PAC) meetings are conducted as well as monthly Governing Council meetings where the public is invited. Each meeting is announced through a variety of venues, including the school website, Parent messenger (phone calls, texts, email), flyers, letters, and newsletters. DEAP also provides updates to various stakeholders including the local chapters, Navajo Nation Department of Diné Education and Diné College. A total of 13 PAC meetings were held in 2020-2021 SY. In addition, DEAP revamped its website and communication process to ensure the public was able to ask questions and connect to a DEAP staff member.</p>

<p>Dream Diné Charter School</p>	<p>The principal met with tribal leaders online and prepared a report that provided academic achievement and preparation for online learning and reopening the school. The principal attended the weekly tribal meetings to stay informed of the statistics of COVID and orders from the Navajo Nation that took place for the safety of all students. The school did provide data for the tribal leaders but that information is not accurate as the assessments were taken at home and the data was skewed, some students did not take the test and parents assisted their child in answering the test questions. This information was provided to the tribal consultation along with enrollment, funding sources, and reopening strategies.</p>
<p>Dulce Independent Schools— DISD</p>	<p>DISD Administrative Leadership met with JAN President, Vice President and Tribal Council on a quarterly basis. Title I Parts A, C, and D, Title II Part A, Title III Part A, Indian Education Grant, Indigenous Education Initiative, Bilingual Multicultural Education Program, and Impact Aid Consultation with Jicarilla Apache Nation, WIOA, and School leader ship team. DISD received feedback from the community and tribal members regarding educational strategies to implement toward positive student outcomes. DISD that the opportunity 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 DISD includes Every Student Succeeds New Mexico State Plan and the NM Indian Education Act regarding tribal consultation.</p>
<p>Española Public Schools- EPS</p>	<p>Meetings went well and most tribes were very responsive to google meetings and returning back forms. Some tribes went to docu-sign so most documents were returned in a timely manner. EPS has and is working hard to develop rappers with tribal communities. Some Tribal communities lost staff due to the pandemic and some staff had to stay home with families as the pandemic forced online schooling.</p>
<p>Farmington Municipal Schools</p>	<p>Farmington Municipal Schools hold consultations with the Navajo Nation because a total of 3.7% of enrollment or 402 students claimed Navajo reservation addresses SY 2020-21. Public Hearings are held in the Fall and Spring to inform the community of Indian Education programs. The district consults with all Navajo Chapter houses and provided electronic copies of Indian Policies and Procedures (IPP) for input and recommendations. The staff communicates the Multicultural Services Native American Programs with all Navajo Chapters electronically. Partnerships have been built, albeit virtually in current times, to discuss and receive input from Tribal partners. FMS has a Memorandum of agreement with the Navajo Nation; The school district has been consulting with the Navajo Tribe and Chapter Houses to discuss the services, programs, and education for Native American students and has been open to feedback and recommendations from the tribe. Transparency in the manner in which all Native American students are served is important. Approval signatures on the IPP were collected from all chapters. Farmington Municipal Schools held consultations with the Navajo Nation via Zoom in October 2020 and April 2021.</p>

<p>Gallup McKinley County Schools— GMCS</p>	<p>Within GMCS, the district works closely with the Pueblo of Zuni and the Navajo Nation. Formal tribal consultation meetings are held annually sharing tribal education reports, Indian Policies and Procedures and all school district funded grant information. Tribal leaders and community are given the opportunity to provide feedback on all programs. Information sharing includes social/emotional learning, models of learning, and college/career readiness. One parent organization involves parents from all the schools to join and serve the ASC or Advisory School Council. Members have the opportunity to have a voice in site-based decisions and events. Secondly, the DPAC or District Parent Advisory Council. Parents have the opportunity to give advisement, parent recommendations and certain federal program approvals primarily in support of the K-12 Native American students.</p>
<p>Grants Cibola County Schools</p>	<p>The district holds monthly Indian Parent Advisory Committee (IPAC) meetings throughout the year. The district administration also holds tribal meetings with the Pueblo of Acoma leadership, Pueblo of Laguna leadership, the Acoma Board of Education, and the Department of Diné Education that serves the Navajo Nation. The school site principals also provide presentations during the school year on current data relating. Monthly Indian Parent Advisory Committee meetings continue to take place and the attendance in them continue to improve. When the COVID-19 pandemic struck, a transition to virtual meetings was made which fortunately helped increase participation.</p>
<p>Jemez Mountain Public Schools</p>	<p>Lybrook Elementary k – 8 holds quarterly IEC meetings in which Native American parents are encouraged to attend. District representatives meet with the Tribal Council in the fall to discuss those items pertinent to the start of the present school year. The spring meetings will focus on discussions on Indian Policies and Procedures, funding applications, and budgets. There is a strong collaboration between the district and the Navajo Tribal Council.</p>
<p>Los Lunas Public Schools— LLPS</p>	<p>During the 2020 – 2021 school year the LLS’s district leadership collaborated with the Pueblo of Isleta Department of Education (POI/DOE) and tribal officials periodically throughout the school year, including discussions on the use of various funding sources. Indian Education Committee (IEC) meetings/parent meetings were also held throughout the school year. Pueblo of Isleta Education Department and tribal officials were reminded about the monthly IEC/parent meetings by email that included the agenda and any other documents that would be discussed at the meeting at least a week before the meeting. They were also emailed the meeting minutes following the meeting within a week of the meeting. Meetings were held between the POI/DOE, and Los Lunas Schools. A fall and a spring survey were sent out to the families to solicit their input on the programs being offered by Los Lunas Schools. During the 2020 – 2021 school year LLS collaborated with the POI/DOE officially eight times and had many additional phone conversations. Four Indian Education Committee/parent meetings were held. One virtual Public Hearing regarding the Title VI Formula Grant was held. In addition, the Coordinator of Federal Programs met with the Los Lunas Schools Native American liaisons as needed and communicated via e-mail on a regular basis. Results of the fall and spring survey were shared and discussed with the POI/DOE, the Indian Education Committee, parents, and tribal leadership.</p>

<p>Magdalena Municipal Schools</p>	<p>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 with all Alamo stakeholders invited to attend. MMSD holds an annual Federal and State Programs Public Hearing in which all community members are invited to attend. At this hearing, all participants are provided a needs assessment to complete to gain input on specific programs and needs of their students. This assessment 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. During the 2020-2021 SY, these consultations occurred via Zoom meetings.</p> <ul style="list-style-type: none"> • JOM/IEAC Parent Participation continued via emails and phone calls during the pandemic. • There was an increase in the number of Native Families who provided input to surveys and needs assessments submitted over the prior year to support the reentry planning and address COVID specific issues related to hybrid and remote learning options, as well as access to Internet, devices, and infrastructure to support remote learning. • Partnership Agreements and Chapter Resolutions are still in place and will be updated in 2021-2022 with the new members of the Chapter. • The KABR Alamo Radio Station was still utilized when staff were available for announcements to the Alamo community regarding school options and pandemic related information. • MMSD engaged in its first Navajo Nation Tribal Consultation via Zoom on March 22, 2021 to discuss the reentry plans and remote and hybrid learning options, the Indian education funds for the District, all Federal and State Programs, and the new funds made available due to the pandemic includes CARES, CRRSA, and ESSER.
<p>Native American Community Academy – NACA</p>	<p>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 and participates in conferences and discussions throughout the year. Other distinct tribal consultations that NACA has initiated are with the Tribes or Pueblo governments of the Indigenous languages that are taught by the school. This consultation ensures that all teaching staff at NACA are certified to teach the languages by the Tribe or Pueblo. NACA’s Native American student population is at 82% and 98% are students of color. Additionally, about 68% of NACA staff identify as Native American. NACA multi-generational education is planned and 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>

<p>Peñasco Independent School District—PISD</p>	<p>PISD meets with tribal council throughout the year and PISD has a rubric for assessing CLR supplemental materials and has identified the Indian Pueblo Cultural Center Indigenous Wisdom curriculum as a resource for teachers. Furthermore, the district holds monthly meetings with the Picuris education staff. PISD met with various tribal committees for education, language and health. The PISD also met with tribal council and PAC members in the fall to discuss the start of school, curriculum and budgets. PISD meets again the winter to discuss Indian Policies and Procedures, funding applications, calendars and budgets. The district continues to stay in contact with Picuris regarding COVID-19 practices. Our communication with Picuris has increased over the past year and because the Picuris elementary students are attending the Picuris Learning Center, PISD is sending therapists, social workers and staff to provide additional support services.</p>
<p>Pojoaque Valley Schools—PVSD</p>	<p>The Pojoaque Valley School District meets in the Spring and Fall with Tribal Education Directors and the Native American Parent Committee. The district makes a proposal and discusses the Impact Aid expenditure. The same parties meet again in the Fall to discuss the Impact Aid process. The District holds monthly meetings with the Tribal Education Directors. Quarterly meetings are held between the district and the Native American Parent Committee. The Pojoaque Valley School District offers to meet with Tribal Governors once a year and also invites Tribal leaders to meet with AI students from their respective pueblos. The District facilitates the Native American Club and invites Native dancers for various events. The annual Senior banquet is organized and planned by the Native American Club. The District also recognizes Homecoming royalty for AI students. In compliance with the District’s Covid Safety procedures, meetings were conducted virtually. The Native American Parent Committee meeting was conducted four times last year. Meetings with the Tribal Education Directors were conducted every month. These meetings are crucial in understanding the needs of AI children and finding ways to support them. The District relies on the partnership between the Native American Parent Committee and Tribal Education Directors in the creation, change, and implementation of the Indian Policies and Procedures. These entities also help with the development of the Indian Impact Aid required every year.</p>
<p>Rio Rancho Public Schools</p>	<p>Rio Rancho Public Schools has actively and repeatedly engaged in good-faith efforts for tribal consultation. We serve students from all nations, pueblos, and tribes within New Mexico, as well as federally recognized tribes from all over the world. Some examples of this consultation are attending Pueblo of Jemez Governors Meetings, communicating with tribes regarding COVID quarantines and lockdowns. For tribal consultation, our district Tribal Education Status Report is completed annually and posted on our district website, as well as the NMPED-Indian Education Division website. We also meet regularly with our Native American Parent Advisory Committee at the district and school level. There are a minimum of 5 district level meetings throughout the year, occurring the second Tuesday of the following months: 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. This will provide various opportunities for consultations with parents, community and tribal entities to occur on an as needed basis and upon request. Finally, we continue to engage in systematic professional development opportunities for all staff. The end goal is to give staff training in an effort to promote cultural sensitivity as well as perspective when interacting with our American Indian students.</p>

<p>Ruidoso Municipal Schools— RMSD</p>	<p>Parent and community involvement was greatly impacted during the 2020-2021 school year due to COVID 19 pandemic. Moving forward, parent and community will continue to increase, especially when student showcasing of learning is the focus. Collaboration between Tribal leaders and the Ruidoso Municipal School District are effective in ensuring parents/families of American Indian students have the opportunity and are encouraged to participate in school-site Parent Advisory Councils (PACs) and Tribal, Municipal, and Indian organizations. The Ruidoso Municipal School District will continue to work with Tribal leaders to provide and improve educational opportunities for American Indian students. The District, in collaboration with the Tribe, hold at least on parent informational meeting in Mescalero each year.</p>
<p>San Diego Riverside Local Charter</p>	<p>Tribal “consultation” occurs primarily through monthly meetings with the Jemez Pueblo Department of Education. School’s Indian Education Committee representatives participate in meetings held monthly throughout the year. School representatives, along with those of other local schools including Jemez Valley Public Schools, Walatowa Charter School, and Walatowa Headstart. Parent Advisory Committee was not in place at school for the past two years. An effort to renew the Committee was successful and Committee provides active monthly participation in school decision making. School collaborates with Jemez Health and Human Services providing mental health services for referred students. School is in the process of establishing working Equity Councils.</p>
<p>Santa Fe Public Schools— SFPS</p>	<p>SFPS, Tribal leaders and tribal education department meet several times a year. The SFPS superintendent and board of education met with tribal leaders on the following dates: May 14, 2021 and September 22, 2021. SFPS develops working relationships with the Native American Parent Advisory Committee (NAPAC), parent advisory committees, Tribes, Pueblos, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.</p>
<p>Six Directions Indigenous School—SDIS</p>	<p>In order to involve our community, we regularly host: meetings with local parents, educators, policy-makers, and nonprofit administrators; public planning meetings; and meetings with local chapter houses. The SDIS Parent Committee also meets regularly with SDIS staff to discuss programs and policies. In addition, the SDIS staff participates annually in the federally-required Tribal Consultation process. SDIS staff meets with both the official Navajo Nation Consultation Team and the Zuni Pueblo Governor to discuss the best types of educational programs for SDIS Native American students. Collaborations also include the following partners: the McKinley County Community Health Alliance, and other regional educational support organizations. We also maintain relationships with organizations like the National Indian Youth Leadership Project and the Native American Community Academy (NACA) Inspired Schools Network (NISN), which is a support partner in our work.</p>
<p>Taos Municipal Schools (TMS)</p>	<p>Taos Municipal Schools consults with Taos Pueblo Parents and Native American Families within the district to determine best days during the school year to hold Indian Education Committee (IEC) meetings. It was determined that the 3rd Thursday out of every month would be used to meet to hold the IEC meetings. Meeting reminders are sent to parents and students via district School Messenger, emails, posted on district Canvas system as well as reminders from Native American Tutors. During the COVID-19 Pandemic, meetings were held virtually. The purpose of these meetings is to share information, updates, initiatives, and to seek input to improve Indian Education programs. Periodically school district meets with the Taos Pueblo Governor’s Office to review TMS Indian</p>

	<p>Policies and Procedures, current and proposed programming, and to seek approval for grants.</p> <p>TMS Equity and Federal Program directors as well as Indian Education Coordinator work with the Taos Tribal government to ensure that all necessary stakeholders are present during Tribal Consultation.</p>
Tularosa Municipal Schools	<p>In accordance with the IPP, representatives from the district and the Mescalero Tribe meet to discuss the educational opportunities for our Native American students. We also have parent advisory committees at each school site that encourage parental involvement in educational programs, materials, budgets, and activities. Representatives from the district also attend Government to Government meetings when they are held in Mescalero. The district is required to have meaningful consultation regarding our budget, programs and activities each year, and it is in the best interest of our students to have this consultation. Tularosa Municipal Schools meets and works with representatives from the Mescalero Apache Tribe to improve the educational opportunities for our Native American children.</p>
Walatowa High Charter School — WHCS	<p>The Walatowa High Charter School Executive Director participates annually in the Tribal Consultation process and meets with the Pueblo of Jemez and Pueblo of Tsyia Tribal Administration to discuss the best types of educational programs for WHCS Native American students. The Walatowa High Charter School Executive Director provides TESR to the tribal administrations and tribal education departments. The IPPC/WHCS Governing Board, WHCS Executive Director reviews the IPP annually, WHCS Goals and Objectives, annual DASH Plan and WHCS Governing Board sign the IPP and other federal program documents as representatives of the Pueblo of Jemez, Pueblo of Tsyia and Jemez Valley Corridor. The WHCS Governing Board and WHCS Executive Director reviews the IPP, WHCS Goals and Objectives, DASH Plan improvement plan annually.</p>
Zuni Public Schools— ZPSD	<p>Meetings by ZPSD and the Zuni Tribe represent consultations with tribal stakeholders in the local decision-making process during the 2020–2021 school year. All meetings were held via Zoom starting with March 2021, due to COVID-19 mandates by the State and Zuni Tribe. The Pueblo of Zuni had employees working from home which was not feasible for a lot of documents required for signatures and approvals. 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>

SY19–20: ESSA Tribal Consultation Requirements

- 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 has either: 1) 50 percent or more of its student enrollment comprised 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	# AI Students	% AI Students	Title VI Grant Monies	Tribal Consultation Forms
Albuquerque	85,848	7,021	8.2	\$1,077,443	Completed
Aztec	2,622	493	18.8	\$79,494	Completed
Bernalillo	2,892	1,410	48.8	\$238,266	e-mail sent
Bloomfield	2,637	1,085	41.1	\$219,175	Completed
Central Consolidated	5,359	4,958	92.5	\$1,192,198	Completed
Cuba	636	460	72.3	\$69,432	Completed
DEAP	48	48	100.0	\$8,218	Completed
Dream Diné	659	622	94.4	-	Completed
Dulce	3,266	265	8.1	-	Completed
Española	11,186	4,644	41.5		Completed
Farmington	12,869	9,889	76.8		Completed
Gallup McKinley	3,451	1,630	47.2	\$1,786,920	Completed
Grants/Cibola	440	205	46.6	-	Completed
Hozho Academy	201	79	39.3		e-mail sent
Jemez Mountain	386	288	74.6		e-mail sent
Jemez Valley	24,537	364	1.5	-	Completed
Los Lunas	8,224	771	9.4	\$97,521	Completed
Magdalena	297	140	47.1		Completed
Peñasco	330	93	11.8	\$6,923	Completed
Pojoaque	1,820	39	18.5	\$80,750	Completed
Rio Rancho	17,367	336	9.0	\$222,883	Completed
Ruidoso	1,866	1,566	18.2	\$2,673	Completed
Santa Fe	12,743	339	3.0		Completed
Six Directions	77	380	98.7	-	Completed
Taos	2,620	76	10.1	\$58,156	Completed
Tularosa	827	265	31.2	\$45,101	Completed
Walatowa Charter	54	258	90.7	-	Completed
Zuni	1,349	49	98.9	\$298,083	Completed

Indigenous Research, Evaluation Measures, and Curricula for Tribal Students

- 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
<p>Albuquerque Public Schools</p>	<p>The school district Indian Education Department has been involved in various aspects of research related topics, including individual teacher professional development, book studies, and independent research by staff pursuing doctorate degrees, literature review, and coordination of grant applications with higher education institutions, and lecture presentations. As an outcome of participation in the American Indian English Learner Research Alliance, the Indian Education Department has attempted to engage the department’s teachers in a process of reflection on practice that attempts a merging of Indigenous and Western approaches to the education of AI/AN students in Albuquerque Public Schools. Some of the research and training activities included:</p> <ul style="list-style-type: none"> • Indigenous Learning: A Spiritual Walk Lecture Series • Teacher Leader Facilitator Summit Presentations (monthly ongoing) • Merging Pathways (Mondays, bi-weekly) • Indian Education Teacher Collaboration Meetings (monthly ongoing) • Native American Language Instructional Coaching (monthly ongoing) • Healthy Native Youth Virtual Conference • Jobs for American (JAG) Trainings (virtual) • Technology Related Trainings (ongoing) • College and Career Related Trainings (ongoing)
<p>Aztec Municipal Schools</p>	<p>It is the objective of Aztec school district to ensure that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in Native languages, culture, curricula, history and educational programs designed for tribal and non-tribal students, in consultation with NM Tribes.</p>
<p>Bernalillo Public Schools</p>	<p>The research and development of a Native American curriculum became a reality for the 2017-2018 School Year. We currently have (3) section Native American Studies at Bernalillo High School. The district had spent many hours working with Dr. Leola Tsinnajinnie, professor of Native American Studies at UNM, in developing the curriculum and lessons. Dr. Paquin continues to enhance the lessons and the curriculum. Dr. Paquin has worked closely with the Indian Education Department to start the development of the Culturally Responsive Curriculum Framework: Indigenous Communities and Pueblo Nations Served by Bernalillo Public Schools. We currently have created an overall Framework for the district and for Science and Math. The Department had the following professional development days in regard to our monthly series called Towards Culturally Relevant Instruction and the Indian Pueblo Cultural Center:</p>
<p>Bloomfield—BSD</p>	<p>Indigenous research, evaluation measures and curricula for tribal students are currently being established through Oral Dine Language Assessment with identified scale of language proficiency.</p>

<p>Central Consolidated Schools— CCSD</p>	<p>Incorporating Indigenous way of thought imbedded in core and Heritage instruction has increased the value of Navajo language and culture within our students. In addition, providing opportunities for enrichment in language and culture also allows students to become aware of their cultural awareness and its importance. The Heritage language teachers incorporate cultural themes into language instruction and focus on oral language development by providing opportunities for beginning conversation and utilizing Projects-Based learning.</p>
<p>Cuba Independent Schools (CISD)</p>	<p>The CISD BMEP Diné Heritage Program Language teachers (grades K-12) meet with the CISD Federal Program staff, focused on researching and adapting the CISD Diné language curriculum, assessments and instructional methods. Results: The CISD BMEP Diné Heritage Program Language teachers (grades K-12) and the CISD Federal Program staff developed a K-12 curriculum / scope and sequence for teaching Diné Language and Culture. Refinements to the BMEP curriculum will continue for greater implementation.</p>
<p>DEAP</p>	<p>DEAP works in collaboration with a variety of partners engaged in strengthening pathways for Indigenous scholarship and research. DEAP has established some formal relationships with partners in the form of an MOU as well as informal partnerships via participation and collaboration. DEAP has formal MOUs with Diné College for Dual Credit, Diné College Teacher Education Program, and the NACA Inspired Schools Network. In addition, DEAP has collaborated with various partners including Teach For America, COPE, Diné Studies Conference, Navajo Cultural Arts Program, UNM POLLEN Program and Teach for All. DEAP has a variety of strong partnerships to enhance outcomes for Indigenous students and communities.</p>
<p>Dream Diné Charter School</p>	<p>There was a turnover in staff with three people leaving after the end of the school year and other certified staff including the Principal took over revising the curriculum. Funding was provided for the staff to complete the job, but without attending face to face over the summer months the curriculum revision was not completed as anticipated, including developing short-cycle assessments. Hands-on projects were developed as a unit of study that was embedded into the Navajo Curriculum. Students received materials at home and completed the projects online with teacher guidance. Teachers received Professional Development and collaborated on developing a three week unit of study that was cross curricular with reading, math and writing. The idea of revising the curriculum during the summer months is the best time to develop a unit of studies. Unfortunately this was not the right time to complete the units with a pandemic that limited the staff to work together as a team. The continuation of completing the curriculum will be placed in new staff that will come on board for SY 2021-2022.</p>
<p>Dulce Independent Schools (DISD)</p>	<p>The need and value of a systematic, ongoing program of curriculum development, integration, and a continual process of evaluation and revision of the curriculum is recognized. The development, integration, and evaluation of the curriculum should be conducted, developed, and reviewed by educational stakeholders which should include, but not be limited to: identified Dulce Independent School administrators and staff, parents, students, community stakeholders, and Jicarilla Apache Nation educational stakeholders. It is essential that the school system continually develop and modify its curriculum to meet the ever-evolving educational landscape, which includes State of New Mexico mandated policies and procedures, educational best practices and considerations, and community-based shifts. It is also essential that the curriculum, and any instructional materials, methods, and resources reflect the community culture, history, and language. In order to connect and create learning opportunities and understandings for students,</p>

	<p>parents/guardians, community, and tribe, it is essential that the DISD provide a curriculum that reflects the community and its demographic. The Board authorizes the Superintendent, and his/her DISD designees, to work with a community-based, educational stakeholders to develop, integrate, review, and revise a curriculum for the DISD that meets all State of New Mexico polices for promotion and graduation, and, also, integrates the culture, history, and language of the local community and tribe. It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that are based on prevailing educational policies and educational best practices and considerations which are based on the educated, informed, and researched professional recommendations of educational stakeholders which should include, but not be limited to: identified Dulce Independent School administrators and staff, parents, students, community stakeholders, and Jicarilla Apache Nation educational stakeholders. All curricular modifications should address the curricular needs and maintenance of a standards-based program of education from prekindergarten (PK) through grade twelve (12). All curriculum changes shall be approved by the Board. All personnel have professional obligations to the school program beyond regular classroom duties, and these obligations will include work on curriculum committees.</p>
<p>Española Public Schools— EPS</p>	<p>In the past, EPS utilized surveys for research purposes but due to COVID-19 pandemic, the survey on reached the students and never went out to the communities. The previous survey measured 5 components; belongingness, educational background, demographics, student support services, and open-ended questions about the courses offered. As previously stated due to COVID-19 the survey couldn't make it out to the communities as most Pueblos were closed. If local tribal communities don't open up, we will work with Tribal Education Directors to see if the survey can be done online or have a google meet with community members if they have questions.</p>
<p>Farmington Municipal Schools</p>	<p>Key consideration is how to reconcile Western research practices with that of Indigenous methodologies; Western researchers have historically exploited data as typically Indigenous participation is not considered and therefore research outcomes should lack validity; however, many academic texts or published articles are used as authoritative pieces of work FMS Native American Programs consistently work towards gaining knowledge and strategies to best served the Indigenous population of the district. While there needs to be more work on gathering data to truly show the impact, Native American students have been progressing steadily as indicated by assessment trend data. Local cultural experts are brought in to share language and culture with students to impact the power of self-identity, language preservation, and importance of the Indigenous voice. Native American Programs staff attend local, state, and National workshops/conferences to learn about current conversations around Indigenous research and curricula and bring back to the district to augment or modify current practices. Others include: consultations with Navajo Nation in the Fall and Spring; Outreach to Chapter Houses – ongoing; Cultural/Language workshops – three per school each semester; NJOMA – Sept; NIEA – October; NICWA – April; Indigenous Language Institute – as applicable.</p>
<p>Gallup-McKinley County Schools— GMCS</p>	<p>With the focus of using functional oral language, teachers received differentiated training on the curriculum. The elementary teachers focused on teaching handling verbs with specific topics and it expanded in the middle schools to oral discourse using the native language. High School students continue to focus on oral discourse as well, with the goal of passing the Bilingual Seal Assessment. Students taking Navajo II course receives dual credit under an agreement with Navajo Technical University. During the pandemic months of the school year, teachers used techniques learned to enhance their technology skills as an instructional tool. Through a Memorandum of Understanding with the Navajo Nation, the Dine' Content Standards from is used with pacing guides and updated curriculum. In</p>

	<p>addition, the Pueblo of Zuni and the school district has a Memorandum of Agreement to teach the Zuni language. The district’s language and culture programs are to develop expressive skills so students can converse using the home heritage language.</p>
<p>Grants-Cibola County Schools (GCCS)</p>	<p>The district has been involved in various aspects of research of related topics which include: individual teacher professional development, book studies, and independent research by staff pursuing masters or doctorate degrees, literature reviews, and conference presentations. A few years back, the school district collaborated with the Indian Pueblo Cultural Center, the Pueblo of Acoma, and the Pueblo of Laguna to introduce a pueblo-based educational curriculum titled Indigenous Wisdom, Centuries of Pueblo Impact in New Mexico to district teachers as a supplemental curriculum. The Pueblo of Acoma and Pueblo of Laguna have approved this curriculum and was approved by the School Board to be taught in the classroom. The Diversity and Inclusion Department will continue to work at broadening the awareness of teachers and site principals that this curriculum is available. It will be recommended to be embedded into their instruction throughout the school year. Moreover, the department will organize cultural responsiveness trainings districtwide and provide materials related to cultural responsiveness to achieve the goal of helping AI students grow with deep cultural awareness and understanding their history, GCCS offered the three major Native languages in Cibola County into the curriculum namely: Acoma Keres and Culture, Laguna Keres and Culture, and Navajo Language and Culture. In addition, the Native American Studies was offered as an additional course in the curriculum to further strengthen the cultural knowledge of AI students.</p>
<p>Jemez Mountain Schools</p>	<p>A new curriculum was adopted and implementation began during the 2018 – 2019 school year. A more appropriate grade level expectations with the standards was identified and created. JMSD will continue the implementation of the DINE Language and Cultural curriculum with continued collaboration and planning with the Native Community Committee. The plan:</p> <ul style="list-style-type: none"> • Refinement of pacing guides • Implementation of DINE Language and Culture Units • Increased focus on attendance • Increased parent involvement • Increased data collection and analysis • Increased professional development of staff and parents
<p>Los Lunas Public Schools</p>	<p>Los Lunas Schools continues to enhance the social studies curriculum with culturally relevant learning opportunities for seventh grade students at the two middle schools in the Los Lunas School District. 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 virtual learning excursions to gain knowledge of the culture, art, folklore, and customs of American Indians in New Mexico.</p> <p>During the 2020 – 2021 school year Los Lunas Schools also supported Native language and cultural curricula by offering a TIWA I and TIWA II language courses at both Los Lunas and Valencia High schools. Instructors were hired by the Pueblo of Isleta Education Department for their level of proficiency in TIWA. Students received college credit upon successful completion of the TIWA classes. Los Lunas Schools purchased books and/or eBooks either by American Indian authors and books and/or eBooks about American Indian culture, art, folklore, and customs for all its school libraries. The district assessed and evaluated the social studies program through data collection from teacher activities and/or reflection of their instruction. All seventh-grade students studied American Indian history.</p>

	<p>The end-of-unit field trips planned were canceled due to the COVID-19 pandemic. TIWA I language course enrollment for both high schools was 15 and the TIWA II language course enrollment for both high schools was 11 total. TIWA language students were given a beginning of year, mid-year, and end of year assessment.</p>
<p>Magdalena Municipal Schools (MMSD)</p>	<p>Implementation and Continued Support of a K-12 Navajo Heritage Language Revitalization Program increased Navajo and Spanish language courses designed to increase cross-cultural learning between all MMSD students (Navajo, Hispanic, Anglo) College credits for Navajo high school students in Navajo Language and Navajo Government increased student enrollment in Navajo language, culture, and history courses at the middle school increased cross-cultural awareness by all MMSD employees about the effect of trauma on Navajo students, families, and community members implementation of Navajo language curriculum and Navajo history curriculum that incorporates Navajo Language and Culture Standards along with NMPED ELA and History Standards Utilization of Dine’ Bizaad curriculum materials, created by Navajo Educators, and Dine’ College curriculum materials for teaching of the Navajo language at MMSD Adoption of the Navajo Nation Oral Navajo Capacity Assessment to measure Navajo language achievement for students served in the Navajo language program. MMSD has worked closely with the Navajo Nation and the Alamo community to implement indigenous programs, research, and curricula that will meet the needs of the Alamo students served within the District. Insight from the community helped form the Navajo Language programs at MMSD and ensured support for years, i.e. incorporation of the local Alamo dialect and history when teaching in the Navajo Language and Cultural program. The trauma-informed training for all MMSD staff had a significant impact on the development of strategies, supports, and understanding necessary to truly serve the AI students in the district and transform educators who are non-Native in working with and assisting families so our AI students meet and achieve their goals.</p>
<p>Native American Community Academy – NACA</p>	<p>NACA has used UbD (Understanding by Design) for 12 years to design yearlong and unit curricula at each grade level. Teachers participate in the NISN Summer Curriculum Institute, write curriculum, and critique peer curriculum. Understanding by Design framework. Community-led design process. NACA has compiled its curriculum on the NISN Curriculum Hub which is publicly available. We continue to revise our existing curriculum on a regular basis with community input and an emphasis on teacher-designers. Next steps for NACA’s curriculum is the buildout of interdisciplinary performance tasks that center land-based learning and healing for students.</p>
<p>Peñasco Independent Schools (PISD)</p>	<p>PISD has a rubric for assessing CLR supplemental materials and has identified the Indian Pueblo Cultural Center Indigenous Wisdom curriculum as a resource for teachers. The PISD will apply the PED Culturally relevant audit tool for Curriculum when it is approved and will use the CLR rubric for supplemental materials. In addition, PISD has offered two professional development trainings for teachers with a focus on the Indian Pueblo Cultural Center Indigenous Wisdom Curriculum K-12</p>
<p>Pojoaque Valley Schools</p>	<p>One of the major concerns discussed at the Government to Government Summit that also affected the Pojoaque Valley School district was the internet connectivity issues in the area. The district was successful in acquiring and distributing chromebooks to be used for instruction during the pandemic. However, due to the signal support in the area, a large percentage of students had trouble accessing the internet from their homes. In most cases, the district implemented the distribution of paper packets to be sent to the student’s home along with a meal delivery. The district employs two 520 Tewa teachers. These teachers are approved by the pueblos to teach Tewa students from Kindergarten through the 12th</p>

	<p>grade. The surrounding pueblos are conservative in preserving their language. The district works together with the Nambe pueblo to review and pace lesson plans for the Tewa program. The goal is to ensure that the Tewa language is supported at school and through the pueblos. The district uses pre and posttests to assess student growth.</p>
<p>Rio Rancho Public Schools</p>	<p>Research: Research and data has been shared with all sites. All sites have a Native American Liaison who participates in professional development.</p> <p>Curricula: Resources are available to support a Linguistically and Culturally Responsive learning environment for all students. Districts have implemented Indigenous Research and Evaluation in the development and assessment of tribal language programs. In 2008, a major effort to offer a Tribal language program was initiated with an identified instructor, materials and classroom space. However, due to lack of interest and registered students, the program did not come to fruition. There have been continuous efforts. The school district is in support of offering tribal language programs. In 2015, Rio Rancho Public Schools began work through a book study for a core team. From this book study, the expectation of the team members was to create lesson plans to be shared district wide for best practices in Culturally and Linguistically Responsive Instruction. Beginning in the Spring of 2017, an MOA was established between RRPS and the IAIA to offer Navajo Language Courses through a Dual language program. This partnership continues with hopes of expanding opportunities to support other indigenous languages represented by our community. Formally in the Fall of 2018, the district formed a core team at the district office to develop and implement a comprehensive plan of support to support the unique academic, cultural, and behavioral health needs of our students. An important component of this plan is to support adult professional learning and understanding to ensure a culturally and linguistically responsive learning environment for our students.</p>
<p>Ruidoso Municipal Schools</p>	<p>These measures are currently not in place. However, Ruidoso Municipal School 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. The Ruidoso Municipal School District will continue to partner with the NMPED to create and implement appropriate cultural and linguistic curricula for both our Native and Non-English speaking students.</p>
<p>San Diego Riverside Local Charter</p>	<p>Currently, school utilizes the teaching of the unwritten Towa language in grades K-8. Through the Indian Education Grant, school hired three Education Assistants licensed in Native Language and Culture to deliver Language Immersion in Grades K-3 for the past three years. EAs assist non-Towa speaking instructors by translating English instruction into Towa for the benefit of students, all of whom are members of Jemez Pueblo. In addition, Education Assistants are responsible for the delivery of Cultural Heritage instruction for one hour daily. School does not have an assessment to determine growth in Towa language. Towa Language Assessments do exist and are the property of Jemez Pueblo Department of Education (JPDOE). JPDOE is no longer allowed to test SDRCS students for failure to comply with MOE with school and for testing students outside the parameters of the grant and for testing students without prior notification to parents.</p>
<p>Santa Fe Public Schools</p>	<p>Indigenous Research and evaluation measures are being researched and explored. There are numerous teachers that teach in a balanced and comprehensive approach. In addition, several schools teach about current issues affecting Native American people and their tribes. The teachings acquaint students with the historical, cultural, and contemporary issues significant to the experience of Native American people while addressing false images, stereotypes, and inaccurate myths. All teachers district wide have been trained using “Strategies for Culturally and Linguistically Responsive Teaching and Learning” by</p>

	<p>Sharroky Hollie. In addition, ongoing PD is continuing with our Partners at the Museum of Indian Arts & Culture, IPCC, NMPED IED and other Native entities to provide training for our teachers.</p>
<p>Six Directions Indigenous School</p>	<p>Six Directions Indigenous School (SDIS) staff has attended Navajo Nation Educational meetings, Government to Government meeting. the Wisdom Curriculum Conference sponsored by the Indian Cultural Center and University of NM Indian Education Department, and the New Mexico Public Education Indian Education Department that have helped to shape the school curricula. Six Directions Indigenous School (SDIS) staff offers:</p> <ul style="list-style-type: none"> • Bilingual Multicultural Education Program Heritage Model 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. • Culturally Responsive Curriculum and Pedagogy: We will implement curriculum and teaching methods that utilize local funds of knowledge, acknowledge traditional ways of learning, and affirm students' identities. • 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, ecologies, etc. • 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. • 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— TMS</p>	<p>TMS collaborates with Taos Pueblo annually to provide professional development to TMS teachers regarding the history and values of Taos Pueblo. TMS teachers work with Tribal government to plan lessons that include Native American perspectives in curriculum. Taos Pueblo Education, the Training Director and TMS Indian Education Director collaborate to determine needs of professional development for staff at TMS.</p> <p>In SY 2019-20 all TMS administration participated in a 3 day training focusing on Tribal Engagement. The training was attended by all TMS school principals as well as district program directors. The three day training included training on Cultural Awareness (Understanding, Insight, and Communication), Tribal Engagement (Planning, and Transforming Relationships), and Mandated Consultation. The district seeks improvements in a variety of ways to strengthen and evaluate the curricula of Native languages, culture, and history designed for tribal and non-tribal students within the school district. Also seeking opportunities to build on established Tribal Government relationships in order to fully support all Native American students. Reaching out for resources to support Culturally Responsive curriculum, strengthen Tiwa language courses, and increase college and career readiness of all Native American students is in progress.</p>
<p>Tularosa Municipal Schools</p>	<p>Tularosa Municipal Schools does not have any Indigenous Research, Evaluation, and Curricula. We have met with the Tribal Education Committee regarding the teaching of the Apache language in our schools.</p>

<p>Walatowa High Charter School</p>	<p>Through the WHCS rigorous curriculum plan, WHCS staff participated in training that focused on researching and adapting lesson plans to include culturally relevant materials into the curriculum, assessments, and instructional methods. The WHCS Faculty and staff will be working on the further development of a curriculum and scope and sequence through researching culturally relevant materials. The WHCS Rigorous Curriculum Plan provides opportunities for American Indian students to study culturally relevant material built into the lesson plans.</p>
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Access to Native Language Programs by District

District	Activities
<p>Albuquerque Public Schools</p>	<p>In the 2020-21 School year, there were five (5) Navajo and two (2) Zuni 520 teachers certified to teach and providing language instruction at the above listed schools. Two of the Navajo and one of the Zuni teachers are paid for through a competitive grant that is focused on students in grades 3-8. Three of the 5 Navajo and both Zuni teachers are itinerant and divide their time between two or more school sites. Of the over 1,700 student’s eligible to take Navajo and with access to Navajo programs, 150 Navajo participated in the 2020-21 school year. Moreover, of the 130 students eligible to participate in Zuni courses, 45 Zuni students participated in these programs in the 2020-21 school year. Rates of participation are higher in grades K-8 than at the high school level. Still, access at the high school level is more universal than in grades K-8, as potentially any Native American high school student could learn Navajo if they wished to and any Zuni high school student could learn Zuni if they wished to. At the elementary and middle school levels, only students attending one of the few schools with Navajo or Zuni programs can learn these languages. The transfer of instruction to virtual platforms during the 2020-21 school year also enabled Navajo and Zuni language teachers to allow students at the elementary and middle school level from other schools not on the lists above to participate in these programs. Including Navajo, Zuni and other languages for which there are BMEPs in APS (e.g., Spanish), 415 AI/AN students were in BMEPs during the 2020-21 school year.</p>
<p>Aztec Municipal Schools</p>	<p>Navajo language classes are available for 6th through 8th grades. Navajo language classes are also available for 9th through 12th grade with classes identified as Navajo I, II, III, and IV. These classes offered will attain the rigorous Navajo Nation Bilingual Seal recognized as the NMPED Bilingual Seal to be placed on student diplomas. Although not every Navajo student is taking the class, we continue to advocate and announce to high school students to compete for the Navajo Nation scholarships and the Chief Manuelito Scholarship.</p>
<p>Bernalillo Public Schools</p>	<p>During the 2020-2021 SY, Bernalillo Public Schools had the following KERES classes: Santa Ana Keres, Cochiti Keres, San Felipe Keres and Santo Domingo Keres. There were 739 total students in Keres classes (485 in a 1 hour class and 254 in 2 hour classes) Due to the pandemic were not able to reach every student. There were no virtual classes for Keres in the district. Each of the school sites along with the pueblo language programs provided different options for students to continue with Keres classes. We have to remember that for Bernalillo Public Schools we were virtual from March 2020 – April 2021, when we were able to have in-person learning. This was not the case for our Pueblos. Each of our pueblos stayed on virtual learning throughout the school year and into the summer. Keres classes consisted of packets were created, copied and delivered to families. Keres teachers called families to check on student progress. Students were then asked to turn in the packets</p>

	<p>for a grade. Bernalillo Public Schools meets bi-weekly with Tribal Education Director’s from each of the (7) Pueblos that surround BPS. Due to the pandemic, we have been meeting bi-weekly since March 2020. We discuss and update the pueblos on all different matters of the district. We have been able to hold meetings either with the language committees or with the Tribal Education Departments regarding the languages. We will continue to meet with Language programs and provide data, request input on salaries, curriculum development (but respecting each of the pueblos), resources needed, supplies and materials, and answer any questions they may have.</p>
<p>Bloomfield School District (BSD)</p>	<p>The Oral Diné Language Assessment is being utilized at five (5) Bloomfield schools. Bloomfield School District employs 4 Dine teachers, 1 has an Associates Degrees and a certified 520 License, 2 have a BA in other content areas and have received their 520 License, and 1 is certified in Bilingual and Multicultural discipline with Navajo Language endorsement. District data shows high school students are at beginning proficiency levels while middle school students are lower in proficiency for the Navajo language. These courses are supplemental for students and not part of the core curriculum. For SY 2020-2021, BSD will continue implementing and refining the Navajo language and cultural curriculum for all schools.</p>
<p>Central Consolidated Schools—CCSD</p>	<p>The Navajo Language Program at CCSD is part of the state Bilingual Multicultural Education Program (BMEP). The language program objectives and curriculum meet the NM Indian Education Act and the NM Bilingual Multicultural Education Act under Indigenous languages. The Dine’ Language Proficiency Assessment (DLPA) is utilized. It assesses K, 4th, 8th, and 12th grades. In addition, a summative assessment was created for the oral language curriculum. Based on the EL Identification process for the state BMEP, identified English Learners have priority to be enrolled in Navajo Heritage classes; however, there are many students who attend as enrichment students. And, there is only one school that has their entire school attend Navajo Heritage.</p>
<p>Cuba Independent School District (CISD)</p>	<p>Cuba Independent School District (CISD) Staff is implementing the Heritage Model. The staff follows all required procedures for identifying each student's home language and the student's language proficiencies; and priority is given to students based on language proficiency (English and home language). Programs are developed with priority given to students in grades K-3 and expanded to other grades as funds permit. CISD implements a grades K-12 district wide program in Navajo and Spanish. It is the primary intent all students will be bilingual and biliterate in English and the home/heritage (target) language. Navajo students, in grades K-12, participate in the Diné Language Heritage Language Program, which included participation in the K-12 Navajo Curriculum. The curriculum was developed and implemented by the Heritage Language teachers and the Indian Education Director. The CISD BMEP Diné Language Heritage Program offers a successful opportunity for Native American students to study their culture and language. The program offers a wide spectrum of Diné Language courses, grades K-12, which range from beginning to advanced levels. In SY 2020-2021, CISD staff included a total of five teachers who were 520 certified to teach native language classes. This allowed the district to offer a sufficient number of course sections to accommodate student schedules. Teachers also use a variety of instructional methodologies, activities, and materials to enhance classroom engagement and participation by students that promote identity, language, and culture, making learning more impactful.</p>
<p>Dream Diné Charter School</p>	<p>Students attended online classes for Navajo Studies for one hour every day. Attendance was taken by the teachers and parents were called to assure students attended. Technology was provided for all students and three families received training on how to use technology.</p>

	<p>Although the enrollment decreased due to the pandemic, the students expressed their like for the Navajo Classes in a yearly needs assessment. The small school environment along with focus on Dual Language is the highlight of this school. Parents and students expressed their support in a needs assessment that was given towards the end of the year. The feature of learning the language is important to the surrounding community as it is a part of student’s livelihood that supports their own identity in their community.</p>
<p>Dulce Independent Schools (DISD)</p>	<p>DISD continuation of Culturally and Linguistically Responsive Education (CLRE) Initiatives. DISD will initiate three main goals for School Year (SY) 2021-22, which will be completed by June 30, 2022.</p> <ol style="list-style-type: none"> 1. <i>Development and implementation of a DISD Cultural Competency Framework, which will be used to develop and implement a DISD Cultural Competency Guide and Policy.</i> 2. <i>Development of a DISD Culturally Responsive Educational Framework for utilization in grades K-12.</i> 3. <i>Development of a DISD Community Engagement Strategy Plan.</i> <p><i>These will be referred to as DISD Initiatives 2021-22.</i></p> <p>Present and propose collaboration and partnership opportunities between the DISD and the Jicarilla Apache Nation (JAN). The intention is to provide information on the creation of a memorandum of agreement between DISD and JAN to create a collaboration and partnership to utilize JAN departments and personnel to assist on the DISD Partnership Committee, as well as with the identification and creation of relevant cultural, educational, and linguistic resources.</p>
<p>Española Public Schools—EPS</p>	<p>In previous years, students have obtained the bilingual seal, but in 2020 we didn’t have recipients. One student was eligible but tribes have their own certification processes of proficiency in Native languages. Instructors have different styles on how students test in Native Languages especially Tewa because to most Tewa tribes they don’t have it written. Most tests are done orally and documented and approved by the instructor. Proficiency always comes up when it comes to Native languages but that any Native language. The goal for Tewa and language is to be conversational over proficient. There are levels of proficiency when it comes to speaking and understanding a Native language and that depends on most tribes ways of measure. Elders are considered the most proficient in most Native languages but there are gaps that need to be bridged.</p>
<p>Farmington Municipal Schools</p>	<p>Navajo Language and Culture courses, funded through the state Bilingual Multicultural Education Program, are located at two of four high schools, three of four middle schools, and four of ten elementary schools, one of which is a 50/50 model Dine’ Dual Language program. Navajo Bilingual classes are pull out programs with the exception of the Dual Language Program at one elementary school. The goal for students is for them to become bilingual and biliterate by developing high levels of academic proficiency in their first language, by developing high levels of academic proficiency in a second language and to demonstrate positive cross-cultural attitudes and behaviors/cross- cultural competency. Of the ten teachers, four teachers hold only the 520 Language and Culture certificate, two teachers have both the 520 and NMPED teacher licenses, four teachers have NMPED teacher licenses only. Due to the change in assessment for ODLA to DPLA, inconsistent administration of the new assessment, and revised/new proficiency scales, there is not sufficient data to determine progress of program. The Native American Programs will work with teachers in learning how to effectively use a proficiency scale for instruction and to have proper Professional Learning Communities to impact student learning.</p>

<p>Gallup-McKinley County Schools—GMCS</p>	<p>GMCS currently offers languages in Spanish, Navajo, and Zuni. K-12 students have the option to take any of these languages offered at the school they are attending. For the school year, there was no Zuni classes offered students due to lack of a teacher. The Navajo Language was offered to all K-12 students. The Heritage language program employs both licensed and certified language teachers of which there are 10 NMPED licensed language teachers with 3 licensed instructional classroom coaches; and, 21 licensed language teachers who are licensed by their respective tribes.</p>
<p>Grants Cibola County Schools (GCCS)</p>	<p>To achieve the goal of helping AI students grow with deep cultural awareness and understanding their history, GCCS offered the three major Native languages in Cibola County into the curriculum namely: Acoma Keres and Culture, Laguna Keres and Culture, and Navajo Language and Culture. In addition, the Native American Studies was offered as an additional course in the curriculum to further strengthen the cultural knowledge of AI students. GCCS is committed to serving the needs of AI students through the provision of quality educational programs. These programs include but are not limited to: intervention programs in reading and mathematics; Native Language and Culture Programs (i.e. Acoma Keres Language, Laguna Keres Language, Navajo Language and Culture, Native American Studies, Native American Literature); Mathematics, Engineering, and Science Achievement (MESA) Program; Extended Learning Time Program (ELTP), Edgenuity Credit Recovery Program; and Dual Credit Courses through New Mexico State University - Grants (NMSU-Grants) and other colleges and universities.</p>
<p>Los Lunas Public Schools</p>	<p>Total TIWA I language course enrollment for both high schools was 15 and TIWA II language course enrollment for both high schools was 11. There is a low number of students taking the TIWA language classes. Students are encouraged to enroll in those classes when registering.</p>
<p>Native American Community Academy—NACA</p>	<p>NACA provides language instruction in Diné (Navajo), Tiwa, Keres, Zuni, and Lakota. NACA uses Total Physical Response (TPR) to teach language and wellness, helping students to learn language through physical actions, such as using the language of instruction to play stickball or soccer. The language, culture and spirituality function as the basis of indigenous identity, therefore our relationships with family, community, and land are the most important aspects. We are providing tools for NACA students to recreate healthy systems of support in their communities through language and culture acquisition. NACA instructors have created language programming that utilizes total physical response, language demonstration, culturally relevant activities and performance tasks. These courses incorporate the multi-modal approach to help students progress toward both proficiency through culturally relevant curriculum. Teachers use various strategies and tools such as scaffolding, modifications, or accommodations to reach the goals so that all students can be successful in knowing how to learn for themselves. Culturally relevant core values curriculum reinforces concepts and provides students an opportunity to expand core content lessons. To measure the level of language fluency, NACA uses the Student Oral Language Observation Matrix (SOLOM). The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations (class discussions, interactions before and after class, and every day). The teacher matches a student's language performance in listening comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale for each. The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level. There has been an increase of students from one level to the next: Keres Language</p>

	<p>has had a 11% jump from level 1(preproduction) to level 2(Early Production1) when compared from the same time last year. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning. Navajo HS: relatively stayed the same with their overall students remaining in early production1 (73%). 9/10 high school students had some difficulties with distance learning. Navajo MS: middle school students had an increase of students moving from level 1(preproduction) to level 2(early production1), level 3(early production2), and level 4(speech emergence) when compared to last time last year. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning. Tiwa: had students moving up to level 3(early production2) at 67%. Level 4(speech emergence) went down due to students moving into higher grade levels. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning. Zuni: students moved from level 1(preproduction) to level 2 (Early production1) at 74%. Student involvement with parents and their distant learning approach encouraged family unit learning, which helped increase language learning.</p>
<p>Peñasco Independent Schools</p>	<p>To support the Tiwa Language program at PISD, the district is committed to support instructional staff in Native language revitalization training onsite and to pursue a higher education degree in bilingual education with an emphasis on native languages. Professional development in secondary language acquisition and Indigenous language revitalization as well as curriculum development will aid the Tiwa language Instructor in the daily instruction. This will support Picuris pueblo’s efforts to certify more tribal members for Native American Language and Culture (NALC-520 Certificate) Certification. The number of Native American students participating in the Tiwa language program has increased over the past 5 years. During this year the enrollment has declined due to upperclassmen taking classes to fulfill graduation requirements. A small population of Native students opted to take the Spanish language. However, the majority of our Native American elementary students are taking the Tiwa language including our middle school students. During the 2020-2021 school year, remote learning and with the loss of our fluent Tiwa teacher, Native American students had a difficult time learning Tiwa. Secondary language acquisition can be very difficult to achieve when in-person learning is not provided. Nevertheless, the Tiwa program applied Total Physical response methods to engage students and to support the teaching of the Tiwa language without a fluent teacher.</p>
<p>Pojoaque Valley Schools</p>	<p>For the 2020-2021 school year, a total of 168 AI students were enrolled in the Tewa language program. Of those students, 91 AI students were enrolled in the Tewa class for Elementary students, and 77 AI students were enrolled in the Tewa class for the middle and high schools. Currently, the Pojoaque School District employs two 520 teachers who are certified and approved by the surrounding Pueblos to teach Native languages. The Pojoaque Valley School District has worked with Nambe Pueblo to pace the Tewa language program. The district works with Pueblos to hire Native Language teachers.</p>
<p>Rio Rancho Public Schools</p>	<p>We have offered Navajo Language as a dual credit course since the Spring 2017 semester. Since then, we have been able to increase the number of courses and increase accessibility by including a virtual option, a course within the bell schedule, and one outside of the bell schedule. This course is open to high school students across the district, regardless of the school registered. Students are taught by an enrolled member of the Navajo Nation, who is also a NMPED licensed educator. An approved syllabus is followed, created by and with the Institute of American Indian Arts. Instructional practices and pedagogy is culturally and linguistically responsive to the needs of the students within each section.</p>

<p>San Diego Riverside Local Charter (SDRCS)</p>	<p>Currently, no native language classes are offered by school. In prior years, school offered Towa Language Arts instruction as part of its Bilingual Multicultural Education Program. This instruction was delivered by 2 Teachers and 3 Education Assistants who were licensed in 520 Native American Language and Culture. School enrolled 80 students all of whom were of Native American heritage. During the 2020-21 school year, W. K. Kellogg Foundation developed a Towa Language Assessment for Jemez Pueblo (POJ). An MOU existed between Jemez Pueblo Department of Education (JPDOE) and school to provide “Language Immersion” instruction for students K-2, but did not include the use of a “Towa Language Assessment” to test any students at school. During the 2020-21 school year, school discovered that students K-8 were being tested with the language assessment without authorization of the school and in violation of an MOU at the direction of the JPDOE director. This testing was in violation of the MOU between SDRCS and JPDOE and operated outside the scope of the Kellogg grant which applied only to Grades K-2. In retaliation, JPDOE Director withdrew from MOU with school and denied Kellogg funding to the school in defiance of orders issued by Pueblo Governors.</p>
<p>Six Directions Charter (SDIS)</p>	<p>SDIS is implementing the NMPED Bilingual Multicultural Education Program Heritage Model. The staff follows all required procedures for identifying students, home languages and language proficiencies. Priority is given to students based on language proficiency. SDIS staff also follows all required procedures for identifying linguistic and academics needs of students. SDIS implements a grades 6-12 district-wide program in Navajo and Zuni. In SY 2020-2021, Navajo and Zuni students, in grades 6-12, participated in the Diné Language Heritage Language Program, which included participation in the 6-12 Navajo and Zuni Curriculum. The curriculum includes the following courses: Grades 6-12- Navajo I: Basic Diné language/culture concepts: speaking, reading, writing, Diné culture, research, and making presentations. Navajo II: Intermediate Diné language/culture concepts: learning to speak fluently and use Diné language in everyday scenarios, incorporate culture into research and presentations, involves more advanced knowledge of Diné language, reading, and writing. Navajo III: Advanced Diné language/culture concepts: speaking fluently in everyday situations, incorporate Diné language and culture into research and presentations, speaking to others who are fluent in the community, requires extensive knowledge of Diné language, reading, and writing. Grades 6-12- Zuni I: Basic Zuni language/culture concepts: speaking, reading, writing, Zuni culture, research, and making presentations. Zuni II: Intermediate Zuni language/culture concepts: learning to speak fluently and use the Zuni language in everyday scenarios, incorporate culture into research and presentations, involves more advanced knowledge of Diné language, reading, and writing. Zuni III: Advanced Zuni language/culture concepts: speaking fluently in everyday situations, incorporate Zuni language and culture into research and presentations, speaking to others who are fluent in the community, requires extensive knowledge of the Zuni language, reading, and writing.</p> <p>The number of American Indian students enrolled in Six Directions Indigenous School in SY 2020-2021 Native Language classes was 69 students. The number of 520 Teachers in the Six Directions Indigenous School who were certified to teach Diné language classes in SY 2020-2021 was 2.</p>
<p>Taos Municipal Schools</p>	<p>The Tiwa language classes are provided to Enos Garcia Elementary students, which has the largest population of Taos Pueblo students. Tiwa language classes have been expanded to Taos Middle School for all students grades 6th through 8th.</p>
<p>Tularosa Public Schools</p>	<p>We have met with the Tribal Education Committee regarding the teaching of the Apache language in our schools.</p>

Conclusion

This report includes AI student outcomes in 13 reporting areas. Due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the US Department of Education has granted the New Mexico PED a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Thus, the student achievement data within this section was not collected in SY 2020-2021. COVID-19 pandemic also affected other areas of reporting for the Tribal Education Status Report. This has been reflected in the district descriptions of these areas.

The NM PED 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 AI 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 AI students. The IED is committed to improving the data collection and analysis that informs program development and educational decision making for AI students across the state.

Glossary and Acronyms

Acronym/ Term	Definition
24 Districts	24 out of the 89 New Mexico school districts that are located on or near New Mexico tribal lands and have an AI student population.
520 Certification	Native American language and culture certification license through the NM PED. Teachers who are certified by Tribal governments to teach their native language in NM public schools.
Academic Program	All subject matter areas of the curriculum of the school, as defined in the New Mexico Standards for Excellence, 6.29.1-11 NMAC. Content Standards and Benchmarks. Especially refers to the core content areas— math, social studies, and language arts.
AI	American Indian, same as NA (Native American)
American Indian	A person who is enrolled as a member of a US federally recognized Nation, Tribe, or Pueblo.
APS	Albuquerque Public Schools
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.
BIE	Bureau of Indian Education
CCSD	Central Consolidated School District
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 the 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.
ELD	English language development refers to instruction designed specifically for English learners/limited English proficient students to further develop listening, speaking, reading, and writing skills in English beyond English as a second language.
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.
ESEA	Elementary and Secondary Education Act of 1965, as amended
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.
GCCS	Grants Cibola County School District
GMCS	Gallup-McKinley County School District
Heritage Language (Home Language)	The language, other than English that is inherited from a family, Tribe, community, or country of origin, whether or not the student is proficient in the language.
IEA	New Mexico's Indian Education Act (Chapter 22, Article 23A NMSA 1978)
IEC	Indian Education Committee (district level)
IED	NM PED Indian Education Division
Indigenous	Native or tribal groups of the Americas that maintain a cultural identity separate from the 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—an 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 the 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.
LEA	Local educational agency, usually a district or a State charter school.
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, Tiwa, 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 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.
NIEA	National Indian Education Association
NL and C	Native language and culture
ODLA	Oral Diné Language Assessment. The Navajo Nation's assessment of language proficiency.
PAC	District-level parent advisory committee.
PD	Professional development
NM PED	New Mexico Public Education Department
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 NM PED. STARS is a comprehensive student and staff information system that provides a standard data set for each student served by New Mexico's 3Y–12 public education system.
SY	School year
TESR	The Tribal Education Status Report, originally called the Indian Education Status Report (IESR).
Title III	Language instruction for LEP and immigrant students to attain English language proficiency, to develop high levels of academic attainment in core academic subjects, and meet the same challenging state academic standards as all children are expected to meet.
Title VII	Indian Education (Indian, Native Hawaiian, and Alaska Native education) designed to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so these students can meet the same challenging State academic standards as all other students are expected to meet.
Title VIII	Impact Aid provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties, who do not live on Federal property.
YRRS	Youth Risk and Resiliency Survey