Albuquerque Public Schools Tribal Education Status Report: 2019-2020

ALBUQUERQUE PUBLIC SCHOOLS 2019-2020
TRIBAL EDUCATION STATUS REPORT

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September 2020

ACKNOWLEDGMENTS

Acknowledgments to the following departments and staff who made this report possible:

Brenda Martinez-Papponi, Ph.D., Research & Analysis Manager, for her expert assistance with data and editing. She completed sections 1-4 of the document. The completion of this document would have been difficult and impossible without Dr. Martinez-Papponi's help.

Charlene Lippert, Budget Analyst, for her annual assistance to Indian Education with fiscal matters and updates.

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TRIBAL EDUCATION STATUS REPORT

In compliance with the Indian Education Act Article 23A Indian Education, NMSA Section 22-23A-7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the Public Education Department's (PED) current initiatives specific to American Indian students and their academic progress.

PROFILE OF INDIAN EDUCATION IN ALBUQUERQUE PUBLIC SCHOOLS

During the 2019-2020 school year, Albuquerque Public Schools (APS) included:
- 140 Traditional Schools:
  - 88 Elementary Schools (K-5),
  - 4 K-8 Schools,
  - 28 Middle Schools (6-8),
  - 20 High Schools (9-12)
  - 31 APS Charter Schools
- 69.3% of students participated in the Free/Reduced Price Lunch Program
- 17.4% of students had current English Learner status
- 19.6% Students with Disabilities and 5.2% of students participated in the Gifted program
- Staff was made up of 1.6% American Indian/Alaskan Native, 2.1% Asian, 2.5% African American, 40.5% Hispanic, and 53.3% Caucasian.

During the 2019-2020 school year, Albuquerque Public Schools' 80th day enrollment (not including charters) was 79,707 students in grades Pre-Kindergarten through 12th grade. The enrollment count for those whose *primary* race is non-Hispanic, American Indian/Alaskan Native was 4,515 students (5.7% of the total student population; see Figure 1). **The enrollment count, which includes _all_ students identified as American Indian/Alaskan Native, including those who also indicate Hispanic ethnicity, was 6,627. The Indian Education Department at APS serves all students who identify as AI/AN.**
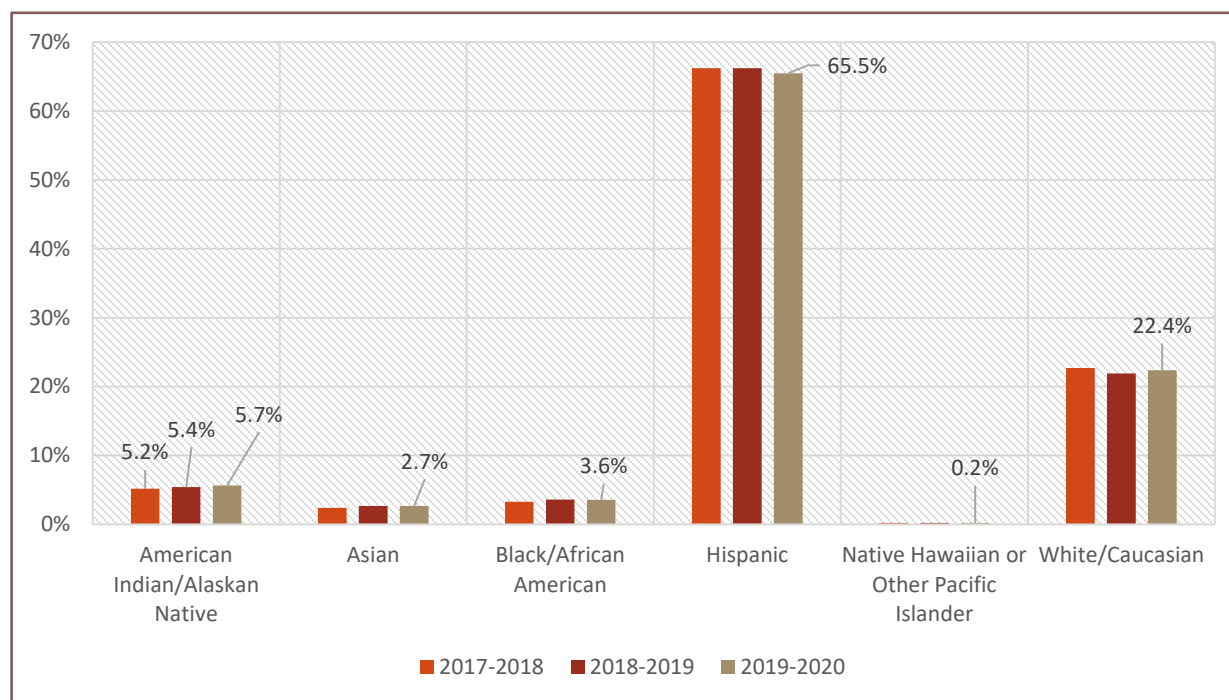
FIGURE 1. 80th day student enrollment based on primary race for the last three school years
See APS Strategic Analysis & Program Research's Public Visualizations ("*Enrollment and Demographic Information*" and "*Staff Demographics and Experience*") at http://www.aps.edu/sapr for more information.)

The 2019-2020 80th day enrollment count of all students who identified a tribal affiliation, including those who also indicate Hispanic ethnicity, was 7,455 students. The New Mexico Tribes represented at Albuquerque Public Schools were as follows:

NM Tribe Name	2019-2020 SY
Acoma	2.2%
Cochiti	0.6%
Isleta	1.7%
Jemez	1.3%
Jicarilla Apache	1.1%
Kewa (Santo Domingo)	1.7%
Laguna	4.5%
Mescalero Apache	0.4%
Nambe	0.3%
Navajo	**47.8%**
Ohkay Owingeh (San Juan)	0.4%
Picuris	0.1%

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Pojoaque	0.1%
San Felipe	1.0%
San Ildefonso	0.1%
Sandia	0.3%
Santa Ana	0.2%
Santa Clara	0.3%
Taos	0.4%
Tesuque	0.1%
Zia	0.2%
Zuni	4.4%
Other	**30.8%**

STATUTORY REQUIREMENTS

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

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

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

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

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

2. school safety;

3. graduation rates;

4. attendance;

5. parent and community involvement;

6. educational programs targeting tribal students;

7. financial reports;

8. current status of federal Indian education policies and procedures;

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

10. public school use of variable school calendars;

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

12. Indigenous research and evaluation measures and results for effective curricula for tribal students.

DETAILED REPORT

1: STUDENT ACHIEVEMENT

OBJECTIVE

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

BACKGROUND

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

METHODS

Assessment data for the 2019-2020 school year is not available; this report included data from the 2018-2019 school year. During SY 2018–2019, students in grades K–2 were tested in reading using the Istation assessment, and students in grades 3–11 were tested using New Mexico assessments that include; the Transition Assessment in Math and English Language Arts (TAMELA), the Partnership for Assessment of Readiness for College and Careers (PARCC) ELA and math, standard-based assessment (SBA LEGACY) Spanish reading, SBA science, New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science. During the 2018-2019 school year, New Mexico began using the TAMELA, replacing PARCC as the state assessment. Also, during the 2018-2019 school year, Istation was restructured from 3 levels of performance to 5 levels in an attempt to align with other state assessments. These two assessment adjustments may have caused changes to overall proficiency rates. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. Testing data is reported as the percentage of students who meet the cut-off point for proficiency, as defined for the 2018–19 school year. All assessment scores have been standardized to reflect proficiencies—from *non-proficient* to *at proficient* and *above proficient*.

Source: New Mexico Public Education Department, Student Teacher Accountability Reporting System (STARS) 120th day snapshot files; PED Student Assessment files (https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/); New Mexico Public Education Department Indian Education Division Student Assessment files; and Strategic Analysis & Program Research public visualization files (http://www.aps.edu/sapr)

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RESULTS

The first several graphs in this section show the districtwide percentage of students at or above proficiency by race/ethnicity as measured by the New Mexico assessments. The overall results in student achievement are based on all 2019 test results. The last graphs in this section looked at districtwide enrollment in gifted and advanced placement programs and overall results from the ACT and SAT.

The key findings are:

- Generally, the districtwide proficiency rates for reading and math have decreased during the 2018-2019 school year compared to the previous two school years.
- American Indian/Alaskan Native (AI/AN) students showed no significant changes in math and science proficiency rates over the last three school years. Reading proficiency rates declined since the previous school year.
- Overall, percent proficient in reading for K-2nd grade AI/AN students, just as with all K-2nd grade students in the district, decreased in the 2018-2019 school year[1]; however, Grades 5 and 6 had gains with proficiency rates which were both up 3 percentage points from the previous year.
- AI/AN students' math proficiency rates for Grades 9 and10 were decreased 5 and 4 percentage points from the previous school year.
- Science for AI/AN students in 4th grade and 7th grade improved compared to the 2017-2018 school year; 11th grades showed a drop in percent proficient during the 2018-2019 school year.
- Reading scores of AI/AN students identified as non-economically disadvantaged were 19 percentage points higher than economically disadvantaged AI/AN students; 16 percentage points higher in math; and 15 percentage points higher in science.
- There are performance gaps between male and female AI/AN students. While AI/AN female students are outperforming AI/AN males in reading by about 9 percentage points, their male counterparts outperform them by about 2 percentage points in science. Both genders perform nearly equally in math, although males are slightly more proficient than their female counterparts.
- AI/AN students tend to be underrepresented in the gifted program. A lower proportion of AI/AN students are in the gifted program than in previous school years. However, the proportion of AI/AN students enrolled in the district has increased from previous school years.
- During the 2018-2019 school year, 331 AI/AN students were enrolled in Advanced Placement courses, accounting for 2.9% of total AP course enrollment.
- The average ACT score for AI/AN students in 2018-2019 was 18.6, lower than the district average, but slightly higher than the average score of AI/AN in 2017-2018.

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[1] The decrease in proficiency rates for K-2nd grade reading is most likely due to the changes made to the performance levels in the Istation assessment, rather than significant declines in proficiency.

CONCLUSION

During the 2018-2019 school year, the state assessment changed from PARCC to TAMELA. Overall, the districtwide proficiency rates for reading, math, and science have decreased during the 2018-2019 school year compared to the previous two school years. AI/AN students also showed a small decrease in reading, math, and science proficiency rates. Generally, AI/AN students are less proficient than their counterparts in reading, math, and science. However, when we consider AI/AN students, who are not identified as economically disadvantaged, proficiency rates are greatly improved. More AI/AN students are identified as economically disadvantaged then non-economically disadvantaged. Poverty is related to low academic progress, among other outcomes. Increased research on the correlation between poverty among AI/AN and educational progress and outcomes is essential.

ACTION PLAN

Improving and increasing school and early intervention programs will reduce some of the risk factors for AI/AN students. If there were increased resource teachers for the elementary grades, there would be a positive impact for AI/AN students struggling with reading and mathematics. Currently, there are a few elementary schools served by resource teachers from Indian Education for intervention in both reading and mathematics.

Three-Year, Districtwide Assessment Comparison
At or Above Proficient by Race/Ethnicity

	2016-17 Reading	2017-18 Reading	2018-19 Reading	2016-17 Math	2017-18 Math	2018-19 Math	2016-17 Science	2017-18 Science	2018-19 Science
All Students	34%	37%	31%	20%	21%	20%	39%	41%	34%
Caucasian	53%	56%	49%	38%	40%	39%	64%	65%	60%
African American	29%	31%	25%	12%	13%	13%	32%	30%	27%
Hispanic	28%	30%	25%	14%	15%	15%	31%	33%	27%
Asian	57%	59%	52%	49%	49%	44%	58%	63%	55%
American Indian	24%	26%	21%	11%	13%	12%	24%	25%	24%

Note: Proficiencies include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; PARCC ELA and math; TAMELA; and Istation reading.

Percent of American Indian/Alaskan Native Students Scoring
At or Above Proficient in Assessments
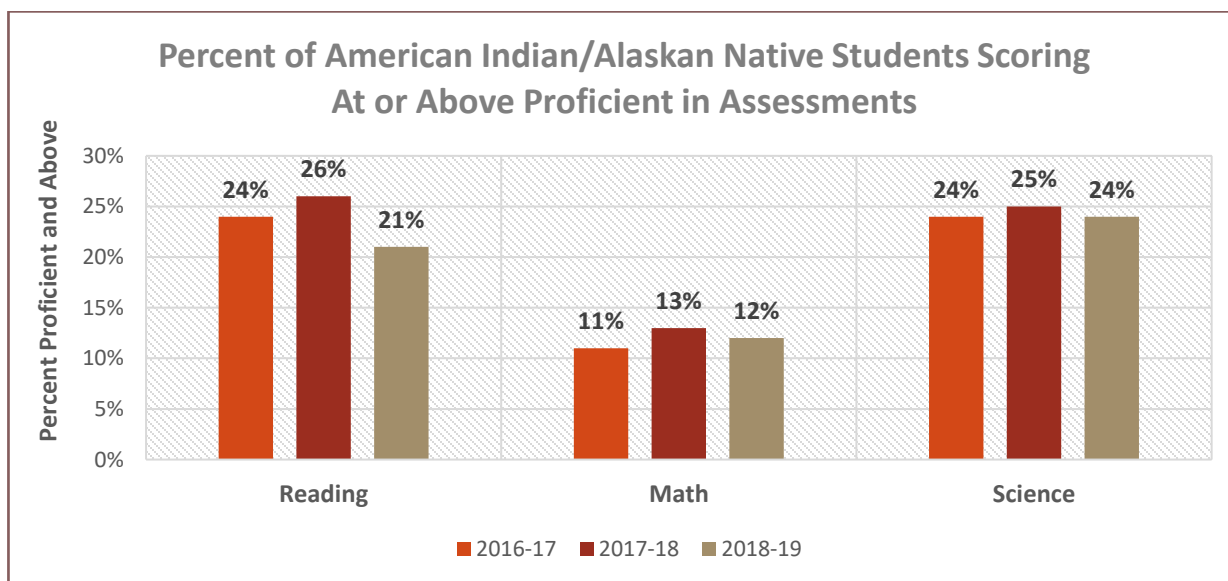
DISTRICTWIDE ASSESSMENT BY ETHNICITY

- Overall proficiency rates in reading, math, and science decreased during the 2018-2019 school year compared to the previous school year.

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- o Reading proficiency rates decreased by 6 percentage points since the 2017-2018 school year and about 3 percentage points since the 2016-2017 school year.
- o Math proficiency rates have remained relatively stable for the last three school years, dropping only 1% since the 2017-18 school year.
- o Science proficiency rates decreased by 7 percentage points since the 2017-2018 school year and about 5 percentage points since the 2016-2017 school year.

- About 21% of AI/AN students are proficient in reading; 12% in math, and about 24% in science. The proficiency rate of AI/AN students in 2018-2019 for reading, math, and science decreased from SY 2017-2018.

  - o The AI/AN percent proficient in mathematics and science have each decreased slightly since the 2017-18 school year.
  - o AI/AN reading proficiency rates have decreased by 5 percentage points since the 2017-18 school year and about 3 percentage points since the 2016-2017 school year.

- Proficiency rates for AI/AN students remain considerably lower than other ethnicity students. Especially discrepant is their comparison with students of Caucasian and Asian backgrounds.
  - o As compared to the percentage of proficient Caucasian students at 49%, less than half of the AI/AN students are proficient readers at 21%. In math, AI/AN students perform at 12%, which is nearly one-quarter of the proficient percentage of Asian students at 44%. Almost one-third of AI/AN students are proficient in science at 24%, with Caucasian students performing at 60% proficient.
  - o Compared to all subgroups of students, the AI/AN students' proficiency performance ranks the lowest in all three subject areas of Reading, Math, and Science.
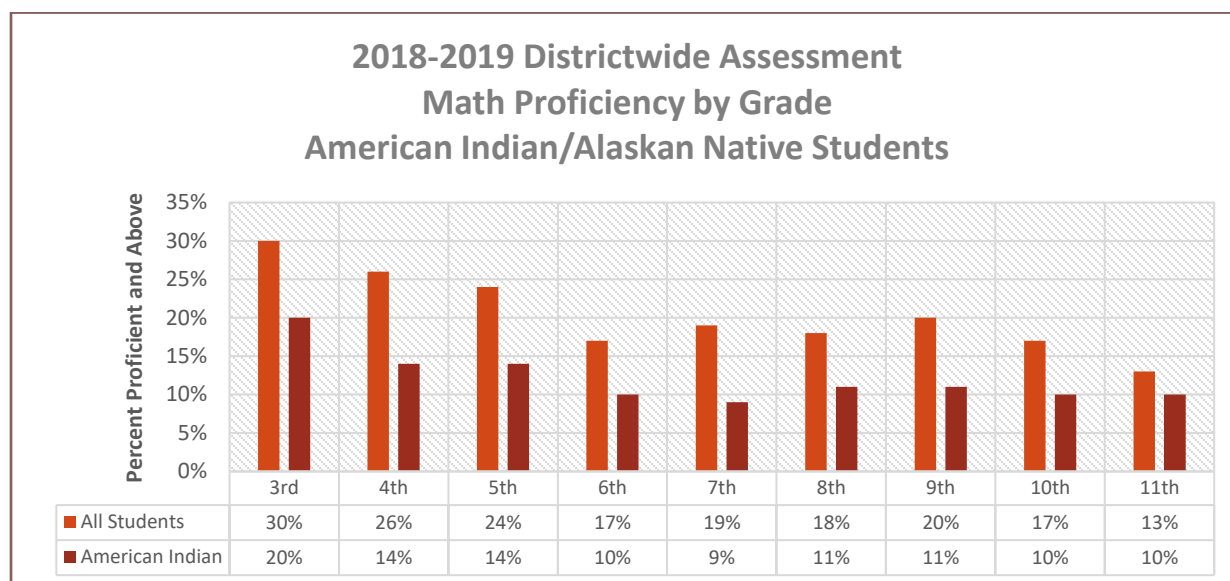
2018-2019 Districtwide Assessment
Reading Proficiency by Grade
American Indian/Alaskan Native Students

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
All Students	31%	29%	36%	24%	27%	30%	26%	26%	29%	30%	39%	40%
American Indian	17%	17%	27%	15%	18%	20%	17%	16%	16%	22%	29%	33%
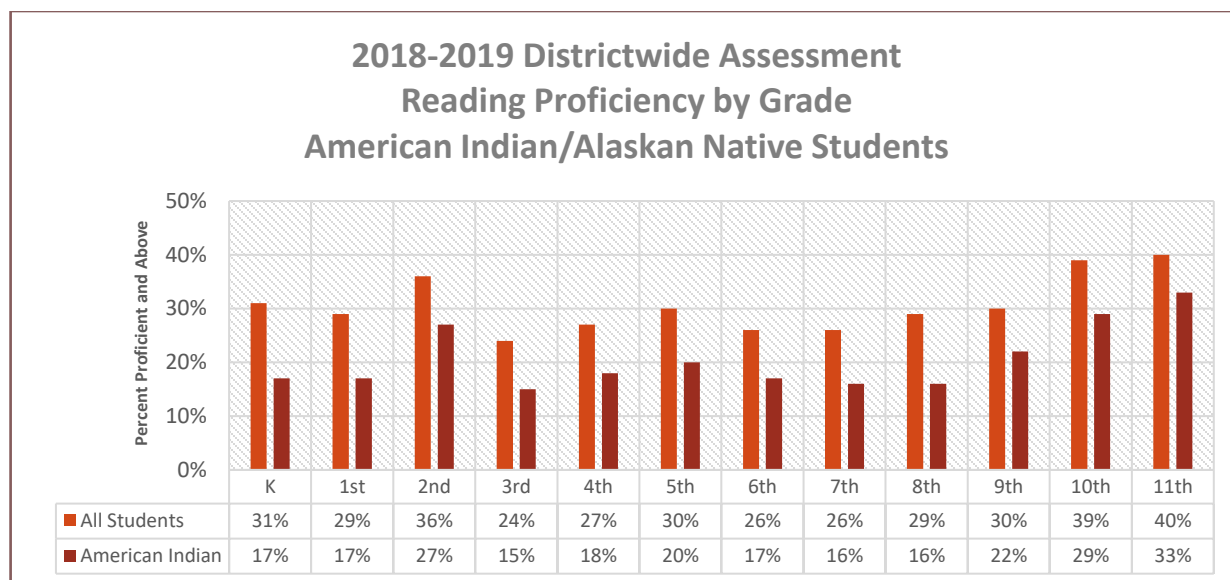
READING BY GRADE

Grades K to 2 proficiencies for AI/AN students was determined using the Istation assessment that showed the following:

- About 61% of AI/AN students are proficient or above by the end of second grade.
- The highest level of reading proficiency is the 2nd grade at about 27%
- The percent proficiency is 17% in both Kindergarten and 1st grade.

Grades 3 to 11 proficiencies for AI/AN students were based on TAMELA, PARCC, SBA, and NMAPA reading assessments, which showed the following:

- The drop in reading proficiency from the end of 2nd grade to the end of 3rd grades is likely due to:
  1. The use of the two different assessments;
  2. The more rigorous assessments in 3rd grade – 11th grade;
  3. The perennial reason – the climb from decoding in the primary grades to reading for comprehension starting in the 3rd grade.
- Reading proficiency rates for most of the grade levels have decreased when compared to the 2017-2018 school year.
  - Only 5th, 6th, and 10th grades had increases in proficiency rates compared to the previous school year.
  - Grade 10 had the largest gain, with a 2% increase in proficiency from the prior school year.
  - Grade 3 had the largest loss, with the percent proficient dropping from 27% in 2017-2018 to 24% in 2018-2019.
- Reading proficiencies are at their lowest level in the 3rd grade, at 24 percent for all students, and 15% for AI/AN.
- The proficiency rate for AI/AN students was highest in the 11th grade, with 33% proficient or above.

2018-2019 Districtwide Assessment
Math Proficiency by Grade
American Indian/Alaskan Native Students

Percent Proficient and Above	3rd	4th	5th	6th	7th	8th	9th	10th	11th
All Students	30%	26%	24%	17%	19%	18%	20%	17%	13%
American Indian	20%	14%	14%	10%	9%	11%	11%	10%	10%

MATH BY GRADE

Grades 3 to 11 proficiencies for AI/AN students were based on TAMELA, PARCC, and NMAPA math assessments. The 2018-2019 Math Proficiency by Grade chart shows:

- AI/AN students perform well below all other students in all grade levels from 3rd to 11th.
- AI/AN elementary students are performing slightly better in math than those in middle and high school;
- Overall, AI/AN students slightly decreased in percent proficient from the 2017-2018 school year.
  - Grade 6 had the largest increase in percent proficient; proficiency rate increased by 2 percentage points compared to the previous school year.
  - Grades 9th and 10th had the largest decreases in percent proficient with a 5% and 4% drop from the previous school year.

**2018-2019 Districtwide Assessment
Science Proficiency by Grade
American Indian/Alaskan Native Students**

	4th	7th	11th
■ All Students	41%	39%	26%
■ American Indian	29%	27%	17%

Percent Proficient and Above
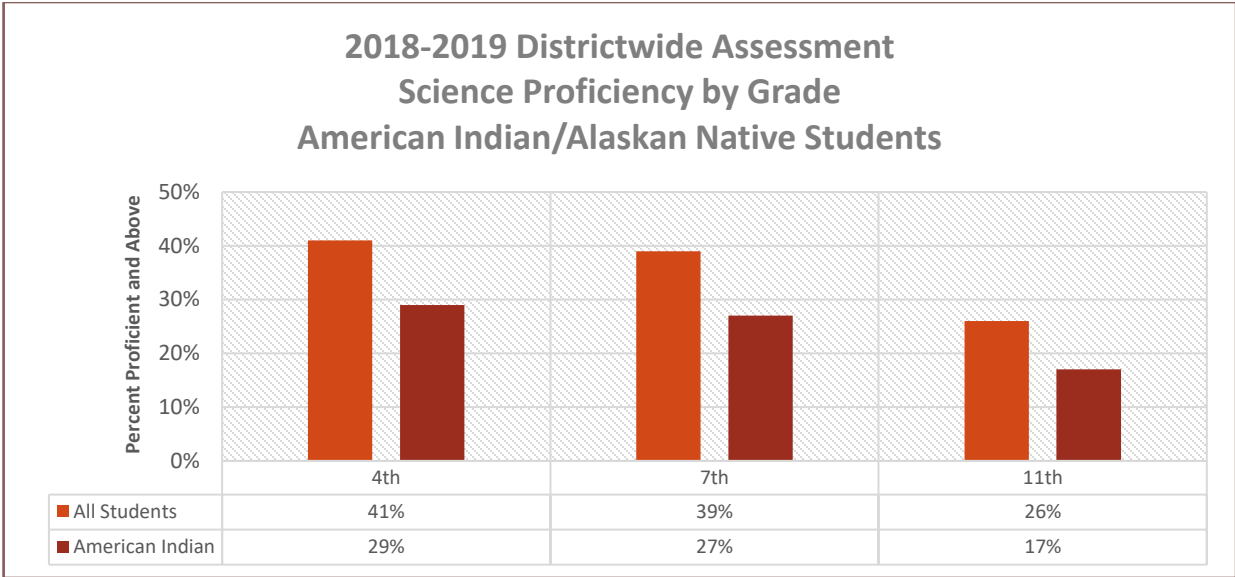
SCIENCE BY GRADE

Science is assessed only in grades 4, 7, and 11. The proficiencies were based on SBA science and NMAPA science. The 2018-2019 Science Proficiency by Grade figure shows American Indian/Alaskan Native students demonstrate the following:
- The highest level of science proficiency is found in the 4th grades at 29% meeting proficiency or above.
- Grade 4 percent proficiency increased by 4% in 2018-2019 compared to the 2017-2018 school year.
- The lowest level of science proficiency is found in the 11th grade at about 17% proficient or above, dropping 3% points from last school year.

2018-2019 Districtwide Assessments In Reading, Math, and Science At or Above Proficient by Economic Status

Percent Proficient and Above

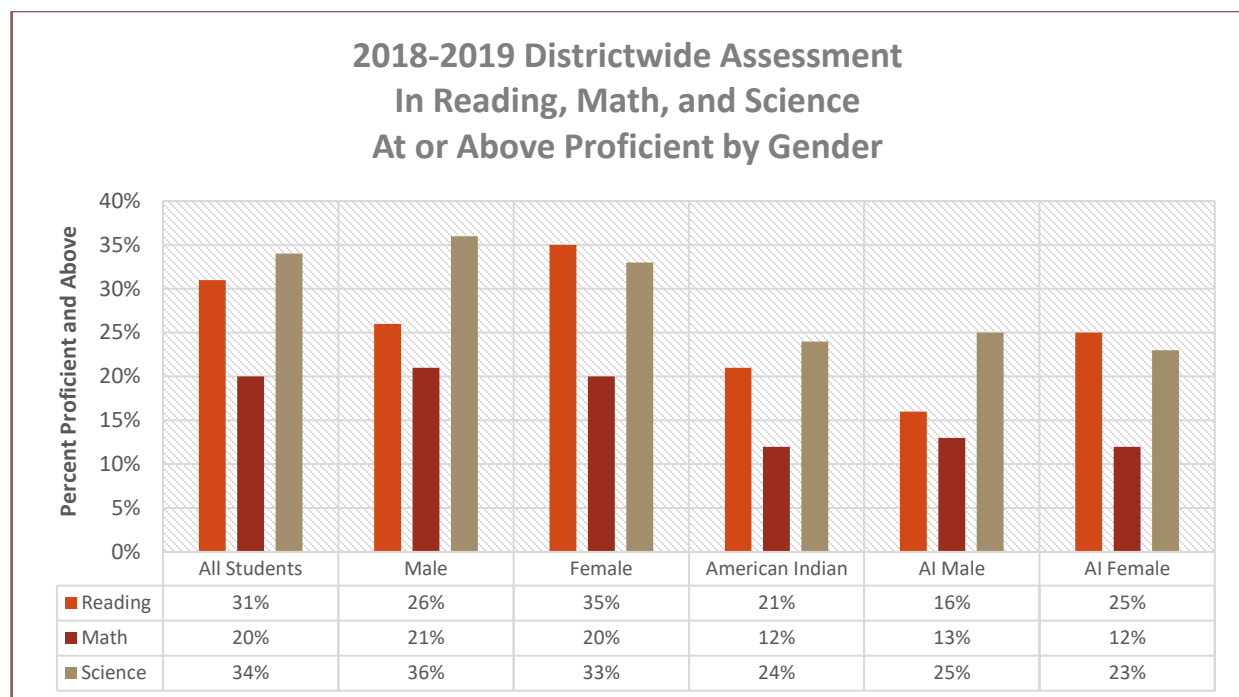|	All Students	Not Economically Disadvantaged	Economically Disadvantaged	American Indian	AI Not Economically Disadvantaged	AI Economically Disadvantaged
Reading	31%	52%	21%	21%	36%	17%
Math	20%	40%	11%	12%	25%	9%
Science	34%	57%	23%	24%	36%	21%

PROFICIENCY BY ECONOMIC STATUS

- Overall, AI/AN students who are non-economically disadvantaged are performing better than those who are identified as economically disadvantage.
  - Reading performance for economically disadvantaged students is 19 percentage points lower than those non-disadvantaged students.
  - Math performance is 16 percentage points higher for those students who are non-economically disadvantaged compared to those who are economically disadvantaged.
  - Science performance is about 15 percentage points higher for students who are non-economically disadvantaged compared to those who are economically disadvantaged.
- In reading, non-economically disadvantaged AI/AN students performed better than students in the district overall (36% compared to 31%).
- In Math, non-economically disadvantaged AI/AN students performed better than students in the district overall (25% compared to 20%).

2018-2019 Districtwide Assessment In Reading, Math, and Science At or Above Proficient by Gender

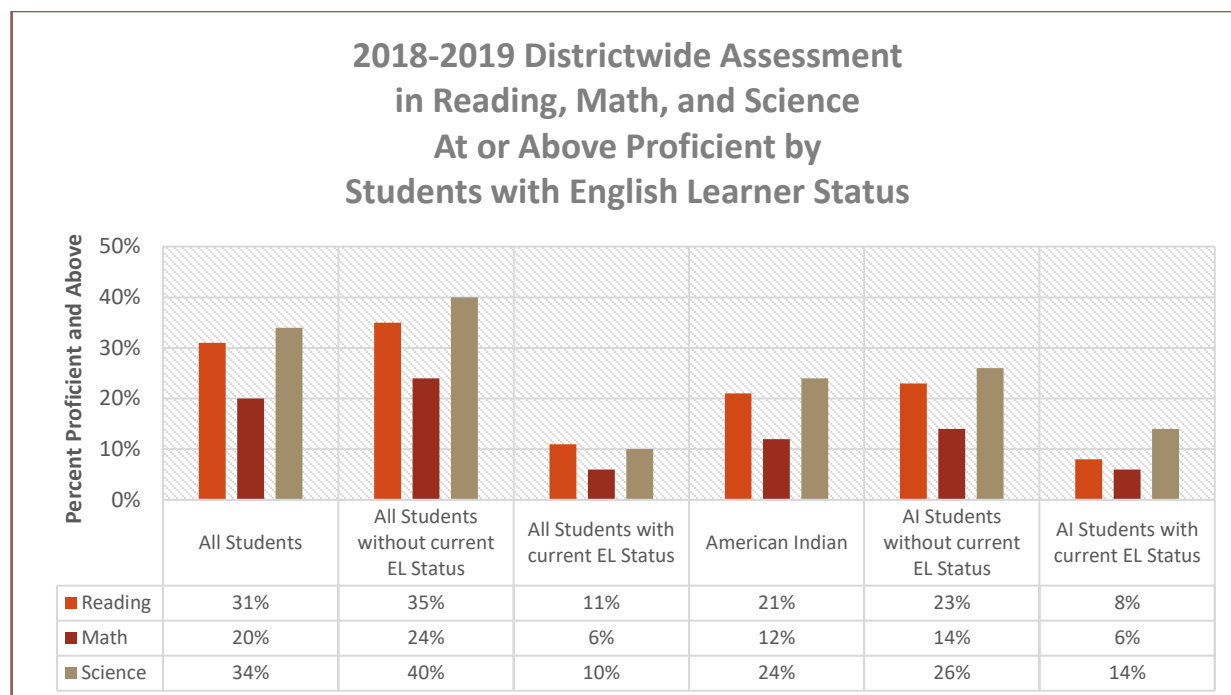|	All Students	Male	Female	American Indian	AI Male	AI Female
Reading	31%	26%	35%	21%	16%	25%
Math	20%	21%	20%	12%	13%	12%
Science	34%	36%	33%	24%	25%	23%

READING, MATH, AND SCIENCE PROFICIENCY BY GENDER

- AI/AN male students performed slightly better in math and science than AI/AN female students.
- AI/AN female students performed better in reading than AI/AN male students.

2018-2019 Districtwide Assessment in Reading, Math, and Science At or Above Proficient by Students with Disabilities

Percent Proficient and Above

	All Students	Non-AI Students without Disabilities	Non-AI Students with Disabilities	American Indian	AI Students without Disabilities	AI Students with Disabilities
■ Reading	31%	36%	8%	21%	25%	5%
■ Math	20%	25%	6%	12%	15%	3%
■ Science	34%	41%	11%	24%	29%	7%
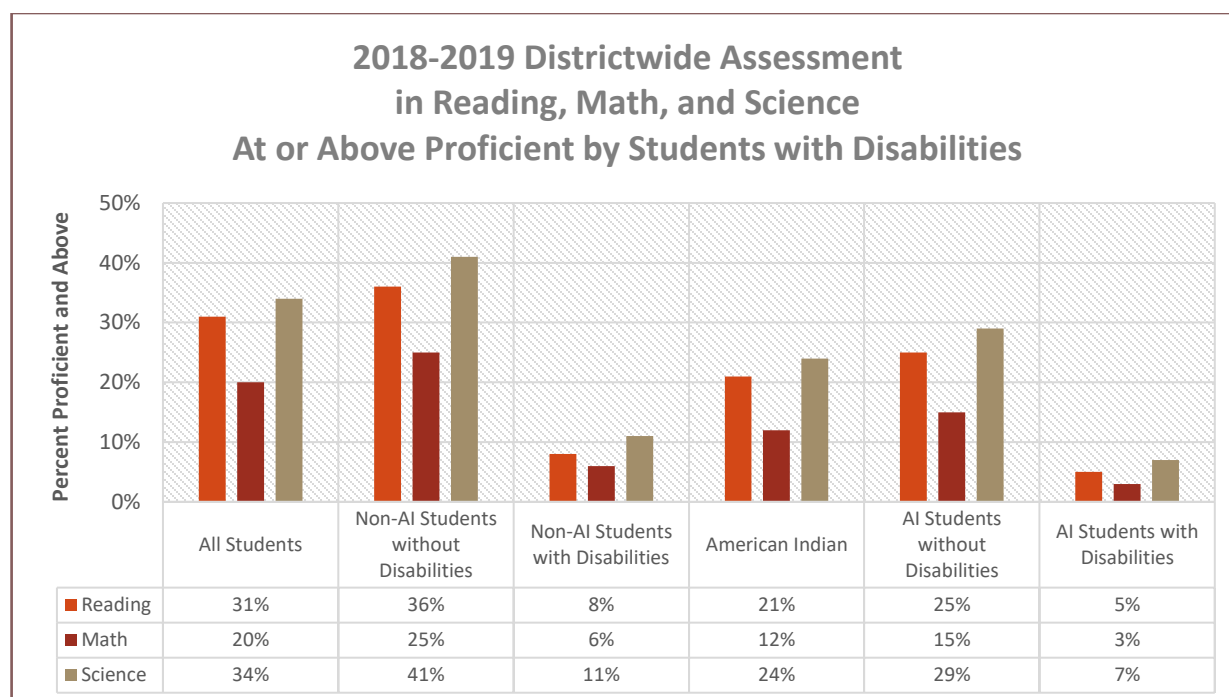
READING, MATH, AND SCIENCE PROFICIENCY BY STUDENTS WITH DISABILITIES

- AI/AN students with disabilities are significantly underperforming in reading, math, and science compared to AI/AN students without disabilities.
  - AI/AN students without disabilities are at about five times higher in their percent proficiency than AI/AN students with disabilities.
- AI/AN students with disabilities are underperforming in reading, math, and science compared to the students with disabilities districtwide.
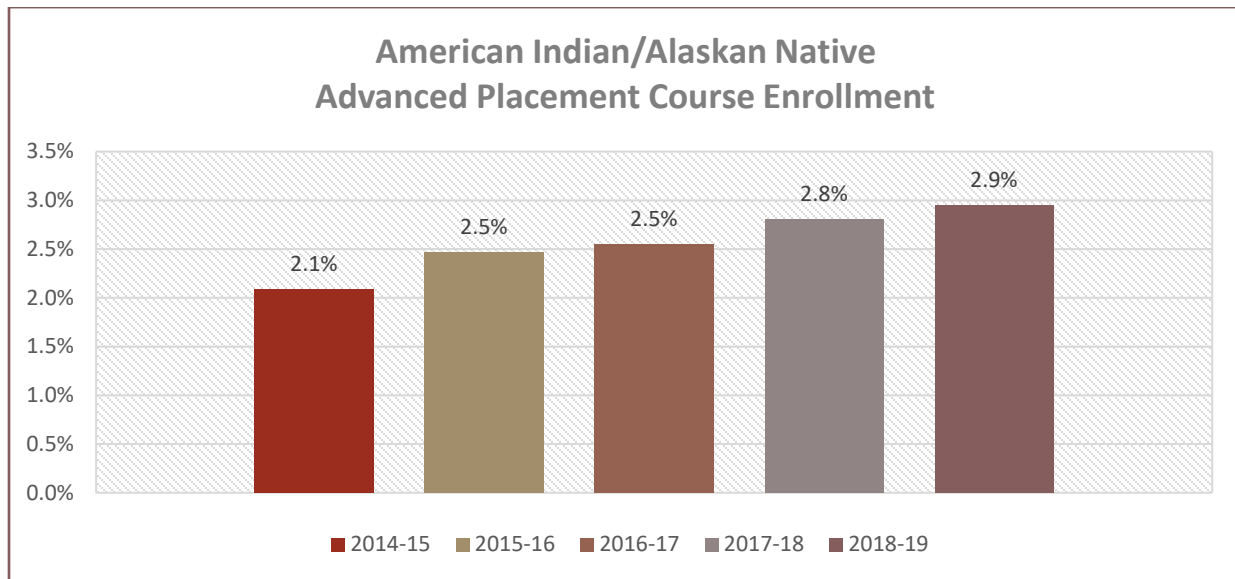
**2018-2019 Districtwide Assessment
in Reading, Math, and Science
At or Above Proficient by
Students with English Learner Status**

	All Students	All Students without current EL Status	All Students with current EL Status	American Indian	AI Students without current EL Status	AI Students with current EL Status
Reading	31%	35%	11%	21%	23%	8%
Math	20%	24%	6%	12%	14%	6%
Science	34%	40%	10%	24%	26%	14%

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

READING, MATH, AND SCIENCE PROFICIENCY BY STUDENTS WITH EL STATUS

- Overall, AI/AN students without EL status outperform AI/AN students with current EL status.
    - Reading performance is 15 percentage points higher for those students who are without EL status compared to those who are current EL students.
    - Math performance is 8 percentage points higher for those students who are without EL status compared to those who are current EL students.
    - Science performance is about 12 percentage points higher for students without English Learner status compared to those who are current EL students.
- AI/AN students with EL status have higher proficiency rates in Science compared to EL students at the district level.
- AI/AN students with EL status have lower proficiency rates in Reading and Math compared to EL students at the district level.

American Indian/Alaskan Native Gifted Education Program Enrollment

Chart showing gifted education program enrollment percentages:
- 2015-16: 2.6%
- 2016-17: 2.9%
- 2017-18: 3.0%
- 2018-19: 3.1%
- 2019-20: 2.3%
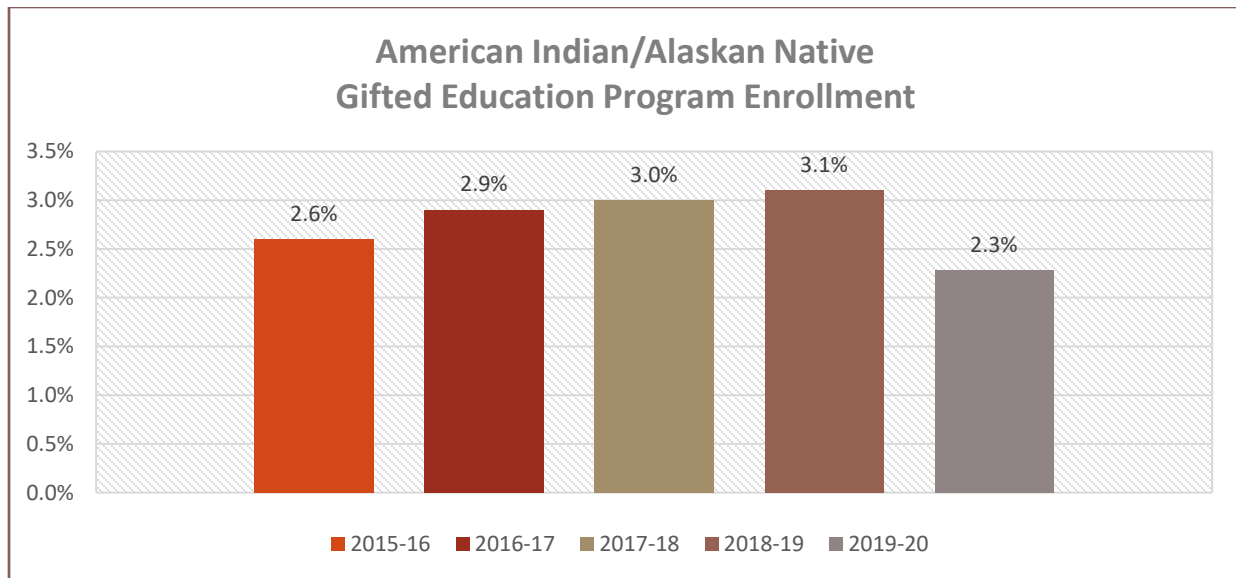
GIFTED PROGRAM PARTICIPATION

- Gifted education falls under the Special Education Department. Students are identified through a referral and evaluation process.
- About 2% of the American Indian/Alaskan Native population at APS are enrolled in the gifted program.
- The proportion of AI/AN students enrolled in the gifted program has decreased slightly since the 2018-2019 school year. Less AI/AN students were in the gifted program during the 2019-2020 school year.

American Indian/Alaskan Native Advanced Placement Course Enrollment

Chart showing AI/AN Advanced Placement Course Enrollment percentages by school year:
- 2014-15: 2.1%
- 2015-16: 2.5%
- 2016-17: 2.5%
- 2017-18: 2.8%
- 2018-19: 2.9%

ADVANCED PLACEMENT COURSE ENROLLMENT

- The proportion of AI/AN students enrolled in the Advanced Placement (AP) courses has increased slightly since the 2014-2015 school year.
  - o Over 70 more AI/AN students were enrolled in AP courses during the 2018-2019 school year than in the 2014-15 school year.
- AI/AN students are underrepresented in Advanced Placement (AP) course enrollment:
  - o In 2018-2019, 331 AI/AN students enrolled in AP courses, accounting for 2.9% of total AP course enrollment, though they made up 5.4% of total district enrollment.
  - o In 2017-18, 307 AI/AN students enrolled in AP courses, accounting for 2.8% of enrollment for AP courses, though they made up 5.2% of total district enrollment.

ACT - Total Composite Score by Race/Ethnicity

SAT - Overall Score by Race/Ethnicity
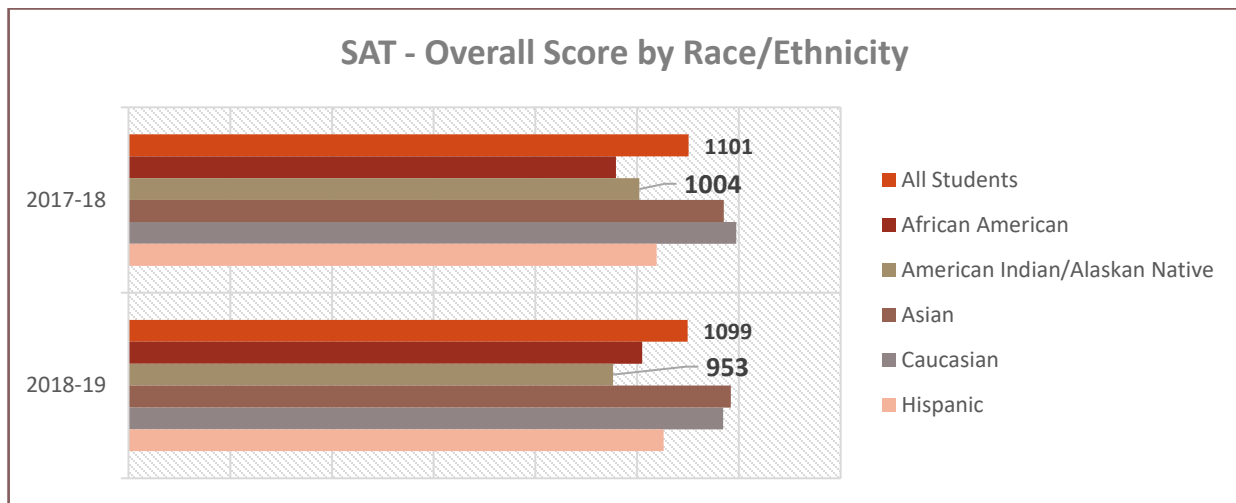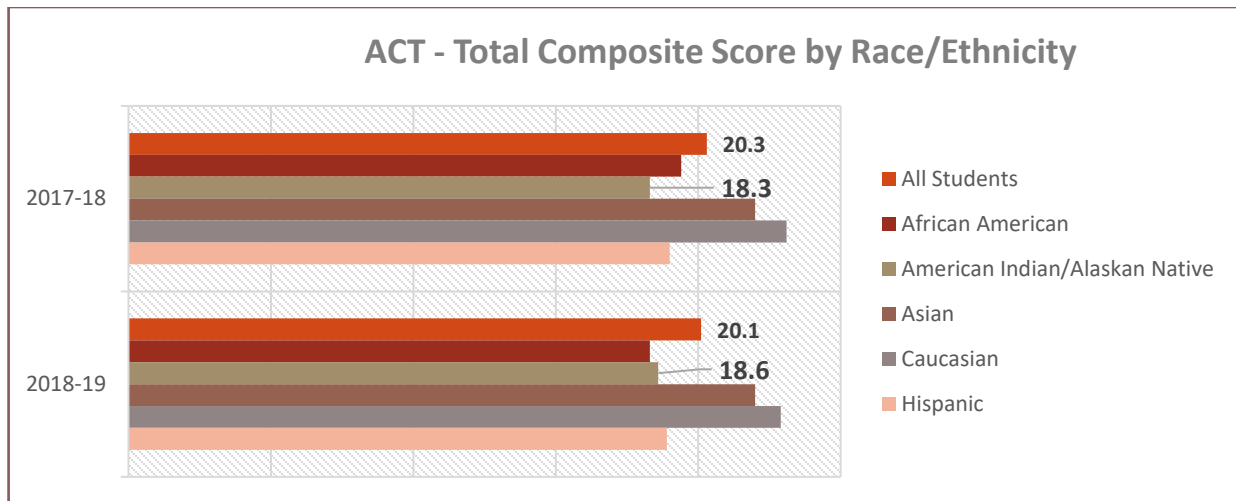
ACT AND SAT

- The ACT and SAT are often required for college admissions.
  - The ACT and SAT attempt to measure college readiness and predict future academic success.
  - The ACT measures achievement related to general high school curricula, while the SAT measures verbal and quantitative reasoning.
- AI/AN students' 2018-2019 ACT scores – though lower on average than the district scores – were slightly higher than previous year scores.
- On the SAT, AI/AN students' average scores decreased in the 2018-19 school year. AI/AN students scored lower than the overall district average.

2: SCHOOL SAFETY

OBJECTIVE

To ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

BACKGROUND

New Mexico—as do other states —looks at strategies to keep students, staff, and faculty safe in schools.

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

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

METHODS

Albuquerque Public Schools submitted their current school safety process through a districtwide survey issued by New Mexico Public Education Department Indian Education Department (NMPED IED). The NMPED IED team analyzed the data to determine which districts or charter schools required additional assistance to ensure students have a safe school environment.

Behavioral incidence data were collected by each school in the district and recorded in the district's student information system. Data were summarized and collapsed into the most highly reported student infractions.

Sources: New Mexico Public Education Department, Student Teacher Accountability Reporting System (STARS).

RESULTS

The school district has in place required district training for all district personnel. The training includes: Health Emergencies, Blood Borne Pathogens, Civil Rights/ Harassment/ American with Disabilities Act, Confidential Information, Crisis Response and Recovery, Customer Service, Discrimination: Avoiding Discriminatory Practices, Employee Regulations, Ethics and Conflict of Interest, Social Media Guidelines, SPAM/ Phishing: Email Security, Technology Use, Undocumented Students, Bullying and Cyberbullying, Child Abuse and Neglect, Gender Identification and Expression, Suicide Prevention, Student Health Concerns, Asbestos Awareness, Additional Health Trainings and Threat Assessment.

Also in place in each school are training and certification on English as a Second Language for all teachers, Discipline Policy, Staff Handbook, Emergency Drills in every building, Food Safety Inspections, Identification badges required at each site, Integrated Pest Management, Tobacco, Alcohol and Drug Free Schools are enforced, School Safety Committees, security officers at each location, school maps are in place, Emergency protocols are written and in place, Prevention, Protection, and Mitigation plans, Lock Downs, there are written protocol in place that includes: School-based Health Centers and services, infectious and communicable disease prevention that include Pandemic Influenza Prevention, Behavioral and Mental Health, and a District Wellness Policy.

The behavioral data for the 2019-2020 school year showed that the number of reported discipline incidents increase as students move up in grade level; the number of incidents peaks in middle school. The number of reported incidents begin to decline as students move through high school. Male students are more than twice as likely to receive a discipline report compared to females, although this difference is smaller than it was last school year. The most common discipline infraction is *general disorderly conduct*, making up about 47% of reported incidents; followed by *assault/battery*, making up about 25% of reported incidents. *Alcohol violation*, g*raffiti*, *gang-related activity*, *weapon possession,* and *arson* infractions, each make up less than 1%. Approximately 9.6% of the AI/AN students enrolled during the 2019-2020 school year had at least one behavioral violation on record. Of those that did have discipline incidents, the highest reported infractions were the *general disorderly conduct* category, followed by the *assault/battery* category.

CONCLUSION

The school district has communicated effectively with district personnel in adherence to required district training each year. Policies related to safety and health are in place districtwide. Protocols related to each area listed above are in place at each site.

Overall, reported discipline infractions have increased since last school year. However, *general disorderly conduct* and *assault/battery* remains the highest reported offenses for the district and among AI/AN students. Male students continue to have significantly more reported infractions than female students, but the gender gap is narrowing as females' reported infractions are increasing. Generally, the number of reported infractions for AI/AN students has remained stable since last school year. Although

there has been a drop in the percentages of several infractions for AI/AN students (e.g., *alcohol violation* and *tobacco use*), a few infractions have increased since last school year (e.g., *general disorderly conduct* and *assault/battery*). The district is working to address areas in which students are underrepresented or overrepresented in their reported infractions in relation to their APS enrollment.

ACTION PLAN

Continuation of protocols and policies at each location is necessary. The district Indian Education Department (IED) recognizes AI/AN students annually in 12 categories: citizenship, leadership, academic achievement, most improvement, etc. Another support for schools' AI/AN students is counseling in coordination with the building counselors and a full-time College and Career Counselor in the Indian Education Department. In addition, referrals to partnering AI/AN Mental Health organizations are coordinated by the Indian Education Department and school sites. The organizations have Memorandum of Agreements (MOA's) with the district Counseling Department.
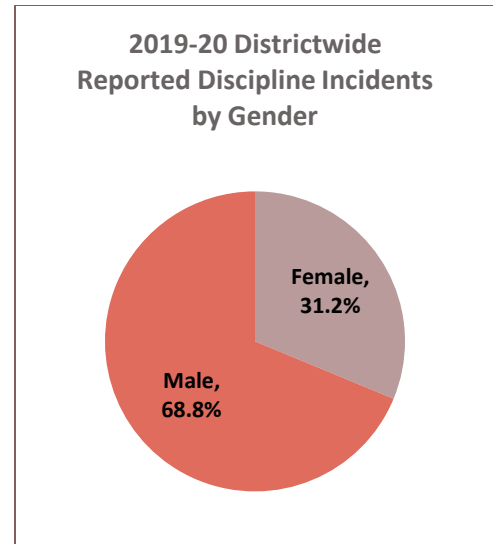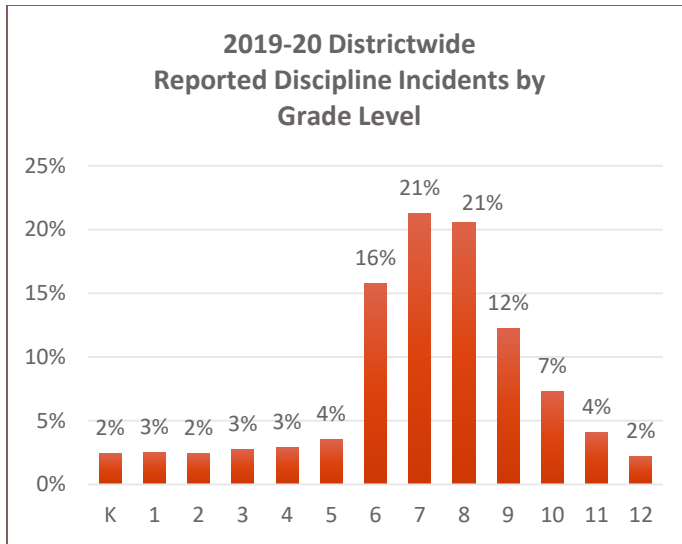
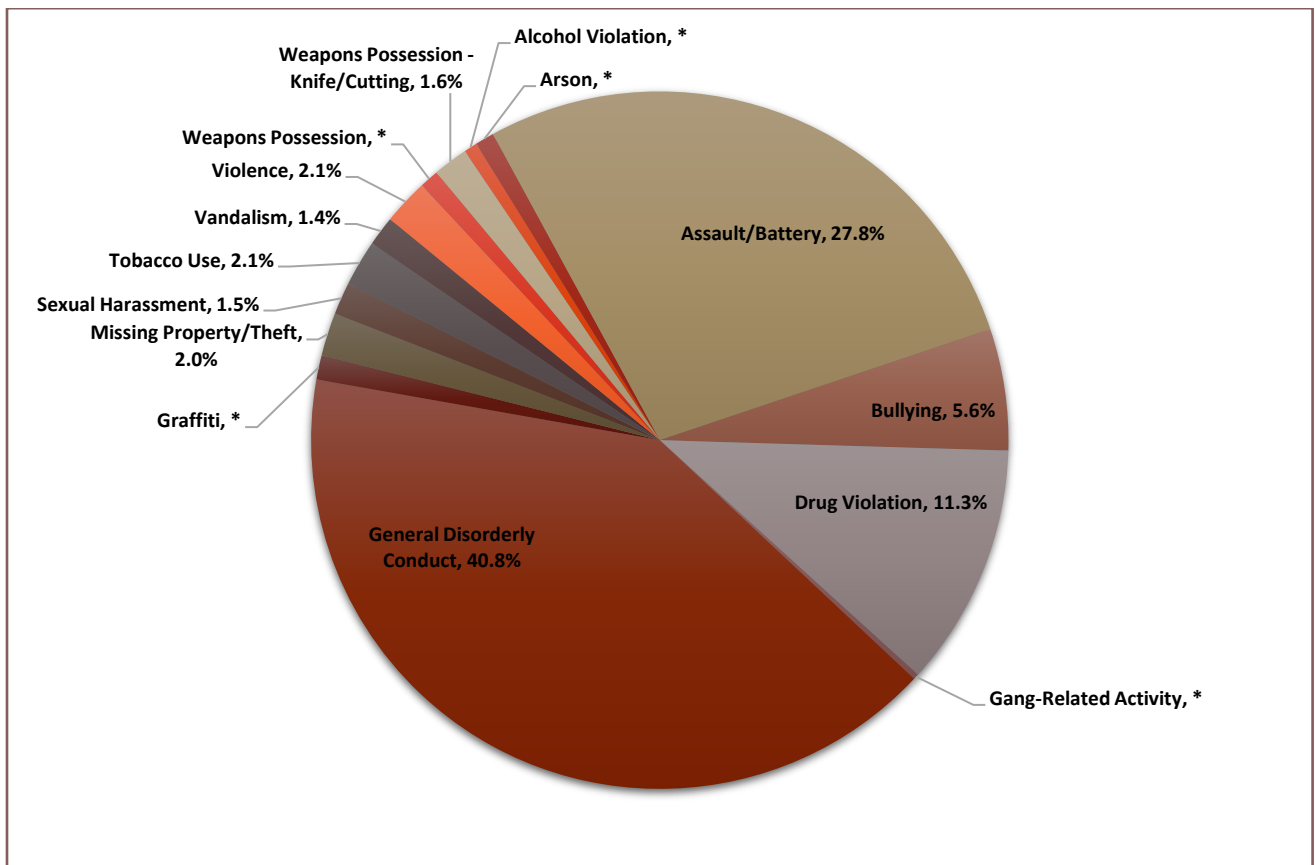| Safety Indicators |
|---|
| ✓ **Albuquerque Public Schools has a districtwide School Safety plan in place.** |
| ✓ **Albuquerque Public Schools submits an annual school safety report to the PED Coordinated School Health and Wellness Bureau.** |
| ✓ **Albuquerque Public Schools has a School Safety Committee.** |
| ✓ **Albuquerque Public Schools is in compliance with the School Wellness Policy.** |

2019-20 Districtwide Reported Discipline Incidents

	Alcohol Violation	Arson	Assault/Battery	Bullying	Drug Violation	Gang Related Activity	General Disorderly Conduct	Graffiti	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Violence	Weapon Possession	Weapons Possession-Knife/Cutting
Number Infractions Reported (total = 18,616)	**147**	**82**	**4,638**	**1,079**	**1,495**	**99**	**8,700**	**112**	**352**	**489**	**498**	**246**	**412**	**116**	**151**
Percent of Total Incidents	0.8%	0.4%	24.9%	5.8%	8.0%	0.5%	46.7%	0.6%	1.9%	2.6%	2.7%	1.3%	2.2%	0.6%	0.8%
Caucasian	16%	17%	14%	15%	12%	*	14%	14%	19%	10%	22%	15%	21%	14%	16%
African American	*	*	7%	8%	5%	*	6%	*	9%	5%	4%	5%	10%	*	8%
American Indian /Alaska Native	*	*	5%	4%	6%	*	4%	*	5%	3%	4%	5%	4%	*	9%
Hispanic	77%	71%	73%	72%	76%	84%	75%	75%	66%	83%	70%	75%	64%	78%	66%

Note: Percentages for categories with fewer than 10 students/incidences are masked (*) to protect student privacy. For this reason, Native Hawaiian or Other Pacific Islander and Asian subgroups are not included in the above table.

2019-20 Districtwide Reported Discipline Incidents by Grade Level

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Percent	2%	3%	2%	3%	3%	4%	16%	21%	21%	12%	7%	4%	2%

2019-20 Districtwide Reported Discipline Incidents by Gender

- Male, 68.8%
- Female, 31.2%

2019-2020 Reported Discipline Infractions: American Indian/Alaska Native Students

Weapons Possession - Knife/Cutting, 1.6%
Alcohol Violation, *
Arson, *
Weapons Possession, *
Violence, 2.1%
Vandalism, 1.4%
Tobacco Use, 2.1%
Sexual Harassment, 1.5%
Missing Property/Theft, 2.0%
Graffiti, *
Assault/Battery, 27.8%
Bullying, 5.6%
Drug Violation, 11.3%
General Disorderly Conduct, 40.8%
Gang-Related Activity, *

(Number of incidents = 799; AI/AN students represented about 4.3% of total 2019-20 districtwide incidents)

3: GRADUATION RATE

OBJECTIVE

The graduation objective is to ensure that all American Indian/Alaskan Native (AI/AN) students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

BACKGROUND

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of *not* completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

METHODS

The cohort consists of all students who were first-time freshmen four years earlier and graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets (SGT)—were reset and approved by the United States Department of Education (USDOE) in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. The 4-year data for Cohort 2020 and the 5-year and 6-year graduation rates for 2019 and 2018 were not yet available from NM PED.

Source: https://webnew.ped.state.nm.us/bureaus/accountability/graduation/; Results from *2019-2020 Senior Exit Survey*; Results from National Student Clearinghouse APS College-Going data

RESULTS

The charts below showed:

- Districtwide 4-year graduation rates continued to increase from 69.6% in 2018 to 70.1% in 2019.
- The 4-year graduation rate of AI/AN students increased from the previous cohort (54.2% in 2018 to 56.2%). However, it is lower than the statewide 4-year graduation rate for AI/AN (69%).
- The 5-year graduation rate for AI/AN students rose from 61.7% in 2017 to 62.7% in 2018.

Tribal Education Status Report: 2019-2020

- The 5-year graduation rates for AI/AN students rose over ten percentage points since the 2013 cohort.
- The majority of AI/AN graduates plan to enroll in a university or college following high school.
- About 57% of the 2018-2019 high school seniors enrolled institutions of higher learning.
- Districtwide mobility rate is 0.22%.

CONCLUSION

The number of AI/AN student graduates has increased since 2018. However, AI/AN students continue to have the lowest graduation rate compared to other student groups. The IED's support for AI/AN students in achieving graduation is ongoing with the creation and implementation of multiple programs specifically for AI/AN students attending district schools. The program with the biggest impact is the Gradpoint Online Credit Recovery Program by Pearson which assisted in the completion of core coursework (i.e., English, Science, Social Studies, and Math).
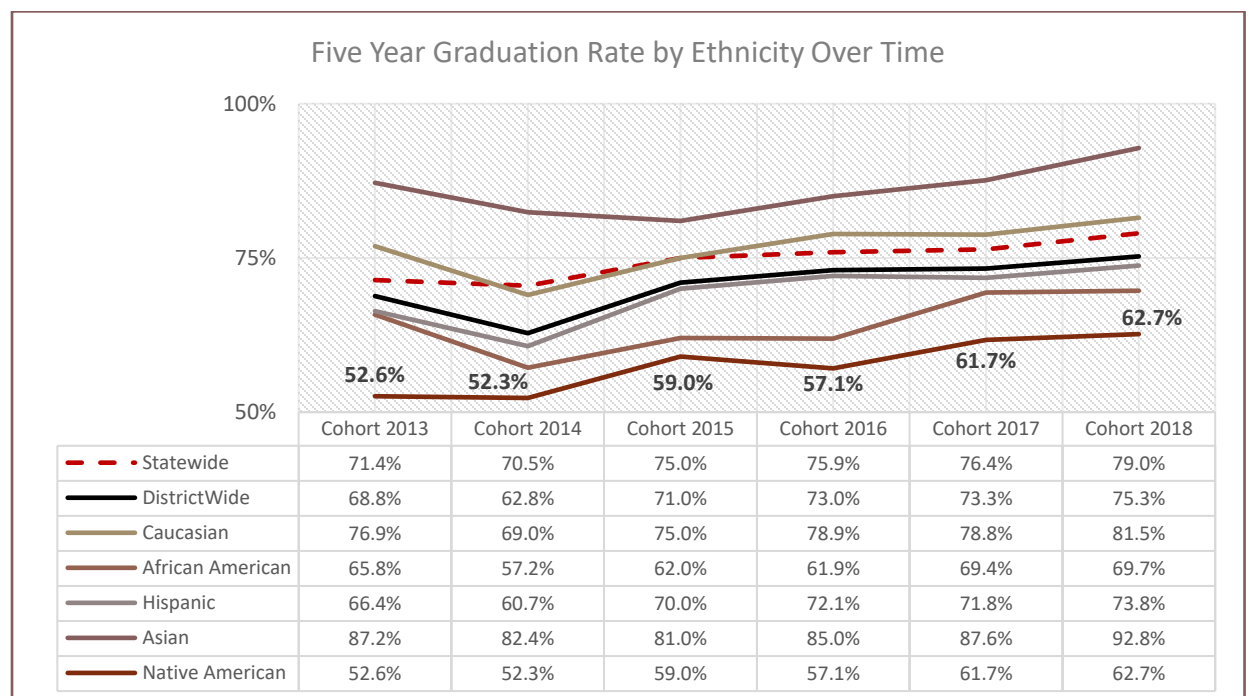
ACTION PLAN

The school district submitted CSI grant applications last spring 2019, and many of the high schools included in the grant applications GradPoint Credit Recovery Programs. They will design and implement a GradPoint Credit Recovery Program for their students that need this support in their schools. This will help many AI/AN students who may be short credits for graduation next spring, 2021. The Indian Education Department will continue to serve students who need this support regardless of who received CSI funding because many Native American students prefer the one to one instruction the teachers provide onsite.

Four Year Graduation Rates for Cohort 2019
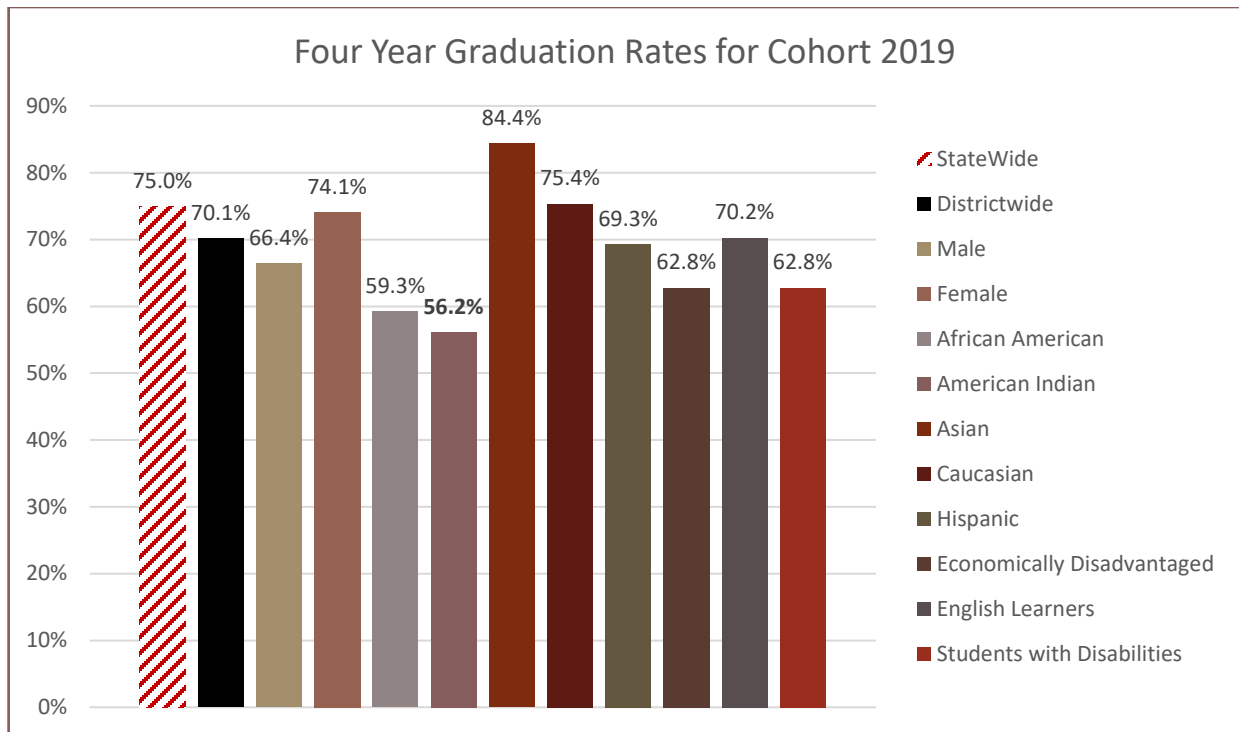
This indicator examines the percentage of APS high school students who graduated within four years with a regular high school diploma.

## Five Year Graduation Rate by Ethnicity Over Time

	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018
Statewide	71.4%	70.5%	75.0%	75.9%	76.4%	79.0%
DistrictWide	68.8%	62.8%	71.0%	73.0%	73.3%	75.3%
Caucasian	76.9%	69.0%	75.0%	78.9%	78.8%	81.5%
African American	65.8%	57.2%	62.0%	61.9%	69.4%	69.7%
Hispanic	66.4%	60.7%	70.0%	72.1%	71.8%	73.8%
Asian	87.2%	82.4%	81.0%	85.0%	87.6%	92.8%
Native American	52.6%	52.3%	59.0%	57.1%	61.7%	62.7%

This graph examines the changes over time in graduation rates for students who graduated within five-years.

Tribal Education Status Report: 2019-2020

GRADPOINT CREDIT RECOVERY PROGRAMS

In SY2017-2018, 222 students completed coursework. And in the summer of 2018, 125 students completed coursework, including 12 summer graduate seniors. The table below provides information on the 2018-19 and 2019-20 school years as well.

| Term	Courses Completed	Students	Summer Senior Graduates
SY 2017-18	222	222	
Summer 2018	125	125	12
SY 2018-19	61	55	
Summer 2019	90	65	*
SY 2019-20*	*	*	
Summer 2020	96	68	*

Note: due to funding shortfalls, GradPoint was only offered in Spring of 2020 and instruction was cut short due to Covid-19 quarantine.
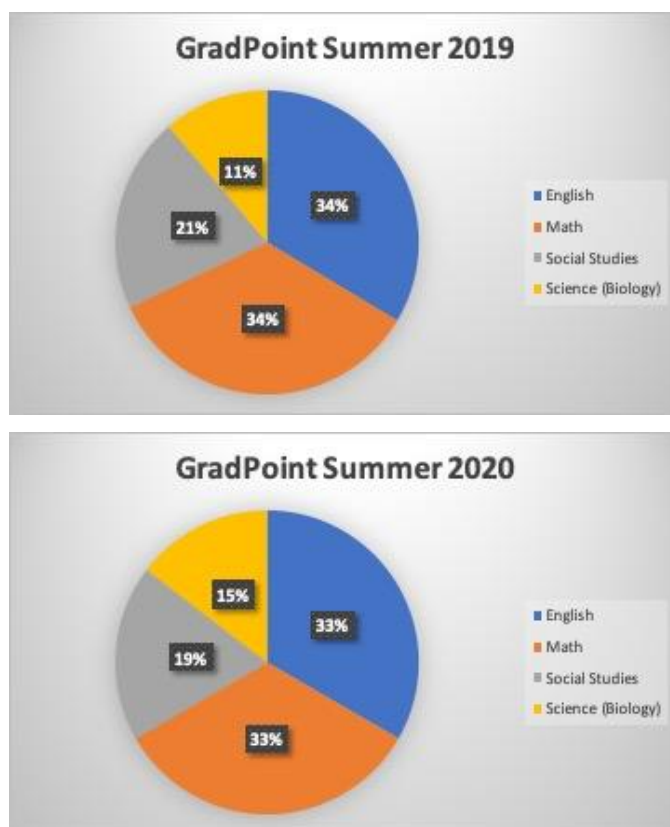
The charts above show the relative distribution of GradPoint coursework completion between the subject areas of English, mathematics, social studies and science.

Tribal Education Status Report: 2019-2020

Albuquerque Public Schools administers the Senior Exit Survey to graduating seniors every spring. The purpose of the Senior Exit Survey (SES) is to capture seniors' intentions after high school. The graph below shows the percentages of the students' self-reported intentions disaggregated by race/ethnicity.

Post-graduation Intentions
Followng High School Graduation by Race/Ethnicity
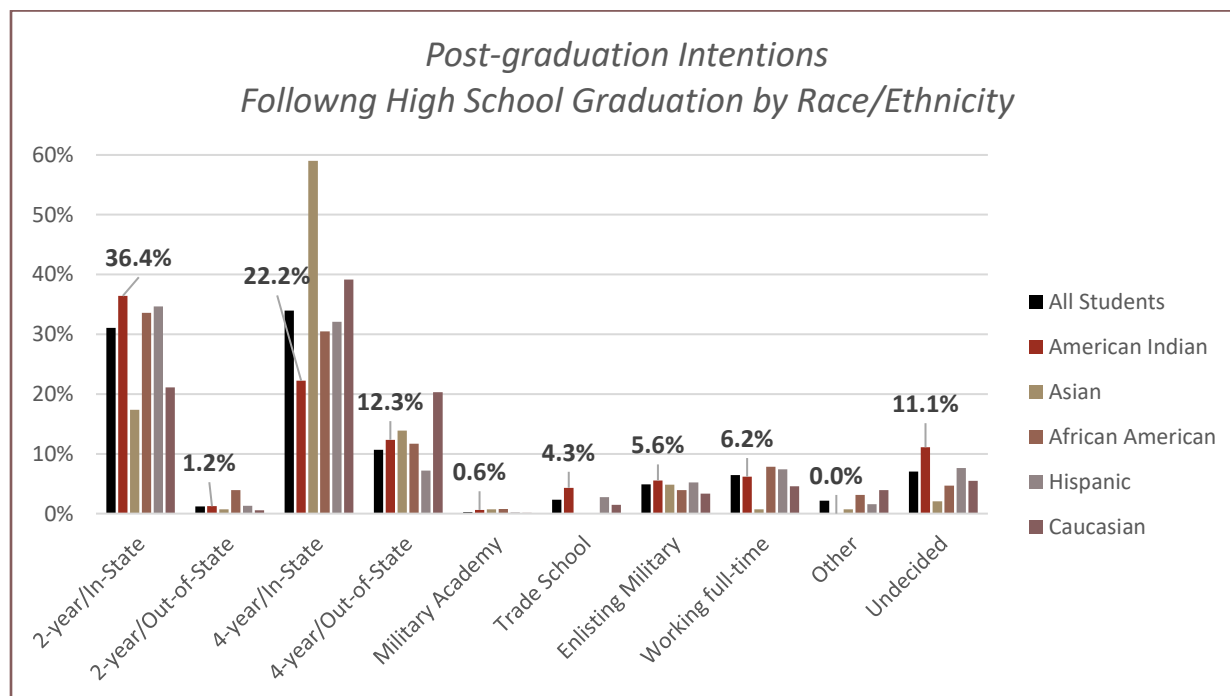
POST-GRADUATION PLANS

- The key findings from the 2019-2020 Senior Exit Survey:
    - The majority of AI/AN seniors (77%) plan on attending an institution of higher learning in the fall semester following graduation (Fall 2020).
    - AI/AN seniors have a higher proportion of students planning on attending 2-year/in-state institutions. In contrast, Asian and Caucasian students had a higher percentage of choosing a 4-year/in-state option.
    - AI/AN seniors are more likely to want to attend a trade school or apprenticeship.
    - AI/AN seniors are more likely to be unsure about their plans; in fact, they are more than twice as likely when compared to African American and Caucasian students and over five times as likely when compared to Asian students.
    - AI/AN seniors have a notable proportion of choosing to enlist in the military.

APS High School Seniors Enrolling in College During the Fall Following Graduation
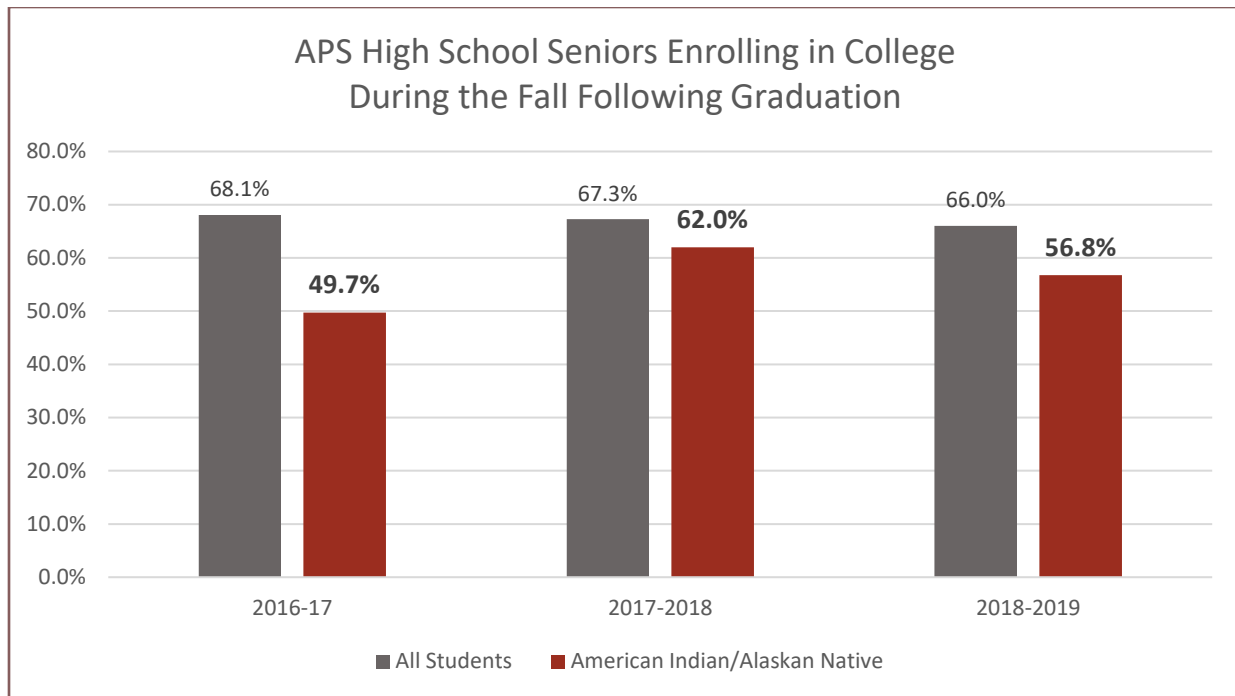
COLLEGE ENROLLMENT

- College-going trends are made possible by the district's membership in the National Student Clearinghouse (NSC). NSC tracks graduates longitudinally through their post-secondary enrollments.
- About 57% of the 2018-19 high school seniors enrolled in a post-secondary institution in the fall semester following graduation (Fall 2019).
- Central New Mexico Community College and The University of New Mexico rank 1st and 2nd choice for most APS graduates.

4: ATTENDANCE

OBJECTIVE

The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in the dropout rate and increase in attendance.

BACKGROUND

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

METHODS

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

The school districts and charter schools report absences with excused and unexcused identifiers through the STARS. They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. Average Daily Attendance is based on the total number of days present of all students enrolled at the school at any time during the school year divided

by the total number of days in membership of all students enrolled at the school at any time and included both excused and unexcused absences.

Source: New Mexico Public Education Department, Student Teacher Accountability Reporting System (STARS)

RESULTS

The results below indicate that overall, AI/AN students had a high attendance rate (96.7%) during the 2019-2020 school year, just slightly lower than the district average. Although AI/AN students still have a lower attendance rate than the other subgroups. The gap between AI/AN students' attendance and the other subgroups has narrowed.

AI/AN students had the highest rate of chronic absenteeism (9%), compared to 7% for all students. Unfortunately, the percentage of AI/AN students chronically absent is higher than their counterparts.

CONCLUSION

The attendance rate for AI/AN students increased from the previous school years, as did the rate districtwide. Since the 2017-2018 school year, APS has prioritized increasing attendance rates for all students. The district has been improving the monitoring of absences, increasing communication with parents, and creating a climate in which students appreciated the value of coming to school. Although AI/AN students continue to have the lowest attendance rates, the gap between AI/AN students and other subgroups is narrowing.
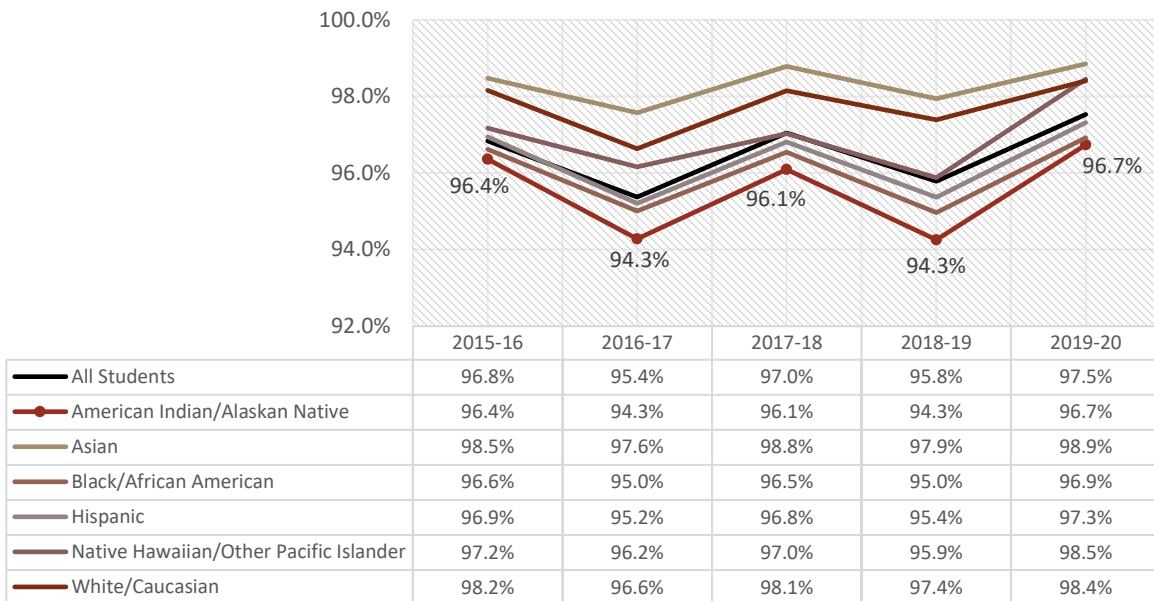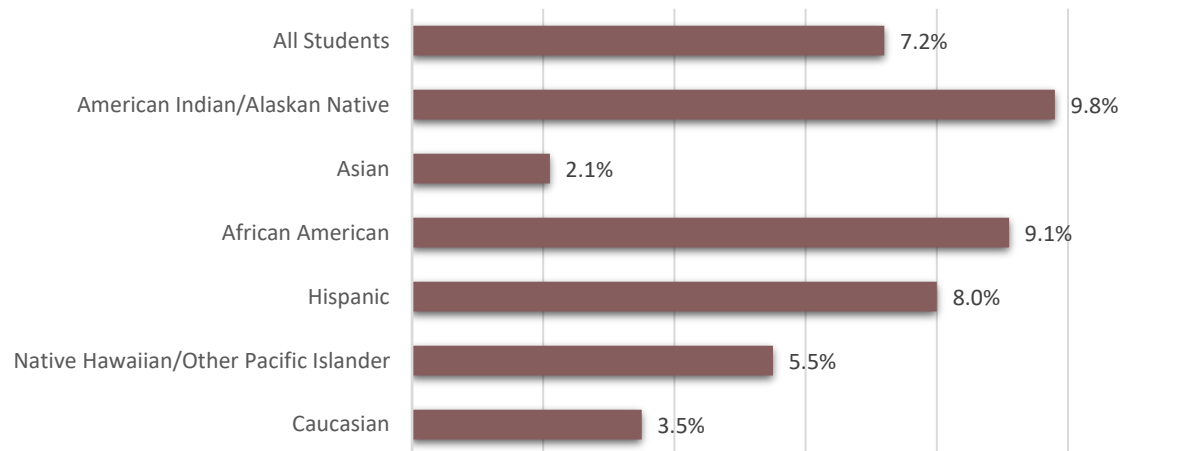
ACTION PLAN

The district will continue to identify the causes for the lower attendance rate among specific subgroups. As the reasons are determined, strategies to address the issues will be developed in consultation with tribal officials and community partners during the Tribal Leaders Summits (Fall and Spring).

Improving the cultural and school operations to meet AI/AN students' specific needs and community dynamics can motivate students to attend school and perform well. To accomplish this level of cultural responsiveness and bolster the overall effectiveness of curriculum, the district will need to better recognize and respect students' culture, language, and tribal dynamics through culturally responsive instructional strategies and policies. APS will continue to work to build relationships with AI/AN students and their families to understand their needs and learning preferences better and promote awareness of the importance of regular attendance at school.

Attendance Rates by Race/Ethnicity Over Time

	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	96.8%	95.4%	97.0%	95.8%	97.5%
American Indian/Alaskan Native	96.4%	94.3%	96.1%	94.3%	96.7%
Asian	98.5%	97.6%	98.8%	97.9%	98.9%
Black/African American	96.6%	95.0%	96.5%	95.0%	96.9%
Hispanic	96.9%	95.2%	96.8%	95.4%	97.3%
Native Hawaiian/Other Pacific Islander	97.2%	96.2%	97.0%	95.9%	98.5%
White/Caucasian	98.2%	96.6%	98.1%	97.4%	98.4%

2019-2020 Chronic Absenteeism by Student Group

Student Group	Rate
All Students	7.2%
American Indian/Alaskan Native	9.8%
Asian	2.1%
African American	9.1%
Hispanic	8.0%
Native Hawaiian/Other Pacific Islander	5.5%
Caucasian	3.5%

5: PARENT AND COMMUNITY INVOLVEMENT

OBJECTIVE

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

BACKGROUND

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

METHODS

Throughout the school year, parents have been supportive of their children as observed through multiple events and activities which include: pick up of back-to-school supplies, student recognition grab bag as AI/AN students were recognized for their outstanding achievement in eleven categories annually by each school and staff from respective students' schools, attendance and participation of the elementary pow-wow, participation during the annual fashion show, attendance at the annual Winter stories, purchase and submittal of documents for reimbursements (i.e., cap and gown, ACT/SAT fees, eyeglasses, college application fees, AP test fees, and student travel for academic clubs). Also, the enrollment of children to the annual Summer cultural enrichment classes, participation in educational travel and workshops for parents who serve on the Indian Education Committee. Numerous educational field trips were taken to primary source of study locations initiated by respective teachers to enhance education. Parent and student workshops related to post-secondary education were coordinated by the College and Career Readiness Counselor.

RESULTS

The table below shows the number of programs and activities conducted with students and parents in support of AI/AN educational opportunities. The chart clearly showed that many families participated in at least two activities and more, including back-to-school supplies and educational field trips for students as teachers combined units of study with travel to sites studied as primary sources to enrich student learning.

CONCLUSION

The district supports organized activities (i.e., sports, recitals, art, etc.) in addition to programs that are specific to AI/AN students. Increased communication about the availability of various support services will increase via multiple venues.

ACTION PLAN

APS seeks to support activities that demonstrate a positive impact on student achievement and well-being throughout the school year. Additional support is continuously sought to increase parental involvement in the education of students by exploring alternative venues to communicate the availability of resources to students and families.

Student Recognition	Family Reimbursements	Educational Events	Parent Workshops / Meetings	Cultural Events
ROTC Leadership Most Improved Citizenship Community Service Fine Arts Athletics/Sports Academics Perfect Attendance Good Attendance Stoles & Seals for Bilingual Coursework	Cap & Gown SAT / ACT Online Core Coursework College Application Fee Eyeglasses Lab Fees AP Fees	UNM Junior Day Petroglyph & El Morro National Parks Navajo Nation Council Washington DC. With JAG students Comic Con Kasha-Katawe Tent Rocks UNM Indigenous Library College Connection Event GradPoint Credit Recovery Program	Indian Education Advisory Council NMPED Government to Government IEC/IPC Retreat IEC/IPC Meetings Tribal Leaders Summits (Fall & Spring) Indian Education Stakeholders Meetings	Fashion Show SRMES Pow Wow Winter Stories Summer Cultural Enrichment Programs Native American Heritage School Assemblies Rock Your Mocs Day Native American Storytelling Assemblies Speech and Debate (Zuni students) Gathering of Nations Indigenous Wellness Celebration

6: EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

OBJECTIVE

The tribal students' educational programs' objective is to recognize support of the unique cultural and educational needs of American Indian students enrolled in Albuquerque Public Schools (APS) District.

BACKGROUND

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of AI/AN students through the efforts of Local Education Agencies (LEAs), Indian tribes and organizations, post-secondary institutions, and other entities. AI/AN students are challenged to meet the same state academic standards as all other students. Integrated educational services, in combination with other programs, are offered to best ensure that AI/AN students and their families can meet and take advantage of those academic opportunities.

METHODS

APS Indian Education Department is committed to serving the needs of AI/AN students through the provision of quality educational programs. These programs include but are not limited to: intervention programs in reading and mathematics, Indigenous values, Gradpoint Credit Recovery Program, Summer Cultural Enrichment Programs, Heritage Language Stoles for Bilingual and Community Service Seals, Dual Credit Courses through the Institute for American Indian Arts (IAIA) (i.e., Zuni and Navajo language courses at CEC), Native American Jobs for America's Graduates (JAG) at Del Norte High School and the Navajo History and Government courses.

RESULTS

The SY2018-2019 Native American student graduation rate has steadily increased each year. The Indian Education Department's Gradpoint Online Credit Recovery Program is partly responsible for this increase. This program has impacted the overall district Native American graduation rate each year. Many high school students register for the online program, and many have completed the required courses during the designated timeframe. They have graduated with their class each year. The Navajo Language. History and Government courses have increased APS graduate's attainment of Chief Manuelito Scholarships. There were six recipients of this prestigious scholarship in 2019. There were no recipients five years ago because the courses were not offered in district schools. During June 2020, elementary and middle school students participated in Navajo and Zuni language enrichment courses. They had so much fun that many of them wanted to keep going into July. The Native American JAG program at Del Norte High School completed its third year in 2019-20 school year. There has been increased participation in the course. The program is developing internships in the coming year for JAG students. Additional programs recognized and selected as the top three most "important" by parents on their annual survey from spring 2020 include; Back-to-school

supplies at 55%, Navajo and Zuni language programs at 37%, and Indian Education Summer programs at 31%.

CONCLUSION

The educational programs targeting Tribal students are utilized by the students, and the programs have positively impacted students and families who've participated. Going forward, plans are to maintain the programs and continue to expand them with additional staffing.

ACTION PLAN

Effective programs must be maintained and sustained with the continuation of funding. There is a need to expand the current programs and services because the current programs are only available to a few schools and grade levels due to funding constraints.

7: FINANCIAL REPORTS

OBJECTIVE

Through the use of public school funds, the financial objective is to ensure that New Mexico schools provide adequate operational resources to provide and improve services to New Mexico AI/AN students. These services will meet the educational needs and provide opportunities for AI/AN students attending the public schools.

BACKGROUND

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFTP) in the late 1960s and the early 1970s. As a tool for better decision-making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest school districts was staggering.

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

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

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

METHODS

APS submits its financial report to the state per the Public School Finance Act. The Indian Education Department team analyzed the data to maximize educational opportunities for AI/AN students. Please see the table below.

RESULTS

The enrollment of AI/AN students has increased within the last five years, and so has the programs specifically for the AI/AN students. The funding levels from Title VI and Johnson O'Malley has remained consistent with slight increases over a five-year period. However, it is not enough to cover the supplemental programs that support the unique educational needs of the AI/AN students attending the school district. Johnson O'Malley funding does not allocate funding per eligible student (CIB), and it only gives a flat rate each year, so every effort is made to serve the students as the budgets will allow. The Title VI funds allocation is based on student eligibility (506 form); however, the full funding is not received because there are approximately 1,200 parents that refuse to complete these forms each year. In addition, a new registration system was implemented by the district last fall 2018, which caused a shortfall of parents that did not have access to a computer to upload the required forms necessary for funding. If all parents completed the forms, there would be more services provided to the AI/AN students. Approximately 97% of the Title VI funds are used to pay the salaries of teachers that work out of the department in schools with high AI/AN student enrollments.

The total AI/AN enrollment listed in the table below is the count that includes at least one other ethnicity with the AI/AN ethnicity. This count is larger than the count listed by the NM Public Education Department. They usually list a total AI/AN student count between 4,700-5,000 because they only use the primary ethnicity listed in STARS data system. This discrepancy also impacts funds received from Impact Aid. The lessor count allocates a lower funding level rather than the funding with the larger count.

CONCLUSION

As with all funding, there is not enough to meet the educational needs of the AI/AN students attending district schools. The majority of the funds from all sources are utilized to pay resource teachers, Native language teachers, and a full-time counselor. Other remaining funds are used for educational field trips to visit sites and topics taught as primary sources, to recognize student achievement, and materials and supplies for classrooms.

ACTION PLAN

Two areas to address are (1) Alignment of the total AI/AN student count between NMPED STARS and the school district's IED certified count using two ethnicities. Many of the urban AI/AN students are of mixed race, and they identify with both. The NMPED STARS needs to include two ethnicities to help align the discrepancy in the total AI/AN student count. (2) Coordinate with all parents to help them understand the need to complete the 506 form that is vital to Title VI funding each year. The refusals to sign the forms by the parents causes funding loss needed to help AI/AN students.

APS District Funding 2019–2020: Funds Generated by American Indian Students

					Fund:	25184	25147	25131	27150	25201	25209		
# of AI funding sources used	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total Dist. Budget		Indian Ed Formula Grant Title VII	Impact Aid Indian Ed. Title VIII	JOM	NM IEA	Navajo Program	Native American Programs	TOTAL Indian Programs	Amt. per student
4	79,707	6,627	8.3%	1,366,670,780		959,176	6,802	253,591	90,000	0	0	1,309,569	$197.61

Received from APS Finance Department and STARS (2019-2020)

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8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES & PROCEDURES

OBJECTIVE

The objective of Indian policies and procedures (IPP) is to ensure that NM schools provide adequate tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulations.

BACKGROUND

Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding are required to develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries (50-mile radius), verifying that New Mexico tribes agree to the Indian Education Policies and Procedures pursuant to the Federal Impact Aid funding requirements.

METHODS

In SY2019-2020, the Albuquerque Public School District's Departments of Equity, Instruction and Support and Indian Education coordinated two Tribal Leaders Consultation Summits. The first Tribal Summit was conducted on November 15, 2019, and the spring Tribal Leaders Consultation Summit was conducted on April 28, 2020 (virtual meeting). On January 8, 2020, an Impact Aid public hearing was conducted. In Spring 2020, during January through the end of February 2020, onsite meetings were conducted by the Indian Education Department with Tribal Leaders. The emphasis of the meetings was related to Impact Aid and the IPP contents as related to the provision of education to the children from these communities. The consensus of the meetings was that the IPP needed to be revised with input from all concerned.

RESULTS

As a result of the Spring 2020 meetings on location with Tribal Leaders related to the APS IPP, the leaders were receptive to the meetings and felt that their voices were heard. Below is a list of the meetings and minutes from the meetings are available on the District Indian Education Website.

- Tohajiilee Meeting on January 13, 2020 with 3 in attendance
- Pueblo of Santa Ana Meeting on January 13, 2020 with 4 in attendance
- Pueblo of Cochiti Meeting on January 15, 2020 with 4 in attendance
- Pueblo of Isleta Meeting on January 22, 2020 with 5 in attendance
- Pueblo of Acoma Meeting on January 27, 2020 with 4 in attendance
- Pueblo of Jemez Meeting on January 27, 2020 with 5 in attendance
- Pueblo of Laguna Meeting on January 31, 2020 with 10 in attendance

- Pueblo of Zia Meeting on February 3, 2020 with 7 in attendance
- Pueblo of Sandia Meeting on February 10, 2020 with 5 in attendance
- Pueblo of San Felipe Meeting on February 22, 2020 with 7 in attendance
- Tribal Leaders Summit November 15, 2019
- Tribal Leaders Consultation Summit (virtual) April 28, 2020
- Impact Aid Public Hearing on January 8, 2020 with 14 in attendance

CONCLUSION

The Tribal Leaders Consultation Summit meetings will continue in the coming months and years. A series of meetings will be conducted each month beginning in Fall 2020 with the Tribal Leaders to review the IPP and work on a revision. This will help strengthen discussions about the education of Native American students attending district schools.

ACTION PLAN

In SY2020-2021, a revised IPP developed with input from all 11 impacted Tribal Leaders from communities within a 50-mile radius will be submitted for approval to the district board in a timely manner, as the leaders have specified an early date in October and early November for the final approval of the IPP.

9: SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

OBJECTIVE

The objective of this initiative is to ensure that New Mexico schools provide goals and comprehensive plans that support increase of attendance and decrease the number of student dropouts, including AI/AN students.

BACKGROUND

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite the insertion of an "at-risk" factor, which is included in the state's funding formula to assist in addressing the issue.

The assurance of collaboration and engagement from educational systems and New Mexico tribes for input regarding academics and cultural awareness has had positive effects on development and implementation of a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

METHODS

Beginning in SY2016 to-date, the Albuquerque Public Schools has gone to a four-zone model. Each zone encompasses grades K-12 within a cluster of schools. Each zone is headed by an Associate Superintendent who works closely with each building principal in their zone. This model gives an opportunity to each school principal, a consistent contact for support and guidance. Concerns and issues are dealt with more rapidly, and help is more readily available. It's a vertical approach to education. APS is looking at schools less as levels – elementary versus middle versus high – and more as a continuum of education that begins in pre-school and ends with seniors walking across a stage to pick up their diploma.

RESULTS

The district attendance plans are comprehensive and will support all students in grades K-12. After the implementation of these plans at every school, the data will be analyzed for impact. The results shown in Section 4 indicate that AI/AN students consistently have attained a lower attendance rate than the other subgroups over five years. During the 2017-2018 school year, the AI/AN attendance rate rose nearly 2.0 percentage points since the previous school year, and the gap between AI/AN student's attendance and the other subgroups began to decrease. During the 2019-2020 school year, the attendance
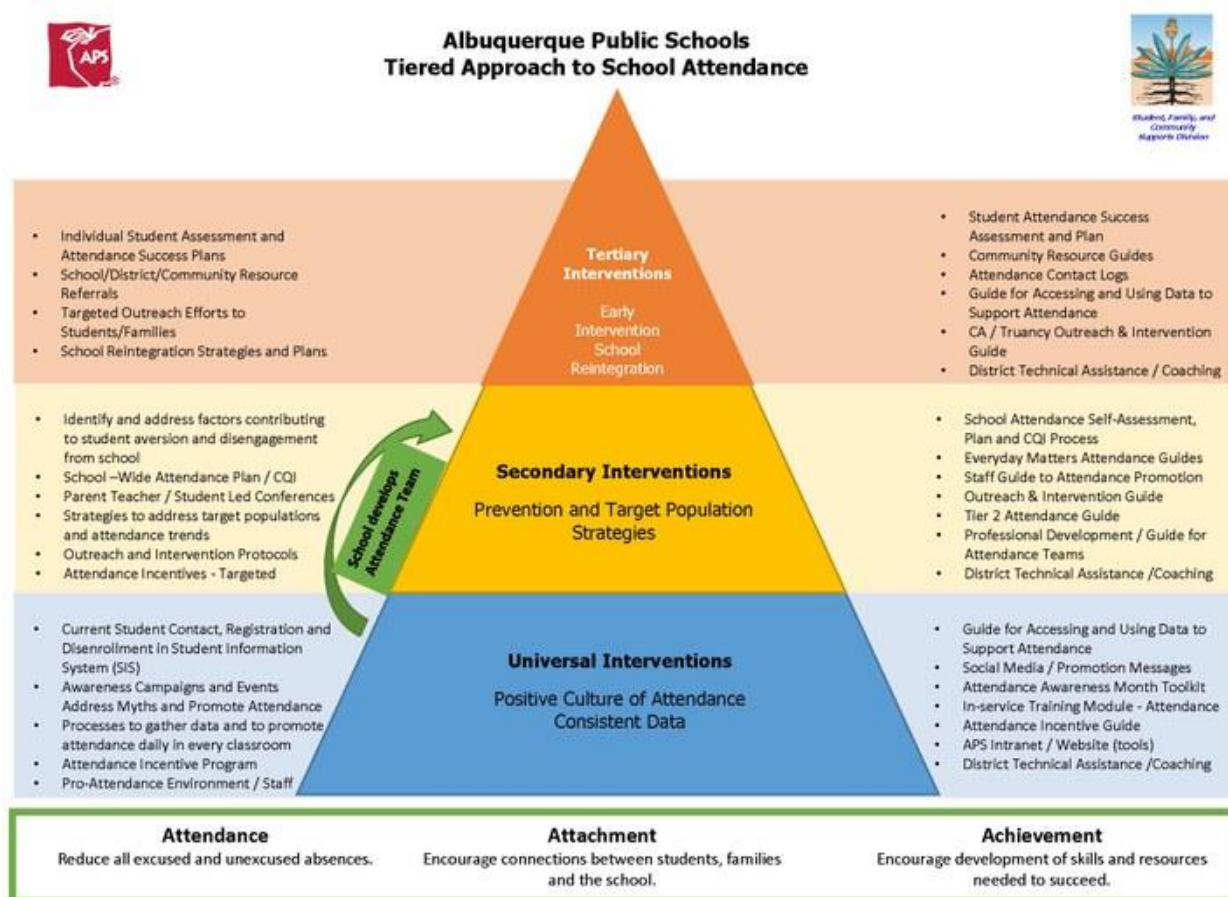
increased from the previous school year; AI/AN average daily attendance rate was about 97%, which was a five-year high.

CONCLUSION

The attendance rate for AI/AN students increased from the previous school year. During the 2017-2018 school year, APS made it a priority to increase attendance rates for all students. The district has improved the monitoring of absences, increased communication with parents, and created a climate in which students appreciated the value of coming to school. Overall, the district plan will support our students because it addresses all levels and all age groups, regardless of ethnicity.

ACTION PLAN

The Indian Education Department will support the district plan through parent notification and students about the district plan through multiple venues, including parent messenger.

Albuquerque Public Schools
Tiered Approach to School Attendance

Tertiary Interventions
Early Intervention School Reintegration

- Individual Student Assessment and Attendance Success Plans
- School/District/Community Resource Referrals
- Targeted Outreach Efforts to Students/Families
- School Reintegration Strategies and Plans

- Student Attendance Success Assessment and Plan
- Community Resource Guides
- Attendance Contact Logs
- Guide for Accessing and Using Data to Support Attendance
- CA / Truancy Outreach & Intervention Guide
- District Technical Assistance / Coaching

Secondary Interventions
Prevention and Target Population Strategies

School develops Attendance Team

- Identify and address factors contributing to student aversion and disengagement from school
- School –Wide Attendance Plan / CQI
- Parent Teacher / Student Led Conferences
- Strategies to address target populations and attendance trends
- Outreach and Intervention Protocols
- Attendance Incentives - Targeted

- School Attendance Self-Assessment, Plan and CQI Process
- Everyday Matters Attendance Guides
- Staff Guide to Attendance Promotion
- Outreach & Intervention Guide
- Tier 2 Attendance Guide
- Professional Development / Guide for Attendance Teams
- District Technical Assistance /Coaching

Universal Interventions
Positive Culture of Attendance
Consistent Data

- Current Student Contact, Registration and Disenrollment in Student Information System (SIS)
- Awareness Campaigns and Events Address Myths and Promote Attendance
- Processes to gather data and to promote attendance daily in every classroom
- Attendance Incentive Program
- Pro-Attendance Environment / Staff

- Guide for Accessing and Using Data to Support Attendance
- Social Media / Promotion Messages
- Attendance Awareness Month Toolkit
- In-service Training Module - Attendance
- Attendance Incentive Guide
- APS Intranet / Website (tools)
- District Technical Assistance /Coaching

Attendance	Attachment	Achievement
Reduce all excused and unexcused absences.	Encourage connections between students, families and the school.	Encourage development of skills and resources needed to succeed.

Quartile	School Chronic Absenteeism Range	School Expectations	District Supports to Schools
Q1	33% or more	**Required** • An attendance action item/goal will be included in the schools' 90-day plan. • School teams Attend Mission: Graduate Attendance Summit (September 8) • Schools institute an Attendance Team • Schools work with district support staff to complete an annual continuous quality improvement cycle, which includes implementation of a minimum of 2 strategies per tier on the APS Tiered School Attendance Approach **Highly Recommended (as appropriate)** • An attendance action item is included in the schools' 90-day plan.	**Full-time Access Supports** • School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit • APS staff incorporating school need into Mission: Graduate summit • Support tools (web and in-person) • OAR supports to use attendance data in the development and implementation of the school's 90-day plan
Q2	26- 32%	**Required** • Schools institute an Attendance Team • Schools work with district support staff to complete an annual continuous quality improvement cycle, which includes implementation of a minimum of 1 strategy per tier on the APS Tiered School Attendance Approach **Highly Recommended** • Attendance data is considered in the development of, and an attendance action item/goal is included in the schools' 90-day plan.	**Full-time Access Supports** • School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit • APS staff incorporating school need into Mission: Graduate summit • Support tools (web and in-person) **On-Demand Supports** • OAR supports the use of attendance data in the development and implementation of the school's 90-day plan

			• Schools Attend Mission: Graduate Attendance Summit (September 8)	
Q3	11-25%	Required • Schools institute an Attendance Team • Schools complete an attendance self-assessment Recommended • Schools complete an annual continuous quality improvement cycle which includes implementation of a minimum of 1 strategy per tier on the APS Tiered School Attendance Approach		Full-time Access Supports • Support tools (web and in-person) On-Demand Supports • School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit
Q4	10 % or less	Recommended • Schools institute an Attendance Team • Schools work to complete an attendance self-assessment		Full-time Access Supports • Support tools (web and in-person) On-Demand Supports • School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit

10: PUBLIC SCHOOL USE AND VARIABLE SCHOOL CALENDARS

OBJECTIVE

The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance the students' ability to attend school regularly.

BACKGROUND

New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students.

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

METHODS

The district calendar includes Pueblo feast days and other observance days throughout the year. Many families take advantage of the days when students aren't in school during the regular holidays as well as many communities celebrate these special days as well in the communities (i.e., Labor Day, Fall break, Veteran's Day, Thanksgiving and Winter breaks, Martin Luther King Day, Vernal holiday, and Spring break). Many culture and feast days fall on these days, so students and families take advantage of the opportunity. Students are also given one day to use for religious observance.

RESULTS

The districts' proposed calendar is made available for public comment annually before board approval. The calendar is conducive to multiple observances in the community, including AI/AN families and students. Families and students take advantage of the opportunity of one day each year as a religious observance day.

CONCLUSION

Twenty-seven days plus one day for a total of 28 days allows AI/AN students and their families to observe their cultural observance days and traditions. Many students and families return to their communities for feasts, dances, and ceremonies.

ACTION PLAN

The school district included feast days and other pertinent days on the district calendar this school year. The new annual school calendar works for the students and families. Sometimes, on special occasions, the district school principals and central office will receive a letter from a Tribal official requesting excuse for certain students if the students are involved in ceremonies or dances. Those requests are shared with the attendance department staff and counted as an excused absence.

11: SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS, TRIBAL, MUNICIPAL AND INDIAN ORGANIZATION

OBJECTIVE

The district consultations ensure that New Mexico schools provide a means of developing a mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students.

BACKGROUND

Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families, tribal departments of education; community-based organizations; the public education department; universities, and tribal, state, and local policymakers work together to find ways to improve educational opportunities for AI/AN students.
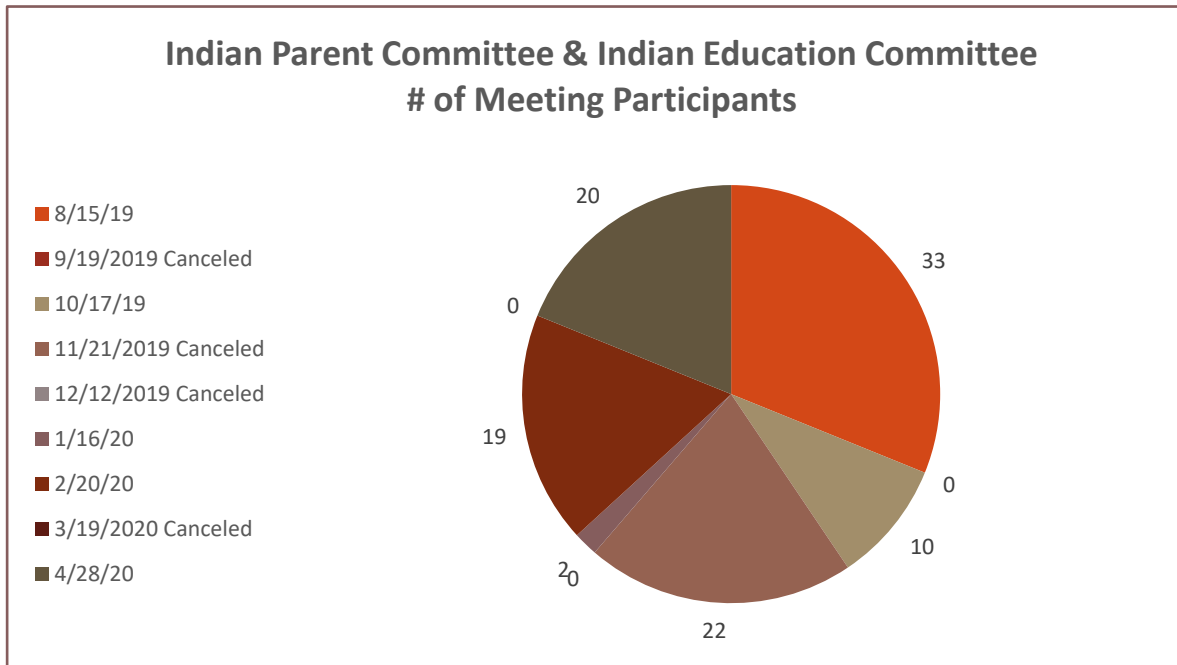
METHODS

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. There was also participation in local meetings (i.e., Native American Resource Seminar and Fair and others).

RESULTS

A total of 106 parents participated in the 2019-2020 Indian Parent Committee and Indian Education Committee meetings. The participation rate is down from a year ago. The cause is due to the number of meetings canceled throughout the school year. The meetings are typically scheduled each month throughout the school year, and the calendar is shared with the local and surrounding communities. But if they are canceled, then parents will likely not attend. In addition, there were two Tribal leader's summits (one in the fall and one in the spring) a total of 70 participated in the two summits. The summit in the spring is a consultation meeting which encompasses all

federal programs in the district that allows leaders to get information about funded programs available to their children attending district schools.

Indian Parent Committee & Indian Education Committee
# of Meeting Participants

- 8/15/19
- 9/19/2019 Canceled
- 10/17/19
- 11/21/2019 Canceled
- 12/12/2019 Canceled
- 1/16/20
- 2/20/20
- 3/19/2020 Canceled
- 4/28/20

20
33
0
0
19
10
2 0
22

Tribal Leaders Consultation Summits
# of Participants

21

- Fall 2019 Summit
- Spring 2020 (Virtual) Consultation

49

CONCLUSION

The Indian Parent Committee and the Indian Education Committee meetings have gone through a change in committee membership and officers in the last two years. The

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changes have caused a decline in parental attendance and the number of monthly meetings. Multiple meetings (4) were canceled this year. Although, according to the 2020 spring parent survey, the parents have indicated that they have attended the parent meetings and felt that the meetings were useful and their participation valued. Therefore, the reason for the decline in parent participation and attendance at the parent meetings each month is due to the cancellation of meetings, which is the most in five years and more.

ACTION PLAN

The Indian Parent Committee and the Indian Education Committee will evaluate and self-reflect about service on the committee. They will also conduct a special work session in fall 2020 to address how the IPC and IEC meetings can be better attended and ways to effectively communicate with the parents and the greater community about meetings, meeting agendas, meeting minutes, etc. As the IPC/IEC completes the refocus and evaluation, the Indian Education Department will support the committee by announcing the monthly meetings schedule for the 2020-2021 school year. All meeting agendas and minutes will be posted on the APS Indian Education website for parents and community access.

12: INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS

OBJECTIVE

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

BACKGROUND

Indian Education has been working to strengthen the field of native education research, data, and best practices. The development of resources for native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our AI/AN students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about natural world and Indigenous peoples.

METHODS

The school district Indian Education Department has been involved in various aspects of research related topics, including individual teacher professional development, book studies, independent research by staff pursuing doctorate degrees, coordination of conference planning with higher education institutions, and conference presentations.

RESULTS

A list of some of the research training activities are listed below.

Title	Date
Honoring the Spirit of Native Education Lecture Series	November 2019-February, 2020
Project Director's Meeting in Wisconsin	October 2019
American Indian EL Research Alliance Conference	December 3-5, 2019
Merging Pathways (Wednesdays)	January 2020-Current

Indian Education Teacher Collaboration Meetings	Ongoing Monthly
Native American Language Instructional Coaching	Monthly Ongoing
La Consecha Language Conference	November 15-16, 2019
Jobs for America (JAG) Trainings (Washington DC)	December 3-6, 2019
Jobs for American (JAG) Trainings (Orlando, FL)	July 9-12, 2019
Technology Related Trainings (Ongoing)	September 2019-July 2020
College and Career Related Trainings (Ongoing)	September 2019-August 2020

CONCLUSION

The Indian Education Department staff and the Indian Parent Committee are actively involved in advancing their knowledge and practices related to serving AI/AN students with the best instruction methodologies and equipping themselves with the latest research information. The results show impact, although it has been slow and small with a consistent increase without any regression by the student participants in the classrooms.

ACTION PLAN

The Indian Education Department staff and the Indian Parent Committee will continue to seek the latest instructional methodologies and information to maintain and support continued improvements by the AI/AN students we serve.