

Aztec Municipal School District

DEPARTMENT OF TEACHING AND LEARNING



Tribal Education Status Report

School Year 2020-2021

Issued September 2021

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EXECUTIVE SUMMARY

Aztec Municipal School District Tribal Education Status reports on American Indian students enrolled in the district for school year 2020-2021. The four snapshots, 40th, 80th, 120th and end of year were combined and resulted in the number of total students and American Indian students and the percent of American Indian students. American Indian students that attend Aztec schools is at 18.8% for SY 20-21.

Group	Enrollment
All Students	2622
American Indian Students	493

School year 2020-2021 was different as our students could attend school remotely, for our secondary students in the beginning of the school year. When the third quarter began, our secondary students could attend school in-person but with the COVID guidelines, our students had shuffle to a remote learning. Our elementary students could attend remotely and had the option of a hybrid style school setting. Our students persevered and finished the school year and some continued to take summer school to meet their course credit requirements. Other students have opted to retain because of the pandemic and for safety concerns from the parent. The student achievement data will not be given because NMPED has been given a waiver for SY 2020-2021 due to the pandemic.

The data and its impact on Aztec American Indian students have been compiled within this report. The major points in this report for our American Indian students include:

- Safety continues to be valued throughout the district
- 10% improvement on our graduation data
- Parent and community involvement continues as shared responsibility for students growth
- Navajo language, culture and government classes continues for its third year in the district
- Tribal consultation with Navajo Nation Department of Dine' Education
- Support from the Indian Education Committee has been tremendous
- Communication between school and parent has increased in a positive direction for the student
- Virtual cultural presentations were held

INTRODUCTION

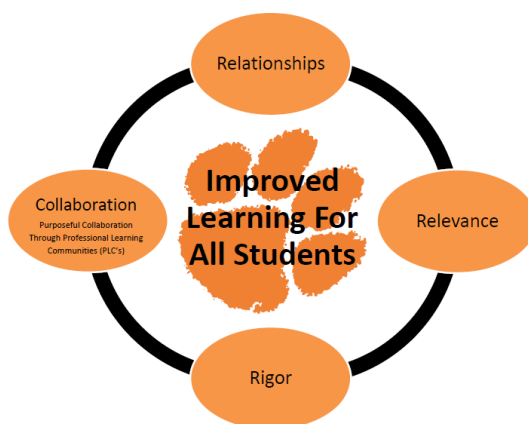
2020-2021

AZTEC MUNICIPAL SCHOOL DISTRICT MISSION

In a safe, caring environment, we will partner with our community to improve learning for all students.

AZTEC MUNICIPAL SCHOOL DISTRICT VISION

Become an exemplary school district which prepares our students to fulfill their highest potential.



Aztec Municipal School District has been actively engaged as a subcontractor with the Navajo Nation Johnson O'Malley program, the US Department of Education-Office of Indian Education-Indian Education Formula Grants and the New Mexico PED-Indian Education Division-Indian Education School District and Cultural Inclusion Initiative Grant, in serving American Indian students in order to identify and support effective programs that lead to increases in academic success. Identification and program support are accomplished by maximizing the use of available resources, collaborating with stakeholder entities, creating communication pathways, incorporating language and culture into academic programs, expanding academic options, and involving parents and communities in building capacity. These crucial interactions positively influence American Indian students' academic and cultural achievement.

STATUTORY REQUIREMENTS

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

22-23A-7. Report.

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

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

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

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

(2) school safety;

(3) graduation rates;

(4) attendance;

(5) parent and community involvement;

(6) educational programs targeting tribal students;

(7) financial reports;

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

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

(10) public school use of variable school calendars;

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

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

(13) access to native language programs.

3.1 STUDENT ACHIEVEMENT

Objective. Aztec Municipal School District strategic plan addresses student achievement by focusing on academic achievement and rigor by expanding opportunities to meet the unique needs for individual students; personalize learning and ensure future ready skills by utilizing digital skills, teaching, learning and resources; and provide social/emotional learning to ensure success. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap however for SY 20-21 NM received an accountability waiver therefore report for this section will not be reported.

Background.

Methods.

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

Conclusion.

Action Plan. Aztec district will continue the work on strategic plans for all students including American Indian students through teacher teams, site leadership, aligning to Common Core State Standards, as well as students being responsible for learning, collaboration with parents, and the use of data in closing the academic achievement gap for SY 21-22.

3.2 SCHOOL SAFETY

Objective. The Aztec Municipal Schools, “values safety and strives to have an internalized awareness of safety in our district. We cannot educate students in unsafe environments or situations, so it is imperative that we look at things through the safety lens. We do our best to train staff and students, raise awareness, and cooperate with other agencies to ensure that all of our students and staff feel safe, inspired, and fulfilled.”

Background. The Aztec Municipal Schools recognize that each school community has unique needs and resources, which must be addressed to enhance the School-Level Safety Plan. The school safety plan reflects FEMA’s five mission areas: Prevention, Protection, Mitigation, Response, and Recovery for before, during, and after if an incident or emergency were to occur. Part of the school safety plan is to properly train school staff, faculty, and students to assess, facilitate, and implement response action to emergency events. We collaborate with community safety partners such as San Juan County Emergency

Management, San Juan Safe Communities, Department of Public Safety, San Juan County Sheriff, local community responders, health officials, and other outside entities, agencies, organizations, and individuals in our safety efforts. The Aztec School district includes a voluntary notification system that includes attendance, announcements, and safety-related notifications.

Methods. Aztec School district safety plan is reviewed annually by each school's safety committee in the five mission areas: Prevention, Protection, Mitigation, Response and Recovery for before, during and after if an incident or emergency were to occur. The safety report is submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB). The Aztec School district follows orders from NM Governor and NMPED on the COVID-19 safe practices to ensure we are doing our best to keep students and staff safe while on our campuses.

Results. The school's safety committee carries out and enforces the safety plan at each school site and building. This includes fire drill protocols, shelter in place drills more so when school starts at the beginning of the school year in August and September. The COVID-19 toolkit is followed by all schools to ensure we are meeting the requirements to remain in school.

Conclusion. As a district, we value safety and strive to address our School-Level Safety plan, promote a positive school environment of learning for all students, staff, parents and stakeholders.

Action Plan. Aztec Municipal school district will continue to value safety and review our safety plan for areas of improvement while continuing to collaborate with entities, local community, agencies, organizations, incorporations and individuals for the benefit of students, staff, parents and stakeholders.

3.3 GRADUATION RATES

Objective. Ensure that all Aztec American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

Background. Aztec district schools; Aztec High School and Vista Nueva High School, provide the opportunity for our American Indian students to attain the NM Diploma of Excellence certificate.

Methods. Our district follows the definition of a graduate as per NMPED's graduation cohort program. The cohort dictates when a student enters high school in 9th grade; the individual should be graduating in the fourth year. NMPED does include five and six year cohorts. The graduate is given the summer of their graduating year to fulfill requirements to attain their diploma. Data will be behind a year when presented.

Results.

4 Year Graduation Rate 2017-2018, 2018-2019, 2019-2020			
Subgroup	2017-2018	2018-2019	2019-2020
All Students	76.9	75.6	75.7
American Indian Students	76.4	68.6	78.7

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

All students were consistent between 2017 to 2020, while American Indian students had a large decline in graduation rates in 2018-2019 but increased their graduation rate by 2019-2020. Included in the next table are reasons students did not graduate within 4 years.

Reason Not Graduating for American Indian Students	Total
Still Enrolled	*
Withdrawn - dropout/outcome unknown	*
Total	*

*Indicates less than 10 students so results are masked

Conclusion. Our American Indian student population 4-year cohort shows a 10% increase of students graduating within the period from the previous school year. A positive direction is always welcome. Notation that Aztec American Indian students show a 3% increase when compared to all students graduating in a 4-year cohort.

Action Plan. Aztec district will continue to follow NMPED's guidelines by developing relevant pathways and opportunities for students to be college and career ready. The Indian Education coordinator will continue to provide after school tutoring for all American Indian students, and provide support by offering information leading to career and college planning along with the Career and College Counselor at Aztec High School.

3.4 ATTENDANCE

Objective. Aztec Municipal Schools take steps to improve student attendance rates by developing prevention strategies and targeted interventions while decreasing the dropout rate.

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. Each district that serves a large American Indian student population or one that borders on or around tribal lands reports the attendance rate. 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. Student Teacher Accountability Reporting System (STARS) for attendance reporting for school year 2020-2021. STARS data used to gather average daily attendance for schools in Aztec district. Reporting on breakdown of ethnicity unavailable. Note to take into account schools were held virtual, hybrid and in-person attendance during the COVID-19 pandemic.

Results.

Location	Total Student Count	% Days Present	% Days Missed	% Chronic Absenteeism	Percent Habitual
Aztec High	714	85	15	47	30
C.V. Koogler Middle	585	88	12	43	40
Lydia Rippey Elementary	401	81	19	62	55
McCoy Avenue Elementary	368	86	14	40	29
Park Avenue Elementary	352	82	18	62	44
Vista Nueva High	83	74	27	78	64

Conclusion. Aztec Schools will continue to pursue interventions for students who are absent 5% or more of the time. Note to take into account schools were held virtual, hybrid and in-person attendance during the COVID-19 pandemic.

Action Plan. Aztec district will continue to provide an attendance team to implement an attendance improvement plan by developing strategies and targeted interventions while addressing unexcused absences, truancy and chronic absenteeism.

3.5 PARENT AND COMMUNITY INVOLVEMENT

Objective. Ensure Aztec’s district strategic plan in the focus area of community relationships, is strengthening current and developing new partnerships with local businesses, agencies, service organizations and the community and maintain transparency regarding the district’s challenges, achievements, and accomplishments with community stakeholders. To collaborate in finding ways to improve educational opportunities for American Indian students and all students by encouraging and fostering parental and community involvement.

Background. Aztec’s district operational values include:

- family as the primary influence in the development of the individual;
- a common set of moral values and ethical principles are essential for the stability of any society;
- meaningful relationships are essential to an individual’s growth and development;
- open communication strengthens trust;
- purposeful collaboration inspires excellence for staff and students;
- effective collaboration is based on trust, mutual respect, open and honest communication;
- sharing and implementing best practices is an important component of continuous improvement;
- everyone has worth and can make valuable contributions to society;
- each person is responsible for his or her own actions;
- a strong work ethic is essential to personal success;
- knowledge and learning create opportunities and enhance quality of life;
- a safe environment is essential to one’s ability to work and learn;
- education is a shared responsibility of our community;
- active participation in learning is the responsibility of each student;
- every individual can learn and must be held accountable to do so;
- readiness to participate in the global economy requires a rigorous and relevant education;
- service to others builds community and strong partnerships between communities and schools that are integral to educating students in the 21st century.

Methods. The top impactful programs for SY 20-21:

- providing school supplies;
- paying for computer insurance fees
- held two virtual sessions on the Navajo Clan system
- Actively held virtual Indian Education Committee meetings that focused work on the JOM, Title VI and Schools District grants along with revision of the Bylaws.

Results. Every year, students look forward to my office in providing school supplies although school was virtual. Parents reported their child writes down information so they can stay on task with their classes. 15% of the American Indian students requested assistance for school supplies; class project supplies; credit recovery fee; AP Course Exam fee; and cap and gown. The ability to pay for the child's insurance fee was one less burden the parents had to search for funds so the student continues with their classes during the pandemic year. The virtual sessions allowed students and parents to attend from the comfort of their home with 15 participants. The move to online meetings allowed flexibility and the number of meetings increased to twice a month beginning in January.

Conclusion. The ability to offer several the activities during the pandemic allows the students to stay afloat for their academic classes; the virtual session's builds relationships and increase knowledge for the Navajo clan system among students and parents; the parent meetings allowed for parents to focus on student surveys and to bring the requests when preparing the grants for submission.

Action Plan. Aztec district will continually support the collaboration between parents, students and community to engage in programs that demonstrate positive impact towards the well-being, academics, home setting, cultural values and positive behaviors for American Indian students. The programs for implementing college and career pathways, cultural events, continuing the after school programs for all grade levels along with transportation for an increase in student attendance.

3.6 EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective. Support the unique and specialized educational needs of Aztec American Indian students enrolled in the district.

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

Methods. Students in the Navajo language program took a pre-oral assessment at the start of the school year via online and post-oral assessment test at the end of the school year for in-person attendance and online. The students in the programs also took a 25-question assessment for pre and post respectively. The after school-tutoring program tracked attendance for data when Native American students attended in-person and online. Attendance data from the Navajo Nation Scholarship office was used for students attending the information presentation for senior students. Aztec district has an ELL program to serve Native American students by using the ACCESS test by measuring their reading and writing skills.

Results. The Navajo language assessment for Koogler Middle School students showed an improvement of 46% when comparing the pre and posttest assessments. Aztec High School students Navajo language assessment showed a 62% improvement of the pre and posttest assessments. Attendance data for after school tutoring are inclusive due to pandemic interrupting program when school was not in-person at the beginning of the school year however, attendance from March to Mat showed students attending but a low count that is not counted. The online attendance is masked due results are less than 10 attendees. Attendance for the presentation from Navajo Nation Scholarship office indicated 15 American Indian student attendees. Access test for Native American students taking the test in 2019 to 2020 indicate: second grade showed a 1.55% increase; third grade shows a 0.9 increase; fourth grade 0.3% increase; Fifth grade a 0.16% increase; ninth grade shows a -0.4 decrease; twelfth grade shows a -0.6 decrease. Other grades did not have any reporting.

Conclusion. Continuing to offer the Navajo language in a school setting has the capability to bring connections between children, parents and grandparents. For our non-Navajo students that participate in the classes, brings understanding and the ability to relate to the Navajo and Native American students. 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, 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.

Action Plan. Aztec district will continue to support the unique and specialized needs for American Indians students for the programs that are offered for the American Indian students so students can become successful in their future career and higher education endeavors. The district will seek other opportunities and programs to assist the American Indian students' well-rounded education.

3.7 FINANCIAL REPORTS

Objective. Aztec Municipal School District Strategies to include long range planning and budget development based on improving student learning for all students and staff. “The financial objective is, through the use of public school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.”

Background. Aztec Municipal School District applies for funding that is generated by American Indian students based on the child’s certificate of Indian blood and a completed ED506 through the Johnson O’Malley grant under Navajo Nation and the Title VI Indian Education Formula grant with the U.S. Department of Education. Another financial source, the district applies for is the School District Initiative Grant with NMPED Indian Education Division so long as the district has American Indian students to support for funding. Title I funds are also applied for if the American Indian student falls under the categories of failing to meet the state’s academic standards so to best support the child we offer learning potentials to meet their needs. Title IV is another grant that is applied for to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of our students.

Methods. The Johnson O’Malley grant is based on the 40th day student count for American Indian students enrolled in a tribe, nation or Pueblo. Aztec 40th day count for American Indian students with a certificate of Indian blood on file was at 383. Title VI Indian Formula grant is based on a 30-day reporting period for American Indian students enrolled in Aztec district along with an ED 506 form on file in the American Indian office and/or submitted through PowerSchool enrollment processes. The count for the Title VI grant was at 446 American Indian students. The Indian Education Act grant is awarded through a competitive process so long the district serves American Indian students. Title I and IV grants are awarded to Aztec district to use for all students to meet the students’ needs in improving their education.

AMSD SY 2020-2021 Funding					
	Johnson O'Malley	Title VI	NMPED- IED SDI	Title I	Title IV
Description:	25131	25184	27150		
Funding:	\$ 43,476.77	\$ 92,038.00	\$ 75,000.00	\$457,422.00	\$33,530.20

Results. Funding from the funding is equitably distributed to be used by American Indian students and all students that need educational supplemental assistance through school supplies, after school tutoring, transportation, teacher/coordinator support, 520 teacher for the Navajo language and culture to be taught in a school setting, to increase academic achievement in their respective schools.

Conclusion. The funding supports our Aztec American Indian students through parent committees, attending higher education institution events, local trips, conferences, assist in parental cost such as school supplies, cap and gown, fees, afterschool tutoring, transportation, cultural events, Navajo language teacher, educational assistances, professional development and the Indian Education Coordinator.

Action Plan. Aztec district will continue to align the programs and adhere to the contracts and receive feedback from stakeholders for financial programs supporting American Indian students. The Indian Education Coordinator will continually seek certificate of Indian blood forms and ED 506 forms while promoting the American Indian programs.

3.8 CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective. Aztec Municipal School District does not meet the requirements to receive Federal Impact Aid. No report for this section.

Background.

Methods.

Results.

Conclusion.

Action Plan.

3.9 SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPUTS AND INCREASE ATTENDANCE

Objective. The Aztec Municipal School District takes steps to increase student attendance rates and decrease student dropout rates by developing prevention strategies and targeted interventions.

Background. Aztec district has begun enforcing, records are maintained and reported according to, Attendance for Success Act Chapter 223 House Bill 236 2019. The act affects children ages 5 to 18, who have not received a diploma that includes excused, unexcused absences, chronic absence rate, excessively absence rate and medical absence to include attendance teams and a district attendance plan. The four categories of the attendance system include whole school prevention; individualized prevention; early intervention and intensive support.

“New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue.

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

Methods. Aztec district reports its attendance improvement plan no later than 45 days after the beginning of the school year. To address the needs of at-risk students due to the pandemic, Koogler MS has implemented afterschool tutoring and Saturday tutoring for all students. Aztec HS has implemented afterschool tutoring and online tutoring that meet in the evenings as well as Saturdays.

Results. Student Dropout rate 2019-2020 (one year lagged) is masked that resulted in less than 10 students reporting.

Student Dropout rate 2019-2020 (one year lagged)

Ethnicity	2019-2020 Drop Gr. 7-12	2019-2020 Overall % Rate
American Indian/Alaskan Native	*	*
Black or African American	*	*
Caucasian	20	3.2%
Hispanic	11	2.4%
Multiracial	*	*
Native Hawaiian or Other Pacific Islander	*	*

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>District and Location Reports>Dropout Reports>Final Dropout Rates

Conclusion. The Act is in its third year. For school year 2020-2021, we were in the midst of the COVID-19 pandemic that proves to be a challenge in following the Attendance act. Aztec district had students attend school as a hybrid student, as a virtual student and remote so data is not valid as data reported some of our students as chronically truant.

Action Plan. Aztec Schools will continually remind teachers to take attendance for every class session. Schools will notify parents of their student's attendance and advocate the importance of students attendance while taking classes in person or online.

3.10 PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective. To ensure Aztec schools collaborate with tribal governments to identify important cultural events in the American Indian students' lives and adjust our school calendar, to address the student's cultural and family responsibilities while enhancing the students ability to attend school regularly.

Background. Aztec district does not lie on and does not border any reservation to take into account calendar days. The schools and the tribal parents/guardians do communicate with principals regarding cultural events on an individual basis for excused absences for their child.

Methods. Individual basis between school site principal and parent.

Results. The number is too small to report.

Conclusion. Aztec district recognizes our tribal students and continually works with the parent and child to make up work during the days of excused absence.

Action Plan. Aztec district will continue to collaborate with parents concerning students participating in cultural events.

3.11 SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN ORGANIZATIONS

Objective. To ensure the district provide a means of developing mutual understanding of educational programs and collaborate with tribal entities in finding ways to improve educational opportunities for American Indian students.

Background. The majority of Aztec district American Indian students are enrolled members of the Navajo Nation Tribe therefore the district has been continuing having consultations since ESSA was adopted as the primary law governing K-12 education. Aztec districts recognizes the Johnson O'Malley committee and School sites have parent committees as well. Aztec district has begun implementing an Equity Council that consist of parents and staff. Since the pandemic, the community of Aztec has assisted our students to access wi-fi spots to finish the school year.

Methods. Communication by email with the Navajo Nation has been the source for Tribal consultation to be scheduled. The COVID-19 pandemic interrupted face-to-face meeting. Therefore, zoom meetings was scheduled with Aztec district and Navajo Nation Department of Dine' Education (NNDODE). Aztec district sent our tribal consultation binder of programs offered for enrolled students in our district via email. Two Public hearings were held via Zoom in May 2021for recommendations on the Title VI Indian Education Formula grant and a meeting held with the parent advisory committee in May 2021. The Title VI Indian Education Formula grant Parent/Student/Teacher Advisory committee consisted of three committee parent members that have a child enrolled in the district along with an ED506 form on file; there was no student representative but we have a teacher representative that works at an elementary school. Consultations occur with the JOM Indian Education committee throughout the year for budget transfer approval, survey implementations, revision of bylaws, etc. Most meetings occurred through the Zoom meeting platform. Yearlong surveys are open for a month to students, parents and teachers to give ample time for feedback and compiled for funding purposes.

Results. Tribal consultation through Zoom occurred in October 2020 and March 2021 with Aztec Superintendent, Associate Superintendent of Instruction and the Native American Education Coordinator and four representatives from NNDODE; that included the Superintendent, JOM personnel, OSCAD personnel and DODE staff. Documents reviewed and presented to NNDODE. Approval signatures obtained for the consultations that occurred. The public hearings had three parents and a JOM representative. Recommendations included working with DODE, Kinteel Residential Campus, Inc., possibly chapters within the Navajo Tribe, working with parents, continue Navajo Language and offer for K-12; recommendation to consult with other tribes; adopt the Tiwa and Navajo NMPED Bilingual Seal to retrieve additional funding and resources for our American Indian community.

Conclusion. Additional feedback from entities and parents are sought after and welcomed. We appreciate feedback and continue to acknowledge our American Indian community to bring forth their recommendations and knowledge so our district can become an Equity compliance school district.

Action Plan. Aztec district will continue to work with the American Indian Community and continue Tribal Consultation. Aztec district will align to the Martinez and Yazzie lawsuit in continuing an Equity Council that is inclusive of the involved parties. Aztec district will continue to collaborate for student needs assessments.

3.12 INDIGENOUS RESEARCH, EVALUATION AND CURRICULA

Objective. 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

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 American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous, research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples”.

Methods. A working document as Aztec district begins implementing Equity Council and using Culture Linguistically Responsive Instruction.

Results. A working document.

Conclusion. A working document assessed and reported for next school year.

Action Plan. The Indian Education Coordinator for Aztec district will collaborate with the 520 teacher for Indigenous research, evaluation measures and curricula for our American Indian students. The district will continue completed NMPED Indian Education requirements that include student needs assessment; systematic framework and the accountability tool. Include the working document that is Equity Council.

3.13 ACCESS TO NATIVE AMERICAN LANGUAGE PROGRAMS

Objective. Quoting from Indian Education Act, “it is imperative that native language and bilingual programs are part of a schools’ development plan”.

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

Methods. Navajo language classes are available for 6th through 8th grade for Aztec’s middle school students. Navajo language classes are available for 9th through 12th grade at the high school. Recently, Aztec district now employs two certified 520 teachers in the district but one has been teaching the classes for the past three and half years.

Results.

Name of School	# of students of Navajo Language Teachers	Total Student Population	# of Navajo Students	# of Navajo Students taking Navajo Language Class	Percent of Navajos taking Navajo Language
C.V. Koogler Middle School	1	519	88	21	24%
Aztec High School	1	632	103	16	16%

Conclusion. Aztec district is in its third year of implementing Navajo Language classes at the middle and high school. Although not every Navajo student is taking the class, we continue to advocate and announce the classes that are offered for students especially for high school students to compete for the Navajo Nation scholarships and the Chief Manuelito Scholarship.

Action Plan. Aztec district will continue to offer the Navajo Language courses for the schools. Aztec district plans to offer Navajo Language classes from I, II, III, and IV for high school students to attain the rigorous Navajo Nation Bilingual Seal recognized as the NMPED Bilingual Seal on the students diploma.

CONCLUSION

Aztec Municipal School District will continue to work with the NMPED Indian Education Division for the success of our enrolled American Indian students. While it is clear that the needs of American Indian students vary, major educational findings indicate that there is a need for continued, dynamic collaborative pathways, and such partnerships should be seen as a way of enriching the educational experience currently and in the future. This report recommends the continuous development and implementation of successful educational strategies and reliable and valid means of assessing their effectiveness or revised to better meet the academic and cultural needs.