

PUBLIC EDUCATION DEPARTMENT

Indian Education Division



Tribal Education Status Report Central Consolidated Schools 2018-2019

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1. Introduction

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

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

- SY 2018–2019, report must be completed no later than **July 3, 2019**; and
- For subsequent years, report must be submitted no later than **July 30th**.

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

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

2. Purpose of the TESR Manual

The purpose of this guidebook is to provide guidance to school districts in completing their local Tribal Education Status Report (TESR). Additionally, this manual will provide templates to support school districts in the development of their local plans.

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

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

- | | |
|---|---|
| <input type="checkbox"/> Federal Program Directors | <input type="checkbox"/> Business Managers |
| <input type="checkbox"/> Indian Education Directors | <input type="checkbox"/> STARS Coordinators |
| <input type="checkbox"/> Charter School Directors | |

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

2. Statutory Requirements

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

Title 6 Chapter 35 Part 2 PRIMARY AND SECONDARY EDUCATION INDIAN EDUCATION IMPLEMENTING THE INDIAN EDUCATION ACT

6. 35.2.11 TRIBAL EDUCATION STATUS REPORT (TESR)

- A. Per the IEA rules, beginning at the close of the school year 2017-2018, each 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. The report(s) must be provided no later than July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.
- B. The report must include the following information based upon data from the immediately preceding school year:
- (1) Student achievement as measure by a statewide test approved by the department, with results disaggregated by ethnicity. Any cell with an N of 9 or fewer must be masked;
 - (2) school safety;
 - (3) the graduation rate;
 - (4) attendance;
 - (5) parent and community involvement;
 - (6) educational programs targeting tribal students
 - (7) financial reports;
 - (8) current status of federal Indian education policies and procedures;
 - (9) school district initiatives to decrease the number of student dropouts and increase attendance;
 - (10) public school use and variable school calendars;
 - (11) school district consultations with district Indian education committees, school-site parent advisory councils, tribal, municipal and Indian organization; and
 - (12) indigenous research and evaluation measures and results for effective curricula for tribal students.

3.1 Student Achievement

Objective:

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:

| Achievement - Proficiency Summaries by Subgroup | | | | | | | |
|---|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | | Reading | | Mathematics | | Science | |
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| All Students | State Current | 37 | 63 | 20 | 80 | 40 | 60 |
| All Students | LEA Current | 29 | 71 | 12 | 88 | 23 | 77 |
| Female | State Current | 42 | 58 | 20 | 80 | 39 | 61 |
| Female | LEA Current | 35 | 65 | 12 | 88 | 24 | 76 |
| Male | State Current | 32 | 68 | 20 | 80 | 42 | 58 |
| Male | LEA Current | 24 | 76 | 12 | 88 | 23 | 77 |
| Caucasian | State Current | 52 | 48 | 33 | 67 | 61 | 39 |
| Caucasian | LEA Current | 56 | 44 | 35 | 65 | 84 | 16 |
| African American | State Current | 34 | 66 | 15 | 85 | 37 | 63 |
| African American | LEA Current | | | | | | |
| Hispanic | State Current | 33 | 67 | 16 | 84 | 34 | 66 |
| Hispanic | LEA Current | 39 | 61 | 20 | 80 | 44 | 56 |
| Asian | State Current | 61 | 39 | 50 | 50 | 66 | 34 |
| Asian | LEA Current | 72 | 28 | 59 | 41 | | |
| American Indian | State Current | 26 | 74 | 11 | 89 | 22 | 78 |
| American Indian | LEA Current | 27 | 73 | 10 | 90 | 20 | 80 |
| Economically Disadvantaged | State Current | 31 | 69 | 15 | 85 | 32 | 68 |
| Economically Disadvantaged | LEA Current | 27 | 73 | 12 | 88 | 23 | 77 |
| Students w Disabilities | State Current | 19 | 81 | 9 | 91 | 18 | 82 |
| Students w Disabilities | LEA Current | 18 | 82 | 10 | 90 | 12 | 88 |
| English Language Learners, Current | State Current | 20 | 80 | 10 | 90 | 16 | 84 |
| English Language Learners, Current | LEA Current | 15 | 85 | 6 | 94 | 8 | 92 |

Source: School District Report Card 2016-2017, NMPED

| Achievement - Proficiency Summaries by Subgroup | | | | | | | |
|---|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | | Reading | | Mathematics | | Science | |
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| All Students | State Current | 39 | 61 | 21 | 79 | 38 | 62 |
| All Students | LEA Current | 34 | 66 | 14 | 86 | 24 | 76 |
| Female | State Current | 44 | 56 | 21 | 79 | 37 | 63 |
| Female | LEA Current | 40 | 60 | 14 | 86 | 24 | 76 |
| Male | State Current | 34 | 66 | 21 | 79 | 39 | 61 |
| Male | LEA Current | 28 | 72 | 13 | 87 | 24 | 76 |
| Caucasian | State Current | 54 | 46 | 35 | 65 | 60 | 40 |
| Caucasian | LEA Current | 67 | 33 | 40 | 60 | 61 | 39 |
| African American | State Current | 36 | 64 | 16 | 84 | 33 | 67 |
| Hispanic | State Current | 34 | 66 | 18 | 82 | 33 | 67 |
| Hispanic | LEA Current | 48 | 52 | 17 | 83 | 37 | 63 |
| Asian | State Current | 62 | 38 | 50 | 50 | 61 | 39 |
| Asian | LEA Current | 75 | 25 | 64 | 36 | | |
| American Indian | State Current | 29 | 71 | 12 | 88 | 21 | 79 |
| American Indian | LEA Current | 31 | 69 | 12 | 88 | 21 | 79 |
| Economically Disadvantaged | State Current | 33 | 67 | 16 | 84 | 31 | 69 |
| Economically Disadvantaged | LEA Current | 34 | 66 | 14 | 86 | 24 | 76 |
| Students w Disabilities | State Current | 14 | 86 | 7 | 93 | 14 | 86 |
| Students w Disabilities | LEA Current | 14 | 86 | 7 | 93 | 13 | 87 |
| English Language Learners, Current | State Current | 21 | 79 | 8 | 92 | 13 | 87 |
| English Language Learners, Current | LEA Current | 23 | 77 | 10 | 90 | 15 | 85 |

Source: School District Report Card 2017-2018, NMPED

| Achievement - Proficiency Summaries by Grade | | | | | | | |
|--|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| This table shows the school- and LEA-level results of statewide assessments administered during the 2017-2018 school year. These assessments include the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, the New Mexico Alternate Performance Assessment (NMAPA), the Standards Based Assessment (SBA) in Science and Spanish Reading, and the Istation assessment of early literacy skills. In order to protect student privacy, some results have been left blank or reported as a percentage range. | | | | | | | |
| | | Reading | | Mathematics | | Science | |
| Grade | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| KN | State Current | 62 | 38 | | | | |
| KN | State Prior | 60 | 40 | | | | |
| KN | LEA Current | 48 | 52 | | | | |
| KN | LEA Prior | 42 | 58 | | | | |
| 1 | State Current | 60 | 40 | | | | |
| 1 | State Prior | 57 | 43 | | | | |
| 1 | LEA Current | 52 | 48 | | | | |
| 1 | LEA Prior | 51 | 49 | | | | |
| 2 | State Current | 68 | 32 | | | | |
| 2 | State Prior | 66 | 34 | | | | |
| 2 | LEA Current | 66 | 34 | | | | |
| 2 | LEA Prior | 60 | 40 | | | | |
| 3 | State Current | 30 | 70 | 32 | 68 | | |
| 3 | State Prior | 27 | 73 | 30 | 70 | | |
| 3 | LEA Current | 23 | 77 | 20 | 80 | | |
| 3 | LEA Prior | 21 | 79 | 22 | 78 | | |
| 4 | State Current | 30 | 70 | 26 | 74 | 47 | 53 |
| 4 | State Prior | 26 | 74 | 23 | 77 | 40 | 60 |
| 4 | LEA Current | 24 | 76 | 21 | 79 | 31 | 69 |

| | | | | | | | |
|----|---------------|----|----|----|----|----|----|
| 4 | LEA Prior | 18 | 82 | 15 | 85 | 24 | 76 |
| 5 | State Current | 31 | 69 | 28 | 72 | | |
| 5 | State Prior | 30 | 70 | 24 | 76 | | |
| 5 | LEA Current | 32 | 68 | 24 | 76 | | |
| 5 | LEA Prior | 23 | 77 | 18 | 82 | | |
| 6 | State Current | 29 | 71 | 21 | 79 | | |
| 6 | State Prior | 26 | 74 | 20 | 80 | | |
| 6 | LEA Current | 25 | 75 | 19 | 81 | | |
| 6 | LEA Prior | 18 | 82 | 19 | 81 | | |
| 7 | State Current | 30 | 70 | 21 | 79 | 43 | 57 |
| 7 | State Prior | 27 | 73 | 17 | 83 | 45 | 55 |
| 7 | LEA Current | 31 | 69 | 17 | 83 | 26 | 74 |
| 7 | LEA Prior | 23 | 77 | 8 | 92 | 25 | 75 |
| 8 | State Current | 30 | 70 | 22 | 78 | | |
| 8 | State Prior | 29 | 71 | 21 | 79 | | |
| 8 | LEA Current | 25 | 75 | 8 | 92 | | |
| 8 | LEA Prior | 19 | 81 | 10 | 90 | | |
| 9 | State Current | 29 | 71 | 19 | 81 | | |
| 9 | State Prior | 26 | 74 | 17 | 83 | | |
| 9 | LEA Current | 24 | 76 | 7 | 93 | | |
| 9 | LEA Prior | 17 | 83 | 4 | 96 | | |
| 10 | State Current | 33 | 67 | 15 | 85 | | |
| 10 | State Prior | 32 | 68 | 15 | 85 | | |
| 10 | LEA Current | 28 | 72 | 6 | 94 | | |
| 10 | LEA Prior | 29 | 71 | 7 | 93 | | |
| 11 | State Current | 42 | 58 | 10 | 90 | 27 | 73 |
| 11 | State Prior | 43 | 57 | 9 | 91 | 35 | 65 |
| 11 | LEA Current | 39 | 61 | 3 | 97 | 17 | 83 |
| 11 | LEA Prior | 38 | 62 | 3 | 97 | 21 | 79 |

Blanks or missing rows indicate too few students to report (N<10)

Source: School District Report Card 2017-2018, NMPED

Results:

Student Achievement

Central Consolidated School District is a district on the rise. True achievement is measured by yearly growth and percentage of students who proficient in their grade level tests. Our District has also seen marked improvement in our PARCC scores, but there is still much to be done, as shown below:

| 2018_CCSD PARCC Proficiency Level | | | | | |
|-----------------------------------|-------|-------|----------------|---------------|-----------------------------|
| Test Name | 2017 | 2018 | Difference (%) | Cohort Change | Cohort (Year of Graduation) |
| Grade 03 ELA/Literacy | 19.3% | 22.9% | 3.6% | * | 2027 |
| Grade 03 Mathematics | 20.9% | 20.4% | -0.5% | * | |
| Grade 04 ELA/Literacy | 17.1% | 22.5% | 5.4% | 3.2% | 2026 |
| Grade 04 Mathematics | 14.9% | 19.2% | 4.3% | -1.7% | |
| Grade 05 ELA/Literacy | 21.4% | 31.2% | 9.8% | 14.1% | 2025 |
| Grade 05 Mathematics | 16.9% | 23.2% | 6.3% | 8.3% | |
| Grade 06 ELA/Literacy | 15.6% | 24.2% | 8.6% | 2.8% | 2024 |
| Grade 06 Mathematics | 17.7% | 18.5% | 0.8% | 1.6% | |
| Grade 07 ELA/Literacy | 20.9% | 29.0% | 8.1% | 13.4% | 2023 |
| Grade 07 Mathematics | 5.0% | 15.7% | 10.7% | -2.0% | |
| Grade 08 ELA/Literacy | 17.9% | 24.0% | 6.1% | 3.1% | 2022 |
| Grade 08 Mathematics | 2.2% | 3.6% | 1.4% | -1.4% | |
| Grade 09 ELA/Literacy | 17.4% | 24.5% | 7.1% | 6.6% | 2021 |
| Algebra I | 8.7% | 6.3% | -2.4% | 4.1% | |
| Grade 10 ELA/Literacy | 26.3% | 27.9% | 1.6% | 10.5% | 2020 |
| Geometry | 5.1% | 8.9% | 3.8% | 0.2% | |
| Grade 11 ELA/Literacy | 37.4% | 41.0% | 3.6% | 14.7% | 2019 |
| Algebra II | 3.6% | 3.6% | 0.0% | -1.5% | |
| Average- ELA | 21.5% | 27.5% | 6.0% | 8.5% | |
| Average- Math | 10.6% | 13.3% | 2.7% | 0.9% | |

| Grade | | Reading | | Mathematics | | Science | |
|-------|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| 3 | State Current | 27 | 73 | 30 | 70 | | |
| 3 | State Prior | 25 | 75 | 30 | 70 | | |
| 3 | LEA Current | 21 | 79 | 22 | 78 | | |
| 3 | LEA Prior | 18 | 82 | 18 | 82 | | |
| 4 | State Current | 26 | 74 | 23 | 77 | 40 | 60 |
| 4 | State Prior | 25 | 75 | 23 | 77 | 43 | 57 |
| 4 | LEA Current | 18 | 82 | 15 | 85 | 24 | 76 |
| 4 | LEA Prior | 17 | 83 | 17 | 83 | 22 | 78 |
| 5 | State Current | 30 | 70 | 24 | 76 | | |
| 5 | State Prior | 25 | 75 | 26 | 74 | | |
| 5 | LEA Current | 23 | 77 | 18 | 82 | | |
| 5 | LEA Prior | 18 | 82 | 23 | 77 | | |
| 6 | State Current | 26 | 74 | 20 | 80 | | |
| 6 | State Prior | 24 | 76 | 20 | 80 | | |
| 6 | LEA Current | 18 | 82 | 19 | 81 | | |
| 6 | LEA Prior | 12 | 88 | 15 | 85 | | |
| 7 | State Current | 27 | 73 | 17 | 83 | 45 | 55 |
| 7 | State Prior | 23 | 77 | 18 | 82 | 45 | 55 |
| 7 | LEA Current | 23 | 77 | 8 | 92 | 25 | 75 |
| 7 | LEA Prior | 17 | 83 | 13 | 87 | 28 | 72 |
| 8 | State Current | 29 | 71 | 21 | 79 | | |
| 8 | State Prior | 26 | 74 | 20 | 80 | | |
| 8 | LEA Current | 19 | 81 | 10 | 90 | | |
| 8 | LEA Prior | 20 | 80 | 9 | 91 | | |
| 9 | State Current | 26 | 74 | 17 | 83 | | |
| 9 | State Prior | 27 | 73 | 18 | 82 | | |
| 9 | LEA Current | 17 | 83 | 4 | 96 | | |
| 9 | LEA Prior | 22 | 78 | 7 | 93 | | |
| 10 | State Current | 32 | 68 | 15 | 85 | | |
| 10 | State Prior | 32 | 68 | 13 | 87 | | |
| 10 | LEA Current | 29 | 71 | 7 | 93 | | |
| 10 | LEA Prior | 21 | 79 | 6 | 94 | | |
| 11 | State Current | 43 | 57 | 9 | 91 | 35 | 65 |
| 11 | State Prior | 45 | 55 | 10 | 90 | 39 | 61 |
| 11 | LEA Current | 38 | 62 | 3 | 97 | 21 | 79 |
| 11 | LEA Prior | 35 | 65 | 9 | 91 | 27 | 73 |

Blanks or missing rows indicate too few students to report (N<10)

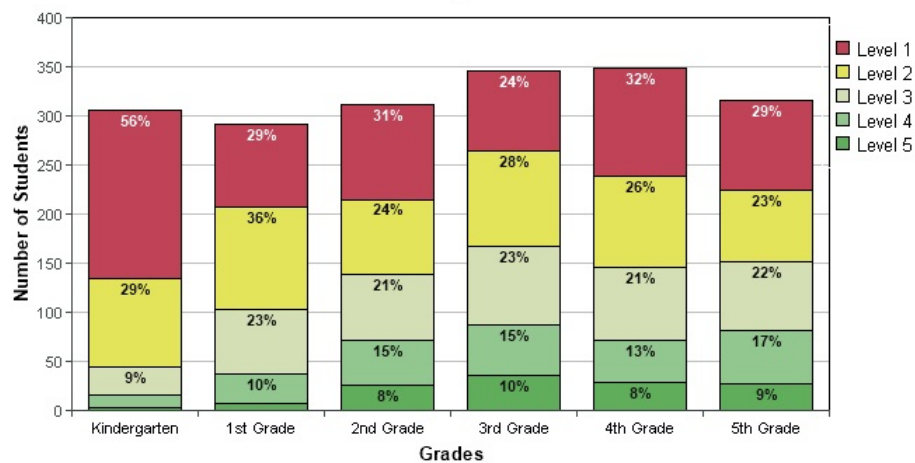
[Edit Report](#) [Save Report](#)

Summary

ISIP™ Early Reading results for Central Consolidated School District

2018/2019 School Year

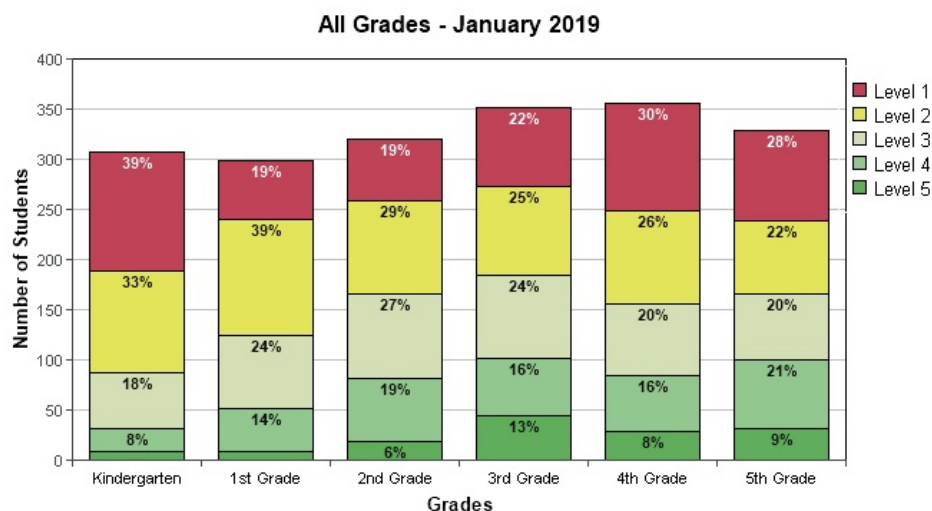
All Grades - September 2018



Summary

ISIP™ Early Reading results for Central Consolidated School District

2018/2019 School Year



Conclusion:

Overall, there is a 6.0% increase in ELA proficiency and 2.7% increase in Math across the district. Among student Math assessments, Algebra 1 and Math 3 decreased by 2.4% and 0.5%, respectively. Comparing from last school district's report card and this year's PARCC results, Reading/ELA decreased by 2% and Math increased by 1.3%. American Indian students were below state's percentage of proficient in Reading (10%), Math (10%) and Science (20%). Based on the report, the highest difference of percentage of proficient came from High School in Math content with 6-10% difference.

Action Plan:

CCSD has curriculum pacing guides and maps aligned with the Common Core Standards and the WIDA Standards (adopted by the State of New Mexico). An English Language Development (ELD/ELA) curriculum is in place for Secondary (6th-12th). A new monitoring system (ELLEvation), which includes instructional supports specific to identified ELL students, will be implemented beginning this school year. Quarterly Interim assessments are aligned with the curriculum pacing guides and used to inform decisions at classroom, building, and district level. Formative assessments are used by teachers to provide ongoing feedback and to adjust teaching as needed. CCSD has purchased iStations for grades K-6 in reading and math to use as a baseline progress monitoring tool. Data collected is analyzed to provide a direction for instruction with a purpose. Finally, Tier 2

and 3 instruction for students who scored a 1, 2, or 3 on the ACCESS 2.0 assessment will have support through the use of Imagine Learning (State approved EL program).

Note: Student achievement proficiencies may be attained from the PED's Assessment and accountability website: <https://webnew.ped.state.nm.us/bureaus/accountability/>

3.2 School Safety

Central Consolidated understands emergencies and violent incidents in school districts are critical issues that need to be addressed in an expeditious and effective manner. Central Consolidated has created an interoperable approach to school safety by collaborating with Federal, State and Tribal first responders. The district is all about teamwork and collaboration. Central Consolidated School district is committed to providing a healthy, safe and secure environment for students and employees. CCSD Model School Emergency Management structure is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to give our staff the knowledge to handle a wide range of emergency and disaster situations that may occur. CCSD safety structure ensures that emergency preparedness and response is the key to help protect the safety, security and wellbeing of students and school staff during many types of emergencies.

Objective:

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

Central consolidated school district objective is to provide a safe and caring environment that fosters improved educational success in and out of the classroom. With the tragic events that have happened across the country we have taken improved steps to address the safety of our facilities. The need for improved training for our staff to handle an emergency. This improvement will only enhance the positive learning environment that encompasses Dine' philosophies of thinking, planning development and competency. Our main goal is to provide a community-based approach to safety and security and create a resilient staff, student body and community.

Background:

Central Consolidated utilizes the four elements of emergency management planning, mitigation, response and recovery. We are able to handle a myriad of emergencies with the tenets listed below.

CCSD Leadership: We have strong leadership from our school board, superintendent, safety coordinator, and district emergency planning teams, cultural assessment teams that ensure that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans.

CCSD utilizes Incident Command System: The ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management,

Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.

CCSD School Emergency Management Plan: At all of our schools we have created a plan tailored and fine-tuned to meet the unique needs and resources of each individual school. Our site-based plans include team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation, Preparedness, Response and Recovery.

CCSD School Emergency Teams: We have created site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The School Emergency Teams are trained to meet individual school needs and implement the plan in the event of an emergency.

CCSD Communication: CCSD has created radio communication with our federal, state and tribal first responders. Our staff is trained to communicate in case of an emergency. We have established clear lines of internal communication (within the school) and external communication (with the district office and community). We have included provisions for after-hours communication (telephone tree), and alternate means if telephone lines are with our hand held radios.

We have created a strong network of partnerships in our San Juan County with our neighboring school districts with the sharing of information and partnering with programs such as Sandy hook promise See Something Say Something. We have memorandum of understanding with our first responders both from Navajo Nation office of public safety and San Juan County Sherriff department. This enables us to cater to our unique situation of our school safety on and off the reservation.

Methods:

CCSD has created school Emergency Actions: These are a set of clear directives that may be implemented across a number of emergency situations. These emergency protocols are Evacuation, Lockdown, Shelter in Place and Room Clear. These methods are visualized through training and practice. The purpose of our methods is to control people (visitors). Gain and maintain accountability of people. Ensure that we alert staff and students of emergency situations. Set clear expectations of safety controls within our schools. We have improved our school climate by preventative programs such as Say Something See Something, Bullying prevention, Being safe on the internet. Continue the use of our contracted security to help our SRO's create an safer environment.

Results:

The results of all our hard word has been the collaboration of partner school districts to share information and resources. We have worked very hard to build a lasting relationship to work closely with our federal, state and tribal first responders to ensure the safety of the students and staff. Lastly, improving of our procedures and protocols in the regard to safety.

Conclusion:

CCSD school hosted safety forums, that coincide with national events. Elementary Focus on safety, anti-bullying efforts and how to react to an emergency. Students might be asked if they know what to do if there is an emergency, if they know who to talk to if they feel scared at school and/or if they know how to report a threat.

Secondary Focus on safety, anti-bullying efforts, reacting to an emergency, education on the consequences of false threats and reporting threats. Students might be asked if they know how to report a threat and if they know what actions to take in case of emergencies like active shooters or intruders.

Open discussions on school safety could occur as an opportunity for students to voice their concerns. These open discussion will allow teachers, counselors and administration to gauge students' feelings and provide other resources, like counseling, if necessary.

Each safety forum was age-appropriate and will provide students opportunities to express their concerns and opinions.

Action Plan:

Increase communication with the allocation of new radios.

Threat assessment training to our staff so that we can help prevent emergencies before they happen.

Acquire an emergency alert situation to fortified our strong communication system that is in place.

In closing Central Consolidated care of the safety and security of the staff and students. It is a priority to foster a caring learning environment for all our stakeholders. We will continue to respond effectively to all emergencies and hazards. Our committee will ensure our effectiveness to plan for mitigate, respond and recovery from any emergency and make our community more resilient.

3.3 Graduation Rate

Objective:

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

Background: 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:

Source: EOY STARS submissions, 6/1/2019

| Graduation - 4-Year Cohort of 2017 | | | | | | | | | |
|--|----------------|-------------|------------|------------|---------|-----------------------------------|------|-------|-------|
| These figures represent students who were expected to graduate on time by August 1, 2017, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. | | | | | | | | | |
| | All Students % | Caucasian % | Afr Amer % | Hispanic % | Asian % | Amer Indian % | ED % | SWD % | ELL % |
| State Current | 71 | 76 | 68 | 71 | 85 | 61 | 66 | 62 | 68 |
| LEA Current | 68 | 82 | | 57 | | 67 | 68 | 60 | 57 |
| Career Prep Alternative | 22 | | | | | 21 | 23 | | 14 |
| Central High School | 73 | 81 | | 56 | | 72 | 74 | 66 | 62 |
| Newcomb High School | 66 | | | | | 66 | 66 | 65 | 64 |
| Shiprock High School | 71 | | | | | 71 | 72 | 53 | 59 |
| Blanks indicate too few students to report (N<10). | | | | | | Source: PED Accountability Bureau | | | |

Source: School District Report Card 2017-2018, NMPED

| Graduation - 4-Year Cohort of 2016 | | | | | | | | | |
|--|----------------|-------------|------------|------------|---------|-----------------------------------|------|-------|-------|
| These figures represent students who were expected to graduate on time by August 1, 2016, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. | | | | | | | | | |
| | All Students % | Caucasian % | Afr Amer % | Hispanic % | Asian % | Amer Indian % | ED % | SWD % | ELL % |
| State Current | 71 | 76 | 61 | 71 | 81 | 63 | 67 | 62 | 67 |
| LEA Current | 63 | 80 | | ≥ 80 | | 61 | 65 | 63 | 61 |
| Career Preparatory Alternative | 11 | | | | | 11 | 12 | | ≤ 10 |
| Central High | 76 | 80 | | ≥ 80 | | 74 | 77 | 74 | 74 |
| Newcomb High | 61 | | | | | 61 | 61 | | 59 |
| Shiprock High | 64 | | | | | 64 | 66 | 63 | 63 |
| Blanks indicate too few students to report (N<10). | | | | | | Source: PED Accountability Bureau | | | |

Results:

From last year's four-year graduation report, CCSD was below New Mexico graduation rate by 3%. Among CCSD's students 67% who graduated were American Indian.

Conclusion:

Report shows a decrease of American Indian who graduated from 2016 to 2017, by 2%.

Action Plan:

School Counselors are making sure that students have enough credits to graduate. They are directed to conduct a transcript audit twice a year and keep records of students who are at risk of not graduating. High schools offer credit recovery classes, afterschool tutoring, intervention class, summer school, Freshman Academy, and night school specifically at the alternative high school.

CCSD offers dual credit classes throughout the district with collaboration with San Juan College, Navajo Technical University, Institute for American Indian Arts, and Diné College. Through Bond Wilson Technical Center, students have the opportunity to earn credit through academies.

3.4 Attendance

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

Objective:

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

Background:

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:

Attendance Rate

| School | All Students Count | All Students Rate | American Indian Rate | ELL Rate |
|---|--------------------|-------------------|----------------------|---------------|
| TSE'BIT'AI MIDDLE | 520 | 92.56% | 92.48% | 92.62% |
| NIZHONI ELEMENTARY | 358 | 93.27% | 93.25% | 93.13% |
| NEWCOMB HIGH | 256 | 89.84% | 89.82% | 89.58% |
| NEWCOMB MIDDLE | 218 | 93.04% | 92.96% | 93.24% |
| NEWCOMB ELEMENTARY | 252 | 93.70% | 93.57% | 93.01% |
| NASCHITTI ELEMENTARY | 96 | 91.98% | 91.63% | 92.70% |
| MESA ELEMENTARY | 300 | 93.04% | 92.88% | 92.69% |
| OJO AMARILLO ELEMENTARY | 390 | 93.67% | 93.77% | 93.75% |
| SHIPROCK HIGH | 643 | 92.16% | 92.12% | 91.23% |
| KIRTLAND ELEMENTARY | 551 | 94.49% | 94.51% | 94.22% |
| CENTRAL HIGH | 720 | 94.77% | 94.72% | 93.62% |
| KIRTLAND MIDDLE | 522 | 93.77% | 93.90% | 93.56% |
| EVA B STOKELY ELEMENTARY | 299 | 92.75% | 92.82% | 93.17% |
| CAREER PREP ALTERNATIVE | 209 | 96.42% | 96.36% | 97.30% |
| JUDY NELSON ELEMENTARY | 631 | 94.98% | 95.03% | 94.43% |
| Central Consolidated School District | 5965 | 93.36% | 93.32% | 93.22% |

Source: EOY Submissions, 6/1/2019

Mobility Report

| District Name | Location Name | Mobility Rate |
|---------------|---------------------------|---------------|
| CENTRAL CONS. | CAREER PREP ALTERNATIVE | 0.746 |
| | CENTRAL HIGH | 0.149 |
| | EVA B. STOKELY ELEMENTARY | 0.313 |
| | HOMEBOUND | 0.000 |
| | JUDY NELSON ELEMENTARY | 0.191 |
| | KIRTLAND ELEMENTARY | 0.228 |
| | KIRTLAND MIDDLE | 0.149 |
| | KIRTLAND PRE-K EARLY | 0.164 |
| | MESA ELEMENTARY | 0.304 |
| | NASCHITTI ELEMENTARY | 0.264 |
| | NEWCOMB ELEMENTARY | 0.244 |
| | NEWCOMB HIGH | 0.272 |
| | NEWCOMB MIDDLE | 0.198 |
| | NIZHONI ELEMENTARY | 0.251 |
| | OJO AMARILLO ELEMENTARY | 0.222 |
| | SHIPROCK HEADSTART | 0.000 |
| | SHIPROCK HIGH | 0.323 |
| | TSE'BIT'AI MIDDLE | 0.221 |
| | District Total | 0.210 |

Source: EOY Submissions, 6/1/2019

| District Name | Location Name | Mobility Rate |
|---------------|---------------------------|---------------|
| CENTRAL CONS. | CAREER PREP ALTERNATIVE | 0.966 |
| | CENTRAL HIGH | 0.247 |
| | EVA B. STOKELY ELEMENTARY | 0.402 |
| | HOME SCHOOL | 0.000 |
| | HOMEBOUND | 0.250 |
| | JUDY NELSON ELEMENTARY | 0.209 |
| | KIRTLAND ELEMENTARY | 0.186 |
| | KIRTLAND MIDDLE | 0.227 |
| | KIRTLAND PRE-K EARLY | 0.183 |
| | MESA ELEMENTARY | 0.401 |
| | NASCHITTI ELEMENTARY | 0.274 |
| | NEWCOMB ELEMENTARY | 0.460 |
| | NEWCOMB HIGH | 0.394 |
| | NEWCOMB MIDDLE | 0.358 |
| | NIZHONI ELEMENTARY | 0.285 |
| | OJO AMARILLO ELEMENTARY | 0.252 |
| | SHIPROCK HEADSTART | 0.400 |
| | SHIPROCK HIGH | 0.312 |
| | TSE'BIT'AI MIDDLE | 0.203 |
| | District Total | 0.267 |

Source: EOY Submissions, 6/1/2018

Habitual Truant Students

| Full District Name | Dist Code | School Type | Enrollment Count | Habitual Count | Percent Habitual | Unexcused Count |
|------------------------------|-----------|-------------------|------------------|----------------|------------------|-----------------|
| CENTRAL CONSOLIDATED SCHOOLS | 067 | Elementary School | 3,162 | 730 | 23.09% | 2,785 |
| | | High School | 1,946 | 364 | 18.71% | 1,348 |
| | | Middle School | 1,258 | 371 | 29.49% | 1,129 |
| | | Other | 128 | 35 | 27.34% | 107 |
| | | DISTRICT TOTAL | 6,262 | 1,507 | 24.07% | 5,267 |
| REPORT TOTAL | | Elementary School | 3,035 | 739 | 24.35% | 2,725 |
| | | High School | 1,868 | 361 | 19.33% | 1,318 |
| | | Middle School | 1,245 | 372 | 29.88% | 1,119 |
| | | Other | 128 | 35 | 27.34% | 107 |
| | | Report Total | 6,262 | 1,507 | 24.07% | 5,267 |

Results:

Attendance Rate pertains to 15 schools (K-12) in the district. For 2019, 14 schools have averaged above 93.32% student attendance, particularly Native American Students with the exception of 1 below 90% (89.82%). Overall, the district Native American student attendance, on average, is nearing state average percentage.

Mobility Rate pertains to two consecutive years between 2018 and 2019 school year. It shows that there was an increase of 5% mobility rate for the district as measured by PowerSchool Data.

Habitual Truant Students report pertains to K-12 students who have missed school as unexcused absences which accounts for 24.07% habitual truancy.

Conclusion:

Many of the areas with the highest truancy rates are in low-income parts of the city or state approach is less punitive and more focused on solving the underlying problems that contribute to truancy. There is no simple solution. Truancy happens for different reasons at every grade level, in every family. There are some initiatives in place.

Action Plan:

CCSD established a Truancy Coach for two of the high schools in the Shiprock area. . Each building has an attendance secretary to monitor attendance. Schools provide advisement classes and the GEAR UP mentorship program. Schools send out 3,5, and 10 day truancy letters to parents. Students with chronic truancy receive attendance contracts. Saturday and Attendance school is available to make up attendance. Schools provide opportunities for students recognizing them for Perfect Attendance.

3.5 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 preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods:

During School Year 2018-2019, Central Consolidated Schools had an Indian Parent Advisory Council (IPAC) comprised of 7 American Indian Parent Representatives from the three regions within our district. It also included 4 Teacher Representatives (2 Elementary Level and 2 Secondary Level), and 4 American Indian High School Student Representatives. The IPAC collectively involves parents, teachers, and students in serving as an active voice, participation and connection between schools and tribal community in support of student services, parental support, community involvement, and academic achievement. Through IPAC activities, several parents, teachers, and students from all 16 schools had an opportunity to attend conferences and training activities on topics such as English Learners, Tribal Consultations, NMPED Indian Education Summit, and Institute for American Indian Education. In continuum of federal funded Johnson O’ Malley, Title VI Federal Indian Education, and Title VIII Federal Impact Aid sponsored events and activities, Central Consolidated Schools assisted Native American English language learners in strengthening their self-esteem and improving their academic achievement through incorporation of the students’ unique culture, language, history, and technology into classroom instruction. Diné teachers received training in Second Language Acquisition and Methodologies, Long-Term Sustainability Strategies, and Curriculum and Assessment Revision. American Indian students participated a series of sponsored cultural activities such as Summer 2019 Navajo Build Your Cultural Knowledge Workshops and an Indigenous STEM Camp to foster their cultural identity and continual use of oral Navajo Language through Diné culture and language activities such as field trips. Based on focus groups, family engagement surveys, and observations, our CCSD parents, students, and teachers highly emphasized the need for building strong and healthy Native American families.

Results:

Public hearings, tribal consultations, parent orientations, needs assessments, observation tools, surveys, and focus groups were used to evaluate the programs and activities. Results were used to amend and revise programs and activities to promote student and parent contribution aligned with district, state, and federal initiatives.

Conclusion:

Professional development and training provided for teachers and parents supported professional learning in the core content areas through the implementation of program methodologies and initiatives. The Indigenous way of thought is implemented in the academic and in the preventative and intervention of family and student support to promote cultural and linguistic identity.

Action Plan:

CCSD will develop family-centered workshops and trainings in areas of parenting skills, career and post-secondary planning, advocacy for cultural and linguistic knowledge, and promoting student leadership at the school, community, tribal, and national level.

3.6 Educational Programs Targeting Tribal Students

Objective:

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

Background:

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:

The Robotics program continues to be very successful with the Elementary schools. They have increased the program to other Elementary schools based on the success of participation and academic achievement by the participants. The Robotics Club promotes the integration of science, technology, engineering, and math among students.

Participating is an exciting experience for anyone interested in robotics, engineering and technology. It is a wonderful opportunity to see how mathematics, science, and communication skills transform into fully functional robots. The club competes in robotics competitions within the State of New Mexico. Century 21 also offered at the Elementary level provides tutoring support, physical fitness, and art education. Bond Wilson Technical Center is a bold, new district initiative to revamp the high school experience around students' career interests and our local industry. Innovative dual credit offerings combined with industry work experiences will result in students being ready to enter the workforce

and the post-secondary setting. The objective of the center is to develop a new generation of globally competitive, skilled students that will support the evolving economic needs of the Navajo Nation and surrounding communities.

A majority of our American Indian students are identified as English Learners. As English Learners, they are in a unique situation where they have another language in the home other than English. This unique situation identifies our American Indian English Language Learners as learners who process the learning of the English language in a unique way in terms of the development and comprehension processing time. They are also unique because they fall into a category that Academic norms do not address, such that their first language is English but they also do not speak their Heritage language. The district has implemented initiatives to address our American Indian English Learners by providing professional development and learning for our administrators and teachers across content areas.

Dual Credit is also provided for high school students with assistance in tuition and books. Students who place in remedial classes also receive tuition assistance with Indian Education grants. Dual Credit provides transportation to and from the local colleges.

Results:

CCSD has provided opportunities beginning in Elementary to address and implement initiatives and programs for student growth. This includes recognizing support for cultural and linguistic needs of American Indian Language Learners enrolled in CCSD.

Conclusion:

Academic achievement and college and career readiness is not specifically for secondary students. Initiatives and programs are implemented at the elementary level and are provided to give opportunities for all students. This includes opportunities to have culture and linguistic relevance instruction imbedded in all content areas.

Action Plan:

CCSD will collaborate with departments to initiate goals and objectives to support American Indian students and incorporating the goals and objectives into grant planning and implementation as well as emphasizing CLRI.

3.7 Financial Reports

Objective:

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:

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

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

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

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

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

Methods:

Central Consolidated Schools has various funding sources that we pursue and report annually to provide equitable educational opportunities for American Indian students through both state and federal funding. The revenues reported below include: Johnson O'Malley (JOM), Title VI Federal Indian Education, Title VIII Federal Impact Aid, and New Mexico Indian Education Act. Title VI and Title VIII are reported per the compliance requirement from the two funding sources that directly provide opportunities for services directed to American Indian students. JOM, Title VI, and Title VIII are awarded through a federal application process which requires certification by tribes relating to completed Federal 506 forms which require a certificate of Indian Blood. New Mexico Indian Education Act grants are awarded through a competitive application process.

Additionally, Central Consolidated Schools has the opportunity to apply for other grant opportunities offered through the New Mexico Public Education Department (NMPED). The NMPED offers several funding opportunities using state allocations and federal flow through allocations. Many allocations of funds are conducted through a competitive process. Other funding, like the Bilingual Multicultural Education Program, is generated by the number of students and of hours of participation in school-based programs.

CENTRAL CONSOLIDATED SCHOOLS 2018-2019: OPERATING BUDGET ESTIMATED REVENUES

| FUND: | | | | | 25131 | 25184 | 25147 | | |
|--------------------------|----------------------|-------------------|--------|-----------------------|------------|--------------|--------------|-----------------------|--------------------|
| # of AI Fund Source Used | Total Enroll 80D (N) | AI Enroll 80D (N) | AI (%) | Total District Budget | JOM | TITLE VI | TITLE VIII | Total Indian Programs | Amount Per Student |
| 4 | 5,872 | 5,386 | 91.72% | \$ 83,095,850 | \$ 368,428 | \$ 1,085,000 | \$ 6,044,130 | \$ 7,497,558 | \$ 1,392 |

Results:

The financial report below includes federal funds supporting American Indian students received by Central Consolidated Schools. The report only offers the estimated operating budget revenues.

The financial report provides the total enrollment of all students, in addition to the American Indian sub group enrollment. The report portrays the percentage of American Indian students enrolled and the amount of revenues received. The per student average is calculated by taking the total revenue generated and dividing that by the American Indian enrollment. The per student amount for Central Consolidated Schools is estimated at \$1,392.

Conclusion:

The financial report below is based on Central Consolidated Schools estimated operating budget.

Action Plan:

Central Consolidated Schools will continue to monitor estimated budgets and expenditures in order to continue providing equitable funding opportunities for American Indian students.

3.8 Indian Policies and Procedures

Objective:

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

Background:

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts

obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

Methods:

The Culture Heritage Department schedules Tribal Consultation meetings every quarter. The Tribal Consultation includes members represent the chapters that represent our school district. The members are local government officials. During the 2nd Quarter meeting, members that include our Indian Parent Advisory Committee and Indian Education Committee, review the current IPP and make revisions as needed. The revisions are made and approved for review. At the Indian Education Committee meeting, it is placed on the agenda for approval. The IPP is then presented to the school board and approved based on revisions or as is. The IPP is then sent to the local tribal officials, Indian Parent Advisory Committee, and Indian Education Committee. The document is also placed on the district website and it is sent in with our Impact Aid application in December.

Results:

CCSD has consulted with local tribal officials and or their designated representatives and parents of Indian children in the planning and development of Indian Policies and Procedures (IPP), general education programs and activities. The policies and procedures will be reviewed annually in November. Revisions are made within 90 days of the determination for requirements that are not being adequately met.

Conclusion:

When the IPP is approved by the Indian Education Committee and School Board.

Action Plan:

CCSD will disseminate relevant applications, evaluations, program plans, and information related to the district's education program and activities with sufficient advance notice to allow opportunity to review and make recommendations to the IPP. Advance notice will be provided to local tribes and or their designated representatives within a 50-mile radius, Indian Parent Advisory Committee, and parents of Indian children.

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

3.9 School District Initiatives

Objective:

The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

Background:

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:

CCSD has several initiatives and programs implemented to meet the needs of at-risk students and to address obstacles associated with keeping students in school. The initiatives begin at the elementary level.

Interventions such as LETRS are initiatives that focus on training teachers on reading. SIPPS is a remedial phonics program, and Summer School is provided from Title 1 for 1st-3rd grade. Summer School focuses on students who are on borderline reading proficient.

21st Century is an afterschool program for 1st-6th grades that provide afterschool tutoring, physical fitness and development, and arts education. In addition, Three Rivers is a tutoring program that specifically focuses on reading.

At the Secondary level, GEAR UP provides a mentoring program. Credit Recovery and Summer School are also provided. Summer School focuses on STEM at the middle school level. The Alternative High School has a day care for young parents. In addition, a cultural assistance team provides heritage mental and emotional services for students.

Truancy is addressed by promoting perfect attendance at the Elementary level with recognition and incentives.

Results:

When we incorporate student interest and imbed Culture and linguistic relevance into School District Initiatives towards student growth, attendance has increased and student dropout rates have decreased.

Conclusion:

Tribal Consultations and our Indian Parent Advisory Committee members receive information on data at Public Hearings. The Parent Advisory Committee make recommendations and are part of the planning process of federal grants specific to serving American Indian students.

Action Plan:

Our federal and state Indian Education grants are written according to the needs assessment results from students, teachers, and parents. Based on the needs assessments, the Indian Parent Advisory Committee address ways to support academic achievement, increase the value of our Navajo language, and how to increase graduation rates. Based on several years' worth of needs assessments, the implementation of Navajo language and culture to increase cultural identity has always been the primary need from parents and students.

3.10 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 these students' ability to more regularly attend their public school.

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:

CCSD has a calendar committee that includes administration from different departments, teachers, and a Union Representative. The calendar committee utilizes PED criteria and to ensure that it fits the 185-day teacher contract days. During the planning, the committee establishes 2-3 versions for the calendar. The versions are sent out to staff and parent to vote on utilizing Survey Monkey on the district website.

Results:

Calendar committee also observes all federal holidays and they consider local events. For example, Shiprock is known for its historical Northern Navajo Fair in October. This fair is known for this fair because the first new moon in October signifies our Navajo New Year and our people transition from fall into winter. This year is the first year the district will be recognizing and observing Indigenous People's Day on October 14, which is nationally known as Columbus Day. Navajo Nation Sovereignty Day is recognized but not observed.

The committee and the district also recognizes and observes Culture Awareness Day at the beginning of the school year for new employees.

Conclusion:

Our district is fairly large with an enrollment over 5800 students; whom are primarily Navajo. The district covers areas on the Navajo Nation and off the Navajo Nation. The demographics affect the planning for the development and implementation of honoring cultural traditions as there are different religious beliefs represented in each area; however, each school honors cultural traditions unique to their community and student population. All in all, collaborative efforts to provide students with opportunities to participate in these important cultural activities. Many school districts refer to their school calendar committees to review, modify, and recommend a school calendar that takes American Indian student culture and traditions into account.

Action Plan:

The calendar committee will continue to collaborate with local schools to share and compare their school calendars in terms of start and end dates and finding discrepancies from an outside perspective. Committee will continue to receive and consider feedback from community and consider local events. Parents will also be able to vote on the calendar choices at parent teacher conferences. CCSD will encourage schools to support students in developing and honoring their cultural traditions while maximizing school attendance.

3.11 School District Consultations

Objective:

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

Background:

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

Methods:

Tribal Consultations include local government tribal officials, and the Indian Parent Advisory Committee and Indian Education Committee. Tribal Consultations are scheduled every school quarter. Tribal consultation meetings are informational sessions on grants,

educational programs, compliance, and implementation. Meetings for the Indian Parent Advisory Committee and Indian Education Committee are scheduled on a monthly basis. Our federal Indian grants are discussed at the meetings and Action Items are approved at that time.

Results:

Based on Data and needs assessments shared with the Indian Parent Advisory Committee and Indian Education Committee, committees participate in grant planning and implementation for grant funding.

Conclusion:

CCSD collaborates with local tribal government officials that represent the chapters that our students live in and our Indian Parent Advisory Committee and Indian Education Committee members consist of parents, grandparents, teachers, and students.

Action Plan:

CCSD will continue to improve and collaborate with our tribal officials at the local and capital level, parents, guardians, teachers, and students. We will continue make efforts to become transparent with parent involvement with planning and implementation of grants and educational programs.

3.12 Indigenous Research, Evaluation, and Curricula

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 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:

District needs assessments given to parents, guardians, teachers, and students indicate needs for our Navajo children. For many years, the result from the needs assessments indicate there is a strong need to have students to revitalize their Navajo language, establish and strengthen their cultural identity. Current research does not need to inform our Navajo people the status of our Navajo language. It is very apparent that the intergenerational transmission of the language and cultural knowledge is not being passed on. Our district currently focuses on two objectives based on the needs assessments; oral language development only and cultural identity. Any professional development for our Heritage Navajo language teachers are on oral language development methodologies and strategies, Second language acquisition methodologies and strategies, Authentic Assessments, cultural education, language revitalization research, methodologies, and strategies. Culture and linguistic education is also provided for employees that are Navajo and non-Navajo employees.

Results:

Our district primarily serves a high percentage of Navajo children; therefore, trainings on Culturally and Linguistically Diverse Instruction (CLRI) is provided and highly encouraged. Our state and federal Indian Education grants provide core teachers opportunities to take advantage of the funding by incorporating CLRI into their core instruction, order culturally and linguistic relevant supplies and materials, and provide cultural and linguistic enrichment opportunities such as field trips and participating in conferences. Our Heritage language teachers incorporate cultural themes into language instruction and focus on oral language development by providing opportunities for beginning conversation and utilizing Projects-Based learning.

Conclusion:

Incorporating Indigenous way of thought imbedded in core and Heritage instruction has increased the value of Navajo language and culture within our students. In addition, providing opportunities for enrichment in language and culture also allows students to become aware of their cultural awareness and its importance.

Action Plan:

The Culture Heritage Department will continue to support all teachers regardless of their content area, opportunities to imbed CLRI in to their curriculum. In addition, Heritage language teachers will continue to receive professional development and now, increasing the professional learning and continuous professional development to support our Heritage language teachers so they have the opportunities to implement the professional development and training they received. They will also continue to be involved in strengthening the language program through the development of an oral language only curriculum and assessments.

4. Conclusion

The intent of this manual is to provide guidance to the 23 school districts and 6 state charters in completing a local Tribal Education Status Report that is aligned with the State-wide report. Local TESRs will provide Tribal leaders and Indian Education stakeholders with localized data to support meaningful consultations and partnerships in support of increased Native American student outcomes. IED will provide technical assistance, including trainings to support districts to fulfil compliance requirements indicated within the New Mexico Indian Education Act and rules.

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

| DISTRICT NAME | AMERICAN INDIAN TOTAL STUDENT COUNT | AMERICAN INDIAN TOTAL TEACHER COUNT |
|----------------------------|-------------------------------------|-------------------------------------|
| ALBUQUERQUE | 4947 | 64 |
| AZTEC | 444 | 1 |
| BERNALILLO | 1298 | 22 |
| BLOOMFIELD | 1106 | 12 |
| CENTRAL CONS. | 5327 | 142 |
| CUBA | 387 | 7 |
| DULCE | 627 | 9 |
| ESPANOLA | 218 | 9 |
| FARMINGTON | 3904 | 63 |
| GALLUP | 9038 | 208 |
| GRANTS | 1544 | 20 |
| JEMEZ MOUNTAIN | 65 | 1 |
| JEMEZ VALLEY | 273 | 6 |
| LOS LUNAS | 589 | 9 |
| MAGDALENA | 146 | 2 |
| PENASCO | 39 | 2 |
| POJOAQUE | 304 | 4 |
| RIO RANCHO | 839 | 11 |
| RUIDOSO | 319 | 0 |
| SANTA FE | 297 | 8 |
| TAOS | 232 | 3 |
| TULAROSA | 253 | 0 |
| ZUNI | 1282 | 30 |
| NATIVE AMER. COMM. ACADEMY | 400 | 17 |
| DREAM DINE CHARTER | 23 | 0 |
| WALATOWA CHARTER HIGH | 47 | 2 |
| DEAP CHARTER | 25 | 3 |
| SAN DIEGO RIVERSIDE | 85 | 3 |

| DISTRICT NAME | AMERICAN INDIAN TOTAL STUDENT COUNT | AMERICAN INDIAN TOTAL TEACHER COUNT |
|----------------|-------------------------------------|-------------------------------------|
| SIX DIRECTIONS | 68 | 4 |

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