

DULCE INDEPENDENT SCHOOLS

Dulce, New Mexico

HOME OF THE WARRIORS AND THE HAWKS

2017-2018 TRIBAL EDUCATION STATUS REPORT

DULCE INDEPENDENT SCHOOLS – INDICATOR #1 – ACHIEVEMENT 17-18 SY

IED Objective. Dulce Independent School's objectives are to ensure that student achievement in our school 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 Grades K-2 – Istation; PARCC- ELA and Math Grades 3-11; EOCs per semester; SBA Science – Grades 4, 7, 11; ACCESS for ELL 2.0 – Grades K-12; NMAPA for severe cognitive disabled students.

Methods. During SY 2017–2018, students in grades K–2 were tested in Reading using Istation. Students in grades 3–11 were tested using the PARCC assessments. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. In SY 2017–2018, new assessments were added that precluded reporting by level or by scaled score (arrived at by a transformation applied to the raw score). Ever since, proficiencies, rather than scaled scores, have been used to categorize student progress; testing data is reported as the number of students who meet the cut-off point for proficiency, as determined for the 2017–18 school year. These proficiencies include standard-based assessment SBA science, New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science, PARCC ELA and Math, and Istation Reading and Math. All assessment scores have been standardized to reflect proficiencies—from non-proficient to at proficient and/or above proficient.

Source: http://www.ped.state.nm.us/ped/Assessment_index.html

Results. The following graphs show the statewide percentage of students who are at or above proficiency by ethnicity as measured by the New Mexico assessments. The overall gains seen in student achievement are based on PARCC, and SBA Science 2016 test results.

- For the 17-18 SY 24 percent of American Indian students at Dulce Elementary School are proficient & above in reading, 6 percent of American Indian Students are proficient & above in math, and 22 percent are proficient & above in science. The average proficiency rate of American Indian (AI) students in reading increased significantly from 16.5 in SY 2015-2016 to 18% SY 2016-2017 to 24% SY 2017-2018; Math proficiencies increased from 2.8 in SY 2015-2016 to 4% SY 2016-2017 to 6% for SY 17-18. The SBA Science scores increased significantly from 12% in SY 2016-2017 to 22% in SY 2017-2018.
- For the 17-18 SY, Dulce Middle School had average of 5% American Indian Students who were proficient & above in Reading, <2 were proficient & above in Math, and <10% were proficient in Science.
- For the 17-18 SY Dulce High School had an average of 9% of American Indian Students who were proficient & above in Reading, <2 % were proficient & above in Math, 7% of American Indian students were proficient & above in Science.
(NOTE: For SYs 2015-2017 DMS and DHS were combined; therefore, proficiencies are not comparable with 2017-2018 when the schools were separated.)
- Overall, American Indian Student proficiencies in reading increased by 3% from the 15-16 SY and a slight decrease in Science proficiencies by 3% from the 15-16 SY.

Conclusion. Native American students' data from Dulce Elementary School, Dulce Middle School, and Dulce High School depicts below proficiencies in Reading Math and Science for American Indian student population; however each of the schools is showing slight growth for the 17-18 SY. The difference this SY is change in leadership at the district level and at the school sites.

Dulce Independent Schools Achievement Scores for: Scores for: SY 2017-2018 SBA Science, NMAPA Science and Math, Reading; PARCC ELA and Math; Istation Reading		READING		MATH		SCIENCE	
School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Elementary	All Students	321	25	154	6	39	21
Elementary	Female	158	30	69	<5	16	31
Elementary	Male	163	19	85	7	23	13
Elementary	Hispanic	15	27				
Elementary	American Indian	303	24	149	6	37	22
Elementary	Economically Disadvantaged	321	25	154	6	39	21
Elementary	Students w Disabilities	37	16	23	<10		
Elementary	English Language Learners	72	19	38	<10		
Dulce Independent Schools Achievement Scores for: SY 2017-2018 SBA Science, NMAPA Science and Math, Reading; PARCC ELA and Math; Istation Reading		READING		MATH		SCIENCE	
School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Middle	All Students	148	5	148	<2	38	<10
Middle	Female	68	6	68	<5	21	<10
Middle	Male	80	<5	80	<5	17	<20
Middle	Hispanic						
Middle	American Indian	145	5	145	<2	38	<10
Middle	English Language Learners	26	<10	26	<10	10	<20
Dulce Independent Schools Achievement Scores for: SY 2017-2018 SBA Science, NMAPA Science and Math, Reading; PARCC ELA and Math; Istation Reading		READING		MATH		SCIENCE	
School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
High School	All Students	171	11	147	<2	84	10
High School	Female	7	11	68	<5	40	<10
High School	Male	92	10	79	<5	44	16
High School	Hispanic						
High School	American Indian	164	9	141	<2	81	7
High School	Economically Disadvantaged	171	11	147	<2	84	10
High School	Students w Disabilities	31	<10	27	<10	11	20
High School	English Language Learners	28	<10	25	<10	16	<20

Action Plan.

- DISD committed to using Istation Reading and Math K-8 to increase literacy and math proficiencies by % between elementary and middle school units.
- K-3 Plus continued during the 17-18 SY targeting economically disadvantaged students and prioritized literacy targets.
- Formerly organized as Dulce Jr. – Sr. High School, the two units were split into Dulce Middle School and Dulce High School.
- Dulce Middle School supported summer school programming for grades 6-8 targeting math and reading support.
- Dulce High School's Extended Learning Program offered after school tutoring and summer credit recovery targeting increasing graduation rates for our high school students.

DULCE INDEPENDENT SCHOOLS – INDICATOR #2 – SAFETY 17-18 SY

Objective.

The objective for the Dulce Independent School District is to ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

Background.

Dulce Independent Schools looks at strategies to keep students, staff, and faculty safe in the schools. The School Safety plan offers new research and approaches with the intent to:

- Assist schools and their community partners in the revision of the school-level safety plans.
 1. DISD BOE approved the 5 yr. Safe Schools Plan on 1/17/18.
- Prevent an occurrence and/or recurrences of undesirable events.
- Properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events.
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency.
- Provide training for staff and students on suicide prevention and bullying.
- Provide training for staff related to “Trauma Informed Schools” impact on family dynamics, and student learning.

The Dulce Independent School District has support plans in place to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools’ reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods.

The Dulce Independent School District has a current school safety process plan in place for SY 2017-2018.

Results.

The safe schools’ safety indicator for DISD have been successful in keeping our students and staff safe from harm. The perception of risk at these schools is often greater than actual risk incurred. Nevertheless, there are many schools that do face serious problems on & off campus involving violence and criminal activity. It is important to develop an understanding of these problems so that the best possible strategies can be devised to prevent crime and increase safety.

The following is a list of activities supporting safe schools:

- Professional Development Day for teachers and staff: DISD Security Department collaborated with JAN Police Department, JAN Game & Fish Department, Fire Department, and EMS, Homeland Security to present the following sessions: Active Shooter Response, Stop the Bleed, and Emergency Triage.
- DISD has 3 Level 3, NM certified security guards who completed training in the 17-18 SY.
- DES Health classes included CPR training with all students being CPR certified.
- K-5 EMS and JAN Fire Department Health Fair-CPR training for DES students, ambulance tours, fire safety-(stop, drop, and roll).
- All DISD classrooms were provided classroom emergency kits, food, water, and waste disposal

- Regular lock-down, and shelter in place trainings, fire drills (planned and unplanned).
- Professional Development Day for teacher and staff: presentations by JAN Behavioral Health Trauma Sensitive Schools, and Culturally Sensitive Classrooms

Conclusion.

Dulce Independent Schools is supported by the Safe Schools team and has safety indicators that effectively sustain their schools' welfare. The Safe Schools Plan has key information on the District's specific safety issues and will continue to monitor and enforce. A copy of the DISD Safe Schools Plan may be found at the PED coordinated School Health & Wellness Bureau.

Action Plan.

Dulce Independent Schools Safe Schools Plan is considered a living document and we will improve strategies to prevent crime and increase school safety as we evolve with more information, adapting to current school security environments. We plan to continue coordinating with Tribal Community entities to implement services to keep schools safe.

DULCE INDEPENDENT SCHOOLS – INDICATOR # 3 GRADUATION RATE 17-18 SY

Objective.

The graduation objective for Dulce Independent School's 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.

In 2009, New Mexico implemented its first 4-year cohort graduation rate. Dulce Independent School's has adjusted the cohort graduation rate improving 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 to capture the number of students acquiring the New Mexico Diploma of Excellence at Dulce Independent Schools.

Methods.

The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. For detailed rates by traditional subgroups, aggregated by school and district, view the PED website (*A–Z Directory* □ *Graduation* □ *Data & Statistics*). The results of the extended years graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site. The Dulce Independent Schools continues to follow the graduation cohort regulations as set forth by PED.

Results.

New Mexico's 5-year cohort graduation rate for the cohort of 2016 was certified in February 2018, in synchrony with the release of rates for the 4-year cohort of 2015. The 5-year cohort is now reported in the annual School District Report Card. The rates are accompanied by outcomes for students who did not graduate, including those who left to get a GED, dropped out, or continue to be enrolled. This information about non-graduates assists schools in targeting dropout prevention and in devising and providing other programs for struggling students.

During 2017-2018 school year, Dulce Independent Schools surpassed the New Mexico graduation rate by .2% for Native American students. Dulce High School had 83.7% graduation rate and Native American students graduation rate was 83.9%. Dulce High School continued implementation of the Early Warning Systems (EWS) for SY 2017-2018. Far too many students drop out or graduate from high school without the knowledge and skills required for success in the 21st century workplace and/or post-secondary education, closing doors and limiting future options. In response, the PED has developed and phased in implementation of the Early Warning System (EWS) to provide schools with the tools to reliably identify students who have lower odds of graduating, based upon specific key indicators. Support can then be provided through effective interventions early enough in their educational experience that there is sufficient time to intervene. The EWS highlights risks utilizing an electronic dashboard. The dashboard includes the following seven key student indicators:

- Attendance—less than 90 percent attendance is flagged as *at risk*
- Behavior—one or more unsatisfactory behaviors that are written up is flagged as *at risk*
- Course Performance—any report card grade of *D* or *F* in mathematics or English is flagged as *at risk*
- Student Demographics
- State Assessment Scores
- Economic Disadvantaged status, if applicable

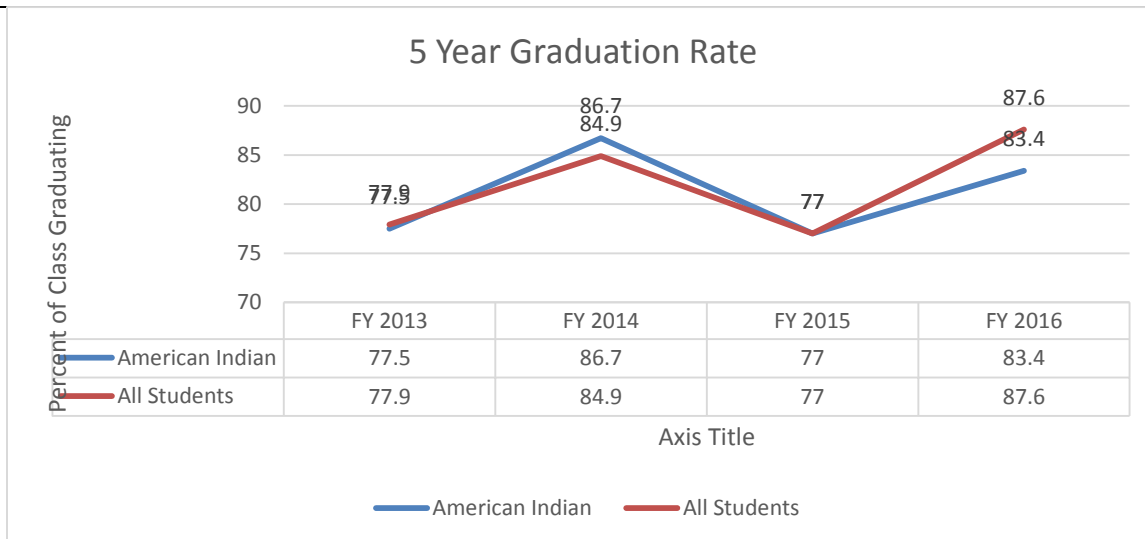
Conclusion.

In fiscal year 2016, 77% of DHS American Indian graduates graduate in 4 years; in addition, 83.4% graduate successfully in the 5-year cohort. The remaining students profit most from the extra year (5-year cohort), with English Language Learners, American Indian, and economically disadvantaged students making the greatest gains.

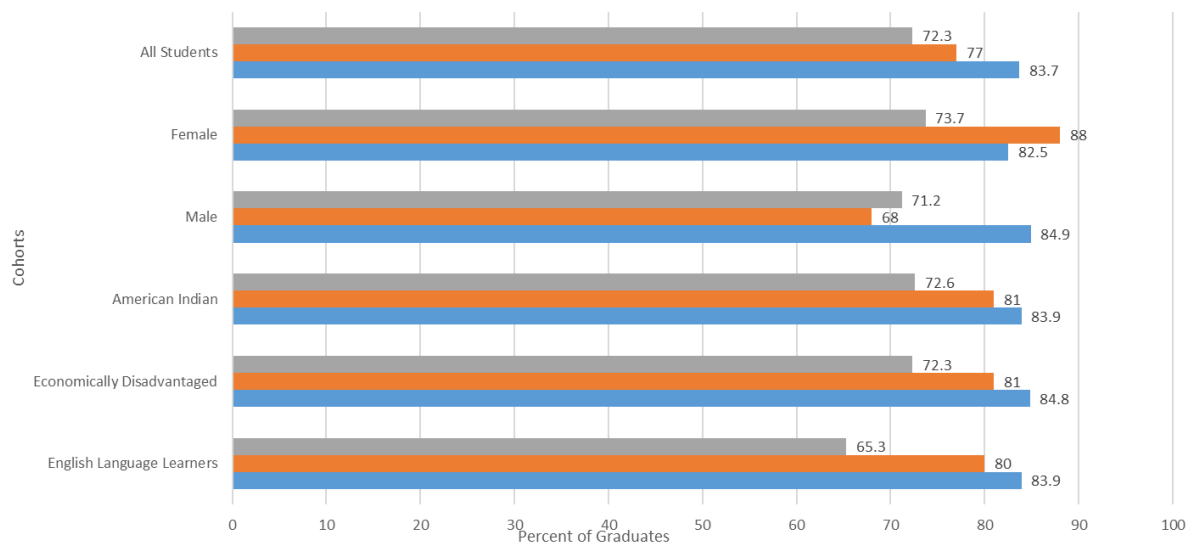
Action Plan.

The statewide EWS electronic dashboard became available in January 2016. The dashboard is a tool that administrators, counselors, and SAT members can use to obtain an overall picture of their students. The College and Career Readiness Bureau (CCRB) provides opt-in professional development (PD) opportunities to schools for the EWS. This PD trains student assistance team (SAT) members to evaluate student data and respond with tiered interventions. Early reports from the two cohorts that are participating suggest that the SATs and Response to Intervention (RTI) format—when coupled with the dashboard information—prove to be powerful tools for schools to use in their support of at-risk students.

During the 2017-2018 SY, Dulce High continued to recognize the decline of student performance through departmental data reviews. Through these findings, Dulce High School sought support and continued moving towards implementation of the Early Warning Systems. For SY 2017-2018, impact teams implemented and disaggregated data for attendance, behavior, discipline, and core content to review and develop potential interventions for improved student performance.



Graduation Rates by SY 2015 through 2018



	English Language Learners	Economically Disadvantaged	American Indian	Male	Female	All Students
SY 2015-2016	65.3	72.3	72.6	71.2	73.7	72.3
SY 2016-2017	80	81	81	68	88	77
SY 2017-2018	83.9	84.8	83.9	84.9	82.5	83.7

DULCE INDEPENDENT SCHOOLS – INDICATOR #4 -ATTENDANCE 17-18 SY

IED Objective. The attendance objective for Dulce Independent Schools 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. The Dulce Independent School district reports absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS) and PowerSchool. DISD certifies that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 2017–2018, capturing the 80th day attendance. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS. Student membership is collected and reported at the school, district, and state level—including the number of pupils in each of several categories from grades K (kindergarten) through 12. Dropout data and rates are calculated only for grades 7–12. Dropout statistics provide the number of students dropping out in a given school year and are collected at the school district level. These statistics are then reported to the PED. Additional information can be found for dropout rates on the PED website.

Source: STARS 120D Student Attendance Assessment Report by Subgroup.

Results.

The results below for Dulce Independent Schools indicates that, for school year 2017-2018, American Indian Students had a rolling average attendance of 89% based on AYP Attendance Preview.

The snapshot of district attendance for American Indian students and other ethnicities remained at an aggregate rolling average of 90%. See chart below.

DISD Elementary Native American student attendance rate shows highest at 91.34% compared to all students at 90%.

DMS Native American student attendance rate shows 89% compared to all students at 90%.

DHS Native American student attendance rate shows 86% compared to all students at 88%. When students reach high school, attendance rates drops significantly.

Conclusion.

Native American student attendance rates are influenced by a variety of factors including the mobility rate. This report references both STARS and PowerSchool to capture attendance rates. DISD follows the Compulsory Attendance Act as prescribed by NMPED. DISD uses an average of the 80th and 120th day for reporting student attendance averages. DISD issues 3,5,7,10-day absence letters and when necessary files habitually truant reports with Jicarilla Apache Nation Courts.

DULCE INDEPENDENT SCHOOLS – INDICATOR #5 – PARENT & COMMUNITY INVOLVEMENT

Objective. The objective for Dulce Independent Schools is to ensure that parent, tribal departments of education, community-based organizations, urban American Indian Community members, DOE, universities, tribal-state-local policymakers' work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement with public and charter schools. The goal is to increase attendance, student performance, and decrease the number of student dropouts of American Indian students.

Background.

The importance of parental 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 student 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.

- Impact Aide and all Federal Program budgets discussed with Jicarilla Apache Nation leaders and parents at the 17-18 Budget Work Session.
- Monthly Coffee with the Administrators are held for the parents and community at Dulce Elementary, Middle and High School to inform and solicit input from parents.
- Community Involvement Toward Education (CITE) meetings were held monthly to discuss educational issues and to fundraise to support classroom initiatives.
- Jicarilla Apache Nation Department of Youth -collaboration to use employees of this department to help as classroom tutors during the school day.
- Grade Level meetings (9-12) for DHS parents are held yearly to discuss graduation requirements, individual student 4-Yr. Plans, student progress on the 4-Yr. Plan, etc.
- Academic Progress Reports are mailed to parents 3 times yearly to mark the first through 4th 9-Week grading periods with a follow-up Parent Teacher Conferences held at least 3 weeks before the end of the reporting period to encourage parents and students. Report cards are sent out for each grading period.
- K-3 PLUS Parents receive a 5-wk. schedule of events, a weekly progress report, an open house during the 1st week of program, and a culminating activity for the family to showcase student learning during the 25-day program
- Community Involvement for the 17-18 SY with the various Jicarilla Apache Nation departments greatly impact student and family engagement.
 1. Emergency Medical Services collaboration with DHS Health classes to provide training and CPR certification for each student in the health classes.
 2. Rio Arriba STOP program, JAN EMS, and JAN PD collaboration before DHS prom provide the Mock Crash and other student trainings to raise awareness about the harmful outcomes that are experienced with drinking and driving behaviors.
- JAN Depts. (JAN Fire Department, EMS, Dental Health, and Behavioral Health) collaborated to produce a Health Fair at Dulce Elementary School

- JAN Behavioral Health worked with DISD to distribute ECHO backpacks for students experiencing food insecurity.

Results

DISD supports all programs listed above to ensure that there is a reciprocal communication model between the school district and the community to ensure that a healthy feedback mechanism works for our students.

Conclusion

DISD will continue to support continued 17-18 methods moving into the next school year and will continue to expand community and parent communications towards increased academic and non-academic outcomes for students.

DULCE INDEPENDENT SCHOOLS – INDICATOR #6
EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS – 17-18 SY

Objective.

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled at Dulce Independent 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 Bilingual Multicultural Educational Program at Dulce Independent Schools provides a daily two-hour model of language and heritage instruction in the Jicarilla language for Gr. K-5 and English Language Learner support for grades K-12. The data garnered from the STARS system using the 80th day 2017-2018 SY data, reflects the Bilingual Multicultural Educational Program supporting American Indian students at Dulce Independent Schools. Native American proficiency data shows 89 student fluent, 75 students are limited fluent, and 164 students are non-proficient in the home language.

93% of K-3 Plus participants are Native American students.

A Robotics Club has been established to promote STEM awareness for grades 9-12.

DMS Upward Bound program receives support to promote the participation of Jicarilla students to the week-long, educational trip to Washington, DC.

Rural Low Income Schools funding is used to support credit recovery and tutoring at DHS.

During school year 17-18, in partnership with the Jicarilla Nation, Place Based Learning was initiated school wide to make learning relevant to our students.

Results.

The Dulce Independent Schools educational programs targeting tribal students include culturally relevant instructional materials, tutoring services, credit recovery, and equitable learning environments.

Approximately 90% of Native American students attend Dulce Independent Schools. Approximately 46% of the total Dulce Independent School population comprise the students in BMEPs.

The Dulce Independent Schools offers the native home heritage language – Jicarilla Apache for Grades K-5. DISD plans to partner with Jicarilla Apache Nation Department of Culture Affairs to expand to the Middle and High Schools.

Conclusion.

Across the Dulce Independent School District, there are activities and educational programs that target American Indian students. In order to promote the sharing of best practices and supporting program improvement efforts, the mechanisms by which these programs function successfully or break down need to be properly documented and disseminated.

Action Plan.

The plan is to promote participation of students in programs and coursework that leads to college and career readiness. The primary goal is to produce lifelong learners that are successful in life.

The Priority Schools Bureau has several initiatives aimed at improving student performance in mathematics and English language arts (ELA). Based on the A–F School Grading Accountability System, which is comprised of a school grade and on an assigned status of *priority* or *focus*—depending on that grade—districts and schools receive differentiated support to address low student performance.

The support provided to districts and schools can take the form of the following: regional support from the PSB, school support, implementation of Principals Pursuing Excellence and Teachers Pursuing Excellence programs, and PD on utilizing data-driven instruction for better student outcomes.

DULCE INDEPENDENT SCHOOL DISTRICT – INDICATOR #7 – FINANCIAL REPORTS

IED Objective. The financial objective is, through the use of public school funds, to ensure that Dulce Independent schools provide adequate operational resources to provide and improve services to its students. These services will meet the educational needs and provide opportunities to the tribal students attending Dulce 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.

Methods. The Dulce Independent School District submitted their financial report per the Public School Finance Act and receives funding as per the table below.

Results. See table below.

Conclusion. The District will continue to monitor expenditures and align department, district, and school support for the best results for New Mexico American Indian students' education.

Action Plan. The District will perform reviews of fund utilization to ensure fiscal expenditures are aligned with the needs of our American Indian student population.

DISTRICT FINANCIAL REPORTS 2017-2018 OPERATING BUDGET BY 80TH DAY COUNT									
Total Enrollment* 80th Day	AI Enrollment 80th Day	AI%	Total District Budget	SEG	Impact Aid Indian*	TITLE III ELL	TITLE I	Total Indian Programs	Amount per student
678	648	96%	16,397,605.00	3,494,963.00	4,369,481.00	9,069.00	213,376.00	8,086,889.00	12,479.77
<p>*Total enrollment reflects: Central Office, Home School, off-site, and public-school students.</p> <p>*Impact Aide column includes: Impact Aide Public Law, Special Education Grant, and Indian Education Set aside</p>									

DULCE INDEPENDENT SCHOOL DISTRICT – INDICATOR #8 – INDIAN EDUCATION POLICIES AND PROCEDURES

Objective.

The objective of Indian Policies and Procedures (IPP) is to ensure that the Dulce Independent School District provides adequate tribal consultations to support payment requirements under the federal Impact Aid regulations.

Background.

The Dulce Independent School District claims federally identified American Indian students residing on tribal land – Jicarilla Apache Nation for Title VIII Impact Aid funding. The district shall develop and implement policies and procedures in consultation with the 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 Dulce Independent School District submitted their current IPP simultaneously with their district's Impact Aid application. The IPP information is on file with the school district and reflects five years: 2017-2018, 2016-2017, 2015-2016, 2014-2015, 2013-2014. The process of developing and implementing an annual IPP starts each fiscal year with the involvement of the Parent Advisory Committee and further collaboration with all stakeholders.

Results.

The chart below illustrates the IPP Signature Approval over a five-year period. The Jicarilla Apache Nation in partnership with the Dulce Independent Schools has submitted a letter of request to revert a waiver in lieu of the required IPP for school year 2016-2017 and 2017-2018.

Conclusion.

It is important to communicate that the Dulce Independent School District has provided the development and submission of the concurrence of the annual IPP, by supporting the Impact Aid requirements and Indian Education Act in conjunction with the Jicarilla Apache Nation.

Action Plan.

As the Jicarilla Apache Nation and the Dulce Independent Schools continue to strive for continuous improvement, both entities will continue to conduct meaningful collaborations and consultations in support of American Indian students.

- Dulce Independent School District and the Jicarilla Apache Nation meets for consultation as requested by both entities. Continuous improvement needed in this area.
- Established IPPs are being used to ensure equitable services and resources at the Dulce Independent School District.
- Dulce Independent Schools resides on the Jicarilla Apache Reservation (tribal lands), and designated in Region I – School District location.

- The Dulce Independent District provides financial information impacting educational services for American Indian students - (96% -Native American students).



DULCE INDEPENDENT SCHOOL DISTRICT – INDICATOR #9– School District Initiatives

Objective. The objective for Dulce Independent Schools is to ensure that all school sites and the district office, along with all stakeholders increase attendance support for and decrease the number of student dropouts of American Indian students attending the Dulce schools.

Background. The assurance of collaboration and engagement from educational systems and the Jicarilla Apache tribe are critical regarding academics and cultural awareness. This initiative has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school. 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.

The Dulce Independent School district initiatives support the three main goals: increase student attendance, decrease the number of student dropouts, and increase academic support for Native American students.

Dulce Independent Schools pursue programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. The implementation of culturally relevant instruction and short-cycle assessments are emphasized at all school sites. Dulce Independent 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.

Dropout statistics report the number of students dropping out in a given school year and are collected at the school district level. Student membership is also collected and reported at the school, district, and state level, including the number of pupils in each of several categories from grades K through 12.

Dropout data and rates are calculated only for grades 7–12. A student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. This means that students dropping out during the regular school term in year one, who are not re-enrolled in school on October 1 of year two, are reported as year one dropouts. This is recorded in the dropout report in year two. Source: STARS Dropout Rates, 2016-2017

Results.

DISD continues to work towards successfully graduating students by keeping students as 5 and 6 yr. students. Additional DISD Initiatives include increasing attendance such as Place Based Learning.

Early warning systems combine data systems with student response systems to identify students early and provide proactive responses to student needs. A key benefit of early warning systems is that they help educators know what to look for utilizing student data. Early warning systems can be implemented at the middle and high school levels—even as early as 6th grade using three key indicators (the ABCs):

Attendance (chronic absenteeism)

Behavior (being suspended or sustained mild misbehavior)

Course performance (failure in math or English)

To keep students in school setting, Dulce Independent Schools actively pursues programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. DISD successfully graduates students in 5-6 years with a diploma. Even with some of these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resourcing continues to be an additional burden. DISD recognize the need to continue outreach with community members and JAN Education Department related to identifying drop-out indicators and increasing attendance.

Conclusion.

The drop-out rate for students at DISD presents reasons that are related to social, health, and economic stresses that affect dropout rates. Poverty presents different underlying concerns and stress factors. It is common at Dulce Independent Schools that the following examples may impact or influence dropout rates:

- Poverty- may cause inadequate health care and nutrition; therefore, causing students to be absent from school due to poor health
- Family Economics – An older sibling may be required to take care for younger siblings who are at home.
- Experimentation with drugs
- Teen Pregnancy
- Chronic Diseases
- Victim of Bullying

Action Plan.

The Dulce Independent Schools objective is to encourage schools to continue to support efforts of the Native American students stay in school or become re-engaged. This can occur with the implementation of academic and cultural awareness and through collaboration with tribal government.

DULCE INDEPENDENT SCHOOL DISTRICT – INDICATOR #10– School Calendars

Objective.

The variable school calendar objective is to ensure that Dulce Independent Schools collaborate with the Jicarilla Apache Nation tribal government to identify the important cultural events pertinent to the Native American students. By using variable school calendars, schools directly address their Native American students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

Background.

Jicarilla Apache, North American Indian tribe living in the southwestern United States, one of several loosely organized autonomous bands of the Eastern Apache. Their traditional lands included parts of present-day Colorado, Oklahoma, and New Mexico. The Jicarilla lived in wickiups—dwellings made of reeds or grass applied to an elliptical frame—and spoke an Eastern Apachean language. The name Jicarilla derives from a Spanish word meaning “little basket,” referring to the small sealed baskets they used as drinking vessels. (Wikipedia) Tiller or Nation Website , State of the Reservation Report

New Mexico has a rich American Indian history and culture that cultivates tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and tribes 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 students who represent the NM tribes and the Jicarilla Apache Nation in the state of New Mexico are the focus and establishment of the Indian Education Act (IEA) in 2003.

Methods.

The Dulce Independent School District submitted their current Variable School Calendar that aligns with collaborative efforts to support American Indian students with their self-identity, language, culture, and provide students opportunities to participate in these activities.

Results.

The chart below lists the variable school calendar days that are offered to American Indian students attending the Dulce Independent Schools. The district follows a variable calendar and has a school calendar committee involved in the decision making.

Conclusion.

It is important to communicate that the Dulce Independent Schools' report the use of variable school calendars for SY 2017-2018 that support the Native American students' cultural well-being and self-awareness.

Action Plan.

Through the development of variable calendar days and in collaboration with tribal governments, the objective is to encourage schools to continue to support Native American students to honor their cultural traditions while better ensuring school attendance.

Jicarilla Apache Tribal Feast- Go-Jii-Ya	September 13 ½ day, 14, 15, 2017
Jicarilla Culture Day	October 9, 2017
Jicarilla Language Day	February 12, 2017



DULCE INDEPENDENT SCHOOL DISTRICT – INDICATOR #11– SCHOOL DISTRICT CONSULTATIONS

Objective. Ensure that Dulce Independent 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.

In December 2015, the Every Student Succeeds Act (ESSA) was adopted as the primary law governing K–12 education in the United States. ESSA requires each state to submit a plan that is aligned with the requirements of the new law. The New Mexico Public Education Department (PED) initiated formal consultation with tribal leaders, tribal administrators, and community members to gain input into the New Mexico ESSA state plan. Over the course of two government-to-government meetings and one additional tribal consultation, tribal leaders were given the opportunity to learn more about ESSA; share concerns, priorities, and expectations with PED leaders; and help the PED set goals for increasing the success of our American Indian students. Also, prior to the ESSA consultations, the Indian Education Division, in collaboration with the PED's Federal Programs Division, provided tribal leaders and tribal education department staff with a pre-ESSA workshop to help facilitate a meaningful discussion at the Government-to- Government meeting and Indian Education Summit.

Methods.

DISD Administrative Leadership met with Jicarilla Apache Nation President, Vice President and Tribal Council on a quarterly basis.

Title III Consultation with Vice President Edward Velarde.

Parent Advisory Committees for DES, DMS, and DHS

17-18 Budget Work Session

Results.

DISD received feedback from the community and tribal members regarding educational strategies to implement toward positive student outcomes.

Conclusion.

DISD that the opportunity to re-engage with tribal leaders and key stakeholders on major initiatives while considering how to continuously refine educational systems and best support educators. Expectations for improved Tribal consultation at DISD includes the Every Student Succeeds New Mexico State Plan and the NM Indian Education Act regarding tribal consultation.

Action Plan.

DISD will increase consultation opportunities between the Jicarilla Apache Nation and our parent community.

DULCE INDEPENDENT SCHOOL DISTRICT – INDICATOR #12– INDIGENOUS RESEARCH, EVALUATION MEASURES, AND CURRICULA FOR TRIBAL STUDENTS

Objective.

The research objective ensures that Dulce Independent Schools receives adequate assistance for planning, development, implementation, and evaluation of curricula to support the Jicarilla Apache language, culture, and history designed for the Dulce community.

Background.

The Dulce Independent School District has been working to strengthen Native education research, data, and best practices to meet the diverse needs of its students. Despite the differences in methodologies and research, indigenous challenges provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods.

The Dulce Independent School District will work towards continuous improvement to develop effective curricula for tribal students and increase their educational opportunities, on behalf of the district's implementation of indigenous research.

Results.

The chart below illustrates the activities in which the Dulce district has collaborated and in which they have implemented the Indigenous research evaluation measures and curricula within our respective school and local tribal entity. The chart profiles the areas of exploration and curricula measures for student outcome to profile culturally relevant instruction within the classroom setting.

Conclusion.

The Dulce Independent School district has researched and evaluated the development and assessment of the Jicarilla Apache language and cultural program.

Action Plan.

The objective is to create an action plan, with the district supporting indigenous research. This plan ensures that comprehensive, best practice models are being utilized for language development and that opportunities for the use of indigenous research, evaluation measures, and curricula in other areas, such as culture and history are being explored.

