

Albuquerque Public Schools Tribal Education Status Report: 2017-2018



ALBUQUERQUE PUBLIC SCHOOLS 2017-2018 TRIBAL EDUCATION STATUS REPORT

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Dr. David Peercy, Board President
Lorenzo L. Garcia, Board Vice President
Yolanda Montoya-Cordova, Board Secretary
Peggy Muller-Aragon, Board Member
Barbara Petersen, Board Member
Candelaria “Candy” Patterson, Board Member
Elizabeth Armijo, Board Member

Submitted by
Dr. Daisy Thompson
Director of Albuquerque Public Schools Indian Education

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TRIBAL EDUCATION STATUS REPORT

In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the Public Education Department's (PED) current initiatives specific to American Indian students and their academic progress.

PROFILE OF INDIAN EDUCATION IN ALBUQUERQUE PUBLIC SCHOOLS

During the 2017-2018 school year, Albuquerque Public Schools (APS) included:

- 142 Schools:
 - 88 Elementary Schools (K-5),
 - 4 K-8 Schools,
 - 29 Middle Schools (6-8),
 - 21 High Schools (9-12)
- 69.6% of students participated in the Free/Reduced Price Lunch Program
- 17.2% of students had current English Learner status
- 17.8% Students with Disabilities and 6.2% students participated in the Gifted program
- Staff was made up of 1.1% American Indian/Alaskan Native, 1.4% Asian, 2.1% African American, 42.3% Hispanic, and 53.1% Caucasian.

During the 2017-2018 school year, Albuquerque Public Schools' 80th day enrollment (not including charters) was 83,605 students in grades Pre-Kindergarten through 12th grade. The enrollment count for those whose *primary* race is non-Hispanic, American Indian/Alaskan Native was 4,357 students (5.2% of total student enrollment; see Figure 1). **The enrollment count which includes all students who identified as American Indian/Alaskan Native, including those who also indicate Hispanic ethnicity, was 6,373 students.** The Indian Education Department at APS serves all students who identify as AI/AN.

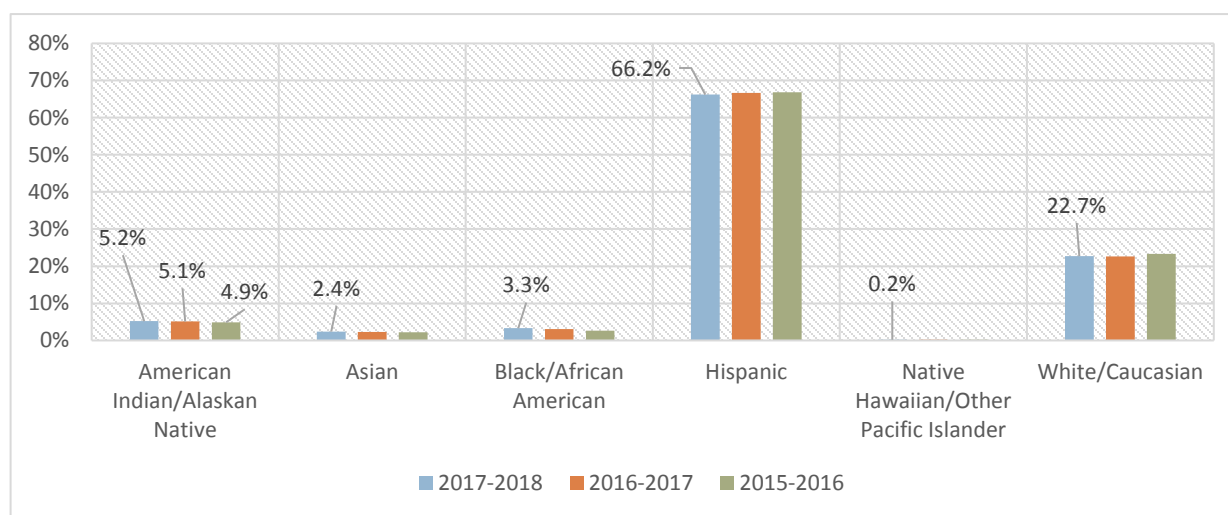


FIGURE 1. 80th day student enrollment based on primary race for the last three school years (See APS Strategic Analysis & Program Research's Public Visualizations ("Enrollment and Demographic Information" and "Staff Demographics and Experience") at <http://www.aps.edu/sapr> for more information.)

The New Mexico Tribes represented at Albuquerque Public Schools were as follows:

NM Tribe Name	2016-2017 SY	2017-2018 SY
Acoma	2.4%	2.3%
Cochiti	0.7%	0.6%
Isleta	1.7%	1.9%
Jemez	1.5%	1.5%
Jicarilla Apache	1.4%	1.2%
Kewa (Santo Domingo)	2.1%	1.8%
Laguna	5.1%	5.2%
Mescalero Apache	0.5%	0.5%
Nambe	0.2%	0.2%
Navajo	53.3%	51.7%
Ohkay Owingeh (San Juan)	0.3%	0.3%
Picuris	0.1%	0.1%
Pojoaque	0.0%	0.0%
San Felipe	1.3%	1.3%
San Ildefonso	0.1%	0.1%
Sandia	0.3%	0.3%
Santa Ana	0.3%	0.2%
Santa Clara	0.4%	0.3%
Taos	0.6%	0.6%
Tesuque	0.1%	0.1%
Zia	0.3%	0.3%
Zuni	5.0%	4.8%
other	22.1%	24.5%

STATUTORY REQUIREMENTS

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

- A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.
- B. A school district with tribal lands located within its boundaries shall provide a districtwide tribal education status report to all New Mexico tribes represented within the school district boundaries.
- C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:
 - 1. student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
 - 2. school safety;
 - 3. graduation rates;
 - 4. attendance;
 - 5. parent and community involvement;
 - 6. educational programs targeting tribal students;
 - 7. financial reports;
 - 8. current status of federal Indian education policies and procedures;
 - 9. school district initiatives to decrease the number of student dropouts and increase attendance;
 - 10. public school use of variable school calendars;
 - 11. school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
 - 12. Indigenous research and evaluation measures and results for effective curricula for tribal students.

DETAILED REPORT

1: STUDENT ACHIEVEMENT

OBJECTIVE

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

BACKGROUND

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

METHODS

Assessment data for the 2017–2018 school year is not available; this report included data from the 2016–2017 school year. During SY 2016–2017, students in grades K–2 were tested in reading using the iStation assessment, and students in grades 3–11 were tested using New Mexico assessments that include; the Partnership for Assessment of Readiness for College and Careers (PARCC) ELA and math, standard-based assessment (SBA) Spanish reading, SBA science, New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. Testing data is reported as the percentage of students who meet the cut-off point for proficiency, as determined for the 2016–17 school year. All assessment scores have been standardized to reflect proficiencies—from *non-proficient* to *at proficient* and *above proficient*.

Source: PED Student Assessment files (<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>); PED S.T.A.R.S. 120th day snapshot files; and Strategic Analysis & Program Research public visualization files (<http://www.aps.edu/sapr>).

RESULTS

The first several graphs in this section show the districtwide percentage of students who are at or above proficiency by ethnicity as measured by the New Mexico assessments. The overall results seen in student achievement are based on all 2017 test results. The last two graphs in this section looked at districtwide enrollment in gifted and advanced placement programs. The key findings are:

- Generally, the districtwide proficiency rates dropped during the 2016-2017 school year when compared to the 2015-2016 school year.
- American Indian/Alaskan Native (AI/AN) students showed a small, but steady increase in math proficiency rates. The percent proficient in mathematics has increased slightly over the last two school years.
- Reading for AI/AN students is up in most grade levels in 2015-2016; Grade 5 had the highest gain with a proficiency rate which was up nearly 3 percentage points from the previous year.
- Math for AI/AN students saw an improvement in 2015-2016 scores for most grade levels. For example, 10th grade math for American Indian/Alaskan Native students is up 4.7 percentage points from the previous school year.
- Science for AI/AN students in 7th grade has improved compared to 2015-2016; 7th grade is up 1.1 percentage points compared to the previous school year. Both 4th and 11th grades showed a drop in percent proficient during the 2016-2017 school year.
- AI/AN students in grade 4 during the 2016-2017 showed a decrease in percent proficient since the previous school year in all three subject assessments.
- More American Indian/Alaskan Native students are in the gifted program than in the 2014-2015 school year.
- The number of AP course enrollments for American Indian/Alaskan Native students continues to rise since the 2014-15 school year.

CONCLUSION

Generally, American Indian/Alaskan Native students are less proficient than their counterparts in reading, math, and science. However, reading scores of AI/AN students – identified as non-economically disadvantaged – were over 3 percent points higher than all students in reading. There are performance gaps between male and female AI/AN students. While AI/AN female students are outperforming AI/AN males in reading by about 8 percentage points, their male counterparts are outperforming them by about 3 percentage points in science. Both genders are performing nearly equally in math, although males are slightly more proficient than the female counterparts. More AI/AN students are represented in advanced placement courses and gifted participation.

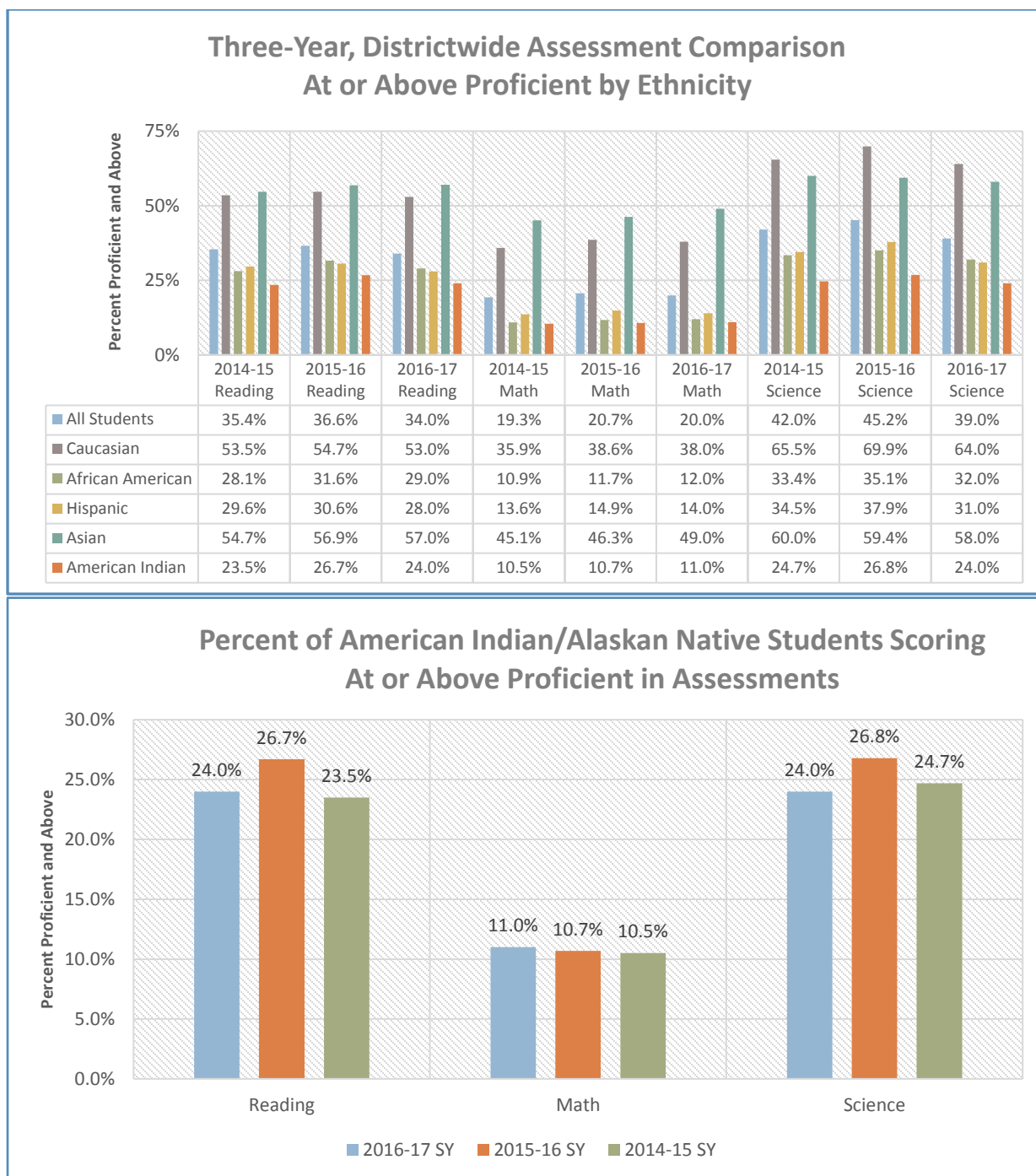
ACTION PLAN

Several NM PED initiatives are aimed at improving student performance. The IED continues to collaborate across the PED to support and strengthen initiatives that will positively impact AI/AN student success. The following are examples of PED reforms that have led to positive outcomes for AI/AN students:

- The Reads to Lead program supports teachers, providing them professional development in effectively teaching students to read. The goal is to ensure that all students who are

able are reading by 3rd grade. All districts in the state with a significant AI/AN student enrollment participate in Reads to Lead.

- K–3 Plus is a program that extends learning time for students, targeting high - poverty schools. This program focuses on improving student achievement, including that of AI/AN students.
- Mathematics and English language arts (ELA) initiatives to improve student performance originate in the Priority Schools Bureau (PSB). This bureau provides districts and schools with systematic, differentiated support to address low student performance. The IED seeks to support other PED departments as well as districts, schools, and staff in the following ways:
 - Visit lowest-performing schools to identify and address needs and provide support
 - Increase knowledge among school districts and tribes regarding the multiple resource and grant opportunities. Work with schools and educators to apply for those that support the academic achievement, health and wellness, and cultural development suitable for their needs.
- Provide technical assistance for conducting local needs assessments, instructional audits, and strategic planning. Additionally, the IED supports the statewide implementation of ESSA with a focus on the following:
- Assessment. The IED works with the Assessment Bureau staff to create opportunities for tribal communities to develop assessments in heritage languages — through both state and federal competitive funding to the lowest – performing schools. Furthermore, the IED collaborates with the School Transformation Division to identify and support the lowest-performing schools and high schools with a graduation rate below 67 percent (comprehensive school identification);
 - identify and support schools with a low - performing American Indian subgroup (targeted school identification);
 - provide additional support for American Indian student achievement through direct student services; and
 - provide technical assistance relating to local tribal consultation between school districts and tribes.
- Excellent Educators for All. The IED works with the Educator Quality Bureau to ensure that all students have access to highly effective and exemplary educators throughout the course of their academic careers via the educator equity plan.



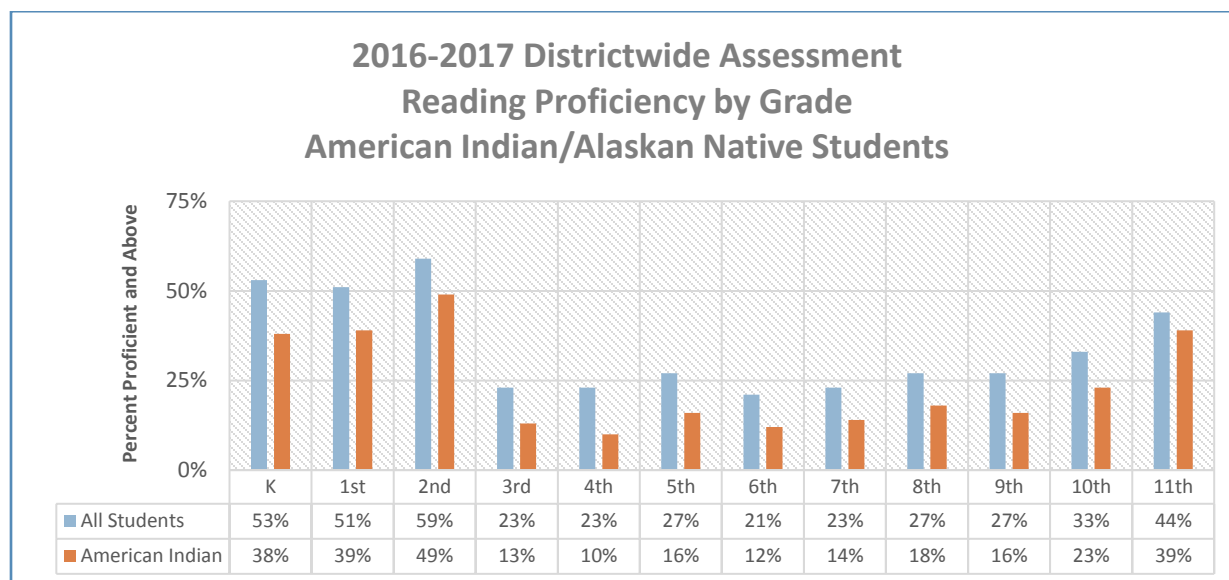
Note: Proficiencies include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; PARCC ELA and math; and Istation reading.

DISTRICTWIDE ASSESSMENT BY ETHNICITY

- Overall proficiency rates dropped during the 2016-2017 school year compared to the previous school year.
- About 24% of AI/AN students are proficient in reading; 11% in math, and about 24% in science. The proficiency rate of AI/AN students in 2016-2017 for reading and science

decreased slightly from SY 2015-2016. The math proficiency rate of AI/AN students increased slightly from the two previous school years.

- Proficiency rates for AI/AN students remain considerably lower than other ethnicity students. Especially discrepant is their comparison with students of Caucasian and Asian backgrounds.
 - As compared to the percentage of proficient Caucasian students at 53%, less than half of the AI/AN students are proficient readers at 24%. In math, AI/AN students are performing at 11%, which is less than one-fourth of the proficient percentage of the Asian students at 49%, and just over one-third as many AI/AN students are proficient in science at 24% with the Caucasian students performing at 64% proficient.
 - As compared overall to all subgroups of students, the AI/AN students' proficiency performance ranks the lowest in all three subject areas of Reading, Math, and Science. The AI/AN students come closest to the African American percent proficiency in math by 1.0% and the closest to the Hispanic students in math by a 3% difference in proficiency.



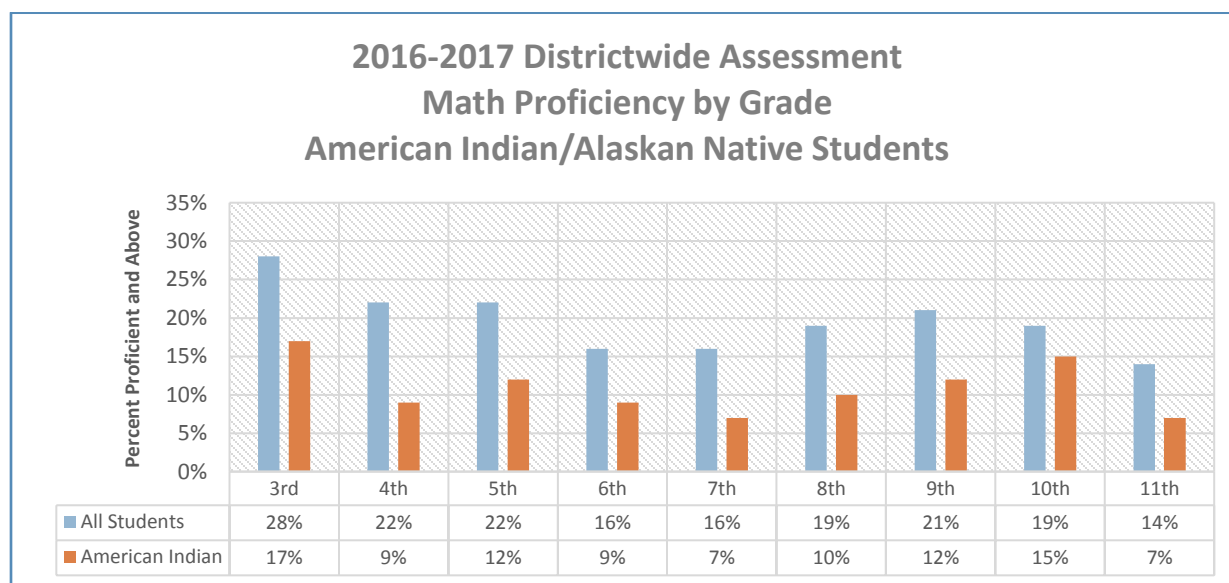
READING BY GRADE

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

- 2016-2017 was the first year of districtwide adoption of the Istation assessment; previous years used DIBELS for grades K-2.
 - Percent proficiency dropped from the 2015-2016 school year.
 - Possibly be due to the change in assessments.
- The highest level of reading proficiency is the 2nd grade at about 49%
- The lowest level of proficiency is 38% in Kindergarten.

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

- The significant drop in reading proficiency from the end of 2nd grade to the end of 3rd grades is likely due to:
 1. The use of the two different assessments;
 2. The more rigorous PARCC assessments;
 3. The perennial reason – the climb from decoding in the primary grades to reading for comprehension starting in the 3rd grade.
- Reading proficiency rates have increased for most of the grade levels when compared to the 2015-2016 school year.
 - Only 4th, 7th, and 9th grades had decreases in proficiency rates compared to the previous school year.
 - Grade 5 had the largest gain with nearly 3% increase in proficiency from the prior school year.
 - Grade 9 had the largest loss with the percent proficient dropping from 23% in 2015-2016 to 16% in 2016-2017.
- Reading proficiencies are at their lowest level in the 4th grade, at 10 percent.
- The average proficiency rate for AI/AN students increased in the 11th grade with 39% proficient or above.

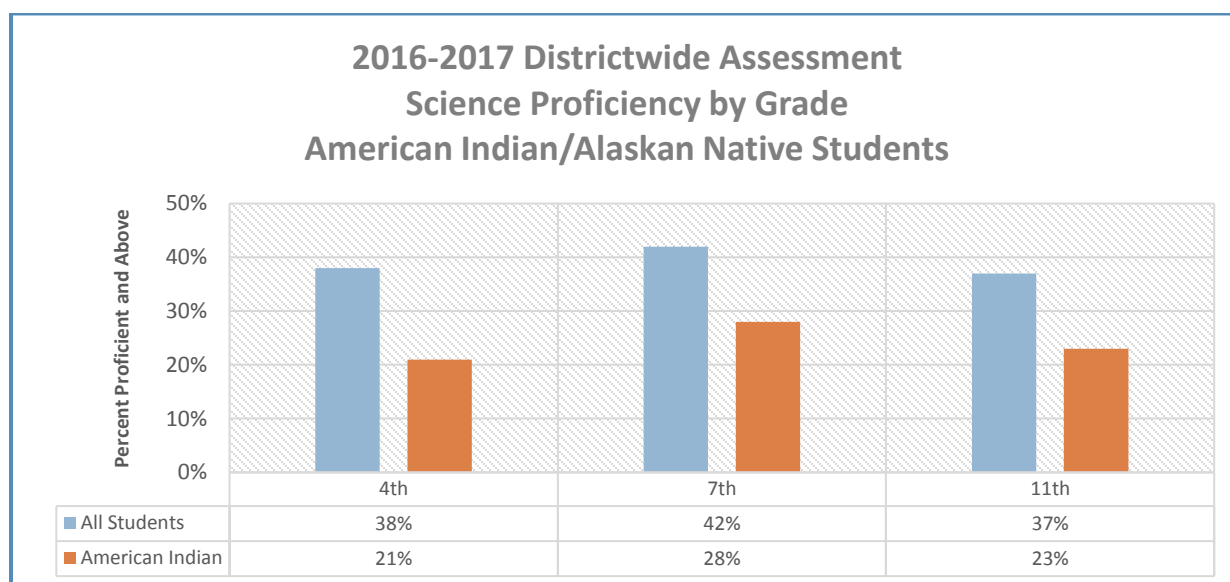


MATH BY GRADE

Grades 3 to 11 proficiencies for AI/AN students were based on PARCC and NMAPA math assessments. The 2016-2017 Math Proficiency by Grade chart shows:

- AI/AN students are performing well below all other students in all grade levels from 3rd to 11th grade.

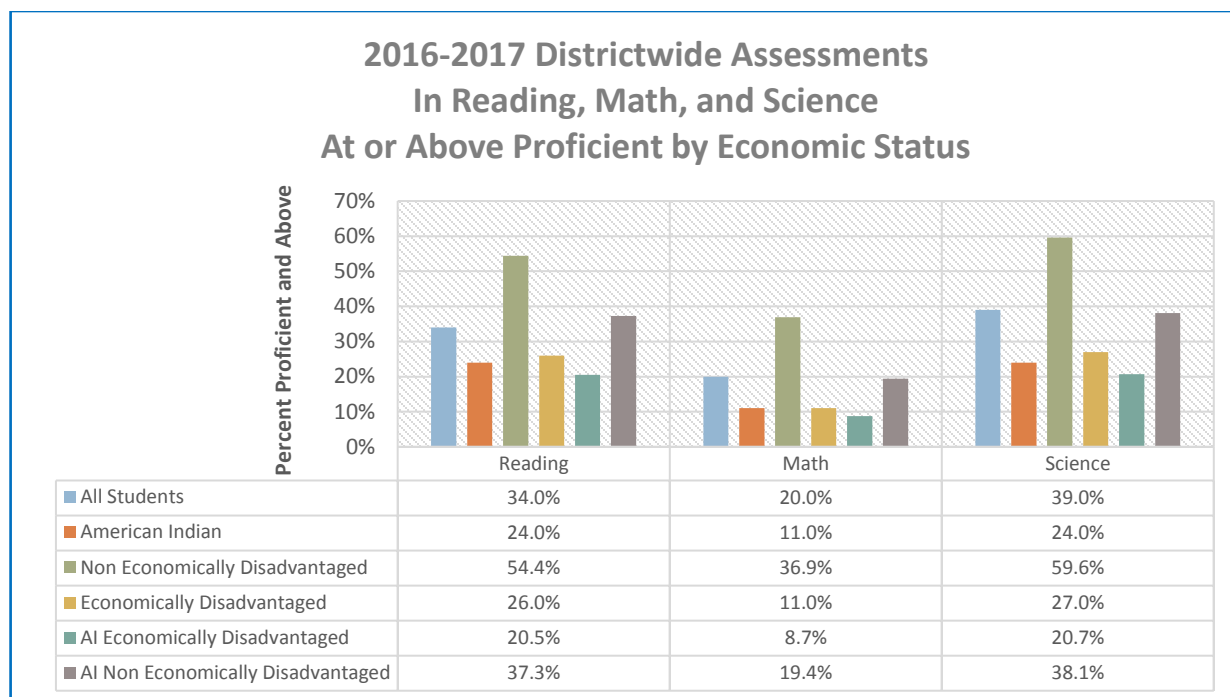
- AI/AN elementary students and high school students are performing slightly better in math than those in middle school;
- AI/AN students in grades 3, 5, 6, and 10 increased in percent proficient from 2015-2016 school year.
 - 10th grade had the largest increase in percent proficient; proficiency rate in 2015-2016 was 10.3% and it increased to 15% in 2016-2017.
 - 4th grade had the largest decrease in percent proficient with proficiency rate dropping from 11.3% in 2015-2016 to 9% in 2016-2017.



SCIENCE BY GRADE

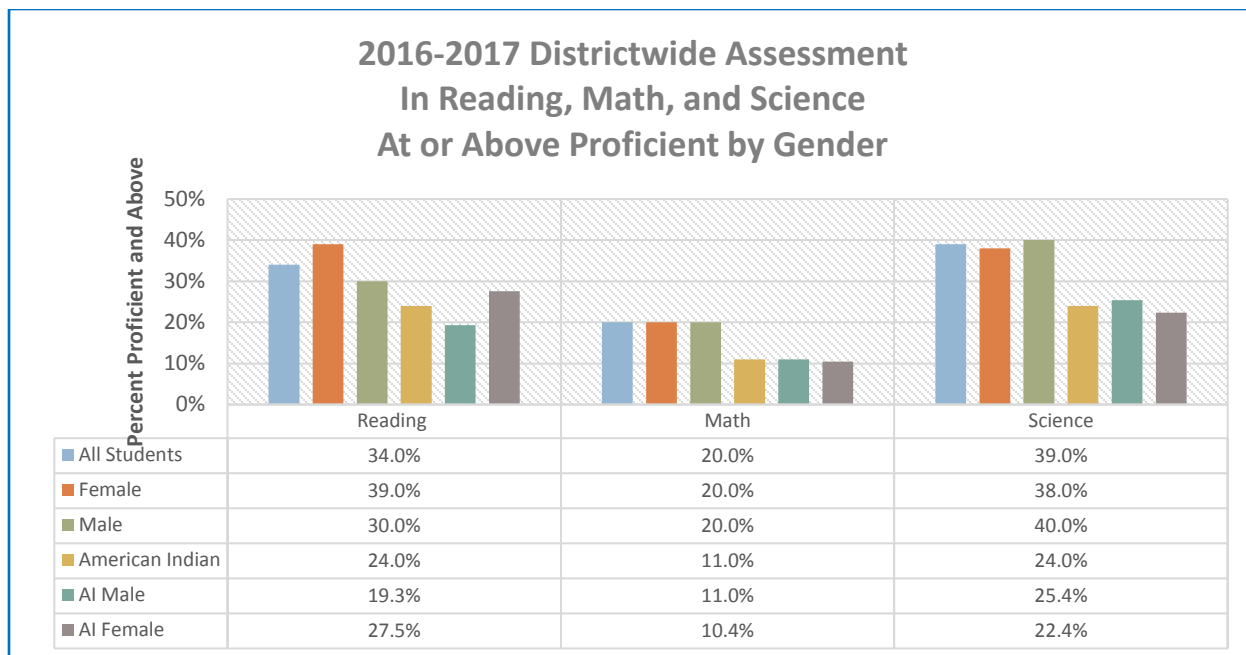
Science is assessed only in grades 4, 7, and 11. The proficiencies were based on SBA science and NMAPA science. The 2016-2017 Science Proficiency by Grade figure shows American Indian/Alaskan Native students demonstrate the following:

- The highest level of science proficiency is found in the 7th grade at about 28% meeting proficiency or above.
- The lowest level of science proficiency is found in the 4th grade at about 21% proficient or above.



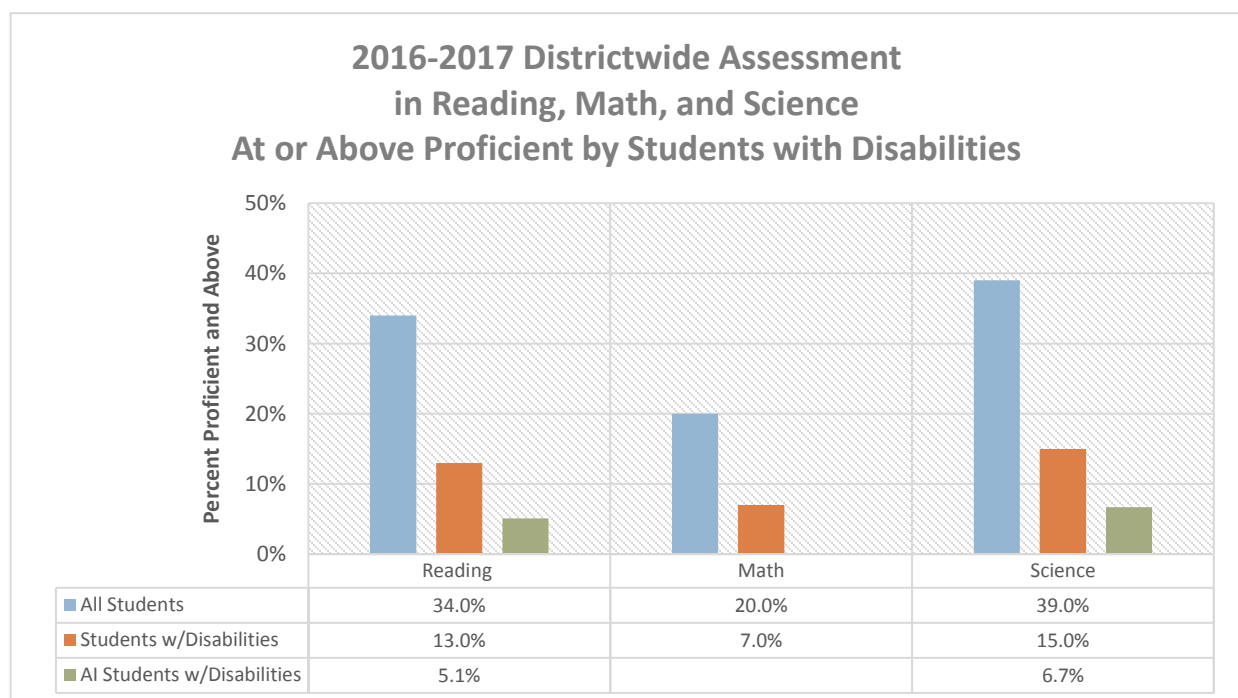
PROFICIENCY BY ECONOMIC STATUS

- Overall, AI/AN students who are non-economically disadvantaged are performing better than those who are identified as economically disadvantage.
 - Reading performance for economically disadvantaged students is nearly 17 percentage points lower than those non-disadvantaged students.
 - Math performance is more than twice the percent proficient for those students who are non-economically disadvantaged compared to those who are economically disadvantaged.
 - Science performance is about 18 percentage points higher for students who are non-economically disadvantaged compared to those who are economically disadvantaged.
- In reading, non-economically disadvantaged AI/AN students performed better than students in the district overall (37.3% compared to 34%).



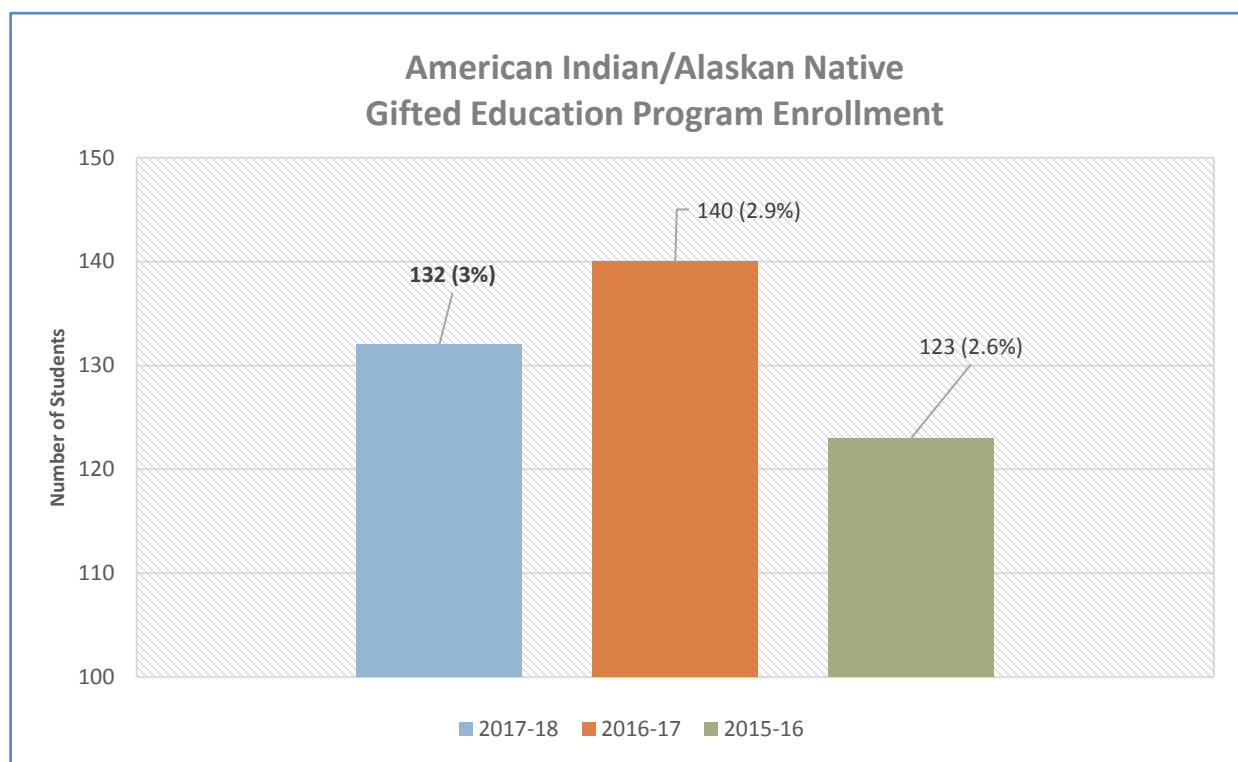
READING, MATH, AND SCIENCE PROFICIENCY BY GENDER

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



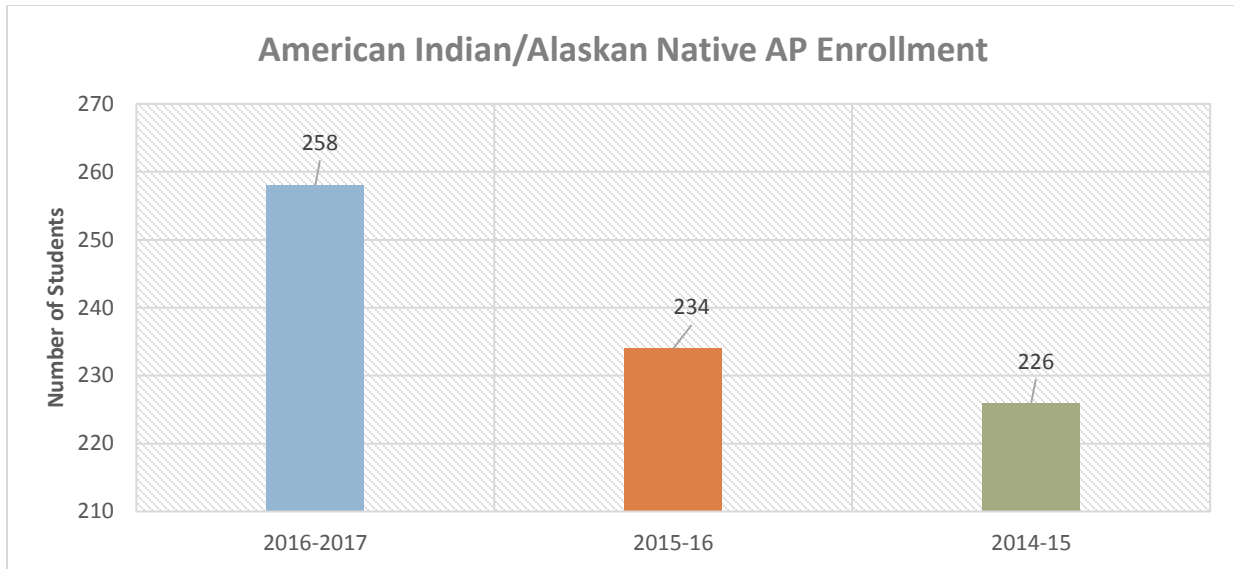
READING, MATH, AND SCIENCE PROFICIENCY BY STUDENTS WITH DISABILITIES

- AI/AN students with disabilities are underperforming in reading, math, and science compared to AI/AN students without disabilities.
- AI/AN students with disabilities are underperforming in reading, math, and science compared to students with disabilities overall.



GIFTED PROGRAM PARTICIPATION

- Gifted education falls under the Special Education Department. Students are identified through a referral and evaluation process.
- Nearly 3% of the American Indian/Alaskan Native population at APS are enrolled in the gifted program.
- The number of AI/AN students who are enrolled in the gifted program has grown since the 2015-16 school year. More AI/AN students are in the gifted program.



ADVANCED PLACEMENT COURSE ENROLLMENT

- AP is a challenging program available to all high school students. AP classes emphasize critical thinking skills, promote college readiness, and offer the opportunity to earn college credit.
- Among students taking AP courses, over 2% of the enrollments were by AI/AN students.
- The number AP course enrollments by AI/AN students has steadily grown since the 2014-15 school year.

2: SCHOOL SAFETY

OBJECTIVE

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

BACKGROUND

New Mexico—as do other states —looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plan offers new research and new approaches with the intent to:

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

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

<http://ped.state.nm.us/sfsb/safeschools/>

METHODS

Albuquerque Public Schools submitted their current school safety process through a district-wide survey issued by NMPED IED. The NMPED IED team analyzed the data to determine which districts or charter schools required additional assistance to ensure students have a safe school environment.

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

Sources: S.T.A.R.S. APS district-wide behavioral infractions data file 2017-2018.

RESULTS

The school district has in place required district training for all district personnel. The trainings include: Blood Borne Pathogens, Civil Rights/ Harassment/ American with Disabilities Act, Confidential Information, Customer Service, Employee Regulations, Ethics and Conflict of Interest, Social Media Guidelines, SPAM/ Phishing: Email Security, Technology Use, Undocumented Students, Bullying and Cyberbullying, Child Abuse and Neglect, Gender

Identification and Expression, Suicide Prevention, Student Health Concerns, Asbestos Awareness, Additional Health Trainings and Threat Assessment.

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

The behavioral data for the 2017-2018 school year showed that the number of reported discipline incidents increase as students move up in grade level; the amount of incidents peak in middle school. The number of reported incidents begin to slowly decline as students enter high school. Male students are nearly three times as likely to receive a discipline report compared to females. The most common discipline infraction is “*assault/ battery*”, making up about 51% of the total number of reported incidents; followed by “*bullying*”, making up about 13% of the total number of reported incidents. Graffiti, arson, and weapon possession infractions each make up about 1%. Approximately 7.1% of the AI/AN students enrolled during the 2017-2018 school year had at least one behavioral infraction on record. Of those that did have discipline incidents, the highest reported infractions were the “*assault/ battery*” category, followed by “*drug violation*” category.

CONCLUSION

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

ACTION PLAN

Continuation of protocols and policies at each location. The district Indian Education Department (IED) recognizes AI/AN students annually in 12 categories which include citizenship, leadership, academic achievement, most improvement, etc. Another support for schools’ AI/AN students is counseling in coordination with the building counselors and referrals to partnering AI/AN Mental Health organizations. These organizations have MOA’s with the district Counseling Department. There are plans in SY2018-2019 to create an AI/AN Teen Court at a pilot school with training and support from neighboring Tribal Courts (i.e., judges, attorneys, and prosecutors). The staff from these Tribal Courts have indicated their desire to assist the department in design and implementation of such a program. Some of the methods these Tribal Courts utilize are not punitive but based on AI/AN methods, referred to as Peacemaking.

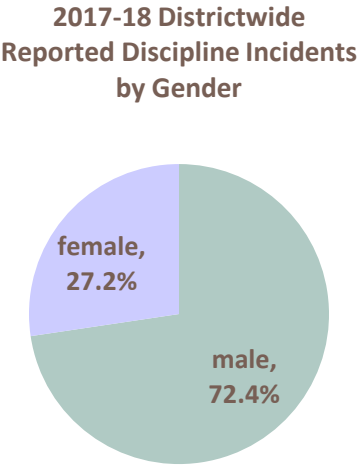
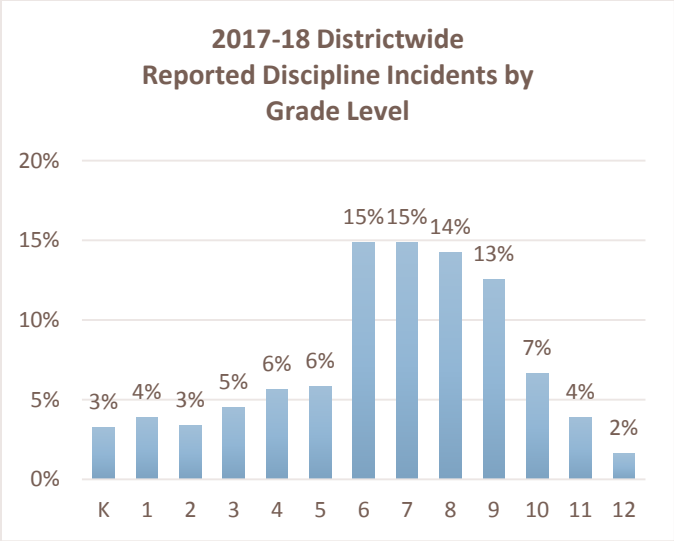
Safety Indicators

- ✓ Albuquerque Public Schools has a district-wide School Safety plan in place.
- ✓ Albuquerque Public Schools submits an annual school safety report to the PED Coordinated School Health and Wellness Bureau.
- ✓ Albuquerque Public Schools has a School Safety Committee.
- ✓ Albuquerque Public Schools is in compliance with the School Wellness Policy.

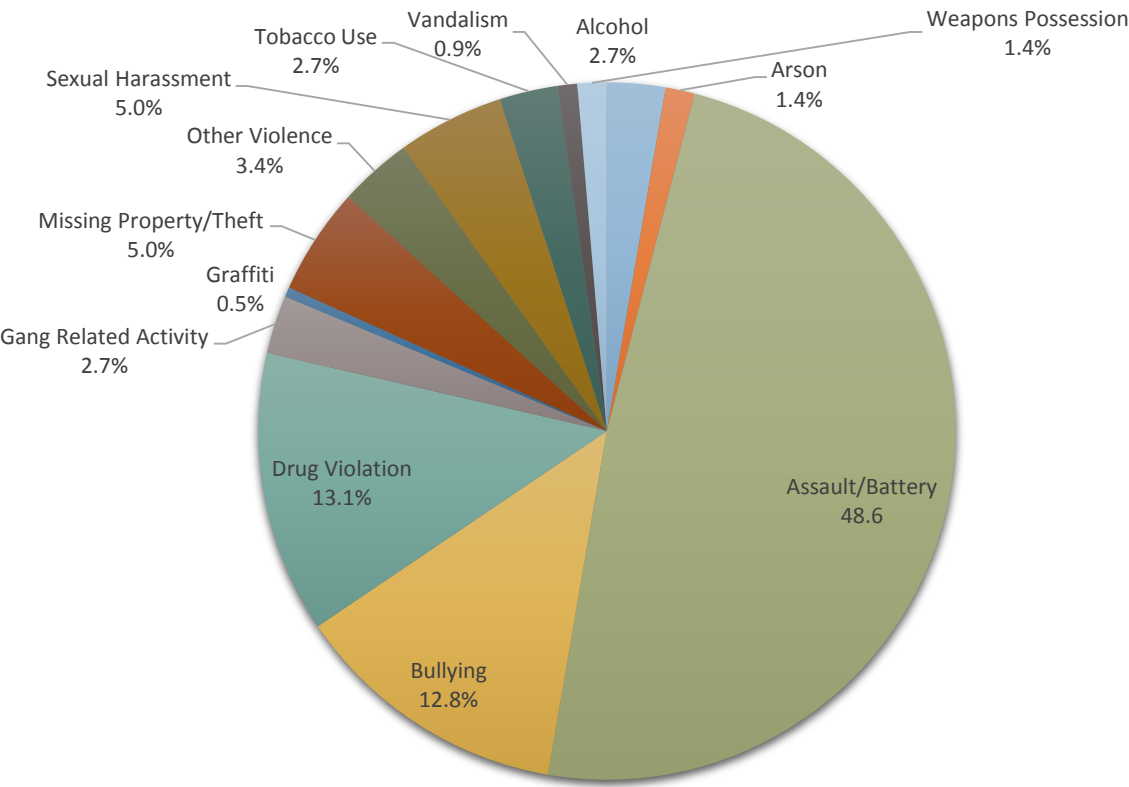
2017-18 Districtwide Reported Discipline Incidents

	Alcohol	Arson	Assault/Battery	Bullying	Drug Violation	Gang Related Activity	Graffiti	Missing Property/Theft	Other Violence	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession
Number Infractions Reported (total = 9,378)	151	84	4,776	1,205	1,095	275	62	362	250	496	268	243	111
Percent of Total Incidents	2%	1%	51%	13%	12%	3%	1%	4%	3%	5%	3%	3%	1%
Caucasian	23%	12%	15%	12%	13%	15%	18%	16%	14%	18%	22%	17%	10%
African American	--	--	5%	7%	3%	--	--	4%	6%	5%	--	6%	--
American Indian/Alaska Native	8%	--	5%	5%	5%	4%	--	6%	6%	4%	5%	--	--
Hispanic	62%	69%	71%	70%	70%	67%	68%	66%	66%	70%	63%	70%	75%

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



Reported Discipline Infractions: American Indian/Alaska Native Students



(Number of incidents = 444; AI/AN students represented about 4.7% of total 2017-18 districtwide incidents)

3: GRADUATION RATE

OBJECTIVE

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

BACKGROUND

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

METHODS

The cohort consists of all students who were first-time freshmen four years earlier and 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 (SGT)—were reset and approved by the United States Department of Education (USDOE) in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. The 4-year data for Cohort 2018, as well as the 5-year and 6-year graduation rates for 2017 and 2016, were not yet available from NM PED.

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

RESULTS

The charts below showed:

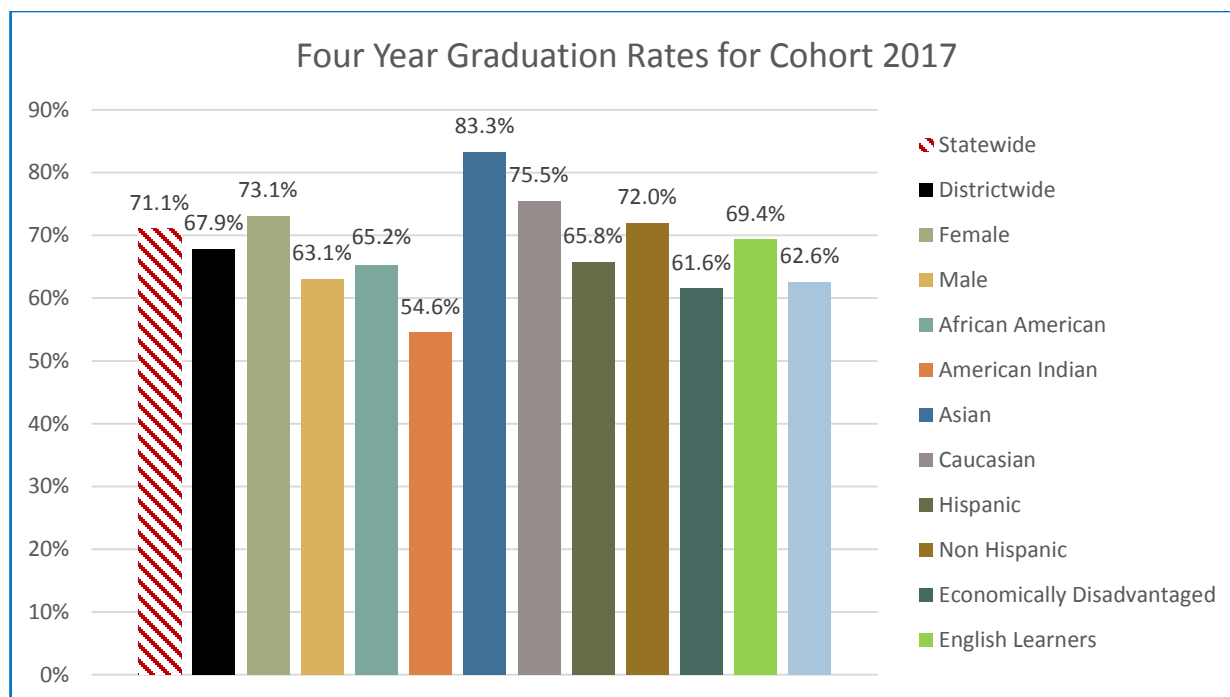
- Districtwide 4-year graduation rates continued to show an increase from 66% in 2016 to 67.9% in 2017.
- An increase in the 4-year graduation rate of American Indian/Alaskan Native students from 47% in 2016 to 54.6% in 2017.
- Graduation rates for AI/AN students rose over 9 percentage points since the 2015 cohort.
- The 5-year graduation rate for AI/AN students rose from 52.6% in 2013 to 57.1% in 2016.
- The majority of AI/AN graduates enroll in college following high school.

CONCLUSION

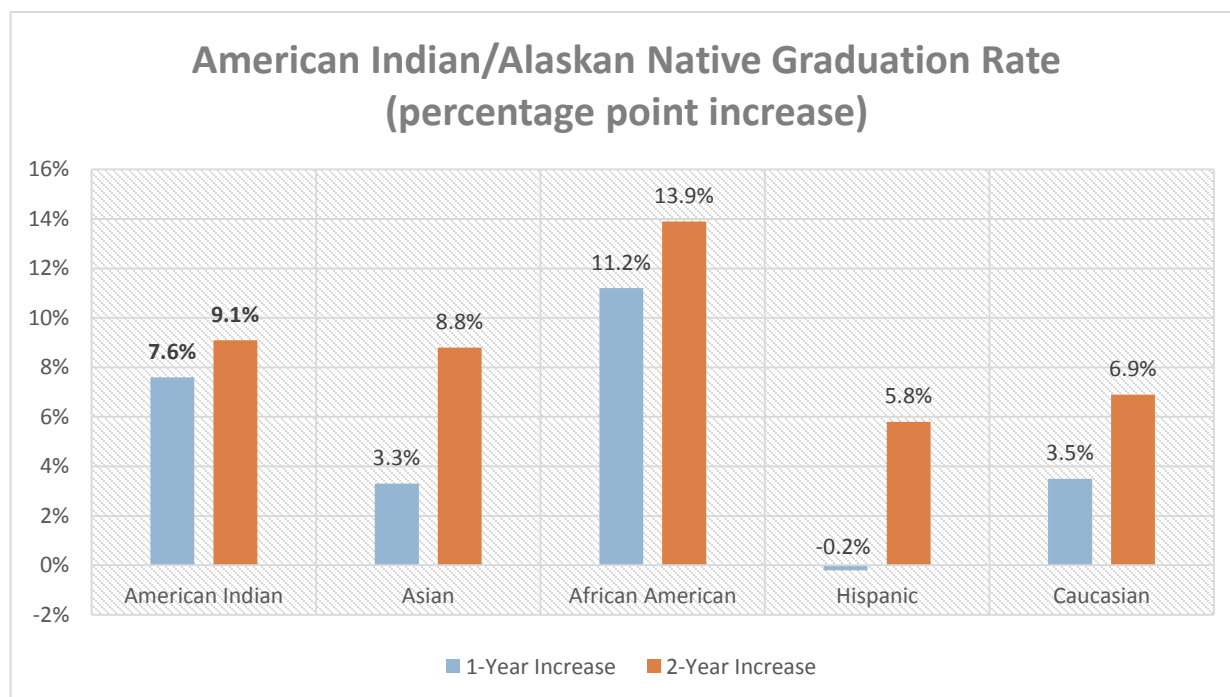
Overall, the number of AI/AN student graduates have increased, however, AI/AN students continue to have the lowest graduation rate when compared to other student groups. The IED's support for AI/AN students in achieving graduation is ongoing with creation and implementation of multiple programs specifically for AI/AN students attending district schools. The program with the biggest impact is the Gradpoint Online Credit Recovery Program by Pearson which assisted 222 AI/AN students complete core coursework (i.e., English, Science, Social Studies, and Math) in SY2017-2018. 125 students completed coursework during the summer of SY2018 which included 12 seniors who will be graduating in July, 2018.

ACTION PLAN

Although increases are small the AI/AN students in the district and statewide show gains. Support services for AI/AN students and all other subgroup student populations will continue into succeeding years. The Gradpoint Online Credit Recovery Program will continue with increased licenses through a renewed partnership with the UNM Health Sciences Center (UNMHSC). The UNMHSC assisted with 18 licenses in SY2017-2018 and is planning on assisting with increased licenses in SY2018-2019. Another source of assistance for AI/AN students is the reimbursement for college entry assessments (i.e., ACT and the SAT). In addition, required coursework (i.e., Navajo language courses and the Diné Government and History) are available for highly motivated and achieving Navajo graduates who apply for the Chief Manuelito Scholarship with the Navajo Nation each year. Finally, the IED hired a fulltime College and Career Readiness Counselor (CCRC) in SY2017-2018. The CCRC will create and implement an internship/mentorship program in SY2018-2019 at one high school as a pilot. The program will be opened in SY2019-2020 with additional high schools. The CCRC will coordinate with increased consistency and frequent communication with district counselors about the status of AI/AN students, this will give greater support to students and parents.

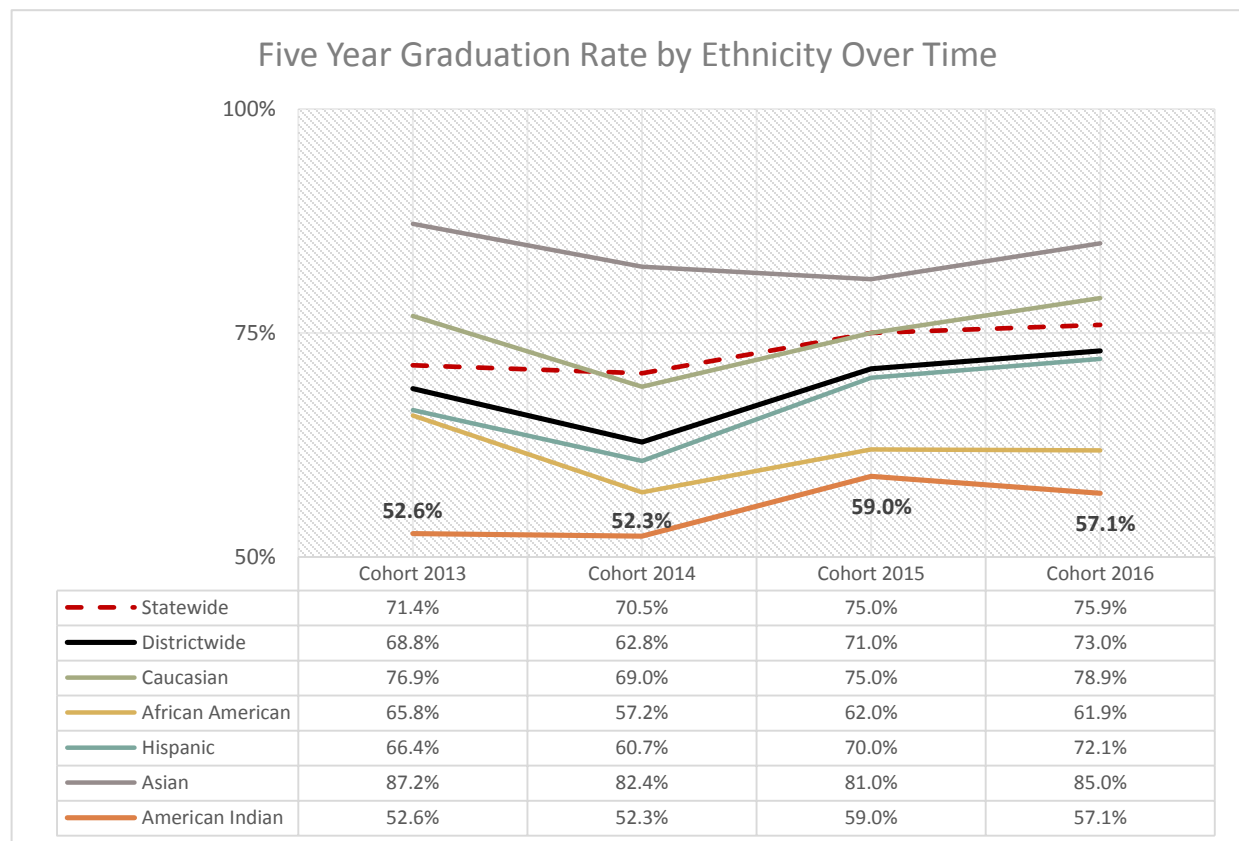


This indicator examines the percentage of APS high schools students who graduated within four-years with a regular high school diploma.

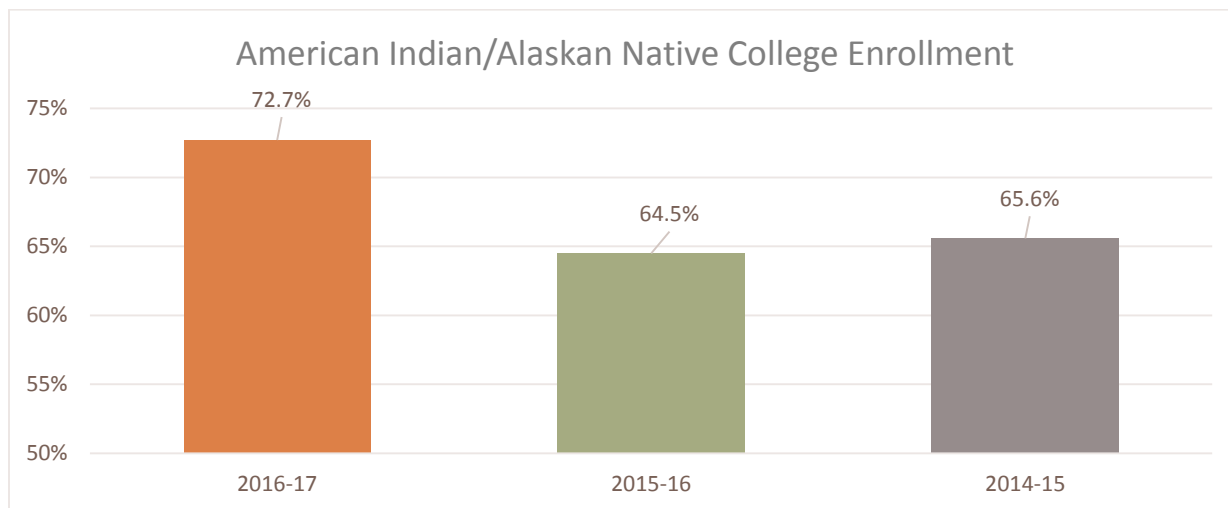


- Graduation rates for American Indian/Alaskan Native students rose over 9 percentage points since 2014-15 school year.

- American Indian/Alaskan Native Graduation Rate for 2016-2017 is 54.6%
- The on-time graduation rate for AI/AN APS high school students rose nearly 8 percentage points between 2015-16 and 2016-17
 - 7.6 percentage points since 2015-2016
 - 9.1 percentage points since 2014-2015



College-going trends are made possible by the district's membership in the National Student Clearinghouse (NSC). NSC tracks graduates longitudinally through their post-secondary experience.



- Majority of American Indian/Alaskan Native graduates are enrolling in college.
- The current rate increases from about 65% to 73%.
 - College-going enrollment for AI/AN graduates rose over 8 percentage points between 2016 and 2017.
- CNM and UNM rank 1st and 2nd choice for the majority of APS graduates.

4: ATTENDANCE

OBJECTIVE

The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in 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/Alaskan Native (AI/AN). 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/Alaskan Native student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

METHODS

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

The school districts and charter schools report absences with excused and unexcused identifiers through the STARS. They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. STARS tables were sorted by the attendance rates of AI/AN students within the districts for the SY 2017–2018, capturing the 40th, 80th, 120th day attendance snapshots. 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.

Source: S.T.A.R.S. 2017-2018 80-day and 180-day Student Attendance Assessment Report by Subgroup.

RESULTS

The results below indicate that AI/AN students consistently have attained a lower attendance rate as compared to the other subgroups over a six year span. In the past five years, the AI/AN attendance rate was dropping lower each year; as was the trend for all students in the district. The causes for this attendance decrease was not known. However, during the 2017-2018 school year, the AI/AN attendance rate rose 2.5 percentage points since the previous school year and the gap between AI/AN students attendance and the other subgroups has narrowed. Additionally, the percent of students with 10 or more full-day unexcused absences also showed a decrease during the 2017-2018 school year.

CONCLUSION

The attendance rate for American Indian/Alaskan Native students increased from the previous school year. During the 2017-2018 school year, APS made it a priority to increase attendance rates for all students. The district has improved the monitoring of absences, increased communication with parents, and created a climate in which students appreciated the value of coming to school.

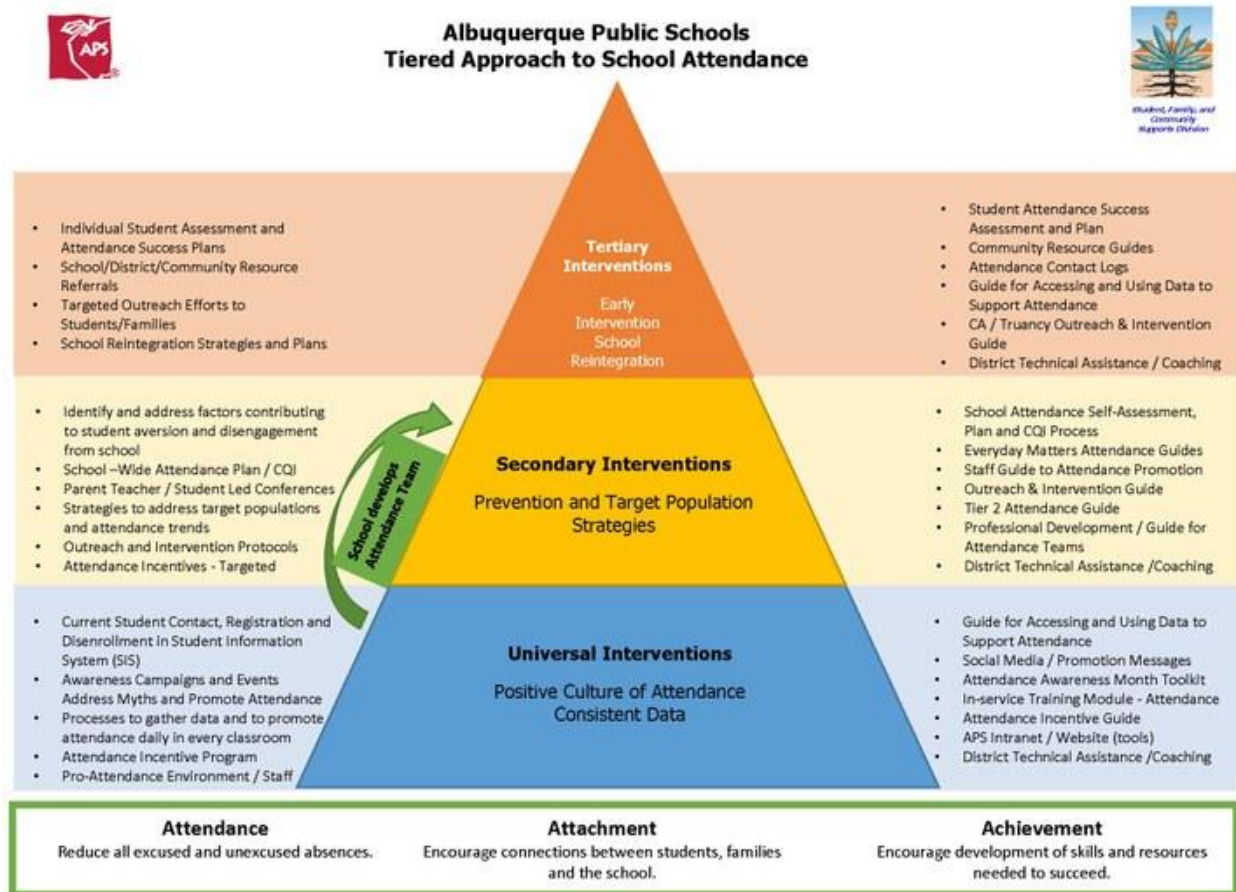
ACTION PLAN

The district will continue to work towards identifying the causes for the drop in attendance rate over a five-year period. As the causes are determined, strategies to address the issues will be developed in consultation with tribal officials and community partners.

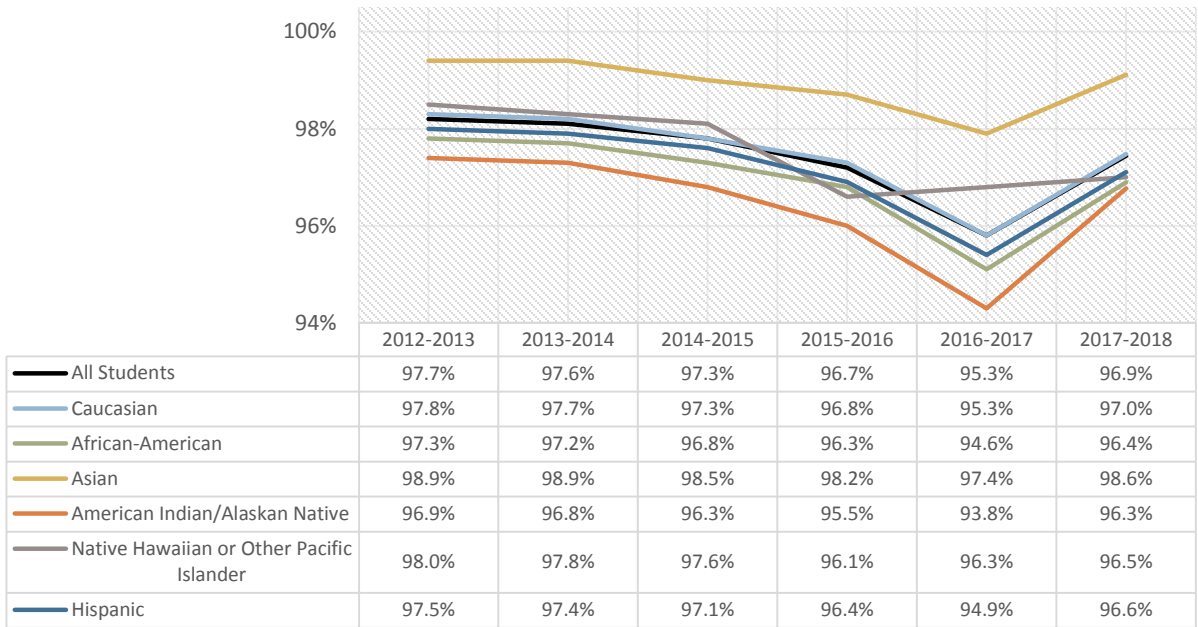
Below is the district’s plan on addressing Attendance by absenteeism range. In order to better identify the needs of schools and to replicate innovative attendance promotion strategies in the district, APS has developed a performance framework for attendance.

Quartile	School Chronic Absenteeism Range	School Expectations	District Supports to Schools
Q1	33% or more	<p>Required</p> <ul style="list-style-type: none"> • An attendance action item/goal will be included in the schools’ 90-day plan. • School teams Attend Mission: Graduate Attendance Summit (September 8th) • Schools institute an Attendance Team • Schools work with district support staff to complete an annual continuous quality improvement cycle which includes implementation of a minimum of 2 strategies per tier on the APS Tiered School Attendance Approach <p>Highly Recommended (as appropriate)</p> <ul style="list-style-type: none"> • An attendance action item is included in the schools’ 90-day plan. 	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> • School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit • APS staff incorporating school need into Mission: Graduate summit • Support tools (web and in person) • OAR supports to use attendance data in the development and implementation of the school’s 90-day plan
Q2	26- 32%	<p>Required</p> <ul style="list-style-type: none"> • Schools institute an Attendance Team • Schools work with district support staff to complete an annual continuous quality improvement cycle which includes implementation of a minimum of 1 strategies per tier on the APS Tiered School Attendance Approach <p>Highly Recommended</p>	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> • School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit • APS staff incorporating school need into Mission: Graduate summit • Support tools (web and in person)

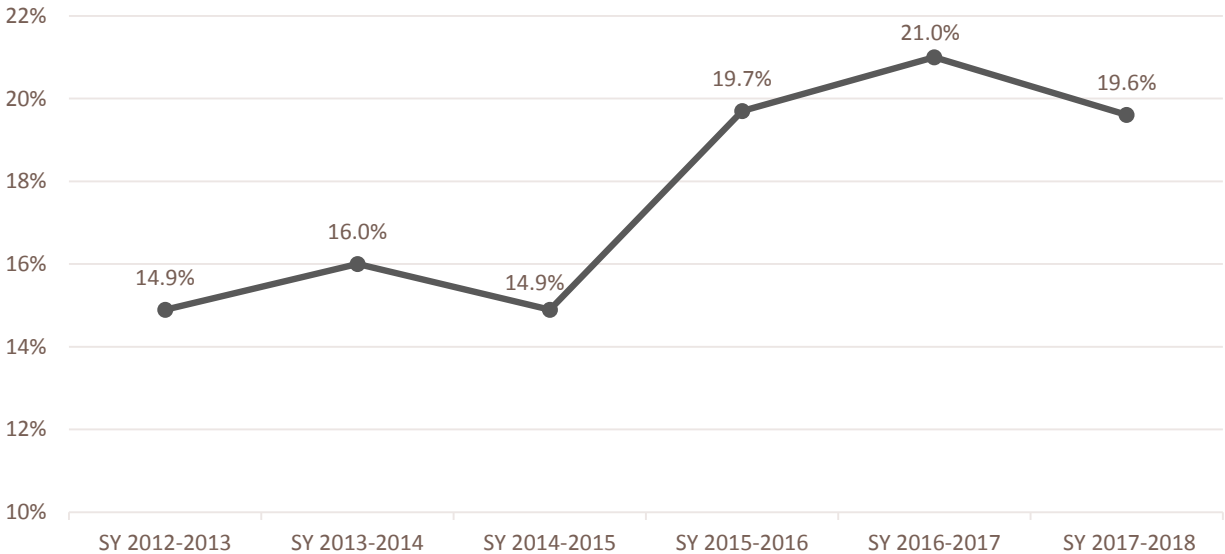
		<ul style="list-style-type: none"> Attendance data is considered in the development of, and an attendance action item/goal is included in the schools' 90-day plan. Schools Attend Mission: Graduate Attendance Summit (September 8) 	<p>On Demand Supports</p> <ul style="list-style-type: none"> OAR supports use attendance data in the development and implementation of the school's 90-day plan
Q3	11-25%	<p>Required</p> <ul style="list-style-type: none"> Schools institute an Attendance Team Schools complete an attendance self-assessment <p>Recommended</p> <ul style="list-style-type: none"> Schools complete an annual continuous quality improvement cycle which includes implementation of a minimum of 1 strategies per tier on the APS Tiered School Attendance Approach 	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> Support tools (web and in person) <p>On Demand Supports</p> <ul style="list-style-type: none"> School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit
Q4	10 % or less	<p>Recommended</p> <ul style="list-style-type: none"> Schools institute an Attendance Team Schools work complete an attendance self-assessment 	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> Support tools (web and in person) <p>On Demand Supports</p> <ul style="list-style-type: none"> School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit



Attendance Rates by Ethnicity Over Time



Percent Students Districtwide with 10+ Unexcused Absences



Based on end of year enrollment counts
Data does not include APS Charter Schools

5: PARENT AND COMMUNITY INVOLVEMENT

OBJECTIVE

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban AI/AN community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for AI/AN 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

There was support for numerous activities that involved parents which included; Back-to-school supplies, student recognition, elementary pow-wow, fashion show, Winter stories, reimbursements, Summer cultural enrichment classes, educational travel, and workshops for parents. AI/AN students are recognized for their outstanding achievement in eleven categories annually each school year by school staff from respective students’ school. AI/AN students’ parents are reimbursed for costs incurred in seven categories which include; cap and gown, ACT/SAT fees, eyeglasses, college application fees, AP test fees, and student travel for academic clubs. Numerous educational field trips were taken to primary source of study locations initiated by respective teachers to enhance education. Afterschool programs included; clubs and Robotics in five middle schools. Parent and student workshops related to higher education were coordinated by the College and Career Readiness Counselor.

RESULTS

The graph below shows the number of programs and activities conducted with students and parents in support of AI/AN educational opportunities. The chart clearly showed that many families participated in two activities which include; back-to-school supplies and educational field trips for students at all levels because teachers are combining unit studies with travel to sites being studied to be utilized as primary artifacts and sources to enrich student learning.

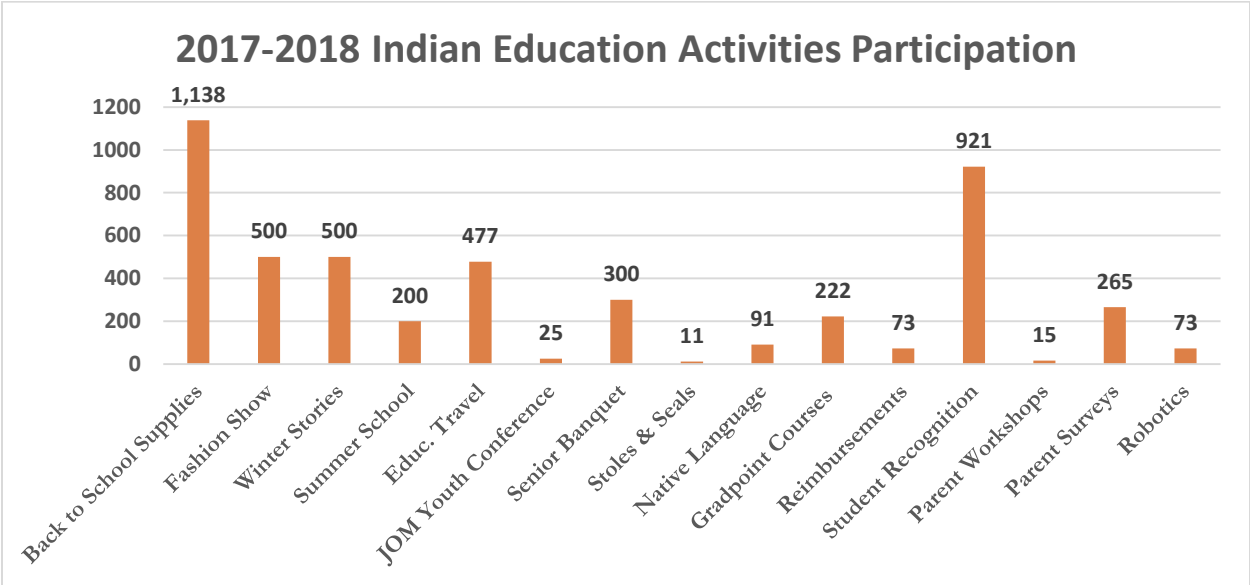
CONCLUSION

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

ACTION PLAN

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

Back-to-School Supplies	Student Recognition	Family Reimbursements	Educational Trips	Parent Workshops
Fashion Show	<ul style="list-style-type: none"> • ROTC • Leadership (e.g., Student Council, Senate, Super Sac, etc.) • Most Improved • Citizenship • Community service • Fine Arts (Band, Art, Music, etc.) • Athletics/Sports • Academics (+3.0, 3.5, 4.0, +) • Perfect Attendance • Good Attendance • Other (School choice) 	<ul style="list-style-type: none"> • Cap & Gown • SAT / ACT • Online core course fee • College App. Fee • Eyeglasses • Lab fees • AP Fees 	<ul style="list-style-type: none"> • Wagner's Farm • UNM Junior Day • Petroglyph National Park • Indian Pueblo Cultural Center • Legislative Session • UNM Indigenous Library • SIPI • Museum of Indian Arts • Navajo Nation Council • SR Marmon Powwow • UNM Storytelling 	<ul style="list-style-type: none"> • National JOM Conference (OK) • Region IX Education Meeting • Indian Education Advisory Council Meeting • All Indian Pueblo Council Meeting • NMPED Governmt. to Governmt. Meeting • IEC/IPC Annual Retreat
Winter Stories				
Summer School				
Student Educational Travel Assist.				
JOM Youth Conference and Artwork				
Senior Banquet				
Stoles and Seals (Bilingual & Community Service)				
Gradpoint Credit Recovery Program				



6: EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

OBJECTIVE

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

BACKGROUND

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

METHODS

APS Indian Education Department is committed to serving the needs of AI/AN students through the provision of quality educational programs. These programs include but are not limited to; intervention programs in reading and mathematics, Indigenous values, Native Language Programs, Gradpoint Credit Recovery Program, Summer Cultural Enrichment Programs, Middle School Robotics, Heritage Language Stoles for Bilingual and Community Service Seals, Dual Credit Courses through the Institute for American Indian Arts (IAIA) and the University of New Mexico (UNM) (i.e., Zuni and Navajo language courses at CEC and UNM NATV 150 Introduction to Native American Studies and UNM NATV 250 Sociopolitical Issues in Native America) and the Navajo History and Government course.

RESULTS

The results are as follows:

Table 1: SY2017-2018 Kindergarten Through First Grade Indigenous Values and Early Literacy & Math Assessment Scores show that Early Literacy for both grade levels have increased between the pre and post assessment scores with first grade at 54.84 points which is slightly more than Kindergarten at 44.95 points, for a total average of 9.89 points. The Indigenous values for the grade levels also show an average increase of 3.34 points. First grade math scores show the largest increase of 107.1 points between the pre and post assessment scores.

Table 2: SY2017-2018 Second Through Fifth Grade Indigenous Values and Intervention Reading and Math Assessment Scores show that Reading levels for the grades depicted have increased with the fifth grade showing the largest gain between pre and post assessment scores with 74.64 points. The overall average increase from grades second to fifth is 50.33 points. Math scores for this group (2nd-5th) also show an increase with the fourth graders making the largest gain with 74.13 points. The overall average increase for the group is 62.23 points. The results show that this group has made gains of over 50 points in both reading and math overall.

Indigenous values for this group has also increased although the increase isn't as high as the scores for reading and math with an overall average increase of 20.10 points.

Table 3: SY2017-2018 Sixth Through Eighth Grade Indigenous Values and Intervention Reading Assessment Scores show that the middle school students gained in reading with the largest gain by sixth graders at 63.75 points. The eighth grade students came in second at 49.88 points. The overall average gain between the pre and post reading assessment scores was 45.77 points by this group of students. The Indigenous Values indicate minimal increase with 18.75 points as the highest for sixth graders and 15.08 average total.

Table 4: SY2017-2018 Ninth Through Twelfth Grade Navajo Language Assessment and Indigenous Values data show gains between pre and post Oral Dine' Language Assessment. There were a total of 60 Pre test scores in the *Non proficient* category but dropped to a total of 42 Post test scores as *Non proficient* for a drop of 18 students who tested as *Non proficient*. There was an increase in students who tested *limited* from seven to ten between the pre and post test scores for an increase of three. In addition, there was one student who tested as *fluent* in the post test and none in the pre-test. The Indigenous value's data showed an overall increase with the largest gains by the tenth graders at 31.5 points. There was an average gain of 17.5 points by the group overall in Indigenous values.

Table 5: SY2017-2018 Zuni Language Assessment and Indigenous Values Chart for Multiple Grades show there was an overall increase of 30.83 points by all grades served for Indigenous values. In addition, there was a gain of students who tested *proficient* from one in the (*pre-test*) to five students in the (*post-test*) on the Zuni language Assessment. The score of *limited* also shows an increase from six (pre-test) to twelve (post-test). This indicates that students have made overall gains in the Zuni language.

Table 6: SY2017-2018 Middle School Robotics Attendance Data show two schools have made increases from SY2016-2017 to SY2017-2018, with the largest gain at one school at 4.09 percent. Three schools show a decrease in attendance since SY2016-2017. The largest decrease was -3.39 percent with the smallest decrease of -0.19%. Three items that were tracked for "Robotics" were Mathematics, Science, and Attendance. Mathematics and Science data were not analyzed in this report due to unavailability of data during the time of this report. A total of 73 students participated in the program this year.

Table 7: SY2017-2018 Indian Education Gradpoint Online Credit Recovery Program Five-Year Data show a progression and an increase of student participants that are taking the opportunity to work towards meeting the course credit requirements for graduation since 2013 as shown. SY2017-2018 shows the largest number of students who have been helped with this program. This program has impacted the overall district Native American graduation rate each year. The graduation data tracked since SY2012-2013 has shown a steady and consistent increase although the increase has been small. The four year graduation rate data is smaller than the five year graduation rate. This is an indication that Gradpoint is impacting the graduation rate by helping students graduate from high school each year.

Note: There are no assessment data shown for ninth – twelfth grades for reading and Indigenous values as none were available for SY2017-18.

CONCLUSION

Overall scores on Tables 1-6 show increase in Mathematics, Reading and Indigenous Values for all grades. The overall gains in reading show a range from 23.68 points to 74.64 points, with fifth grade making the largest gain and seventh grade the smallest gain. The math assessment scores show gains with a range from 12.06 points to 107.1 points. The first graders showed the largest increase and the smallest gains was by second graders. The Indigenous Values show gains by all grade levels with a range from 2.5 points to 31.5 points. The smallest gain was made by eleventh graders in the Navajo Language and the highest gain by tenth graders in the Navajo Language at 31.5 points and a close second by the Zuni Language students at 30.83 overall. The Navajo Language Assessment shows that the students are making gains with fewer students in the “non-proficient” category in the post-test as compared to the pre-test data. There were also increased students in the “limited” category with one tested as “fluent.” The Zuni language assessment showed gains by all participants, with a progression of one in the “proficient” category in the pre-test to five students in the post-test. There also an increase of students in the “limited” category from six in the pre-test to a total of twelve students in the post-test. The “Robotics” program was new this year (in five middle schools) with 52 student participation during the regular school year and 21 participants during the 2018 summer program. There were a total of 73 students that participated in the program this year. The attendance data shown is cause for concern. Three of the five schools show regression in their attendance from SY2016-2017. The Gradpoint program has impacted the 5-year graduation rate over a six-year period from Spring 2013-2013 to the current year. The chart shows that increased students are utilizing the opportunity provided each semester. There were a total of 222 students who completed their coursework in SY2017-2018 of which 125 students were supported in the 2018 summer program for a grand total of 662 over a six-year period.

ACTION PLAN

Effective programs must be maintained and sustained by the continuation of funding, however, there is a need to expand the services because the current programs are only available to a few schools due to funding constraints. The decline of attendance is a concern and should be tracked and analyzed to the root cause. Another area to target is consistent data gathering of high school students for reading/Language arts data and for Indigenous values. In SY 2017-2018 particular High School data was not included in this report because they were incomplete and had inconsistent scores.

Table 1: SY2017-2018 Kindergarten Through First Grade Early Literacy, Indigenous Values and Star Math Chart

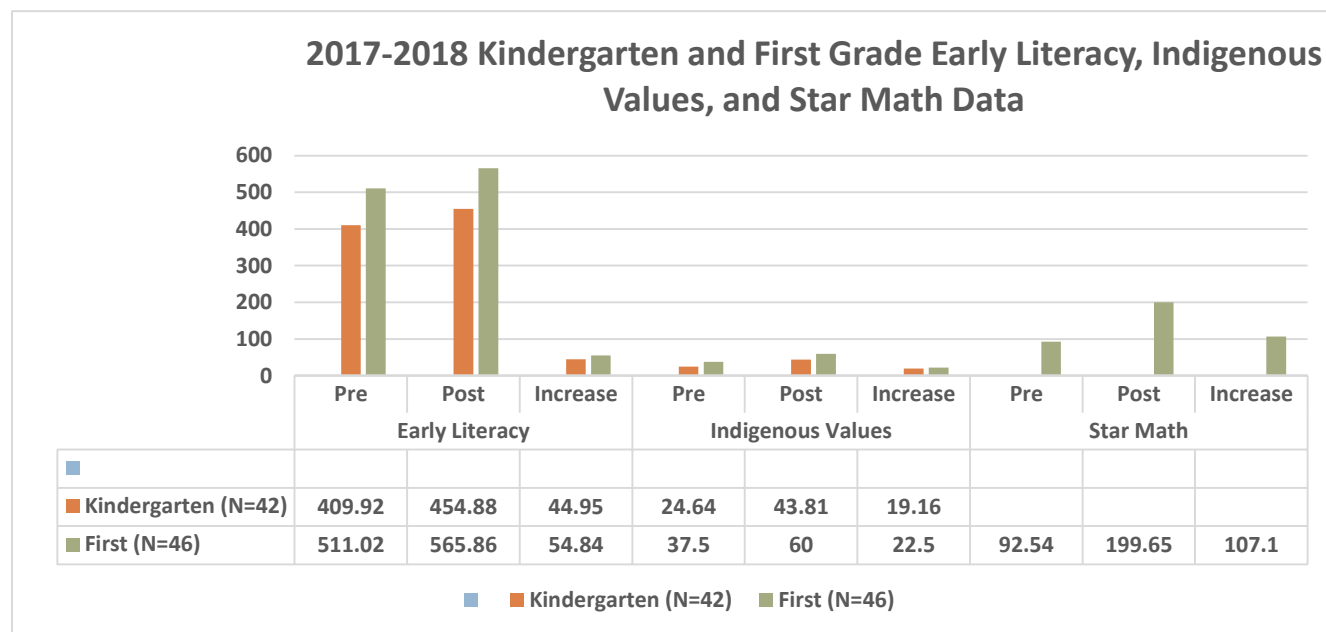


Table 2: SY2017-2018 Second Through Fifth Grade Star Reading, Star Math and Indigenous Values Chart

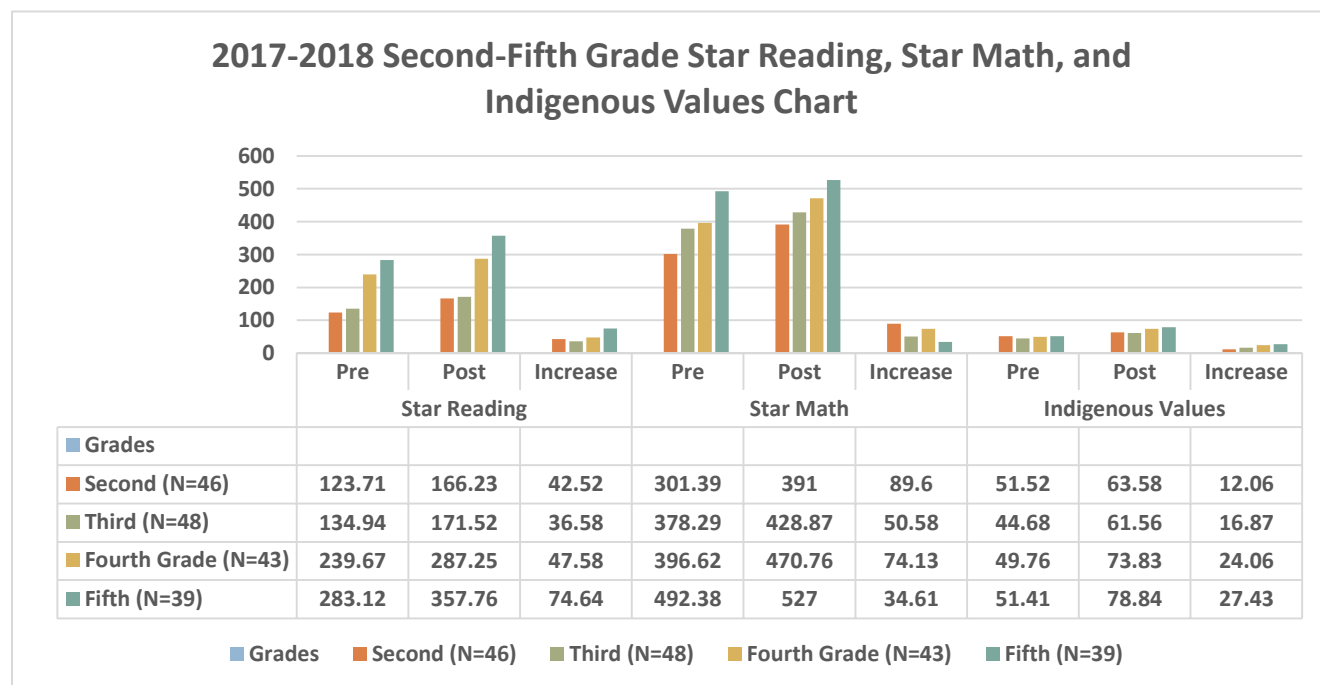


Table 3: SY2017-2018 Sixth Through Eighth Grade Star Reading and Indigenous Values Chart

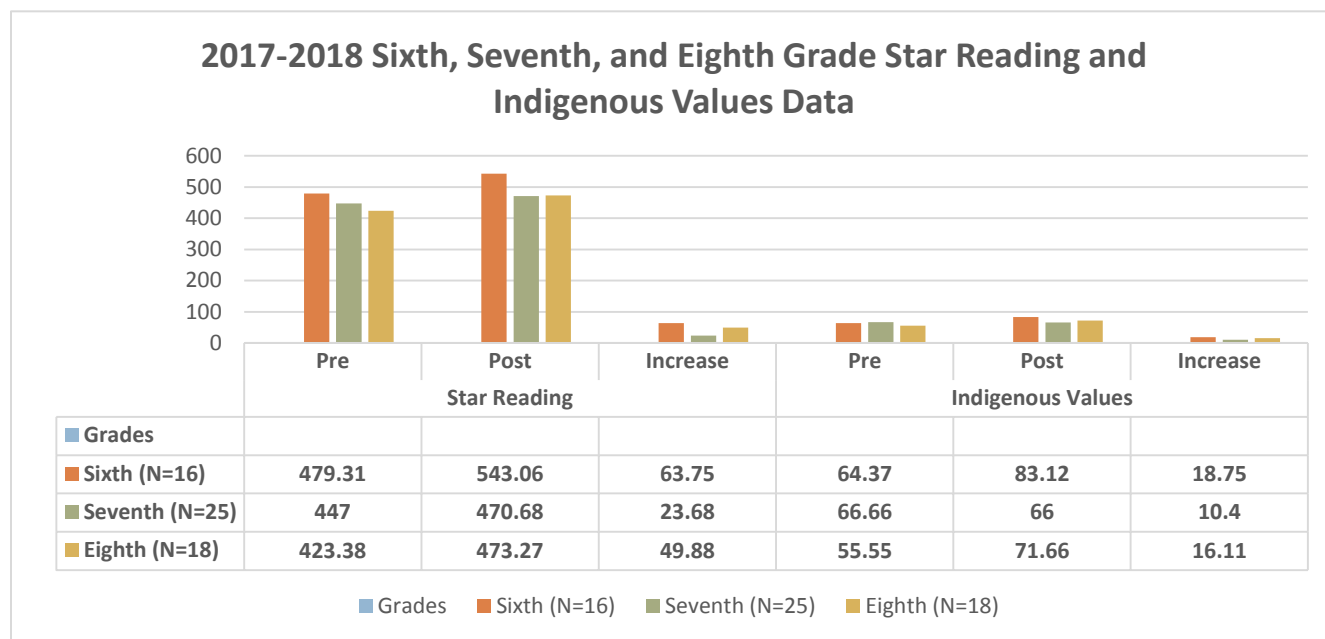


Table 4: SY2017-2018 Ninth Through Twelfth Grade Navajo Language Assessment and Indigenous Values Chart

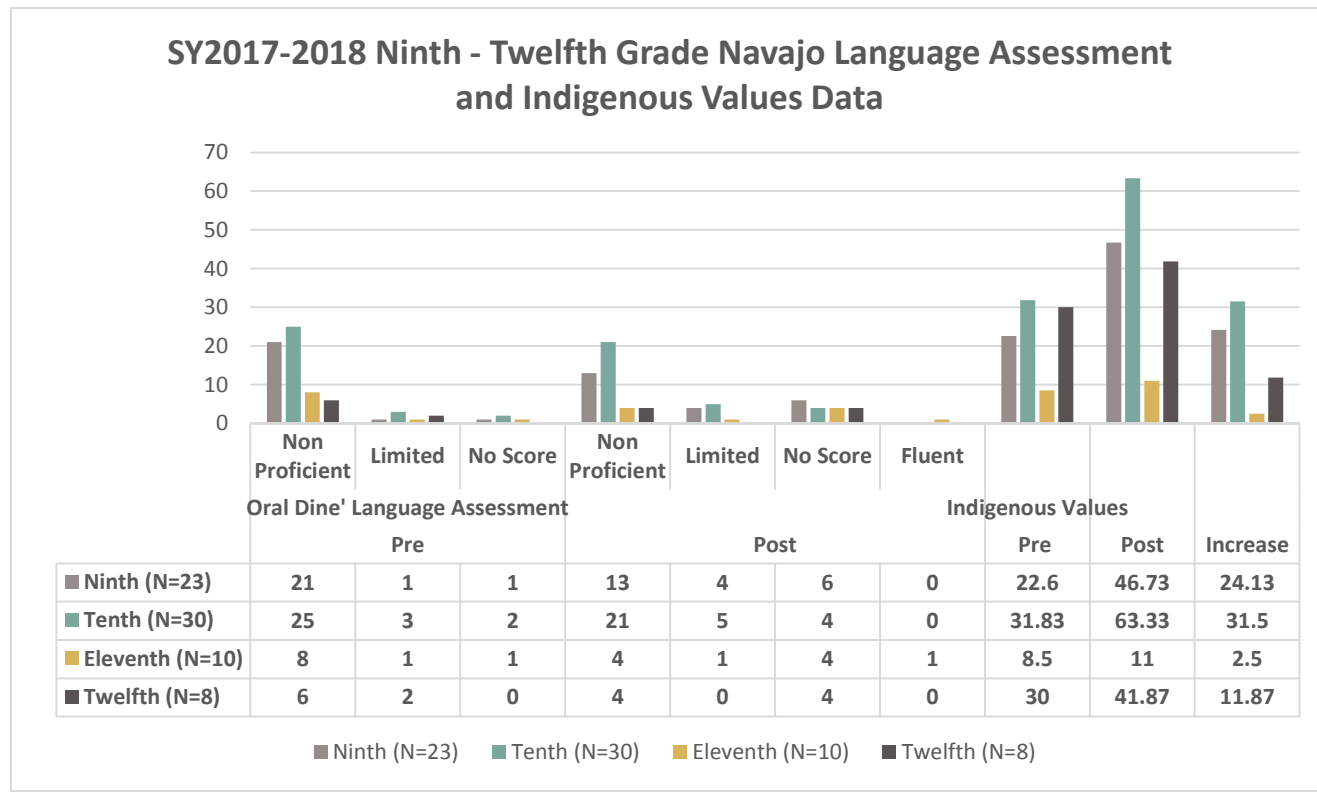


Table 5: SY2017-2018 Zuni Language Assessment and Indigenous Values Chart for Multiple Grades

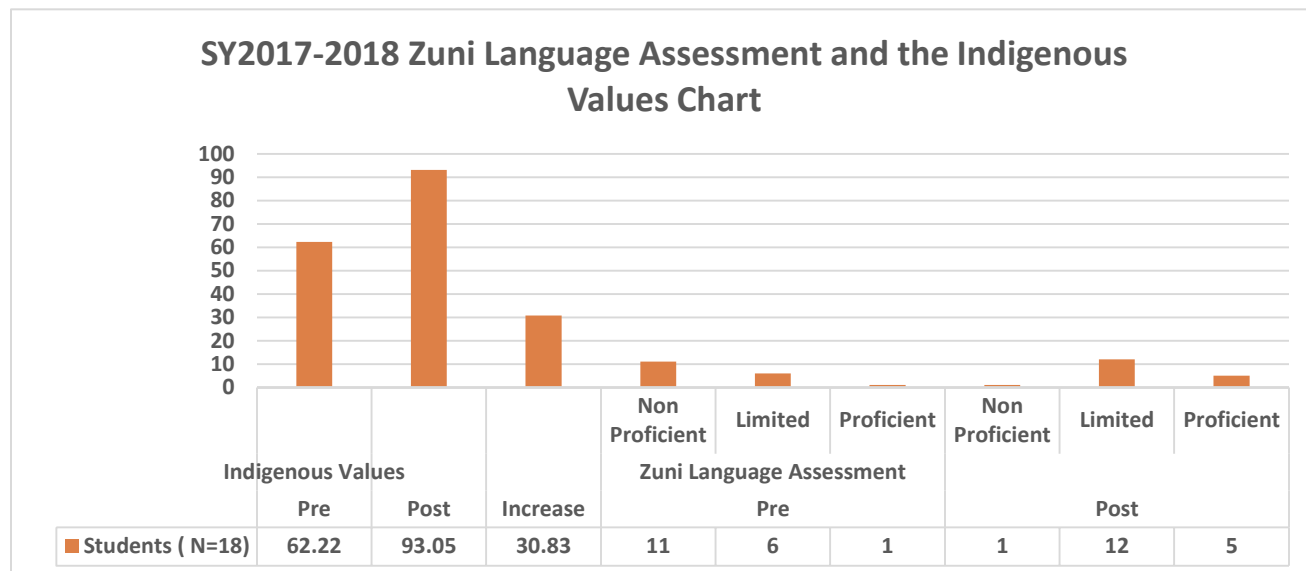


Table 6: SY2017-2018 Middle School Robotics Attendance Data

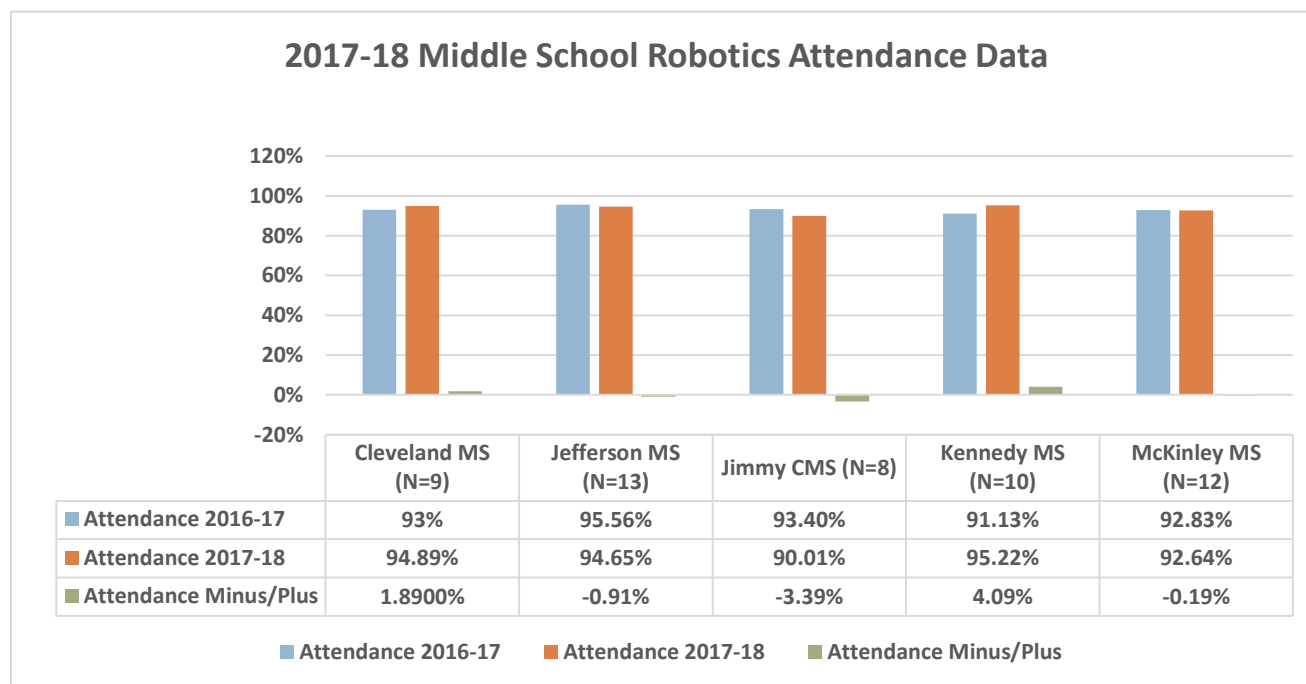
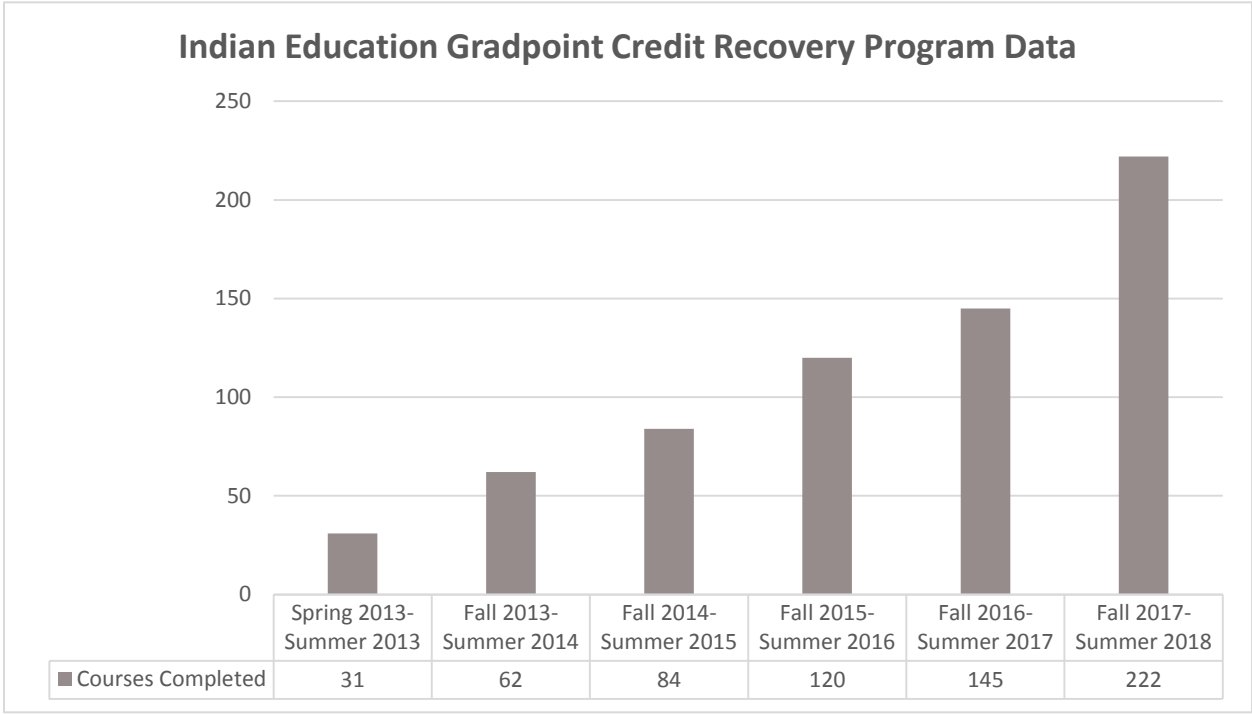


Table 7: SY2017-2018 Indian Education Gradpoint Credit Recovery Program Five-Year Data



7: FINANCIAL REPORTS

OBJECTIVE

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

BACKGROUND

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFTP) in the late 1960s and the early 1970s. As a tool for better decision-making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest school districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

METHODS

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

RESULTS

The enrollment of AI/AN students has increased within the last five years and so has the programs specific for the AI/AN students. The funding levels from Title VI and Johnson O'Malley has remained consistent with slight increases over a five year period, however, it is not enough to cover the supplemental programs that support the unique educational needs of the AI/AN students attending the school district. Johnson O'Malley funding does not allocate funding per eligible student (CIB) and it only gives a flat rate each year so we make every effort to

serve the students as the budgets will allow. The Title VI funds do allocate funds based on student eligibility (506 form) but we do not receive the full funding because we have approximately 1200 parents that refuse to complete these forms each year. If all of our parents completed the forms, we would be able to provide much more services to the AI/AN students. About 90% of the Title VI funds are used to pay the salaries of all the teachers that work out of the department in schools with high AI/AN student enrollments.

The total AI/AN enrollment listed in the chart above is the count that includes at least one other ethnicity with the AI/AN ethnicity. This count is larger than the count listed by the NM Public Education Department. They usually list a total AI/AN student count between 4,700-5,000 because they only use the primary ethnicity listed in STARS data system. This discrepancy also impacts our funds that we receive for Impact Aid. The lesser count gives us fewer funds rather than the larger count.

CONCLUSION

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

ACTION PLAN

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

APS District Funding 2017–2018: Funds Generated by American Indian Students

Fund:					25184	25147	25131	27150	25201	25209		
# of AI funding sources used	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total Dist. Budget	Indian Ed Formula Grant Title VII	Impact Aid Indian Ed. Title VIII	JOM	NM IEA	Navajo Program	Native American Programs	TOTAL Indian Programs	Amt. per student
4	83,605	6,373	7.6%	1,393,921,536	1,075,849	6,708	247,161	42,600	0	0	1,372,318	\$215.33

Received from APS Finance Department and STARS (2017-2018)

8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES & PROCEDURES

OBJECTIVE

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

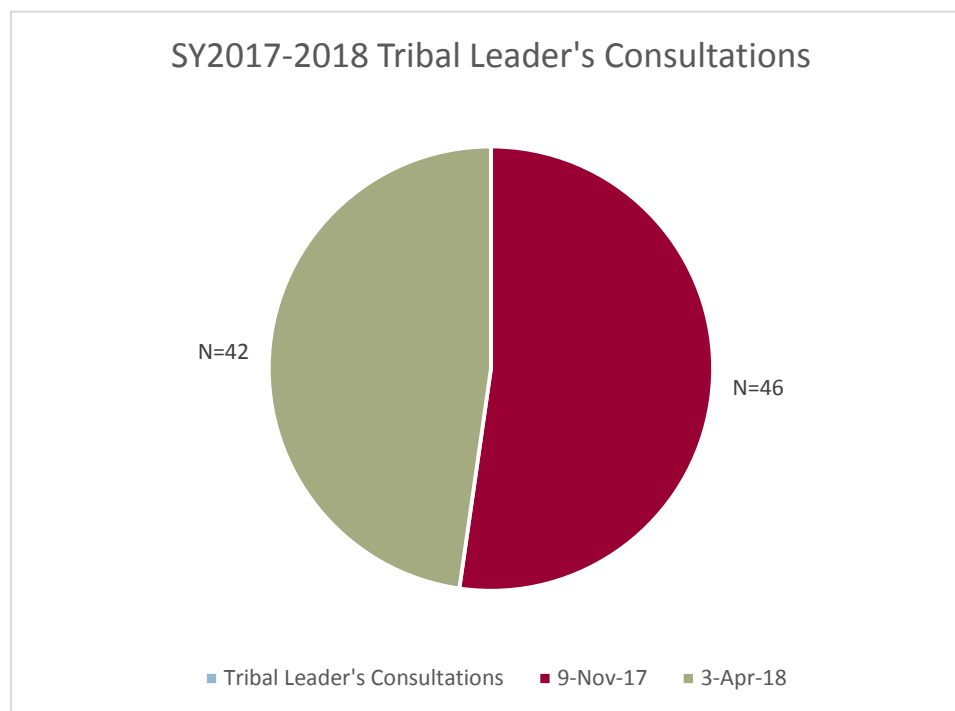
BACKGROUND

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

METHODS

In SY2017-2018 the Albuquerque Public School District's Departments of Equity, Instruction and Support and Indian Education coordinated two Tribal Leaders Consultation Summits. The first meeting was conducted on November 9, 2017, and the second one conducted on April 3, 2018. Both meetings had comparable attendance of leaders with 46 participants for the first meeting and 42 participants at the second meeting. Another activity that the district's Indian Education Department worked on and coordinated was the IPP revision. The revised IPP was approved by the U.S. Department of Education Title VI / Impact Aid Department on June 1, 2018, the same document was approved on June 21, 2018 by the Indian Parent Committee / Indian Education Committee, and the final approval was by the school district's board of education on June 25, 2018. The revised IPP, as well as the spring 2018 Tribal Leader's consultation summary, can be accessed at [www.http://aps.edu/indian-education](http://aps.edu/indian-education).

RESULTS



Indian Policies and Procedures Revision

D.C. Title VII Approval	June 1, 2018
IPC/ IEC Approval	June 21, 2018
APS Board Approval	June 25, 2018

CONCLUSION

The Tribal Consultation meetings will continue in the coming months and years. A small subcommittee will be developed to guide the format and discussions of the meeting as participation increases. This will help strengthen discussion outcomes with tangible written plans that can be implemented with assistance from district staff and administration. The IPP are reviewed and approved by the Indian Parent Committee and the Indian Education Committee every year during their annual retreat.

ACTION PLAN

The issue encountered each year are meeting date conflicts with leader's prior committed meetings and community obligations. The meetings for SY2018-19 will need to be scheduled with Save-a-Date flyers to be distributed early. An increased PR effort will also need to be made to get more participants.

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

OBJECTIVE

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

BACKGROUND

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite the insertion of an “at-risk” factor which is included in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and New Mexico tribes for input regarding academics and cultural awareness has had positive effects on development and implementation of a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

METHODS

Beginning in SY2016 to 2018 the Albuquerque Public Schools has gone to a four zone model. Each zone encompass grades K-12 within a cluster of schools. Each zone is headed by an Associate Superintendent who works closely with each building principal in their zone. This model gives an opportunity to each school principal, a consistent contact for support and guidance. Concerns and issues are dealt with more rapidly and help is more readily available. It’s a vertical approach to education. APS is looking at schools less as levels – elementary versus middle versus high – and more as a continuum of education that begins in pre-school and ends with seniors walking across a stage to pick up their diploma. The issue of attendance and dropout rate are also included in the the superintendent’s “Big Five Goals.”

RESULTS

The district attendance plans are comprehensive and will support all students in grades K-12. After implementation of these plans at every school the data will be analyzed for impact. The results shown in Section 4 indicate that AI/AN students consistently have attained a lower attendance rate as compared to the other subgroups over a six year span. In the past five years, the AI/AN attendance rate was dropping lower each year; as was the trend for all students in the district. The causes for this attendance decrease was not known. However, during the 2017-2018 school year, the AI/AN attendance rate rose 2.5 percentage points since the previous school year and the gap between AI/AN students attendance and the other subgroups has narrowed. Additionally, the percent of students with 10 or more full-day unexcused absences also showed a decrease during the 2017-2018 school year.

CONCLUSION

The attendance rate for American Indian/Alaskan Native students increased from the previous school year. During the 2017-2018 school year, APS made it a priority to increase attendance rates for all students. The district has improved the monitoring of absences, increased communication with parents, and created a climate in which students appreciated the value of coming to school. There are pockets of schools where the AI/AN students' attendance has improved in SY2017-2018 (i.e., Middle School Robotics Attendance data) where two out of five schools attendance showed small increases. Overall, the district plan will support our students because it addresses all levels and all age groups regardless of ethnicity.

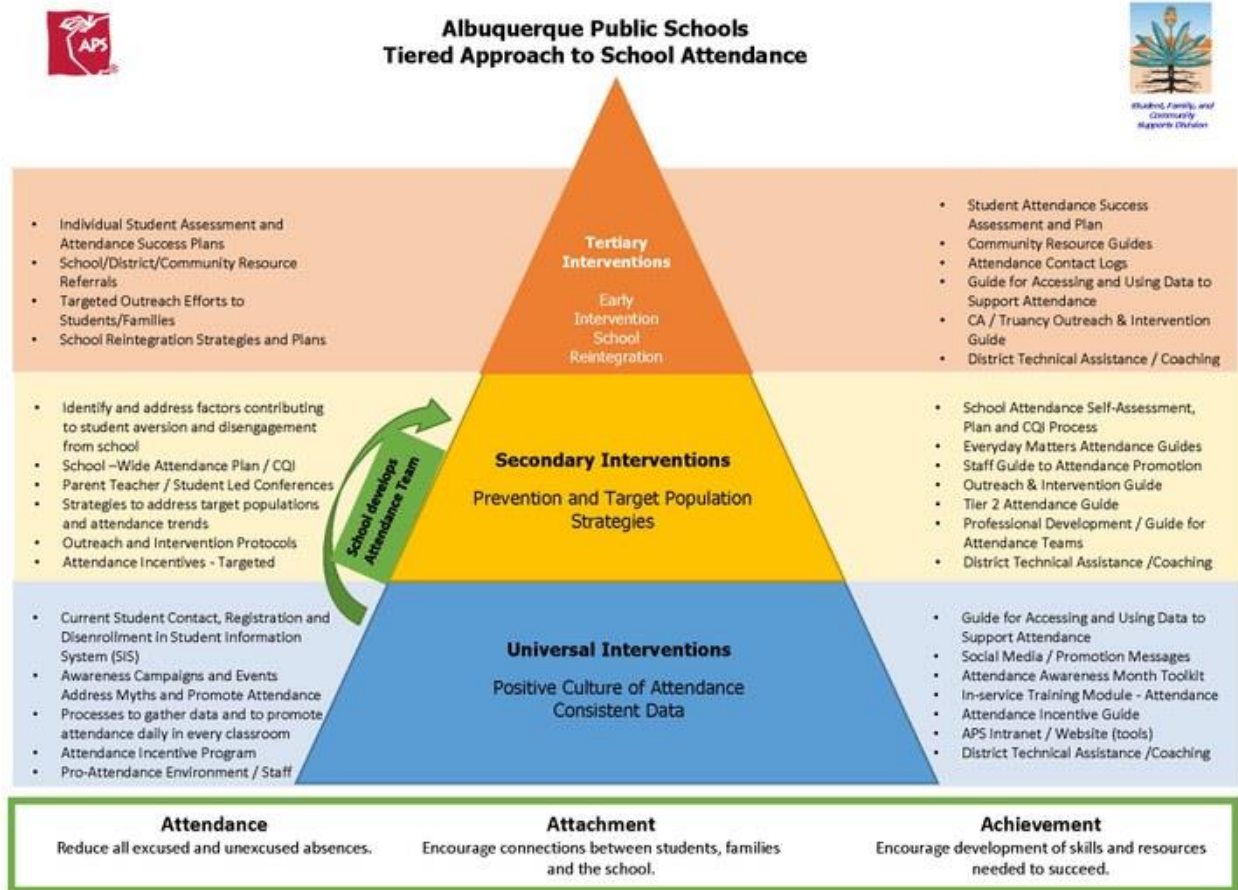
ACTION PLAN

The Indian Education Department will support the district plan through parent notification and students about the district plan.

Quartile	School Chronic Absenteeism Range	School Expectations	District Supports to Schools
Q1	33% or more	<p>Required</p> <ul style="list-style-type: none"> An attendance action item/goal will be included in the schools' 90-day plan. School teams Attend Mission: Graduate Attendance Summit (September 8th) Schools institute an Attendance Team Schools work with district support staff to complete an annual continuous quality improvement cycle which includes implementation of a minimum of 2 strategies per tier on the APS Tiered School Attendance Approach <p>Highly Recommended (as appropriate)</p> <ul style="list-style-type: none"> An attendance action item is included in the schools' 90-day plan. 	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit APS staff incorporating school need into Mission: Graduate summit Support tools (web and in person) OAR supports to use attendance data in the development and implementation of the school's 90-day plan

Q2	26- 32%	<p>Required</p> <ul style="list-style-type: none"> Schools institute an Attendance Team Schools work with district support staff to complete an annual continuous quality improvement cycle which includes implementation of a minimum of 1 strategies per tier on the APS Tiered School Attendance Approach <p>Highly Recommended</p> <ul style="list-style-type: none"> Attendance data is considered in the development of, and an attendance action item/goal is included in the schools' 90-day plan. Schools Attend Mission: Graduate Attendance Summit (September 8) 	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit APS staff incorporating school need into Mission: Graduate summit Support tools (web and in person) <p>On Demand Supports</p> <ul style="list-style-type: none"> OAR supports use attendance data in the development and implementation of the school's 90-day plan
Q3	11-25%	<p>Required</p> <ul style="list-style-type: none"> Schools institute an Attendance Team Schools complete an attendance self-assessment <p>Recommended</p> <ul style="list-style-type: none"> Schools complete an annual continuous quality improvement cycle which includes implementation of a minimum of 1 strategies per tier on the APS Tiered School Attendance Approach 	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> Support tools (web and in person) <p>On Demand Supports</p> <ul style="list-style-type: none"> School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit
Q4	10 % or less	<p>Recommended</p> <ul style="list-style-type: none"> Schools institute an Attendance Team Schools work complete an attendance self-assessment 	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> Support tools (web and in person) <p>On Demand Supports</p> <ul style="list-style-type: none"> School level technical assistance, coaching, professional development through the Attendance

Promotion and Truancy
Prevention Unit



10: PUBLIC SCHOOL USE AND VARIABLE SCHOOL CALENDARS

OBJECTIVE

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

BACKGROUND

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

METHODS

The district calendar committee develop the annual calendar with community input. There aren't any particular days identified that are specific for a feast or cultural day but many families take advantage of the days when students aren't in school. In 2016-17 school year there were 25 days when students did not have school due to staff professional development days, Labor Day, Fall break, Veteran's day, Thanksgiving and Winter breaks, Martin Luther King day, Vernal holiday, and Spring break. Many culture and feast days fall on these days so students and families take advantage of the opportunity. Students are also given one day to use for religious observance.

RESULTS

The districts' proposed calendar is made available for public comment annually prior to board approval. The calendar is conducive to multiple observance in the community including AI/AN families and students. Families and students take advantage of the opportunity of one day each year as a religious observance day. The opportunity for public comment gives community members and Tribal leaders to express their wishes for the committee's consideration each year.

CONCLUSION

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

ACTION PLAN

The current annual school calendar development policies and processes work for the students and families. Sometimes, on special occasions, the district school principals and central office will receive a letter from a Tribal official requesting excuse for certain students if the students are involved in ceremonies or dances. Those requests are shared with the attendance department staff and counted as an excused absence. Specific cultural days in the state of New Mexico are not designated on the district calendar.

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

OBJECTIVE

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

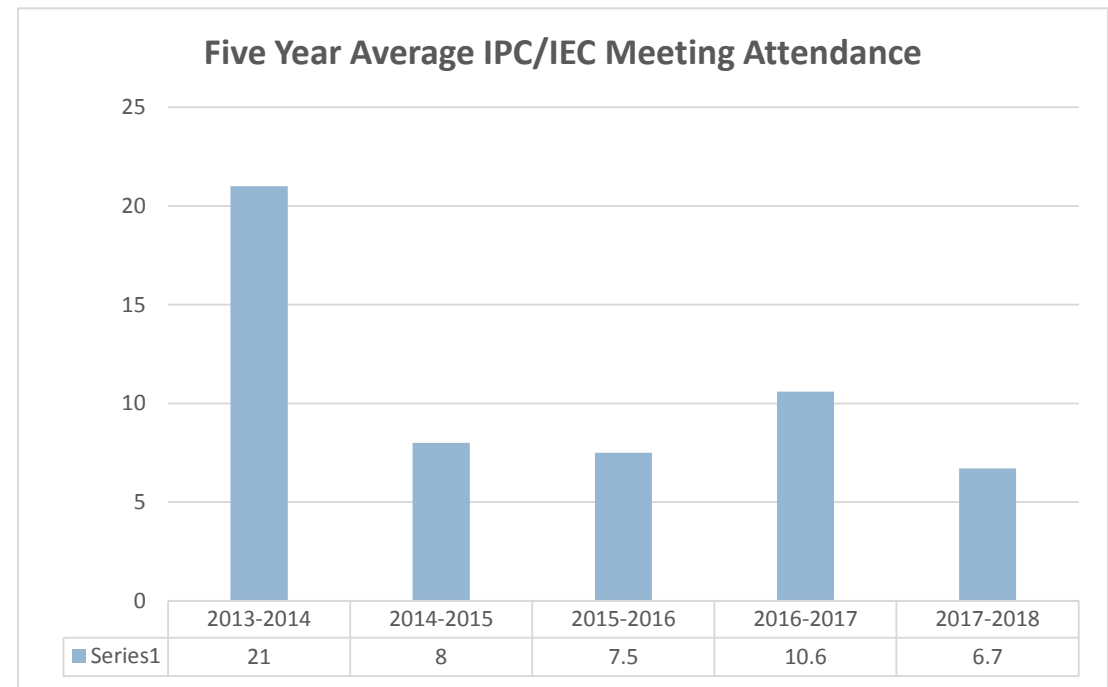
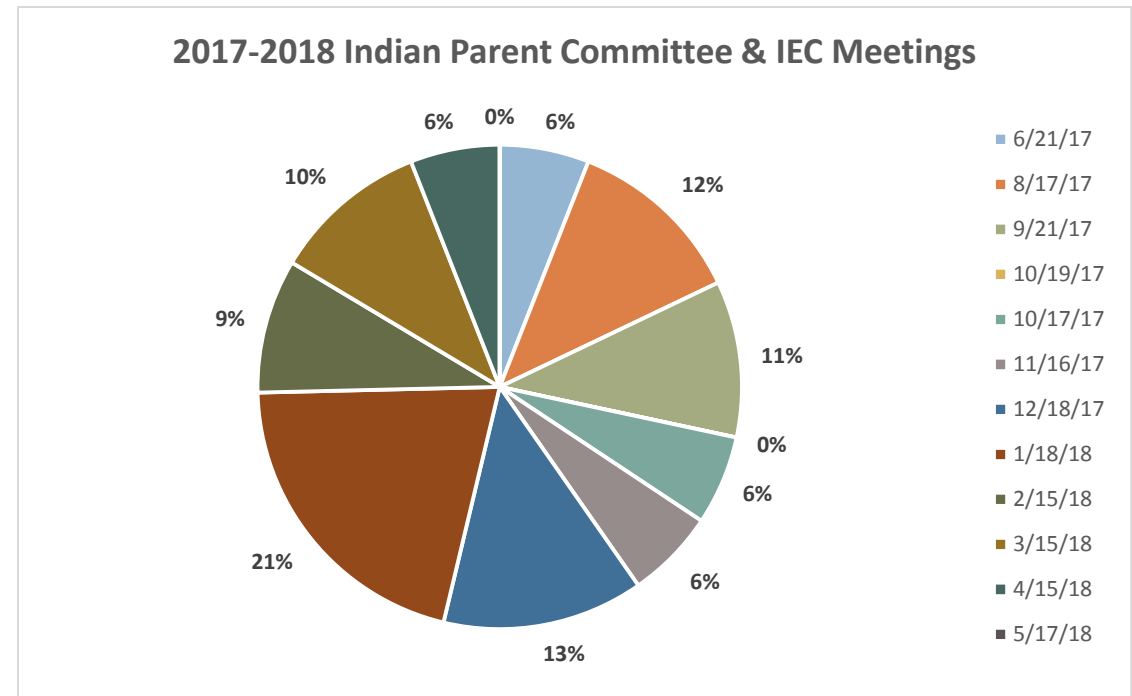
BACKGROUND

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

METHODS

Monthly Indian Parent Committee (IPC) meetings are conducted and quarterly for the Indian Education Committee (IEC). Each meeting is announced through a variety of venues including; district and the IED websites, Parent link (phone calls, texts, email), flyers, letters, and newsletters. An annual retreat is conducted to review the prior year and coming years' budgets, programs (new and prior), staffing, data, and surveys. The committee also develops their annual goals and objectives of ways they will support the District and IED goals. Review of federal regulations and laws that pertain to the AI/AN student is reviewed and updated (if needed). These include Johnson O'Malley, Title VI, IPP, Bylaws, Bilingual Education/Heritage Languages, NMPED IED Funding (Robotics), Memorandum of Agreements, and changes in programs. There was also participation in local meetings (i.e., Native American Resource Seminar and Fair and others).

RESULTS



CONCLUSION

The attendance for the parent meetings has gone down over the last five years. It appears that two parent meetings were canceled this year. The annual parent survey from September 2017

indicated that they have attended the parent meetings and felt that the meetings were useful and their participation valued. Therefore, it is not clear, as to the reason for the decline in parent participation and attendance at the parent meetings each month.

ACTION PLAN

The Indian Parent Committee and the Indian Education Committee will conduct a special work session in July 2018 to address how the IPC and IEC meetings can be better attended and ways to effectively communicate with the parents and the greater community about meetings, meeting agendas, meeting minutes etc. This will also be a question on the annual parent survey conducted by IED in fall 2018. During SY2018-2019, the Indian Education Department will put the monthly IPC and IEC meetings' agenda and minutes on the website for parents and community to access.

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

OBJECTIVE

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

BACKGROUND

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

METHODS

Indian Education in the district has been involved in various aspects of research related topics which include; individual teacher professional development, book studies, independent research by staff pursuing doctorate degrees, coordination of conference planning with higher education institutions, literature reviews, and conference presentations.

RESULTS

A list of some of the research training activities and materials are listed below. These are activities and information that the department staff was involved in SY2017-2018.

Title	Date
Government to Government Meetings	November 20-21, 2017
Carnegie Math Training	December 19, 2018
Navajo Nation Youth Conference	December, 2017
STEP Workshop	January 10, 2018
National Bilingual Education Conference	January 23, 2018
Wonders on Wheels Exhibit, Featuring NM Tribes	2018

Mission: Graduate	
Code Talker: The First and only Memoir by One of the Original Code Talkers (Book)	
Sovereignty & Treaty of 1868 (Videos)	
National Johnson O'Malley Conference	April 8-12, 2018
Government to Government Meetings	April 30-May 3, 2018
2018 Summer Tech Camp	June 4-7, 2018
NM PED College & Career Readiness Bureau Advisor Summit	June 11-12, 2018
American Indian EL Research Alliance Conference	June 12-14, 2018
NM PED Teacher Summit	June 18-19, 2018
UNM Courses for advanced degree	June and July, 2018

CONCLUSION

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

ACTION PLAN

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

APPENDIX

APPENDIX A: TRIBAL LEADERS SPRING SUMMIT EXECUTIVE SUMMARY

Tribal Leaders Summit

Albuquerque Public Schools

Office of Equity, Instruction and Support and the Indian Education Department

6400 Uptown Blvd. NE Suite 460W, Albuquerque, NM 87110

Spring 2018 “Tribal Consultation for Federally Funded Programs”

EXECUTIVE SUMMARY

Introduction

On April 3, 2018, the third meeting with Tribal and Community leaders was held with 42 in attendance. Two previous meetings were held on February 19, 2015 and November 19, 2017. Tribal leaders (including Governors, Lt. Governors, Tribal Council delegates, Navajo Nation President’s Office, state leaders, and local leaders of organizations that work with Native American youth) from 23 tribes and pueblos in New Mexico were invited. Due to schedule conflicts, some sent designees. The meeting opened with a prayer by the Zuni Governor Panteah.

The Navajo Nation President Russell Begay shared initiatives that are taking place on the Navajo Nation (e.g., STEM, environmental projects and development of a Navajo Nation coin). He emphasized the role that youth have after they return to the Nation upon graduation from college.

Purpose

The purpose of the Tribal Summit was to share information about federally funded programs (e.g., Title I, II, III and IV) and promising performance outcomes of students in APS. The participants were provided an information packet that summarized program goals, objectives, and activities. Three questions were also provided for the purpose of igniting thoughts about support for the education of Native American children in the school district. Each Senior and Executive Director presented a brief overview about their programs and ended with information about positive outcomes by the Strategic Analysis & Program Research office. The

final segment (1.5 hours) of the summit concluded with discussions that focused on cultural relevancy, cultural sensitivity and funding for programs.

Various Title program leaders and the superintendent responded to questions from the participants on specific topics (e.g., English Language Learners, bullying prevention, student led conferences, culturally relevant terminology used about students or groups of students—at-risk and poverty versus at-promise and culturally rich). The discussion also included access for materials and supplies necessary for instruction. Due to time constraints, not all participants had an opportunity to provide input. The meeting adjourned at 12:30 pm with a closing prayer by Lt. Governor, Raymond Concho Jr.

Outcomes

The outcomes of the summit were:

- Increased communication with Tribal and community leaders about Title program’s goals, objectives, and activities;
- Continue communication between school district leaders and Tribal/Community leaders for increased support of Native American students attending APS;
- Continue further development of provision of services to Native American students attending APS;
- Continue ongoing discussion and training on cultural relevancy and cultural sensitivity; and
- Continue Tribal consultation related to federally funded programs.

Results

The question, comments and answer segment of the summit included questions and discussion:

1. Are instruction courses available for teachers to learn how to teach Native American students and Native American Language/Culture?

Response: Professional Development is available for all teachers to improve teacher teaching practices, including teaching Native American Languages and culture.

2. How do you support Native American Students struggling with English Language?

Response: APS identifies English as Second Language (ESL) via ACCESS Test. Sometimes teachers and school district staff are not initially aware of a student’s struggle with English Language (i.e. new student). Teachers and other APS staff can observe, notice, identify ESL issues in classroom and review history of child before making a referral to the Student Assistance Team (SAT). If ESL is a larger issue, the superintendent can be contacted.

3. Can APS provide statistics of number of Native American students, as well as, Native American teachers, by grade and by school?

Response: Data is available through the APS Data Report. Student aggregation includes grade and school statistics. Data also includes the number of Native American students and Native American teachers by grade and school. The Office of Strategic Analysis & Program Research can be contacted for data.

4. How is scholarship information shared with the Native American students?

Response: The APS Indian Education Website provides information and lists required classes students need to complete to apply for a scholarship.

5. Discrepancies: Number of APS students identified as Native American students: State lists (4500) vs APS Student Information System (SIS) lists (6400).

Response: Possible discrepancies are due to multiple ethnicities that students identify as (i.e. African American and Native American). The state only counts one ethnicity which is the ethnicity listed as “primary” (i.e. African American). The school district SIS identifies all ethnicities listed by the parents. The Tribal Education Status Report (TESR) has issued a statement about the discrepancy.

6. How do Title funds get from the state to district to school to classrooms?

How can a teacher (SJ) get funds for her students to purchase five copies of a book for her classroom? She has been unable to get the funds needed to purchase the books.

Response: Each school has a designated person (Program Director) to contact regarding “funds” for their classroom. Teachers can also contact the Assistant Superintendent for

Equity, Instruction and Support and the Sr. Director of Title II for books they need for their classrooms. Teachers can also ask their school principal when Title funds become available for classroom materials.

7. How is APS culturally responsive? (i.e., The Native American (Pow Wow) Drum Group with an After-School Program needs a male instructor to help teach the drums (Native American Culture dictates that only a man can teach the drums). Another issue was the requirements for student: teacher ratio set by APS. Current requirements mandate: 24 students must be in a program before a second teacher can be hired. Teacher only has 21 students now.

Response: The school district superintendent can notify the community school liaisons. Teacher can also provide specific information and “cultural reasoning” pertaining to the need for a male drum instructor to the Executive Director of Student, Family, and Community.

8. Comments: Cultural Sensitivity and other Sensitive Issues (i.e., students with PTSD). “APS should hire more culturally sensitive teachers (i.e. the teacher needs to become familiar with the culture of her/his Native American students either through; self-education and research about the culture prior to working with the students)” another is (i.e., dissection of a cat in biology is not acceptable within the Native American belief system).

Response: Superintendent does not want APS to be impersonal with the students (they are not just another number). The district leadership team developed an academic plan that starts with early childhood and looks at the whole child, and asks, how can we help the whole child? What skills do you want your children to learn which included (i.e. self-sufficiency, feel good, be respected, become a problem solver, etc.) The key is to take the individual child into consideration.

9. How is bullying and Native American students being bullied dealt with?

Response. The school district provides a variety of ways bullying is addressed which include; Family Engagement and Parent/Family involvement, counselors and elementary classrooms provide prevention education by promoting healthy relationships, Health Education is provided at all elementary and high schools,

instruction about anti bullying is integrated into all subject areas and curriculum, parents, students, and families are encouraged to report bullying of any student to the school counselor, teacher or principal. If the school is not aware of bullying incidences, it is difficult to provide follow-up and support. Another area to be addressed by the district is to realize the difference between conflicts versus bullying. Educating parents on intervention will make it easier to report bullying incidents. If parents know how to report, they are more likely to come forward and report it. Strategies to educate parents and families can include meaningful PTA meetings so that more parents can attend and get the information they need to report bullying or conflicts.

10. What “clothing” options are available for students?

Response: The APS Clothing Bank provides students with three sets of clothing outfits, three times per year. Goodwill vouchers also provide new underclothing, socks, and three used outfits. Other clothing banks are also available. Anyone in APS can refer students for clothing vouchers. School counselors can be contacted to make a referral.

11. What is being done to address Truancy/Chronic Absenteeism?

Response: In prior years, the APS Indian Education Department had a Memorandum of Understanding (MOU) with the Pueblo of Isleta. Referrals were made by a tribal liaison to the tribal judge in the Pueblo of Isleta. The MOU has expired. Currently, APS is working on addressing this need as one of its five priority areas.

12. Comment: Increase APS participation to help promote and recruit more Native Americans for teaching positions. A College Career Fair will be held September 29, 2018 at the Isleta Resort and Casino.

Response: Provide the APS Indian Education Director the information to share with the district Human Resources Department

Recommendations

There were two evaluations included in the summit packets; one by the Office of Equity, Instruction and Support and by the Indian Education Department. The results of the evaluations will be used to help shape future summits. The following recommendations and comments were compiled from participant evaluations:

1. Glad the superintendent joined the entire discussion.
2. Would like to have APS board members attend these meetings.
3. Would like to ask questions during the presentations rather than after.
4. Increased advertisement of the event through multiple venues.
5. Larger display of visuals (i.e., powerpoint).
6. District to increase culturally relevant instruction and methodologies.
7. Increase meeting from a half day to a whole day, twice a year.
8. Provide more background information on the Title programs (i.e., Title 4A).
9. More information about Every Student Succeeds Act (ESSA) 2015 and consultation with tribes.
10. Increased knowledge about the Indian Education Department by school staff.
11. Increased information related to “absenteeism” and participation in tribal ceremonies.
12. Increased professional development for teachers related to cultural sensitivity (i.e., use of tribal leaders as school presenters).
13. Continuation of the Tribal Leaders’ Summits with leaders from the 23 tribes in NM and invite other stakeholders.
14. Include a Native American section on the superintendent’s messages to APS.
15. Provide more cultural responsiveness to after-school programs.
16. Increased heritage language (Native American) classes at the elementary, middle, and high schools.
17. Develop MOU’s with universities in neighboring states to allow Navajo and other Native American students as in-state tuition students. This will allow college credits and AA degrees to transfer within the states.
18. Obtain and utilize the *100 Year Pueblo Curriculum* from the All Indian Pueblo Cultural Center.
19. Increase communication with the Albuquerque representative to the New Mexico Indian Education Committee.
20. Use ESSA funds to close performance gaps between Native American students and non-native students, in addition to becoming prepared for college.
21. Increase Native American teachers in the district.

Next Steps

A task force of stakeholders will be formed in June, 2018 to address the top three recommendations from the participants. An *action plan* will be developed with input from the stakeholders of 5-8 members comprised of; tribal leaders, teachers, parents, students, administrators, and community leaders.

SPECIAL ACKNOWLEDGMENTS

The Indian Education Department appreciates support and assistance from the following individuals for making the summit a success;

- APS Indian Education Department staff
- Dr. Brenda Martinez-Papponi, Manager Research & Analysis, *Promising Outcomes for Native American Students*
- Dr. Daisy Thompson, Director of Indian Education and author of Executive Summary
- Dr. Kristine Meurer, Executive Director of Student, Family, and Community Support, Title IVA
- Dr. Madelyn P. Serna Marmol, Assistant Superintendent of Equity, Instruction and Support
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- Jami Jacobson, Senior Director of Elementary Learning, Title II
- Jay M. Leonard, Instructional Manager of Indian Education and Cultural Advisor
- Jean Mahooty, Indian Parent Committee Chair
- Jennifer Neuman, Board of Education Specialist
- Jessica Villalobos, Senior Director of Language and Cultural Equity, Title III
- Laurie Everhart, Executive Director of Title I
- Raquel Reedy, Superintendent
- Russell Reid, Technology Specialist, Technology Department
- Sal Gonzales, Technology Specialist, Technology Department
- Veronica Pino, Executive Assistant to the Office of Equity, Instruction and Support