

# Grants Cibola County Schools Tribal Education Status Report: 2020-2021

*“Every Student, Every Day, Building a Person for Life”*

GRANTS  
CIBOLA  
COUNTY  
SCHOOLS

DIVERSITY AND INCLUSION  
DEPARTMENT

## **GRANTS CIBOLA COUNTY SCHOOLS 2020-2021 TRIBAL EDUCATION STATUS REPORT**

### **Board of Education**

District 3, Ron Ortiz, Board President

District 4, Richard Jones, Vice President

District 2, Dion Sandoval, Secretary

District 5, Dr. Guy Archambeau, Board Member

District 1, Emily E. Hunt-Dailey, Board Member

### **Superintendent**

Max Perez

Roseanne Pasqual

Diversity and Inclusion Department Coordinator

Prepared by:

Dr. Delton D. Martin, Director of Student Support Services

Corazon Barsana, Data and Testing Coordinator

September 2021

# TABLE OF CONTENTS

1: STUDENT ACHIEVEMENT.....	6
2: SCHOOL SAFETY.....	17
3: GRADUATION RATES.....	21
4: ATTENDANCE.....	24
5: PARENT AND COMMUNITY INVOLVEMENT.....	29
6: EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS.....	31
7: FINANCIAL REPORTS.....	36
8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES.....	38
9: SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE.....	48
10: PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS.....	52
11: SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN ORGANIZATIONS.....	54
12: INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS.....	56
13: ACCESS TO NATIVE LANGUAGE PROGRAMS.....	58

## INTRODUCTION

The Grants Cibola County School (GCCS) district is located in Grants, New Mexico and encompasses several communities in the surrounding areas namely: Grants, Pueblo of Acoma, Pueblo of Laguna, San Rafael, Milan, Seboyeta, Cubero, Sky City, McCartys, Bluewater, and Prewitt. The district works closely in collaboration with three (3) prominent area pueblos/tribes, Baca/Prewitt Chapter, the Pueblo of Laguna, and the Pueblo of Acoma and in conjunction with the Navajo Nation Department of Diné Education, the tribal government of Acoma and Laguna, the Pueblo of Acoma Department of Education.

One of the goals of GCCS is to foster student excellence and academic achievement with a curriculum that recognizes cultural diversity. GCCS creates safe school climate for American Indian (AI) students to be productive citizens, be successful in academics and be rooted in their culture. Thus, there are programs that support the American Indian student population, academically and culturally. The curriculum includes the Laguna Keres Language Arts & Culture, Acoma Keres Language Arts & Culture, Navajo Language Arts & Culture, and Math, Engineering, and Science Achievement (MESA). Yearly Science, Technology, Engineering, Arts & Math (STEAM) conferences and after school tutoring are also being held to aid with American Indian students' college and career readiness.

The inclusion of the American Indian Language and Culture into the curriculum helps AI students gain better appreciation of their roots, culture, and identity. The native language and culture courses not only allow AI students to communicate and connect with others in their communities, but allow them to understand and appreciate the history of their ancestors and their upbringing. It cultivates an appreciation and understanding that is beyond beneficial for AI students, especially those from diverse familial backgrounds.

The STEAM conferences expose AI students and parents to careers in science, technology, engineering, arts and math to promote their engagement and to spark their interests in learning together about future careers preparing them for the 21st Century workforce. The after school tutoring program helps students finish high school credits on time so they can graduate with their cohorts. The schools' liaisons for AI students conduct home visits for habitually truant students and meet with parents/guardians to provide support or arrange necessary interventions. Programs in place and implemented by GCCS are geared towards helping improve the attendance and academic proficiencies of the American Indian students to aid in diminishing the existing gaps across subgroups.

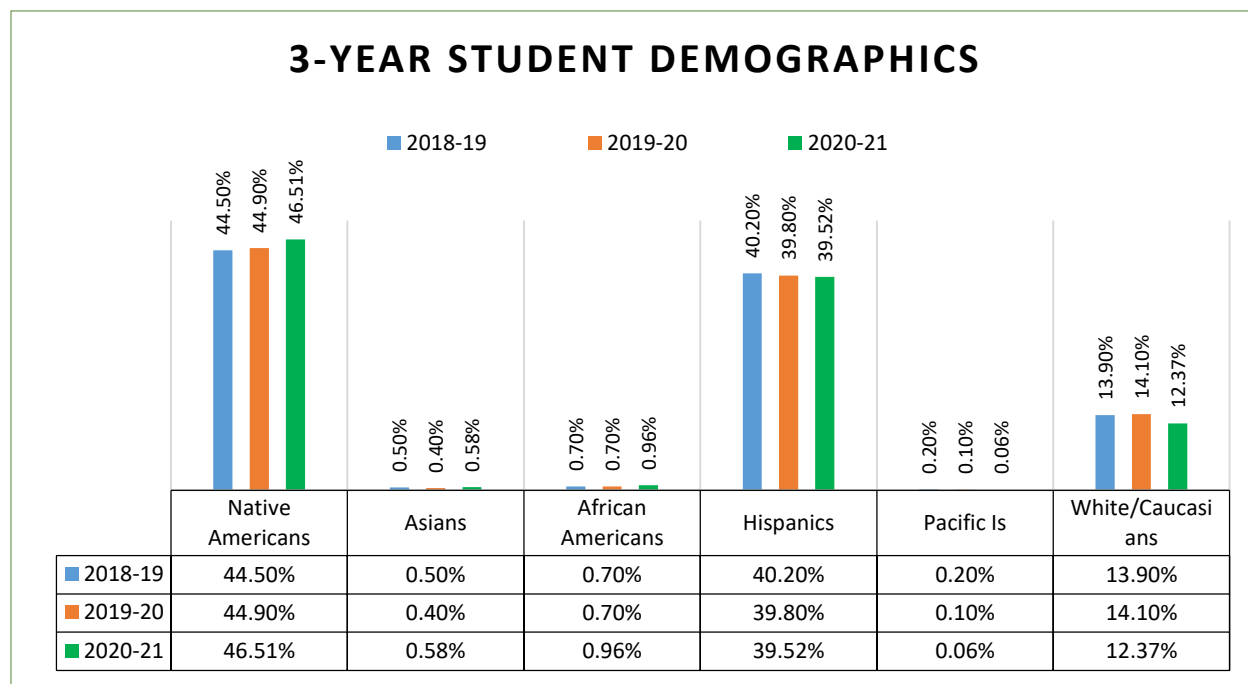
For school year 2020-21, GCCS offered the Extended Learning Time Program (ELTP) and K-5 Plus. Both programs' aim is to increase student learning and student engagement to compensate for the learning loss brought about by the COVID-19 pandemic.

## PROFILE OF INDIAN EDUCATION IN GRANTS CIBOLA COUNTY SCHOOLS

During the 2020-2021 school year, Grants Cibola County Schools (GCCS) included:

- 12 Schools:
  - ❖ 7 Elementary Schools (four schools K-6 and three schools PK-6),
  - ❖ 2 Middle Schools (7-8),
  - ❖ 3 High Schools (9-12)
- 100% of students participate in the Free/Reduced Lunch Program
- 13.04% of students had English Learner status
- 18.72% Students with Disabilities and 1.2% of students participated in the Gifted Program
- Staff was made up of 13.9% American Indian/Alaskan Native, 3.4% Asian, 0.8% African American, 39.9% Hispanic, 39.9% Caucasian, 1.3% Multiracial, and 0.7% Native Hawaiian or Other Pacific Islanders.

During the 2020-2021 school year, Grants Cibola County Schools' end-of-year enrollment was 3,120 students in grades Pre-Kindergarten through 12<sup>th</sup> grade. The enrollment counts for those whose primary race is American Indian/Alaskan Native (AI/AN) was 1,451 students (46.51 % of total student enrollment). The Diversity and Inclusion Department at GCCS serves all students who identify as AI/AN.



The following table shows the number of students enrolled at GCCS in 2020-21. The four STARS snapshots, 40-day, 80-day, 120-day and end-of-year (EOY) were combined and unduplicated to result in the total number of all students and American Indian students and the percent of American Indian students.

## Student Enrollment All Snapshots 2020-2021

Group	Enrollment	% American Indian
All Students	3451	
American Indian Students	1630	47.20%

Source: STARS

---

**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 district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.
- C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:
  - 1. student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
  - 2. school safety;
  - 3. graduation rates;
  - 4. attendance;
  - 5. parent and community involvement;
  - 6. educational programs targeting tribal students;
  - 7. financial reports;
  - 8. current status of federal Indian education policies and procedures;
  - 9. school district initiatives to decrease the number of student dropouts and increase attendance;
  - 10. public school use of variable school calendars;
  - 11. school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
  - 12. indigenous research and evaluation measures and results for effective curricula for tribal students.

# 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 (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

For the 2020-21 school year, New Mexico received an accountability waiver from the US Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the COVID-19 pandemic. Given the low participation rate on statewide summative assessments, aggregated data from the assessments are not a reliable picture of academic achievement for New Mexico students. Given the low participation on the Measures of Student Success and Achievement (MSSA), PED will not produce school or district reports unless certain thresholds are met. This also includes the Assessments for Science Readiness (ASR) since no reports will be available to districts.

Pre-pandemic, students in grades K-2 were tested in reading using the Istation assessment, and students in grades 3-11 were assessed using New Mexico assessments that include: New Mexico Measure of Students Success (NM-MSSA) for ELA and math, New Mexico Assessment of Science Readiness (NM-ASR) for science, Dynamic Learning Maps (DLM) for students with disabilities in 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 defined for the 2018-19 school year. All assessment scores have been standardized to reflect proficiencies—from non-proficient to proficient and above proficient.

All information provided herein were taken from NMPED published achievement data which were disaggregated by multi-year comparison, ethnicity, grade level, economic status, gender, students with disabilities, and English Language learners.

Source: PED Student Assessment files (<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>); New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.) 120th day snapshot files; and New Mexico Public Education Department Indian Education Division Student Assessment files

---

## RESULTS

Since NM has an accountability waiver, summative assessment data for the 2020-2021 school year is not available. The student achievement results in this report is still the same as the 2019-2020 TESR.

The first several graphs in this section show the districtwide percentage of students who are at or above proficiency as measured by the New Mexico assessments. The overall results seen in student achievement are based on all 2019 test results. A brief analysis of student achievement is presented at the bottom of each graph.

---

## CONCLUSION

The proficiency levels of American Indian students in reading, math and science are relatively lower compared to the overall student population across subgroups and across grade levels. Gaps still exist between AI groups and Non-AI groups in the three content areas.

---

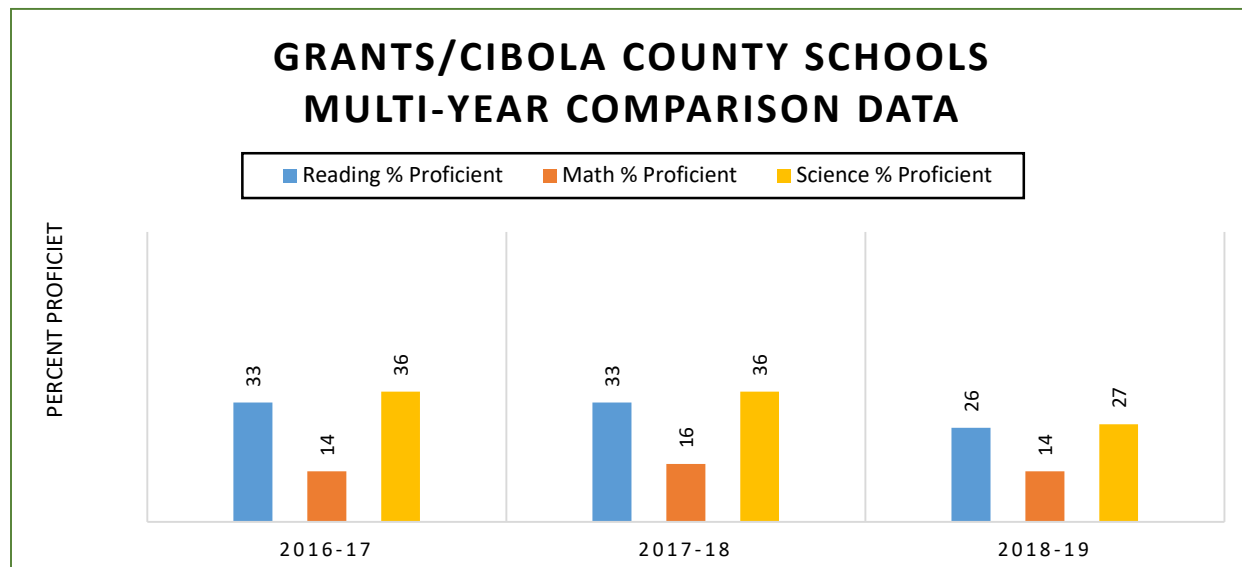
## ACTION PLAN

The school district will continue to provide additional instructional support in advancing AI students to proficiency in reading, math and science. In addition, concentrated efforts will continue to be implemented towards a standards-based learning system. Strategies to expose AI students to careers in science, technology, engineering, arts and math (STEAM) to promote their engagement and to spark their interests in learning about future careers preparing them for the 21st Century workforce will be continued. The inclusion of AI Languages into the curriculum were intended to reduce the gaps of the AI sub populations using culturally relevant curriculums. The district hired attendance liaisons to monitor AI students' attendance and grades, conduct home visits for habitually truant students, and meet with parents/guardians to provide support or arrange necessary interventions. Moreover, the after school tutoring program will continue to help AI students finish high school credits on time so they can graduate with their cohorts. These actions are geared towards helping improve the attendance and academic proficiencies of the American Indian students to aid in diminishing the existing gaps across subgroups.

Examining student work (ESW), a system to look closely at samples of students' writing and classify them, is put in place. This is to strengthen schools' program in reading and writing.



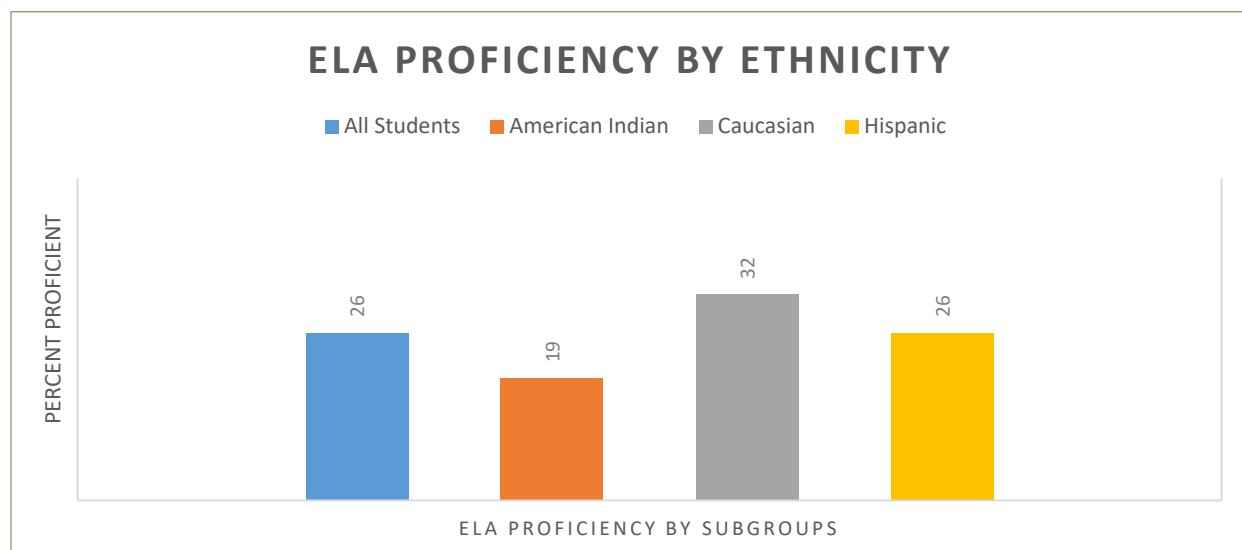
## MULTI-YEAR DISTRICT ASSESSMENT SUMMARY



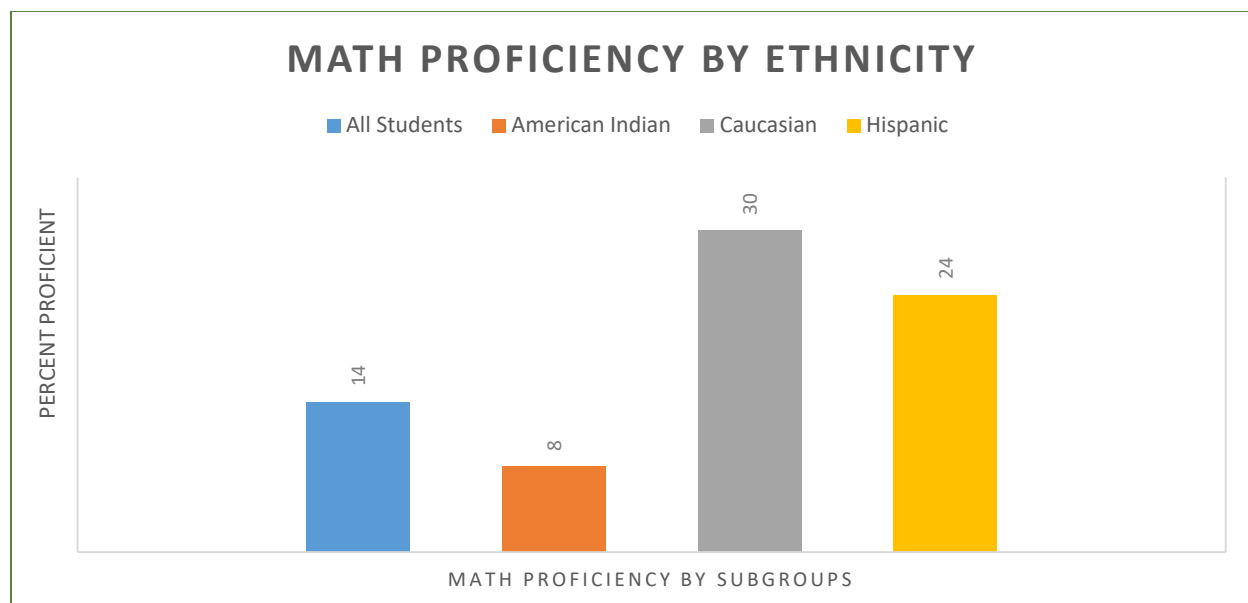
Note: Proficiencies include standard-based assessment (SBA) science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; and PARCC ELA and math.

Generally, the proficiency rates for reading and science have decreased during the 2018-2019 school year when compared to the previous two years. Math increased by 2 percentage points during the 2017-2018 school year then decreased 2 percentage points during the 2018-2019 school year.

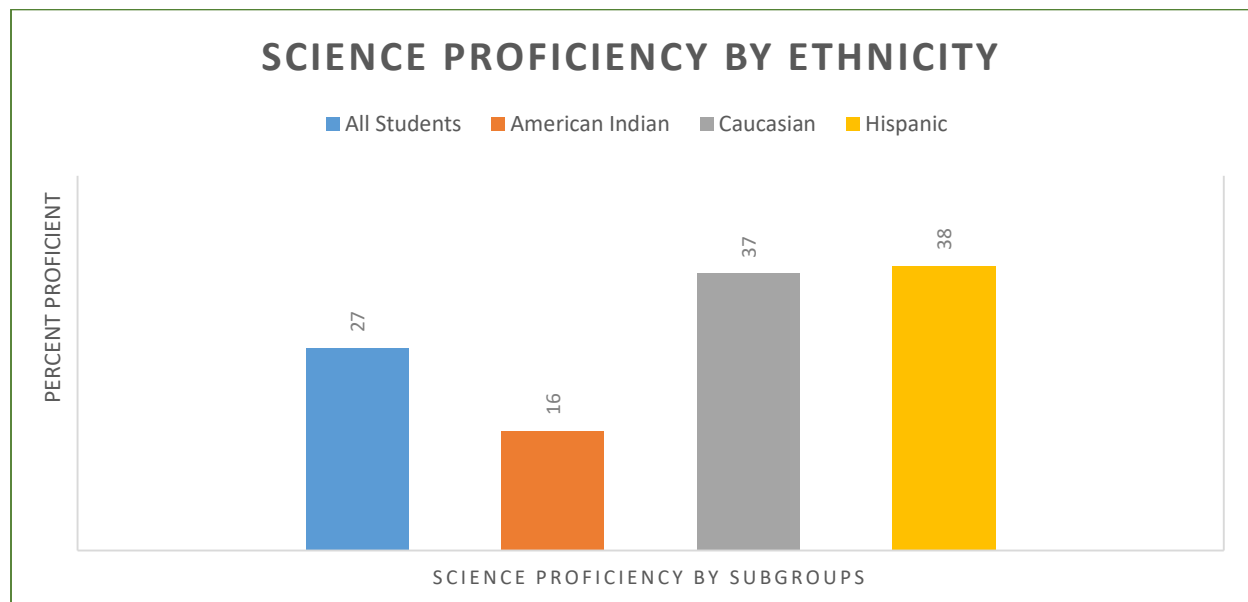
## PROFICIENCY BY ETHNICITY



Source: NMPED. The subgroup gaps continue. This issue is being addressed with a concentrated effort towards a standards-based learning system. For 2018-2019 school year, the American Indian subgroup reached a 5-year high in proficiency rate, but gains are minimal. There is a 7 percentage point difference between the GCCS average proficiency and the American Indian subgroup.

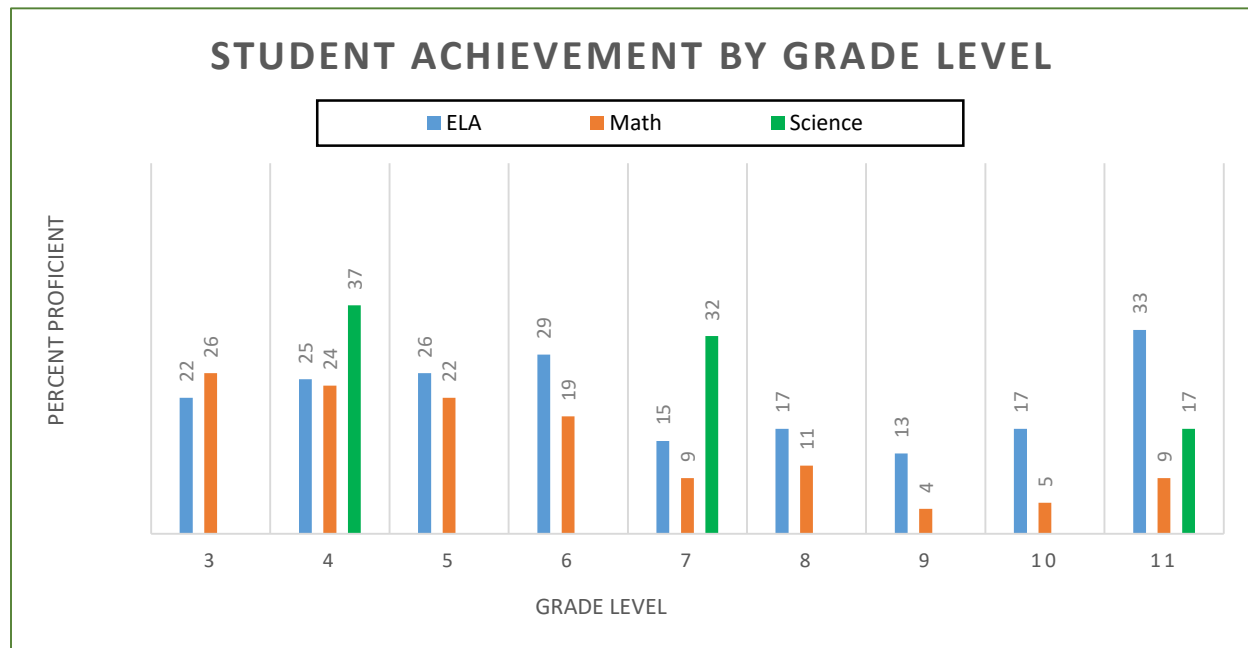


There was an increase in American Indian students who are nearing proficiency. With instructional support, these students will be given tools and skills they need to show proficiency in the succeeding school year. The urgency to move basic and below basic students to nearing proficient or proficient levels. The district's focus on a standards-based learning system will push these students towards proficiency and beyond. There is a 6 percentage point difference between the GCCS average proficiency and the American Indian subgroup.



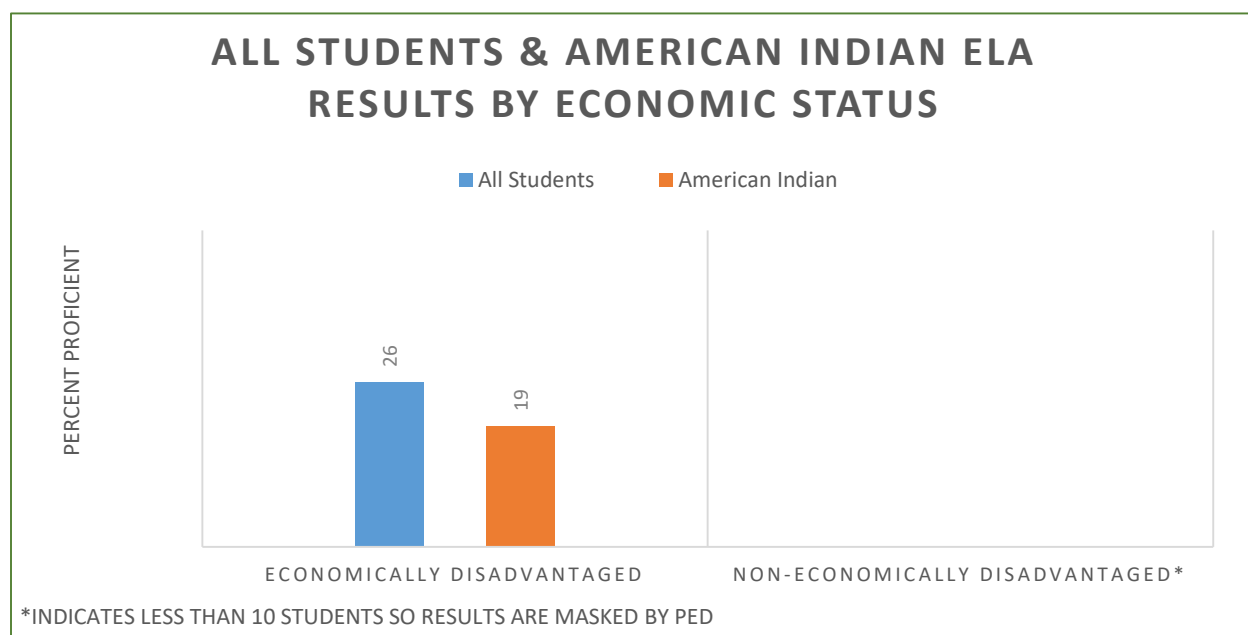
Subgroup gaps in proficiency are also evident in science which will be addressed by a heightened focus on standards. There is an 11 percentage point difference between the GCCS average proficiency and the American Indian subgroup.

## PROFICIENCY BY GRADE LEVEL

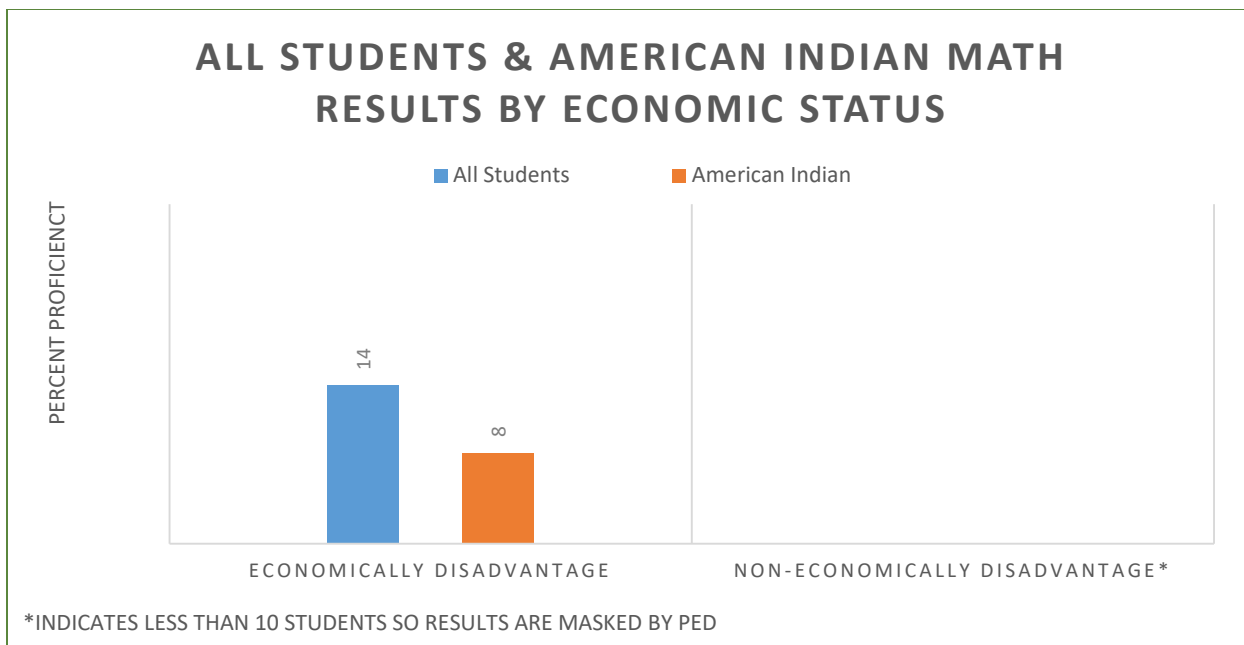


ELA proficiency was highest in the 6<sup>th</sup> grade (29%) at the elementary level and 11<sup>th</sup> grade (33%) at the secondary level. Math proficiency was highest in the 3<sup>rd</sup> grade (26%) at the elementary level and 8<sup>th</sup> grade (11%) at the secondary level. Among the three grade levels that take the science assessment, proficiency was highest in the 4<sup>th</sup> grade (37%).

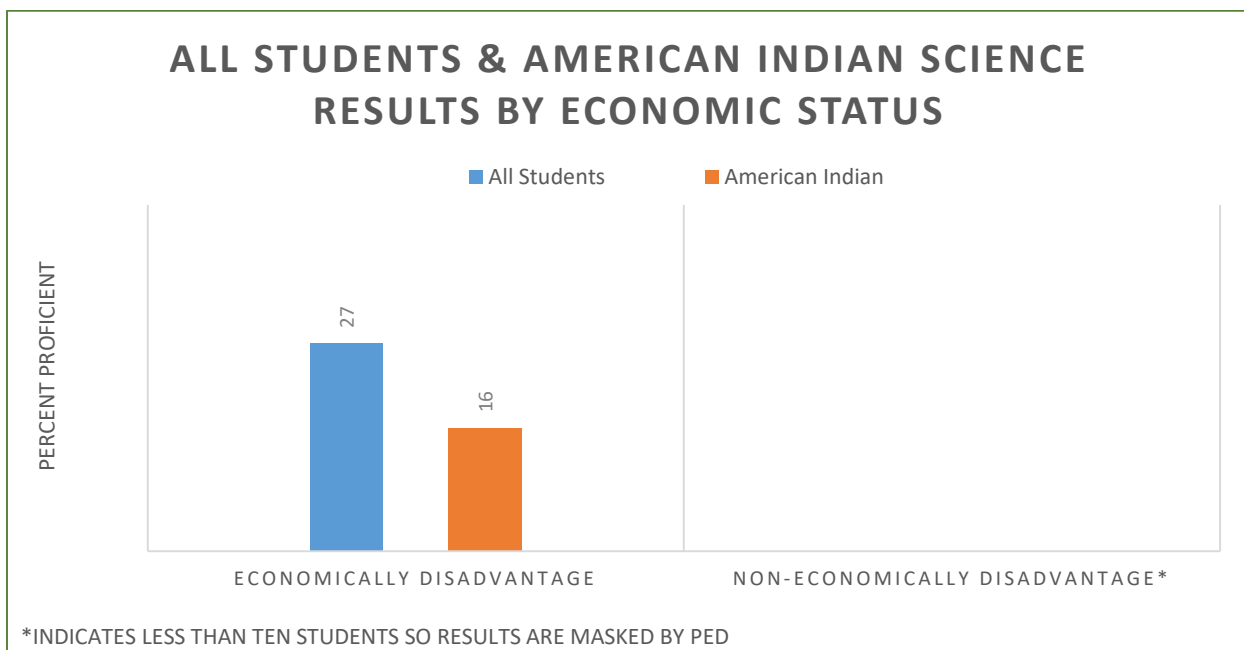
## PROFICIENCY BY ECONOMIC STATUS



There is a 7 percentage point difference between the GCCS average proficiency and the American Indian subgroup in the economically disadvantaged category.

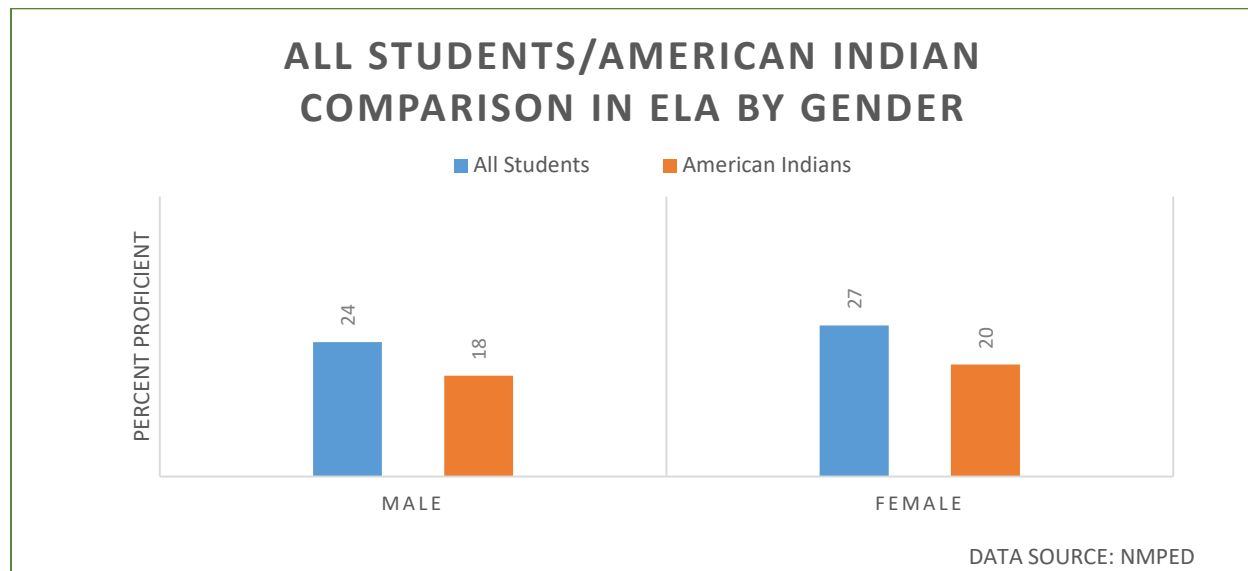


There is a 6 percentage point difference between the GCCS average proficiency and the American Indian subgroup in the economically disadvantaged category.

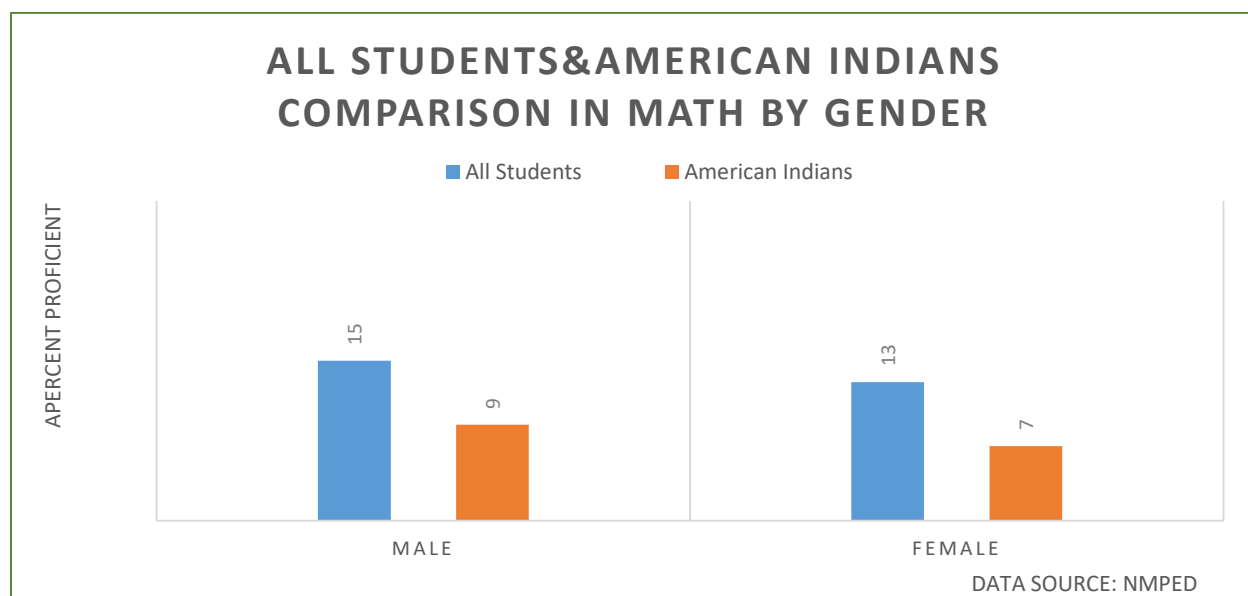


There is an 11 percentage point difference between the GCCS average proficiency and the American Indian subgroup in the economically disadvantaged category.

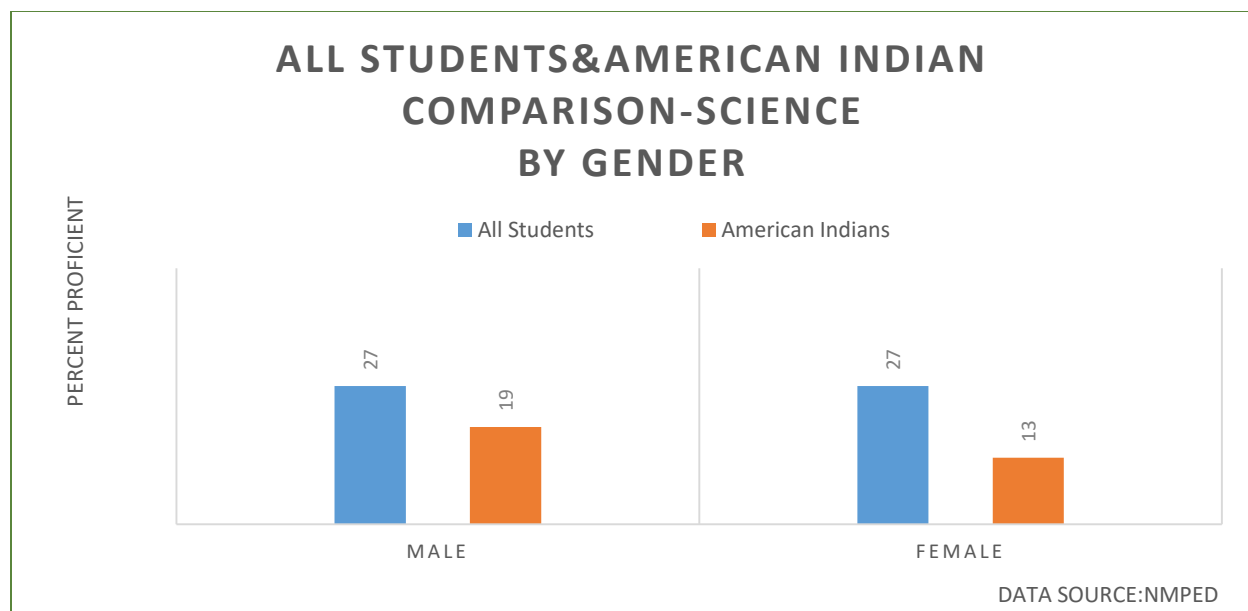
## PROFICIENCY BY GENDER



The GCCS average proficiency in ELA of female students was greater than male students. Female AI students outperformed male AI students in ELA. There is a 6 percentage point difference between the GCCS male average proficiency and the American Indian male subgroup. There is a 7 percentage point difference between the GCCS female average proficiency and the American Indian female subgroup.

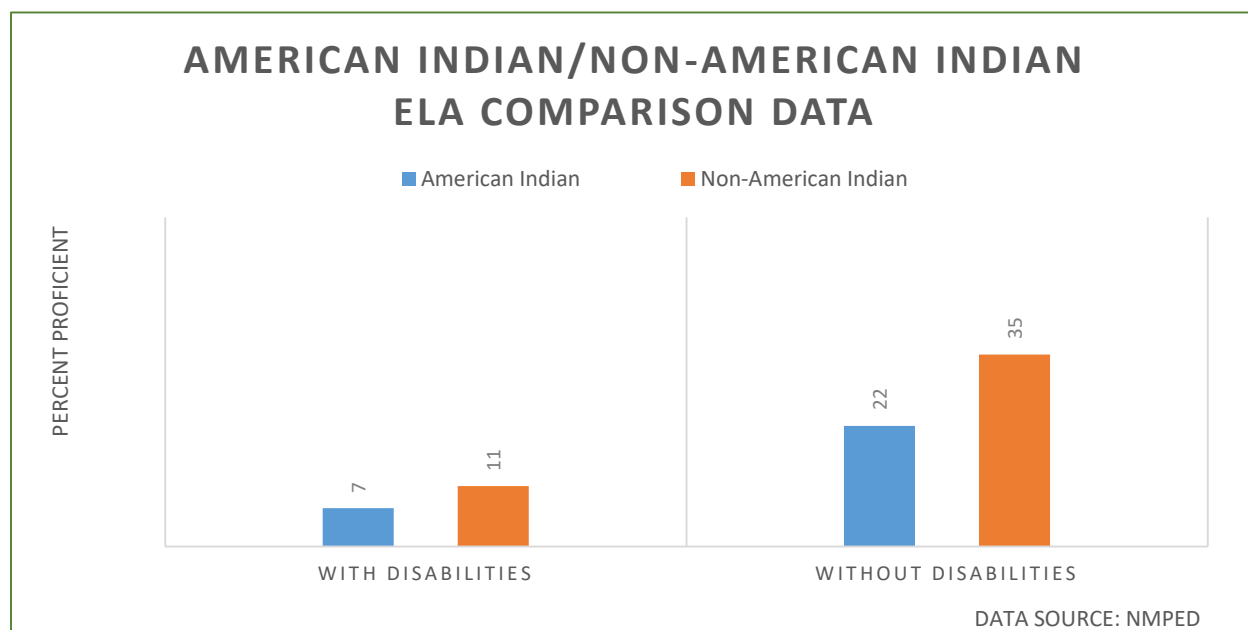


The GCCS average proficiency in math of male students was greater than female students. Male AI students outperformed female AI students in math. There is a 6 percentage point difference between both male and female GCCS average proficiencies and the corresponding American Indian subgroups.

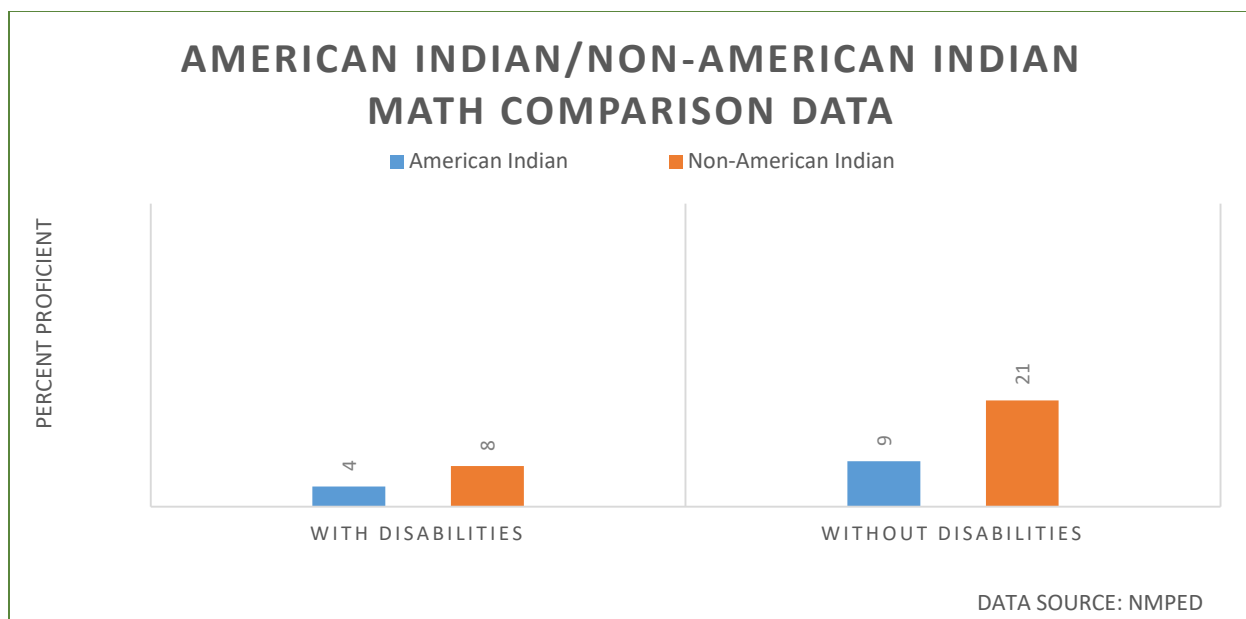


The GCCS average science proficiencies of male and female students were identical. Male AI students outperformed female AI students in science. There is an 8 percentage point difference between the GCCS male average proficiency and the American Indian male subgroup. There is a 14 percentage point difference between the GCCS female average proficiency and the American Indian female subgroup.

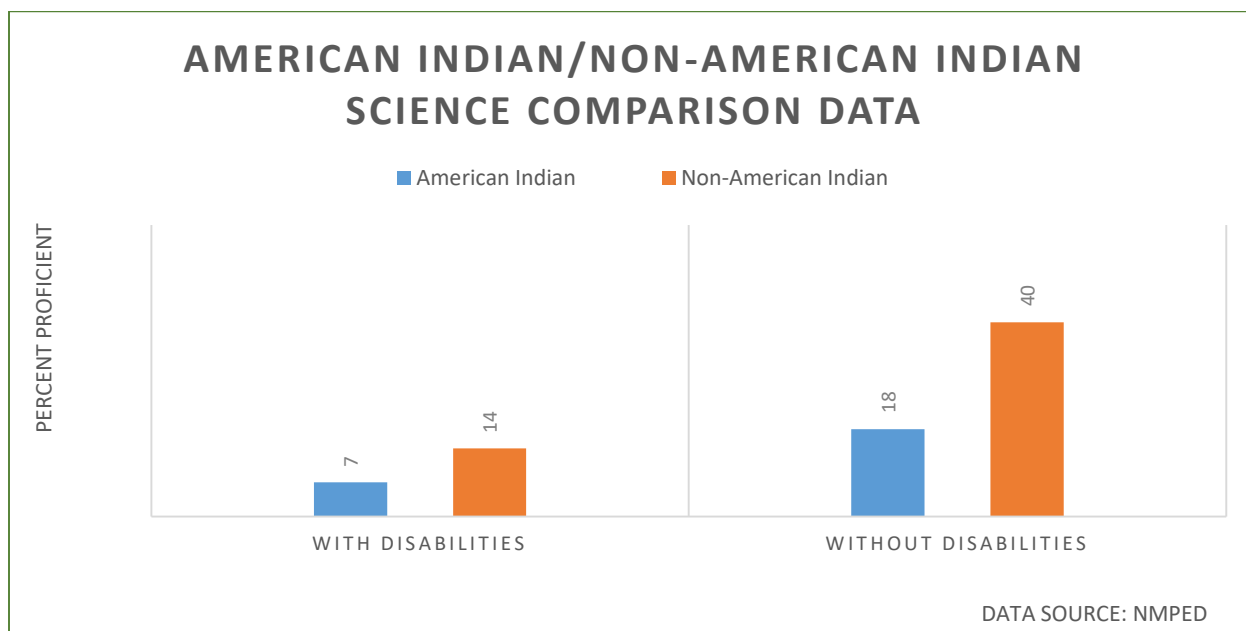
### PROFICIENCY BY STUDENTS WITH DISABILITIES



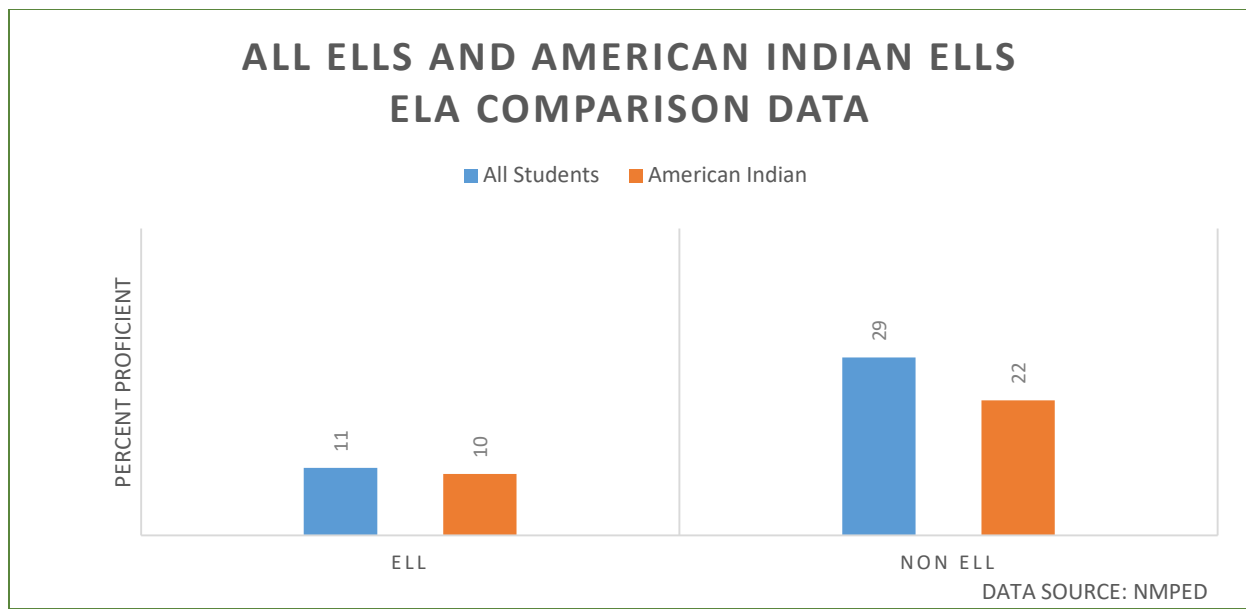
Both subgroups of AI students with and without disabilities performed poorer than the corresponding Non-AI student subgroups. There is a 4 percentage point difference between the Non-AI and AI students with disabilities subgroups. There is a 13 percentage point difference between the Non-AI and AI students without disabilities subgroups.



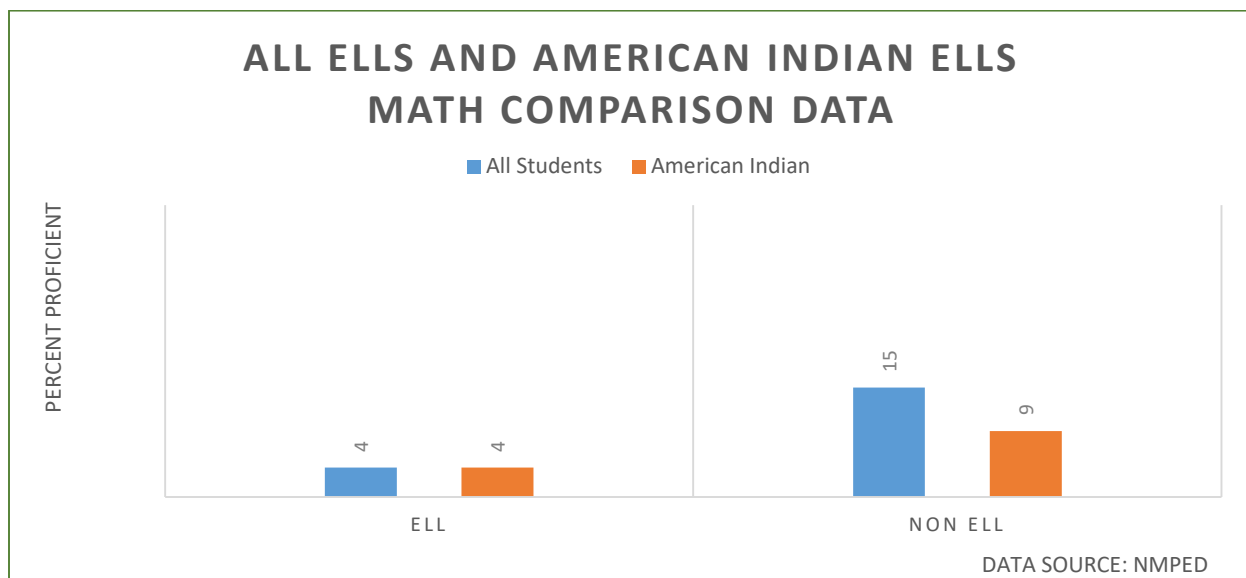
Both subgroups of AI students with and without disabilities performed poorer than the corresponding Non-AI student subgroups. There is a 4 percentage point difference between the Non-AI and AI students with disabilities subgroups. There is a 12 percentage point difference between the Non-AI and AI students without disabilities subgroups.



Both subgroups of AI students with and without disabilities performed poorer than the corresponding Non-AI student subgroups. There is a 7 percentage point difference between the Non-AI and AI students with disabilities subgroups. There is a 22 percentage point difference between the Non-AI and AI students without disabilities subgroups.

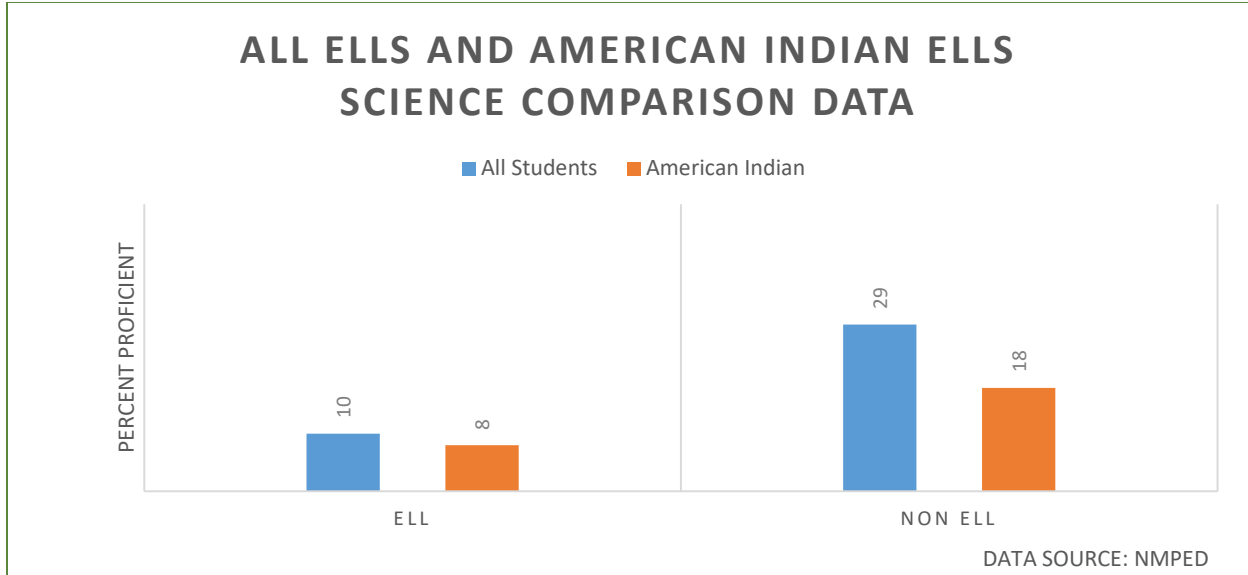


There is a 1 percentage point difference between the GCCS ELL average proficiency and the American Indian ELL subgroup. There is a 7 percentage point difference between the GCCS Non-ELL average proficiency and the American Indian Non-ELL subgroup.



There is no difference between the GCCS ELL average proficiency and the American Indian ELL subgroup. There is a 6 percentage point difference between the GCCS Non-ELL average proficiency and the American Indian Non-ELL subgroup.





There is a 2 percentage point difference between the GCCS ELL average proficiency and the American Indian ELL subgroup. There is an 11 percentage point difference between the GCCS Non-ELL average proficiency and the American Indian Non-ELL subgroup.

Fostering student excellence and academic achievement with a curriculum that recognizes cultural diversity is one of the focus goals of GCCS. GCCS' schools are aligning resources with curriculum that responds to our students' needs to achieve this goal.

## 2: SCHOOL SAFETY

---

### OBJECTIVE

To ensure that students in New Mexico schools attend safe, secure, and peaceful schools. GCCS has implemented some programs to address student safety in every campus. These programs focused on the security, safety and well-being of our students, staff and the whole school community.

---

### BACKGROUND

New Mexico, like any other states, looks at strategies to keep students, staff, and faculty safe in schools. At Grants/Cibola County Schools, safety of students, staff, faculty and the rest of the community is a priority. 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 school's 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

The district and each school site submit their safety plans and data for PED review. The PED reviews the plans and data to determine whether additional assistance is necessary to ensure students have a safe school environment.

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

Sources: New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.).

---

## RESULTS

The school district has in place required district training for all district personnel. The trainings include: Coronavirus Awareness, Blood Borne Pathogens, Active Shooter, Making Schools Safe and Inclusive for LGBTQ Students, Bullying: Recognition and Response, Students Experiencing Homelessness: Awareness and Understanding, Fire Extinguisher Safety, Sexual Harassment: Student Issues and Response, and Child Abuse: Mandatory Reporting. Moreover, additional training is mandated to teachers to equip them with the appropriate tools to effectively serve all students. These are: Introduction to the "Whole Child" Initiative and Social Emotional Learning, Social-Emotional Learning: Supports to Help All Learners, Diversity and Inclusion: Culturally Responsive Pedagogy, Understanding Response to Intervention (RTI) and the Tiers of Response, The Characteristics of Giftedness - Project Linking Learning, and Poorest Students Often Miss Out on Gifted Classes.

Also in place in each school site are the Discipline Policy, Staff Handbook, Emergency Drills in every building, Food Safety Inspections, Integrated Pest Management, Tobacco, Alcohol and Drug Free Schools are enforced, School Safety Committees, School Resource Officers (SROs at secondary schools), school maps, Emergency protocols, Prevention, Protection, and Mitigation plans, Lock Downs, there are written protocols in place that include: School-based health services, infectious and communicable disease prevention that include Pandemic Influenza Prevention, Behavioral and Mental Health, and a District Wellness Policy.

The number of infractions for 2020-2021 school year showed a significant decrease from 2019 report, from 43 to 3. This could be attributed to the change of teaching-learning modality, or from face-to-face to hybrid model. There were 3 incidents reported during the school year: 2 were drug-related and 1 is tobacco use. This is 0.09% of the total student population.

---

## CONCLUSION

The school district effectively communicates with district personnel to comply with district training requirements 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.

Out of the 3120 students there were a total of 3 infractions for the whole year or 0.096%. These infractions were dealt with accordingly. GCCS has put together District Discipline Policy Handbooks for the elementary level and the secondary level and has been in coordination with other local agencies for collaboration regarding Positive Behavioral Interventions and Supports and on behavioral management strategies.

**ACTION PLAN**

Consistent implementation of protocols and policies at each location is necessary whether on a face-to-face or hybrid model of teaching-learning process. GCCS will continue to be vigilant in monitoring students' behavior patterns and continue to coordinate with other local government agencies and apply early behavioral interventions and supports. School counselors, together with the school attendance liaisons, and school administrators will closely monitor students who are repeat offenders and utilize early interventions whenever possible. During pre-pandemic years, the presence of School Resource Officers (SROs) has been very helpful in preventing violent incidences in the schools they serve.

GCCS will continue to employ prevention strategies designed to promote positive student behaviors and to appropriately address misbehaviors. Working in close partnership with local law enforcement, our school counselors, attendance liaisons, and school administrators have designed early intervention programs to help de-escalate violent behaviors and to promote positive behaviors.

**GCCS 2020-2021 Infraction Summary:**

Infraction Details By Grade Level	Grade Level										
	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
11 - Other Violence - General (includes threat or intimidation)											
13 - Disorderly Conduct											
4 - Assault/battery aggravated with hands/feet/fist											
42 - Breaking/Entering/Larceny											
46 - Other Vandalism - Describe in Comment Field 15											
5 - Assault/ battery simple											
51 - Weapons Possession - Knife/Cutting											
54 – Drug Violation									*		*
55U - Alcohol Violation - Use											
56 - Tobacco Use					*						*
57 - Other Weapons/ Substance Abuse/Gang Activity - Describe in Comment Field 15						*					*
63 - Other Firearms Possession - Describe in Comment Field 15											
<b>Grand Total</b>					*	*			*		*

Note: Numbers for categories with fewer than 10 students/incidences are masked in order to protect student privacy.  
Source: STARS

## GRANTS CIBOLA COUNTY SCHOOLS – DIVERSITY AND INCLUSION DEPARTMENT

Infraction Details	American Indian	All Students
11 - Other Violence - General (includes threat or intimidation)		
13 - Disorderly Conduct		
4 - Assault/battery aggravated with hands/feet/fist		
42 - Breaking/Entering/Larceny		
46 - Other Vandalism - Describe in Comment Field 15		
5 - Assault/battery simple		
51 - Weapons Possession - Knife/Cutting		
54 – Drug Violation	0	**
55U - Alcohol Violation - Use		
56 - Tobacco Use	0	**
57 - Other Weapons/Substance Abuse/Gang Activity - Describe in Comment Field 15	0	**
63 - Other Firearms Possession - Describe in Comment Field 15		
<b>Grand Total</b>	<b>0</b>	<b>*</b>

Note: Numbers for categories with fewer than 10 students/incidences are masked in order to protect student privacy.  
Source: STARS

There were no Native American student in campus infractions recorded for school year 2020-21.

### 3: GRADUATION RATE

---

#### OBJECTIVE

The graduation objective is to ensure that all American Indian (AI) 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 (AI) 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.

#### RESULTS

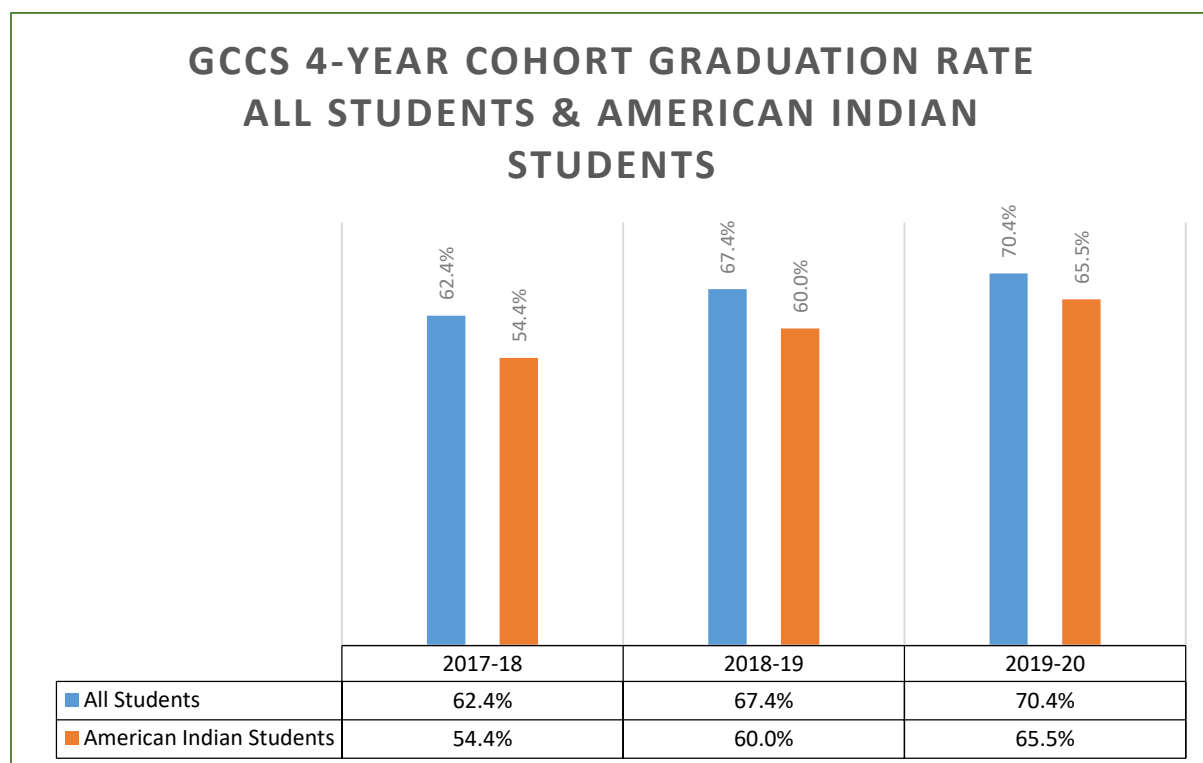
The graphs below show the summary of graduation rates disaggregated based on the following subgroups: ethnicity, gender, students who are economically disadvantaged, students with disabilities, and English Language Learners. For the American Indian (AI) subgroup, comparative data were graphed for 2019 and 2020 4-yr cohort graduation rate.

#### CONCLUSION

Overall, the number of AI student graduates have increased from 2019 to 2020. AI group continue to be one of the lowest graduation rate when compared to other student groups. The IED's support for AI students in achieving graduation is ongoing with the creation and implementation of multiple programs specifically for AI students attending district schools.

## ACTION PLAN

The district will continue to work with tribal communities, tribal governments, and tribal departments of education to discuss ways of helping American Indian students in obtaining the high school diploma. AI students who need extra support will be identified and will be in focus groups for more rigorous intervention plans. After school tutoring has been in place to assist students experiencing difficulty with their courses and to increase their chances of successfully completing those courses. Also in place are the dual credit and credit recovery programs which help the students earn credits they need to graduate on time. There were two (2) additional programs for school year 2020-21, the Extended Learning Time Program (ELTP) and the K-5 Plus program. These programs were offered to help compensate for the learning loss brought about by the COVID-19 pandemic.

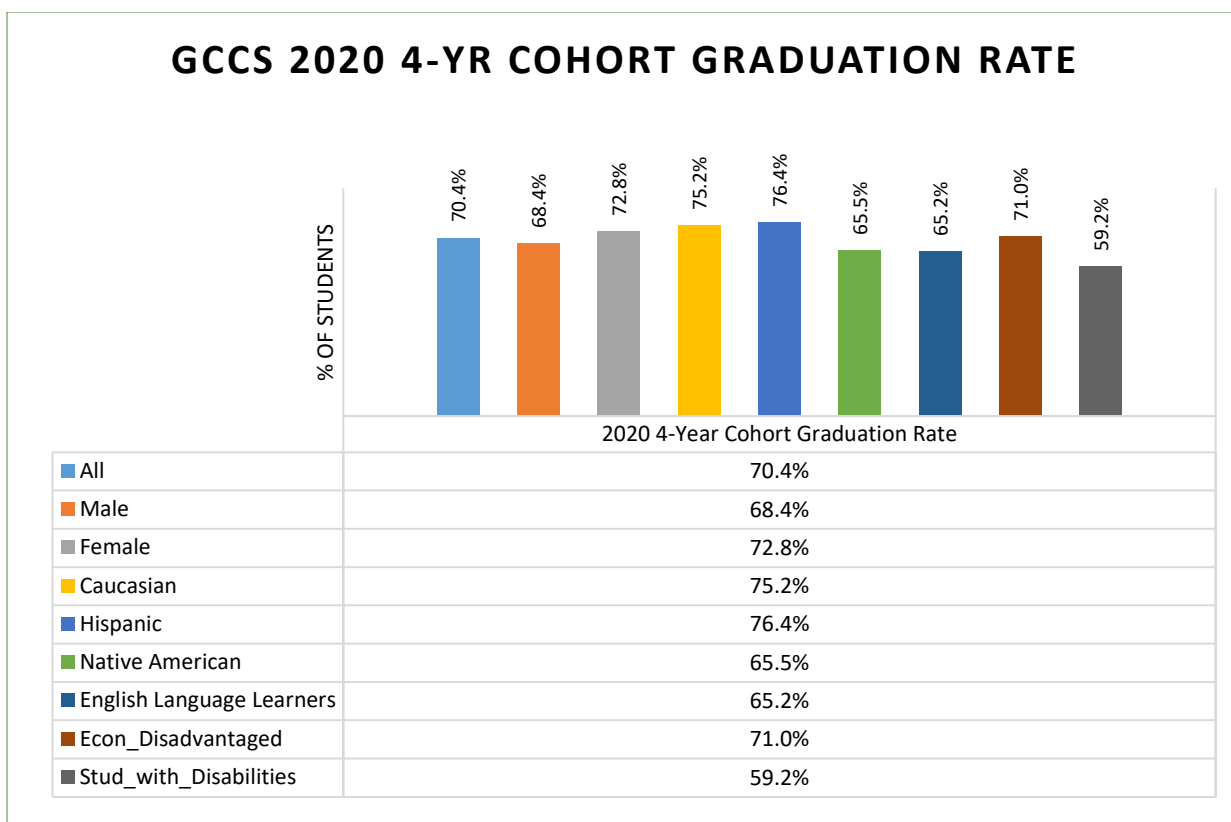


Source: NMPED

There is a consistent increase in the graduation rate from 2017-18 to 2019-20 school years. The same is true for the American Indian population. However, there is still a gap that exists between all students and the American Indian subgroup. The gap has decreased from 8% in 2017-18 to 4.9% in 2019-20 school year.

Reason Not Graduating for American Indian Students	Total
Excused - Death transferred out, migrated, foreign	*
Still Enrolled	19
Withdrawn-dropout/outcome unknown	*
Withdrawn - GED	*
Total	31

Note: Numbers for categories with fewer than 10 students/incidences are masked in order to protect student privacy.  
Source: NMPED



Source: NMPED

There is a 4.9 percent difference between the GCCS graduation rate and the American Indian subgroup. Caucasian and Hispanic groups have higher graduation rate than the AI group while the ELL and students with disabilities subgroups have lower graduation rate than the AI group.



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

---

### METHODS

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

Tribal Education Status Report: 2020-2021

all students enrolled at the school at any time. Includes both excused and unexcused absences. A student is considered habitually truant if he or she has a total of 10 or more full days, unexcused absences in a school year within that district. Student stability is defined as the percent of students enrolled in the first 40-day STARS snapshot who were also enrolled in the final EOY snapshot.

Source: New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.)

---

## RESULTS

The results below indicate that AI students consistently have attained a high attendance rate before the pandemic but dipped from 93% in 2019-20 to 82% in 2020-21. The attendance rate of the AI subgroup is consistently higher than two other subgroups throughout the four years until 2019-20.

---

## CONCLUSION

The attendance rate for American Indian students stayed constant in previous school years but dipped in 2020-21. GCCS made it a priority to increase attendance rates for all students, however, school year 2020-21 was really a challenge compared to the previous years because of the COVID-19 pandemic. Students in the reservation who don't have strong and stable internet access were greatly affected during virtual classes. Fortunately, the district was able to get financial resources to strengthen internet signals in the reservation areas.

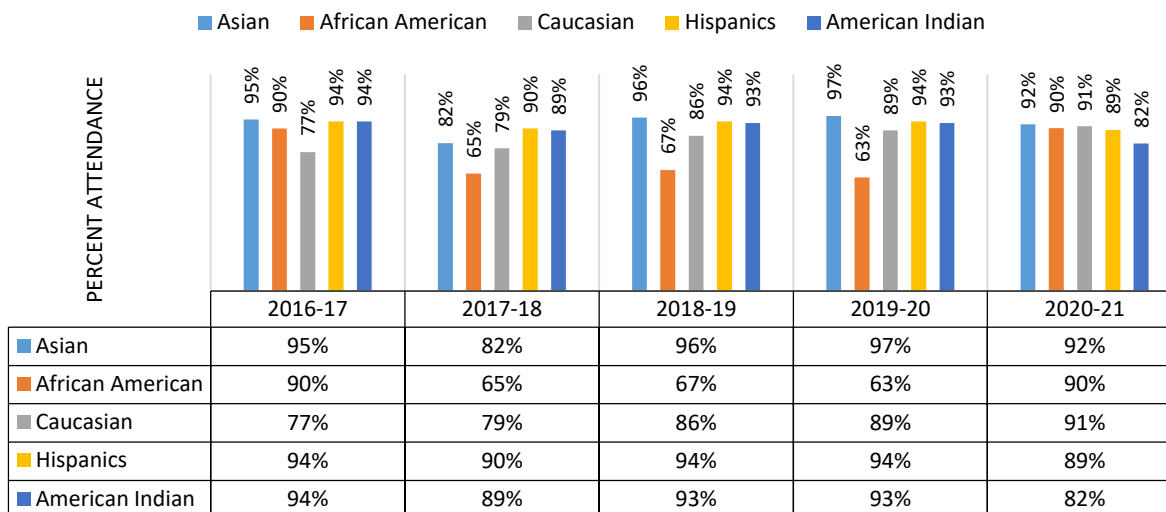
GCCS has been improving the monitoring of absences, increasing communication with parents, and creating a climate of stakeholder collaboration.

---

## ACTION PLAN

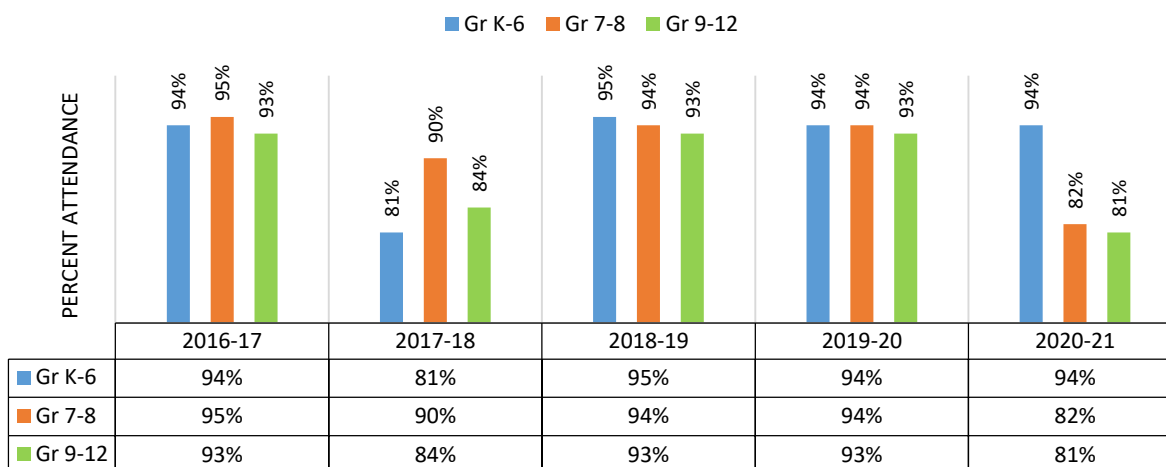
The school district will continue to work closely with and support the district school sites, tribal education departments, and parents to identify strategies in addressing attendance issues specific to American Indian students. The Diversity and Inclusion Department will continue to assist school sites in working with parents and teachers to decrease AI student disenrollment, dropout rate, and truancy.

### 5-YEAR ATTENDANCE RATE BY SUBGROUPS

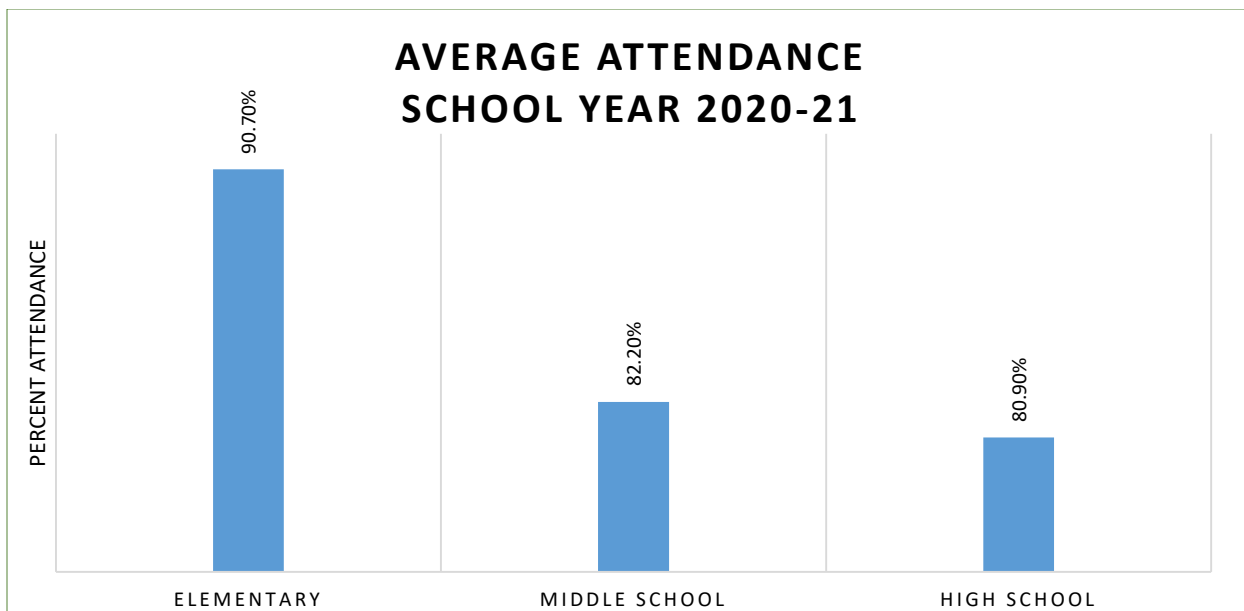


The attendance rate of AI students dipped from 93% in 2019-20 to 82% in 2020-21, so did the Hispanics and the Asians groups. The yearly attendance rate of the AI subgroup is higher than two other subgroups in the last 4 years. In 2020-21, AI has the lowest attendance rate.

### 5-YEAR ATTENDANCE BY GRADE RANGE

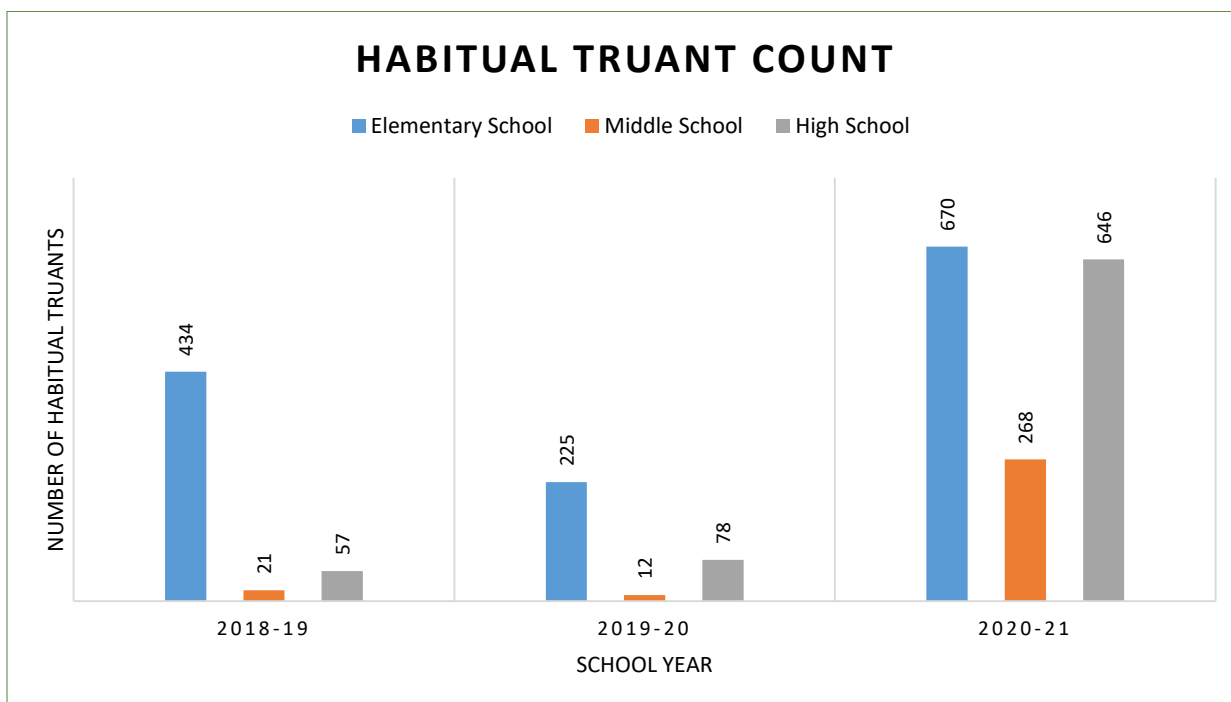


The attendance rates for the three grade level bands decreased in 2017-2018 school year, increased the following year, then decreased in 2020-21 school year. While the elementary stayed the same at 94%, the middle school and the high school decreased from 94% to 82% and from 93% to 81% respectively.



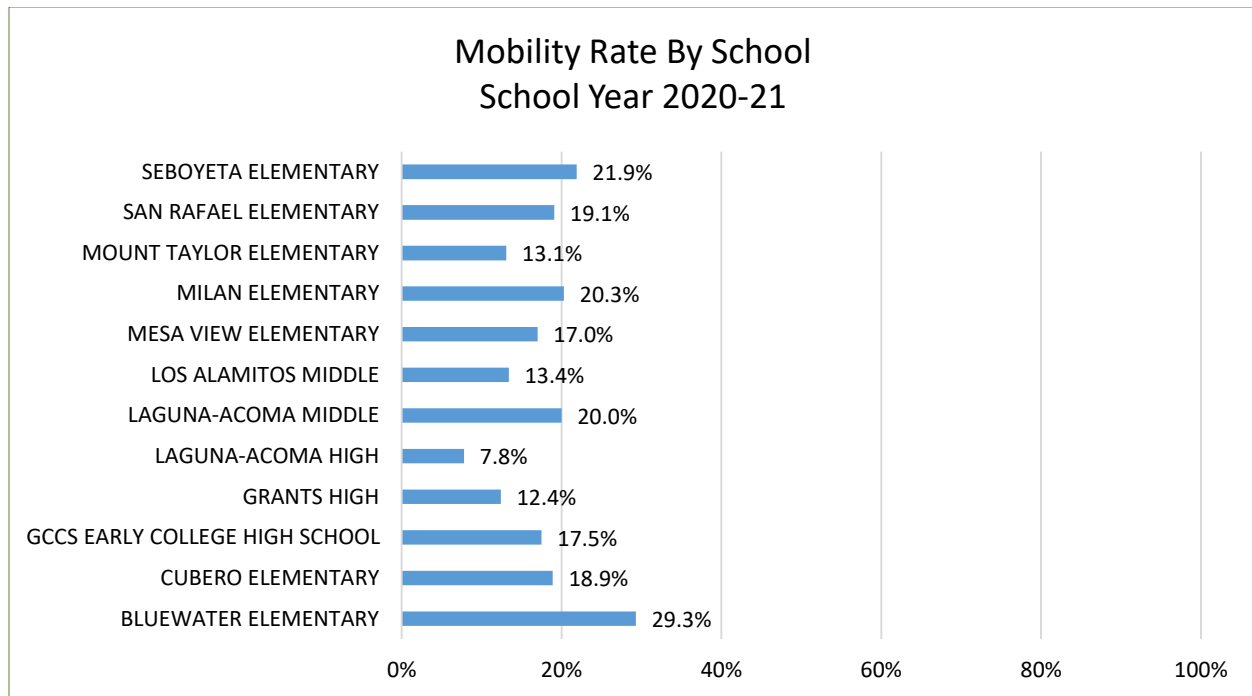
Source: STARS

The elementary school subgroup has the highest average attendance rate of 90.7% for 2020-21. All the subgroups have relatively lower attendance rates for school year 2020-21 compared to previous years.



Source: STARS

For school year 2020-21, habitual truancy count has greatly increased. This is partly because of unreliable and unstable internet connectivity which caused students to miss their virtual classes.



Source: STARS

For school year 2020-21, mobility rate is fairly within 7% - 30%. The school with the highest mobility rate is Bluewater at 29.3% and the school with the lowest mobility rate is Laguna-Acoma High School.

## 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 community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for AI 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. Research have shown that when parents participate in their children's education, the result is an increase in student academic achievement and an improvement in the student's overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

---

### METHODS

The Indian Parents Advisory Committee was created to utilize support from parents. The committee members' roles were to disseminate district information to parents and to inform the district of the concerns of parents. The committee helps make the communication between parents and the district more open and robust.

There were not much parent and community involvement that occurred in school year 2020-21 due to the COVID-19 pandemic and the extended closure of tribal lands which made it hard for some kind of involvement to take place.

The IPAC and Consultation Meetings between the district and the Tribal Councils continued to occur via Zoom.

---

### RESULTS

During the school year 2020-21, parent and community involvement was a challenge. There was not much that can be done during the pandemic: tribal lands were closed for some time; rural areas don't have strong internet signal; and mobility was discouraged except for very important reasons. These are some constraints that made parent and community involvement difficult.

Moving forward, with the support of the Indian Parent Advisory Committee, communications between the district and parents will continue to improve and flourish.

---

## CONCLUSION

For school year 2020-21, there was not much that was done due to pandemic. Parents and students alike couldn't do so much outside their homes during the first half of the school year. With the internet signal being an issue, students were exposed to very limited resources, thus, making student engagement and learning a big concern.

---

## ACTION PLAN

One of the goals of GCCS is to foster student excellence and academic achievement with a curriculum that recognizes cultural diversity. Parent and community involvement could strengthen this process as a strong support for students' cultural awareness. They can support activities that have positive impact on student achievement and well-being throughout the school year.

Additional support is continuously sought to increase parental involvement by exploring alternative venues to create opportunities for students to increase for cultural awareness and academic excellence.

## 6: EDUCATION 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 (AI) students enrolled in Grants Cibola County Schools (GCCS).

---

### BACKGROUND

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of AI students through the efforts of Local Education Agencies (LEAs), Indian tribes and organizations, postsecondary institutions, and other entities. AI 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 students and their families can meet and take advantage of those academic opportunities.

---

### METHODS

GCCS is committed to serving the needs of AI students through the provision of quality educational programs. These programs include but are not limited to: intervention programs in reading and mathematics; Native Language and Culture Programs (i.e. Acoma Keres Language, Laguna Keres Language, Navajo Language and Culture, Native American Studies, Native American Literature); Mathematics, Engineering, and Science Achievement (MESA) Program; Extended Learning Time Program (ELTP), Edgenuity Credit Recovery Program; and Dual Credit Courses through New Mexico State University - Grants (NMSU-Grants) and other colleges and universities.

For many years, the school district has provided tutoring for students attending Los Alamos Middle School, Grants High School, and Laguna-Acoma Jr./Sr. High School. For two (3) years, transportation has been provided for students from the Pueblo of Acoma, Pueblo of Laguna, and Baca-Prewitt Chapter. For school year 2020-21, tutorial services were delivered online. The Extended learning Time Program (ELTP) and K-5 Plus Program were offered in order to help students cope with the learning loss brought about by the COVID-19 pandemic.

There were courses offered targeting Tribal students in the middle school and high school levels: Navajo Diné Language and Culture, Acoma Keres Language, Laguna Keres language, Native American Studies and Native American Literature.

---

### RESULTS

American Indian student participation in these programs and activities helped motivate students to do well in school as well as increased self-esteem and identity, better attendance, and a sense of belonging to the school's culture.



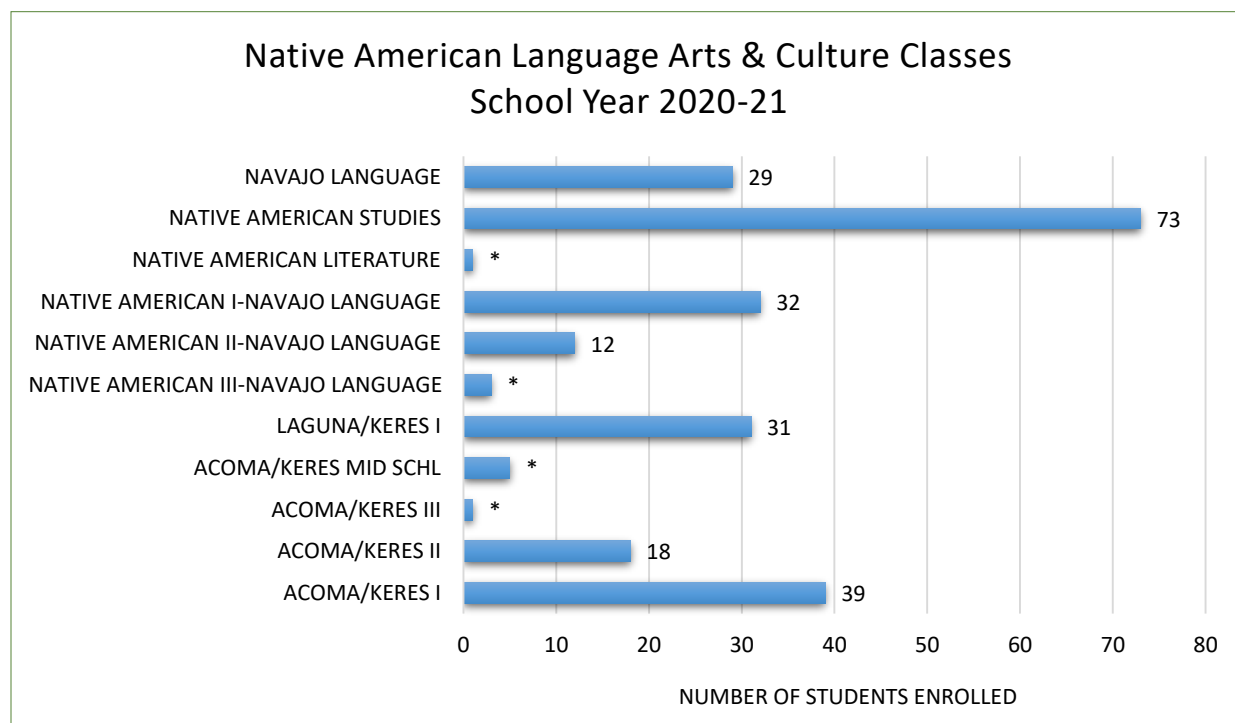
Through the language and culture classes, AI students are being exposed to Native values and cultures that would enable them to gain respect for others’ and their own culture and identity.

## CONCLUSION

The teachers and students have expressed that these programs enhanced AI student academic achievement, allowed AI students to graduate on time, improved AI student attendance, and raised AI student self-esteem and identity.

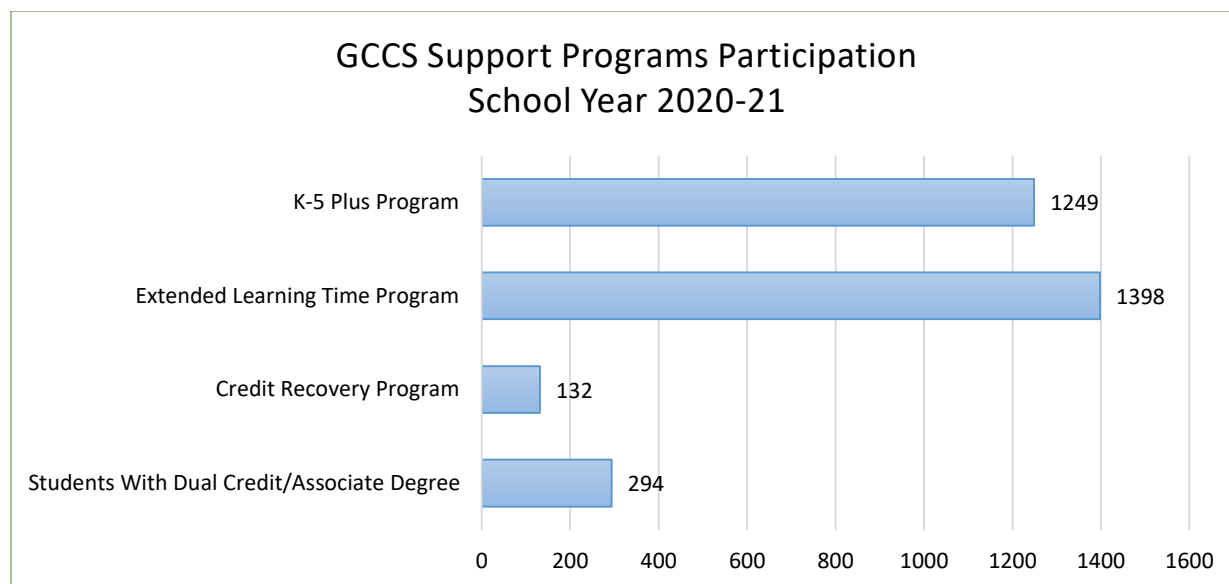
## ACTION PLAN

The district will continue to look at practical and innovative ways of expanding parental involvement. There have been discussions surrounding integrating student extra-curricular activities into increasing parent involvement. It is well known that parents participate when there are events where students are being honored for their academic achievement. There are activities already in place that leverage on student extra-curricular activities and academic achievement which need to be made more robust so as to further increase parental involvement.



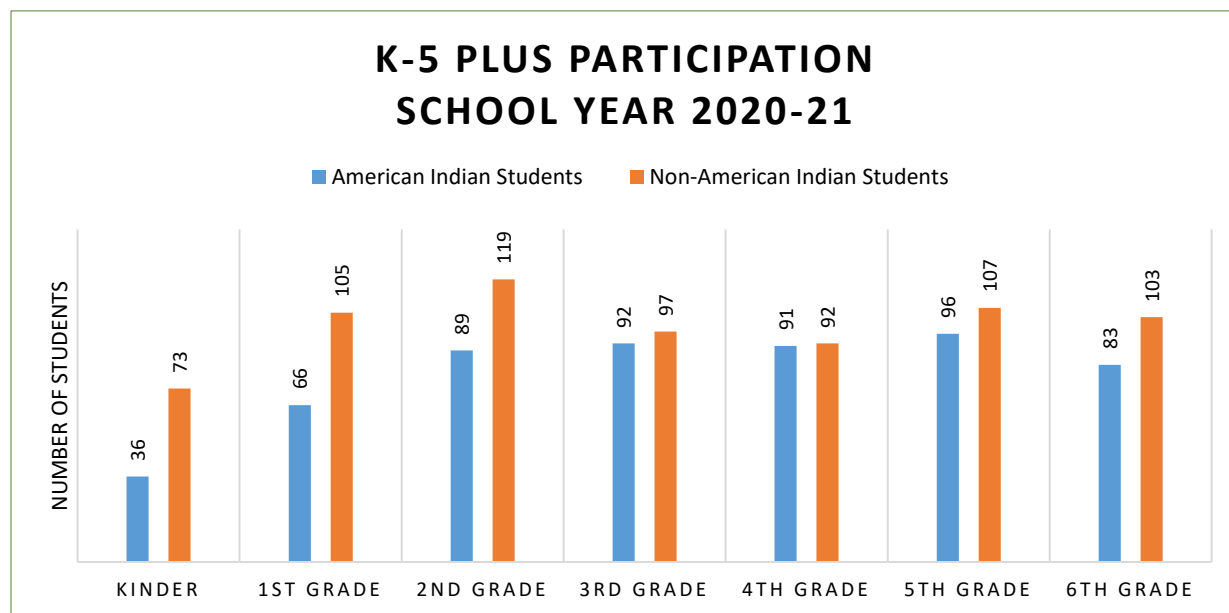
\* Number of students less than 10 is being masked.

For school year 2020-21, there were 11 courses targeting Tribal students, of which 244 Native American students were enrolled. The courses are as follows: Navajo Diné Language and Culture, Laguna Keres, Acoma Keres, Native American Studies, and Native American Literature.



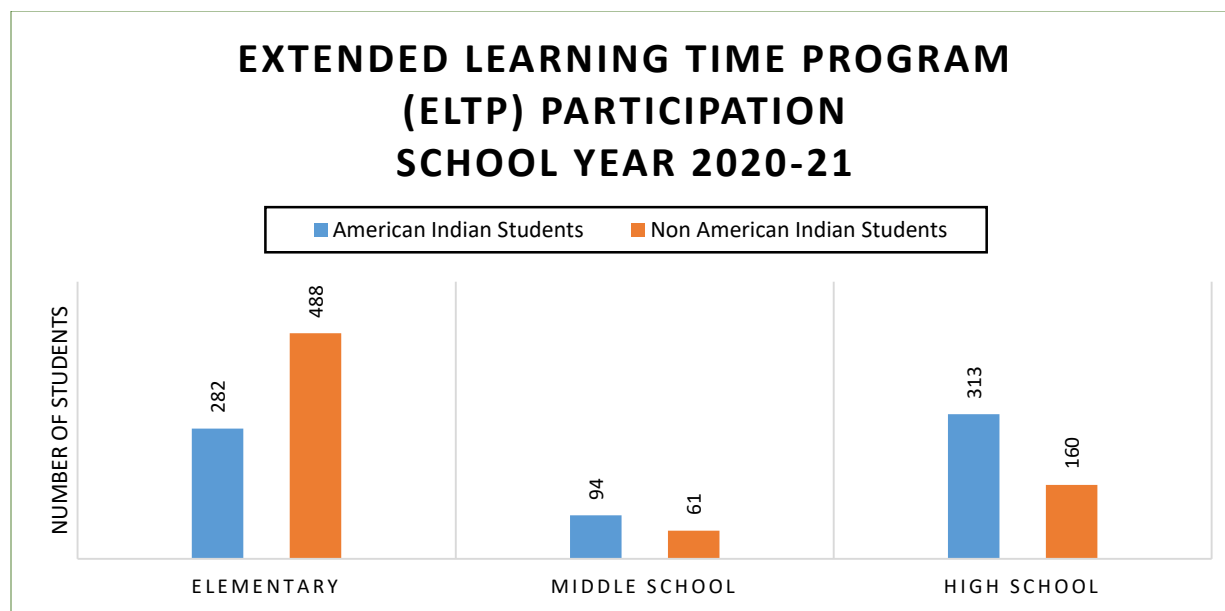
Source: PowerSchool

There were additional programs for school year 2020-21, the K-5 Plus and the Extended Learning Time programs. There were a good number of students who participated in both programs. The ELTP is districtwide while K-5 Plus is for kindergarten through 6<sup>th</sup> grade. GCCS continued to provide Dual Credit, Credit Recovery/Acquisition, after-school tutoring, and Science, Technology, Engineering, Arts, and Mathematics (STEAM) programs.



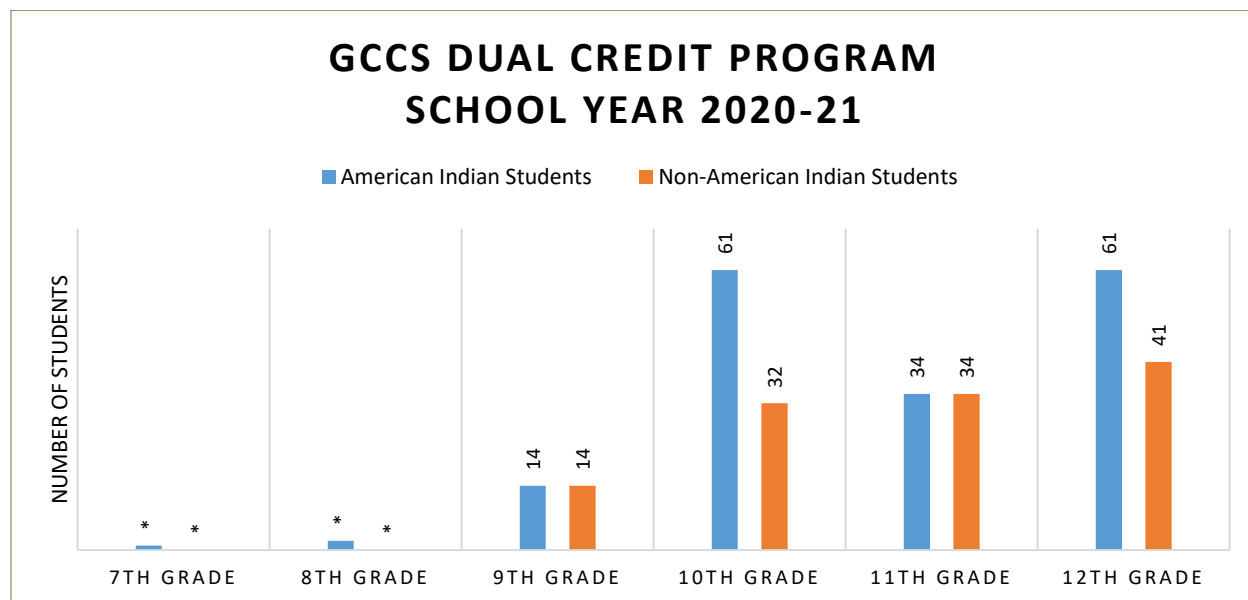
Source: PowerSchool

A total number of 1249 participated in K-5 Plus program. There were significant number of American Indian and Non-American Indian students alike that benefitted from the program, although the number of AI students is lower compared to Non AI students.



Source: PowerSchool

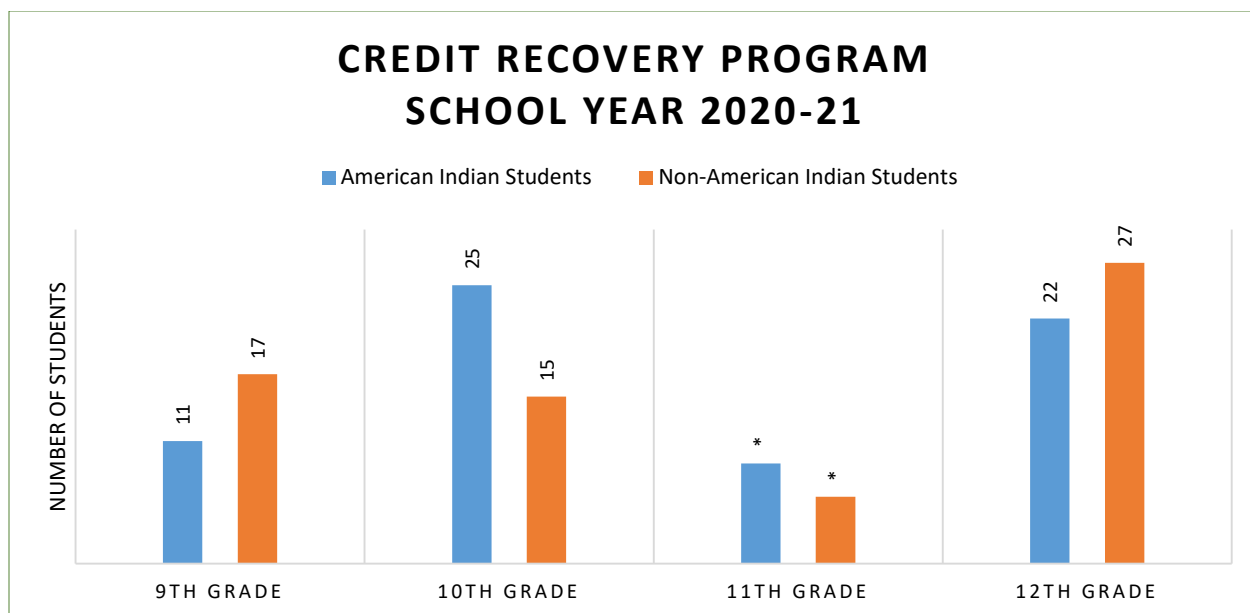
GCCS implemented the Extended Learning Time Program (ELTP) for school year 2020-21. A total of 1398 students attended the program broken down as follows: 770 elementary students, 155 middle school students, and 473 high school students. There were more middle school and high school American Indian students who attended ELTP.



Source: PowerSchool

\* Number of students less than 10 is being masked.

For school year 2020-21, the number of American Indian students who took dual credit classes are equal to or more than the number of Non-American students across all grade levels. The dual credit program is open to all students.



Source: PowerSchool

\* Number of students less than 10 is being masked.

With the credit recovery program instituted by GCCS, a number of students were able to graduate on time. For school year 2020-21, there were 132 students who benefitted from the program, recovering/gaining about 2.3 credits on average. There were more American Indian students than Non-American Indian students who were able to recover credits at the 10<sup>th</sup> and 11<sup>th</sup> grade levels. In the 9<sup>th</sup> and 12<sup>th</sup> grade levels, there were more Non-American Indian students that were able to recover credits than American Indian students.

## 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

GCCS submits their financial report to the state per the Public School Finance Act. Below is a summary of all district revenues and expenditures to provide financial transparency in the ways the district uses State and Federal funds.

---

## RESULTS

These financial reports are reported to show the amounts of funds that are generated by American Indian students and all students. These funds are used for salaries, learning and assessment software, student and class supplies, publications, transportation, school and district events and conferences, etc. This information is also shared with all stakeholders of GCCS at School Board meetings.

---

## CONCLUSION

GCCS continues to monitor expenditures and align funds to the educational needs of our AI students and all students, in consultation with tribal leadership, tribal education departments, tribal communities, and all stakeholders.

---

## ACTION PLAN

The district will continue to review expenditures with our stakeholders in order to provide financial transparency with the intent of keeping the public trust. The district continues to encourage tribal participation by requesting that they participate in the development of the district's yearly school budget. The district business office will continue to encourage tribal representation to serve on the budget committee.

<b>Total Enrollment</b>	<b>3,451</b>
<b>American Indian Enrollment Percentage</b>	<b>47.2%</b>

	<b>Budget</b>	<b>Expenses</b>
Total District Budget	\$79,403,947	\$79,403,947
Capital Outlay	\$618,282.00	\$618,282.00
CARES Act	\$1,640,533.00	\$1,640,533.00
Debt Services	\$3,819,297.00	\$3,819,297.00
Food services	\$3,415,000.00	\$3,415,000.00
Instruction	\$25,103,076.00	\$25,103,076.00
Instructional Support Services and Student Support Services	\$6,053,671.00	\$6,053,671.00
Non-Instructional Support	\$4,339,127.00	\$4,339,127.00
Operations and Maintenance	\$5,514,808.00	\$5,514,808.00
Other Support Services	\$46,439.00	\$46,439.00
Student Transportation	\$1,047,599.00	\$1,047,599.00
Title VI, Indian Education	\$281,660.00	\$281,660.00
Title VII, Impact Aid	\$1,112,632.00	\$1,112,632.00
<b>Amount Per Student</b>	<b>\$31,916.59</b>	<b>\$31,916.59</b>

## 8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

---

### OBJECTIVE

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

---

### BACKGROUND

Districts that claim federally identified American Indian students residing on Indian lands for 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

The district and the tribes have established an advisory committee called the Team IPP. This advisory committee assisted the district in the development and monitoring of the Indian Policies and Procedures. The advisory committee members consist of two (2) Acoma Pueblo parents, two (2) Baca-Prewitt Chapter parents, two (2) Laguna Pueblo parents, two (2) Acoma Pueblo representatives, two (2) Baca-Prewitt Chapter representatives, two (2) Laguna Pueblo representatives, two (2) district administrative staff, and one (1) non-voting GCCS Board Liaison. A copy of the IPP is attached below.

GCCS has been in compliance in drafting and submitting the annual IPP. The Team IPP (TIPP) was formed to serve as a governing body of the program and accountable for program implementation. The Indian Parent Advisory Committee (IPAC) was formed in order to advocate and promote the cultural, personal, social, intellectual, and leadership development of American Indian students attending GCCS. The IPAC also served as the vessel for open and harmonious communications among American Indian parents and the district.

---

## RESULTS

This year, the Department of Diné Education of the Navajo Nation, the Pueblo of Acoma, and the Pueblo of Laguna all signed off on the Indian Policies and Procedures.

District	Fiscal Year	Compliance Status
Grant/Cibola County Schools	2020-21	Compliant
Grant/Cibola County Schools	2019-20	Compliant
Grant/Cibola County Schools	2018-19	Compliant
Grant/Cibola County Schools	2017-18	Compliant
Grant/Cibola County Schools	2016-17	Compliant

---

## CONCLUSION

The school district and tribal entities will continue to advocate and work together in addressing the educational needs of American Indian students. The tribal consultation meetings will continue in the coming months and years. The IPP are reviewed and approved by the Indian Parent Committee and the Indian Education Committee every year.

---

## ACTION PLAN

The district and tribal representatives will continue to work collaboratively to keep the Indian Policies and Procedures in check and up to date. The Memorandum of Agreement (MOA) is still a work in progress but even in the absence of a MOA, the IPP is being properly implemented. All stakeholders are striving to strengthen tribal consultation.



## **INDIAN POLICIES AND PROCEDURES**

**2021-2022**

### **GRANTS CIBOLA COUNTY SCHOOL DISTRICT**

The Grants Cibola County Schools (District), as part of the requirements for the receipt of federal Impact Aid funds, adopts this set of Indian Policies and Procedures (IPP) to fulfill the commitments stated below and to establish a process of consultation and involvement with tribes and parents of Indian students with the ultimate goal of improving students scholastic performance. The process shall be facilitated by the six policies and related procedures set forth below.

#### **Elementary and Secondary Education Act (ESEA), Every Students Succeeds Act (ESSA) Title VII - Impact Aid**

Impact Aid provides funds to school districts, in place of property taxes not received from federal lands. Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts; these districts may use the funds in whatever manner they choose in accordance with their local and State requirements.

Most Local Education Agencies (LEAs) use these funds for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Payments for Children with Disabilities must be used for the extra costs of educating these children.

#### **DEFINITIONS:**

**Equal access:** it is the intent of the District that all Native American students attending the district shall have equal and equitable access to all programs, services, and activities offered. It is the intent of the District to fully comply with all requirements of the policies and procedures relating to children residing on Indian lands [20U.S.C.7704], and New Mexico Indian Education Act, [22-23A-1 to 22-23A-3 NMSA 1978]. However, nothing herein is intended to and shall not conflict or violate the Family Educational Rights and Privacy Act (FERPA) [(20 U.S.C. 1232 9(g); 34 CFR Part 99].

**Local Education Agency (LEA):** In general, the term 'local education agency' means a public board of education or other public authority legally constituted within the State for either administrative control or direction of, or to perform a service function for, public elementary schools in a city, county, township, school district, or other political subdivision of a State, or of a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools as defined in 20 U.S.C. 7801 (30)(A).

**Parties:** The parties to the IPP are the parents/guardians and extended family members of Native American students enrolled in the District, tribal officials of Acoma Pueblo, Baca-Prewitt Chapter, Laguna Pueblo and District representatives.

**Team IPP (TIPP):** Parent, Tribal and district members will comprise the TIPP to implement the IPP during the year:

Acoma Pueblo parents/Acoma Pueblo: 2 members each  
Baca-Prewitt Chapter parents/Baca-Prewitt Chapter: 2 members each  
Laguna Pueblo parents/Laguna Pueblo: 2 members each  
District representative: 4 members  
1 non-voting GCCS board liaison

TIPP's task is to ensure that meaningful interaction, discussion, and partnership occur in the implementation of the IPP. The statutory role provided by Title VII is not replaced by TIPP; parents, tribes and district will continue to fulfill their roles as stipulated in Title VII guidelines.

**Year-long Implementation Schedule:** The District and the TIPP will submit to the GCCS board a yearlong plan of action that schedules all activities, reports, and documents described in the IPP.

**Progress Reports:** Monthly progress reports will be provided to the tribes and the GCCS Board as part of the reporting of the actions of TIPP meetings.

**IPP Data Set (Appendix A):** The IPP Data Set describes the critical data involving equal participation and access and other indicators of performance and student behavior. The IPP helps determine if Native American students are participating equally and if Native American students are making adequate achievement. This information shall be a part of the District's improvement plans; the District, schools, and TIPP will receive the same data for the purposes of systematically and uniformly modifying programs and activities to achieve equal participation and improve achievement. Native American student information is to be disaggregated at least by District-wide, school, ELL, SWD, and other factors as appropriate and feasible.

**Meetings:** Meetings will be held so that parents and tribes can provide comments, concerns, and recommendations on how student performance can be improved. The TIPP will organize meetings ensuring the frequency, dates, times, and locations of all meetings are made public. Notices of meetings will be posted in the District's Office of Inclusion and Diversity and will be sent to area tribes for posting.

**Information Sharing:** The following materials will be disseminated to tribes and parents who request the same in writing.

- a. The District strategic and school DASH plans that document needs, goals, strategies, and outcomes related to Native American student performance;
- b. State and federal reports which document Native American student needs and performance outcomes;

- c. All Title Programs; Emphasis on Title VII Impact Aid Application for funds;
- d. Any evaluations of those programs in which Native American students are participating;
- e. The District Indian Education Status Report on growth, disaggregated by school, ethnicity, tribe, SWD, ELL with written explanations of the results shown by the data.

**Policy I: The Grants Cibola County School District will disseminate relevant applications, evaluations, program plans and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Native American students the opportunity to review and make recommendations. [34 CFR 222.94 (b)(1)]**

**Procedures (January Timeframe):**

- 1) The District, tribes and members of the IPAC shall identify their representatives to the TIPP.
- 2) The prior year TIPP shall provide an orientation to any new members of the TIPP including a review of the current IPP, NM Public Education Department and Indian Education Division Strategic Plan(s), District Strategic Plan, school site Education Plan for Student Success (EPSS) or Data, Accountability, Sustainability, High Achievement, Data, Accountability, Sustainability and High Achievement (DASH) plan(s), from the previous school year.
- 3) The prior year TIPP shall provide a review of the IPP Data Set to the TIPP which was used to monitor student performance relative to prior year goals and how they reflect the current school year.
- 4) Using current data, the TIPP will assess the extent to which Native American students participate on an equal basis with non-Native students served by the District and be prepared to share their input at the next TIPP meeting. The TIPP will accomplish this through meetings and other information sharing methods as they determine appropriate.
- 5) The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail to Native American parents and Tribal officials a copy of the following documents:
  - a) Impact Aid FY annual application;
  - b) Plans for education programs the District intends to initiate or eliminate;
  - c) Budget Process and Committee dates released to Tribal agencies.
- 6) The location, date and time of meetings, Public Hearings, or as described above shall be posted in the same manner as a legally posted Board meeting.

7) Minutes from the TIPP meetings will be available upon written request from the Office of Inclusion and Diversity in the Grants Cibola County School District.

**Policy II: The Grants Cibola County School District will provide an opportunity for tribes and parents of Native American students to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the District's education programs and activities. [34 CFR 222.94(a)(2)]** As part of this requirement, the District will:

- i. **Notify tribes and the parents of Native American students of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and**
- ii. **Modify the method of and time for soliciting Native American views, if necessary, to ensure the maximum participation of tribes and parents of Native American students.**

**Procedures:**

1. The District will modify programs and allocate resources in consultation with tribes and parents. A timeline for design and implementation will be provided.
2. The District will implement the new/revised educational program according to the timeline and provide progress reports to the TIPP on a scheduled basis.
3. These monthly reports will include a report of program information emphasizing the data set of the IPP.
4. Information will be included in student handbooks regarding opportunities to provide input to the District.
5. The District and TIPP representatives will schedule meetings with the Pueblo of Acoma, Pueblo of Laguna and the Navajo Nation to discuss topics related to educational need, access and program development.

**Policy III: The Grants Cibola County School District will annually assess the extent to which Native American students participate on an equal basis with non-Native students in the District's education program and activities. [34 CFR 222.94(b)(3)]** As part of this requirement, the

- i. **Share relevant information related to Native American students' participation in the LEA's education program and activities with tribes and parents of Native American students; and**
- ii. **Allow tribes and parents of Native American students the opportunity and time to review and comment on whether Native**

**American students participate on an equal basis with non-Native students.**

**Procedures:**

1. The TIPP will gather the input of parents relating to the view of equal participation, how it can be meaningfully measured, and how services are being provided to children in the school District.
2. The TIPP will obtain information from the school improvement initiatives (e.g., Data, Accountability, Sustainability and High Achievement (DASH) and NMPED Academic Initiatives) to develop suggested modifications to the District's educational program.
3. The TIPP will develop proposed changes to the District's educational related to:
  - a. A modification of existing programs, activities and tasks,
  - b. Alternative teaching approaches to include culturally relevant approaches,
  - c. A new IPP Data Set which will be used to monitor progress at achieving the new/revised IPP Goals,
  - d. List of recommended "Talking Points" for budget process with board, state, and federal representatives,
  - e. TIPP By-Laws to govern consultation, data review, and IPP recommendations.
4. New/revised IPP will be finalized and approved by the TIPP who will seek parent, tribal and District Superintendent approval as appropriate.
5. The TIPP will present the new/revised IPP to the District School Board for their approval. As potential changes and/or new approaches to achieve policies are identified throughout the school year, these will be presented to the District Superintendent and Board.
6. The Grants Cibola County School District will take the following measures to annually assess the extent to which Native American students participate on an equal basis with non-Native students in the District's education program and activities.
  - a. The Grants Cibola County School District will monitor Native American student participation in all academic and co-curricular activities.
  - b. School district officials will review school data to assess the extent of Native American students' participation in the District's educational programs on an equal basis.
  - c. The Grants Cibola County School District will share its assessment of district funding, Native American student participation, related academic achievements and other related data. This information will be shared with the parents of Native American students and tribal officials by (mail, email, posting at tribal offices, etc.) Parents of Native American students, tribal officials and other interested



parties may express their views on participation through direct communication with the school district, at any school board meeting or to the TIPP.

d. Copies of annual reports will be made available to tribal officials, parents, and community members in print and electronic formats upon approval and presentation to the GCCS Board of Education.

e. During the public hearings in November and March, the school district will gather information relating to Native American students' participation in the LEA's education programs and activities. This information will also be made available to the parents of Native American students, tribal officials and the TIPP via email and posting at tribal offices.

**Policy IV: Modify the IPPs if necessary, based upon the results of any assessment or input described. [34 CFR 222.94(b)(4)]**

**Procedures:**

1. Every other year, the TIPP will convene hearings and other local meeting(s) to review the current IPP, the IPP Work Cycle, and evaluate the relevance the IPP has to the District Strategic Plan, school site DASH plans.

2. With parent and tribal input, the TIPP will update the IPP to assure the policy is providing effective guidance and positively influencing student performance.

3. Drafts of a new IPP that contains language which the parents, tribes and District representatives may agree upon will be formulated and forwarded to each party of the TIPP to follow their specific means and methods for final approval.

4. While tribal signatures are not required for the Title VII application, the District will collaborate and obtain tribal signature. This will validate implementation of the IPP. The district will provide proposed revisions to the IPP each year by November 1st.

5. Parents and tribal officials will be notified of any modifications to the IPP through public announcement and direct communication with the tribes. If the District Board denies any proposed modification to the IPP, the reasons shall be provided in writing.

6. The TIPP will annually review the components of the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements.

7. The Grants Cibola County School District will hold a Board meeting to modify policies and procedures, if the TIPP indicates such modification is necessary.

8. The Grants Cibola County School District will notify parents of Native American students, tribal officials and the general public of any changes to the Indian Policies and Procedures by District website, email and posting at tribal offices.

**Policy V: The Grants Cibola County School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Native American students, and disseminate the responses to the tribes and parents of Native American students prior to the submission of the IPPs by the LEA. [34 CFR 222.94(b)(5)]**

**Procedures:**

1. The TIPP will continually gather, review and analyze IPP Data Set information to determine the effective implementation and how the revised educational program is affecting student performance.
2. The District Office of Indian Education and the TIPP will organize public hearings and other local meetings to present a conclusive report of how the revised educational program has affected student performance.
3. At these meetings, the TIPP will gather student and parent views on how the educational programs are the needs of Native American students.

Note: These procedures will not prevent parents or tribal officials from conveying their views directly to the District through District Board meetings and/or tribal council/chapter venues. The Grants Cibola County School District will at least annually respond in writing to comments and recommendations made by the TIPP, tribal officials, or parents of Native American students, and disseminate the responses to all parties by district website, email, and posting at tribal offices prior to the submission of the IPPs by the District.

**Policy VI: The Grants Cibola County School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34 CFR 222.94 (b)(6)]**

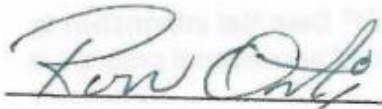
**Procedures:**

1. The TIPP will convene meeting(s) with parents and tribes to share initial student and parent reviews and feedback of how the revised/new educational program is affecting student performance.
2. The District Office of Inclusion and Diversity will develop and provide the District Superintendent a report on the modifications which the District has agreed to and submit that list to the TIPP and the respective tribal officials.
3. The Grants Cibola County School District will annually provide a copy of the current Indian Policies and Procedures to the tribe by email correspondence.

**APPROVED BY THE GRANTS/CIBOLA COUNTY SCHOOL BOARD OF  
EDUCATION**

Approved on, 12/15/2020

**By:**



Board President

12/11/2020

Date:



Board Secretary

12/14/20

Date:



Superintendent

12/16/2020

Date:

**Concur:**



Governor, Pueblo of Acoma

12/15/20

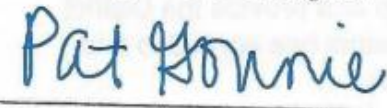
Date:



Governor, Pueblo of Laguna

12/22/20

Date:



Superintendent,  
Department of Diné Education

12.23.20

Date:



## 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 their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

---

### BACKGROUND

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

The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school.

Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

---

### METHODS

The district conducted a survey for all families living in and out of the reservation and identified students who had no or limited internet access. GCCS made an initiative to help provide internet access to students especially in the remote areas. All students were provided with the necessary equipment to attend to online classes. GCCS received a good amount of funding from both the state and federal governments to be able to help improve the students’ ability to connect to the internet especially in remote areas.

---

### RESULTS

The student dropout rate is one year lagged as the graduation rate. The table below shows the number and corresponding percentage of students who dropped out during the 2019-20 school year.

The district attendance plans are in place and will support all students in grades Pre-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 students consistently have attained a higher attendance rate as compared to the other subgroups over a 5-year span. In the past two years, the AI attendance

rate was constant. However, during the 2017-2018 school year, the AI attendance rate dropped 5 percentage points since the previous school year.

The dropout rate for AI students is higher compared to the other subgroups. Most cases of student dropouts take place at the middle school level, followed closely by the high school level. Majority of students who dropout intends to take the GED program.

---

## CONCLUSION

The attendance rate for American Indian students remained constant from the previous school year. GCCS made it a priority to increase attendance rates for all students. The district has improved the monitoring of absences, increased communication with parents, and created a climate in which students appreciated the value of coming to school. Overall, the district plan will support all students in all levels and all age groups regardless of ethnicity.

---

## ACTION PLAN

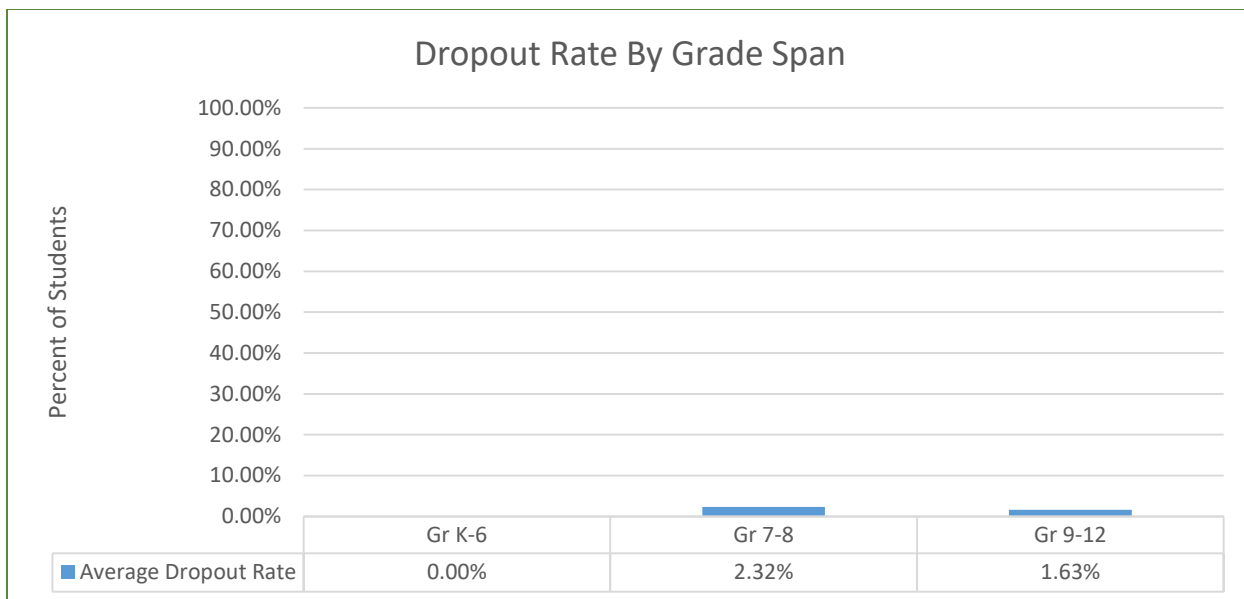
The Diversity and Inclusion Department will support the district plan through parent and student notification about the district plan through multiple venues including School Messenger. Attendance liaisons will continue to be provided to schools through Title IV and Title VI.

<b>Ethnicity</b>	<b>2019-20 Drop Outs</b>	<b>2019-20 Overall %Rate</b>
American Indian/Alaskan Native	40	5.20%
Asian	*	*
Black or African American	*	*
Caucasian	*	*
Hispanic	21	3.60%
Multiracial	*	*
Native Hawaiian or Other Pacific Islander	*	*

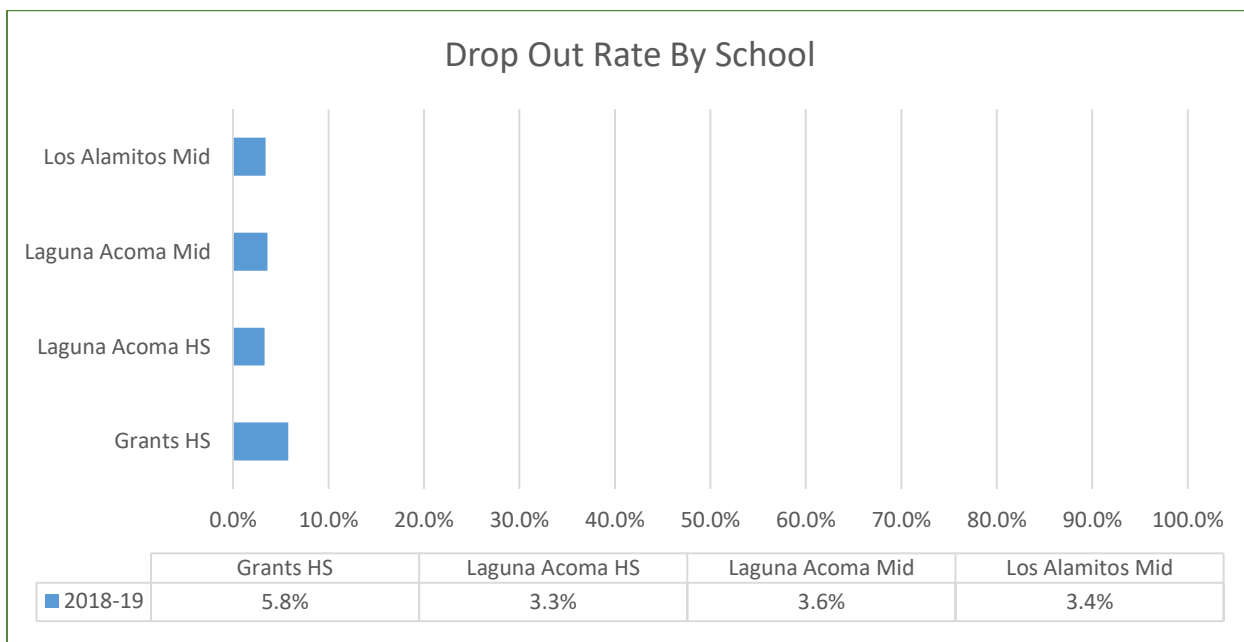
\* Number of students less than 10 is being masked.

Source: STARS

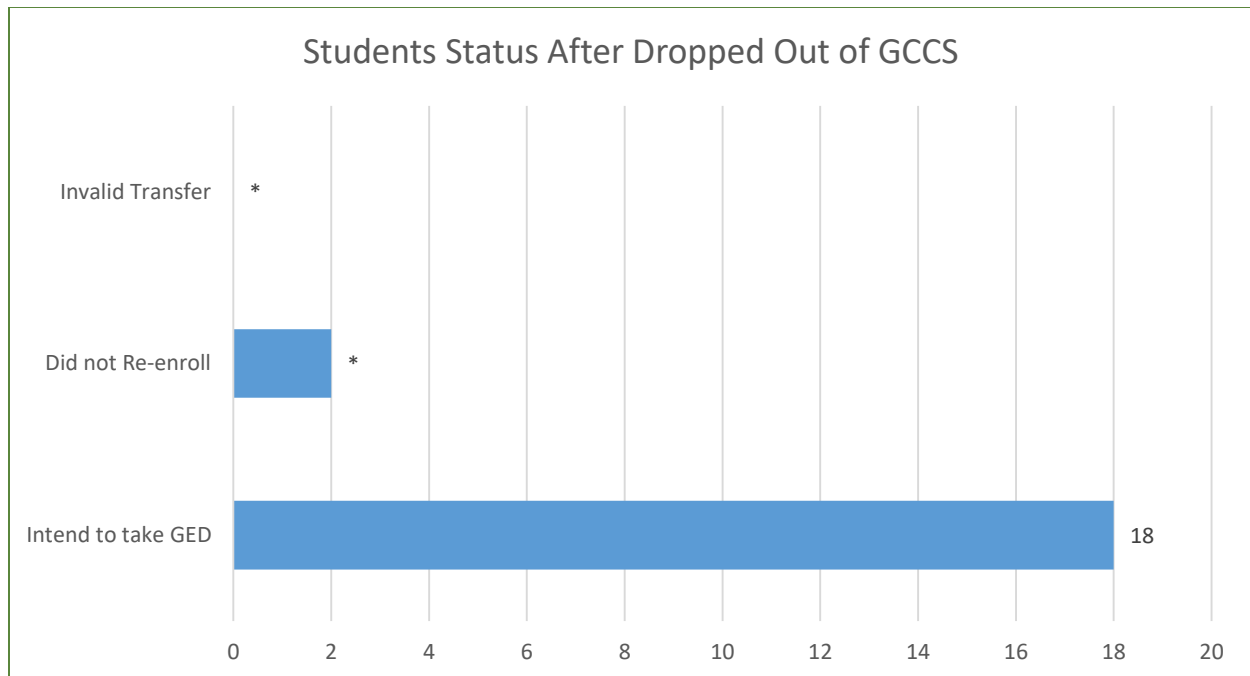
The dropout rate of AI students is higher compared to other subgroups. There is approximately a 1.6 percentage difference between AI student dropout rate and the subgroup with the closest dropout rate.



Most cases of student dropouts take place at the middle school level.



Among the four (4) secondary schools, Grants High School has the highest dropout rate.



\* Number of students less than 10 is being masked.

Majority of students who dropout intends to take the GED program. Out of the 20 student dropouts in the 2019-2020 school year, 18 students expressed their intention of taking the GED program.

## 10: PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

---

### OBJECTIVE

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

---

### BACKGROUND

New Mexico has a rich American Indian history and culture that cultivates the 22 tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

---

### METHODS

The calendar committee is made up of district employees, administrators, and tribal representatives. The committee convenes in February to discuss the calendar for the upcoming school year. Historically, in 2004, a MOA was signed between the GCCS Board of Education, the Laguna Department of Education, the Sky City Community School (Haakú Community Academy), the Pueblo of Acoma Commission on Education (predecessor to the Acoma Department of Education), and the St. Joseph Mission School board to adopt a common school year calendar. Embedded in the school calendar are the following cultural events: Pueblo of Acoma, San Esteban Feast Day on September 2<sup>nd</sup> and Pueblo of Laguna, St. Joseph Feast Day on September 19<sup>th</sup>. If these events happen during the weekday, students are given the day off known as a "Cultural Day" as is approved in the School Board's calendar.

---

### RESULTS

The district works with tribal leaders by allowing students to participate in these feast day events. According to state guidelines on attendance, a student must be in school for 180 instructional days. The two cultural days aforementioned are incorporated into the yearly calendar on an annual basis to meet state attendance guidelines.

---

## CONCLUSION

Accordingly, the district calendar allows American Indian students to participate in traditional activities and allows all non-AI students to witness the diversity of cultures in the school district and community.

---

## ACTION PLAN

The calendar committee will continue to meet in February of each year to discuss the calendar for the upcoming school year. The feast days for Pueblo of Acoma and Pueblo of Laguna will continue to be embedded in the district calendar. A cultural day for Navajo students has yet to be determined.

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

---

### OBJECTIVE

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

---

### BACKGROUND

Districts that claim federally identified AI/AN students residing on Indian lands for 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 American Indian students.

---

### METHODS

The district holds monthly Indian Parent Advisory Committee (IPAC) meetings throughout the year. The district administration also holds tribal meetings with the Pueblo of Acoma leadership, Pueblo of Laguna leadership, the Acoma Board of Education, and the Department of Diné Education that serves the Navajo Nation. The school site principals also provide presentations during the school year on current data relating to their school's academic performance (i.e. graduation rate, truancy, dropout rate, etc.).

---

### RESULTS

Monthly Indian Parent Advisory Committee meetings continue to take place and the attendance in them continue to improve. When the COVID-19 pandemic struck, a transition to virtual meetings needed to be made which fortunately helped increase participation.

---

### CONCLUSION

The Grants Cibola County Schools will continue to strive at engaging all stakeholders in broadening their knowledge of the importance of community and parental involvement in the education of children. The district will continue to build upon the legacy of strong partnerships between the district and the tribal entities.

---

## ACTION PLAN

The district will continue to share current and pertinent data with the tribes/pueblos and with the help of all stakeholders continue to develop strategies on improving academic achievement of American Indian students. Moreover, the district will continue to strive to be inclusive and respectful of parental and tribal input in all aspects of the educational process.



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

---

### METHODS

The district has been involved in various aspects of research of related topics which include: individual teacher professional development, book studies, independent research by staff pursuing masters or doctorate degrees, literature reviews, and conference presentations.

A few years back, the school district collaborated with the Indian Pueblo Cultural Center, the Pueblo of Acoma, and the Pueblo of Laguna to introduce a pueblo-based educational curriculum titled Indigenous Wisdom, Centuries of Pueblo Impact in New Mexico to district teachers as a supplemental curriculum. The Pueblo of Acoma and Pueblo of Laguna have approved this curriculum and was approved by the School Board to be taught in the classroom.

The Diversity and Inclusion Department will continue to work at broadening the awareness of teachers and site principals that this curriculum is available. It will be recommended to be embedded into their instruction throughout the school year. Moreover, the department will organize cultural responsiveness trainings districtwide and provide materials related to cultural responsiveness.

---

## RESULTS

To achieve the goal of helping AI students grow with deep cultural awareness and understanding their history, GCCS offered the three major Native languages in Cibola County into the curriculum namely: Acoma Keres and Culture, Laguna Keres and Culture, and Navajo Language and Culture. In addition, the Native American Studies was offered as an additional course in the curriculum to further strengthen the cultural knowledge of AI students.

---

## CONCLUSION

The Diversity and Inclusion Department will continue to participate in the development and implementation of culturally-relevant curriculum and the gathering and dissemination of educational resources that district teachers can use in the classroom.

---

## ACTION PLAN

The Diversity and Inclusion Department and the Indian Parent Advisory Committee will continue to seek the latest instructional methodologies and information to maintain and support continued improvements by the AI students we serve. The district will continue to encourage and support teachers to be culturally sensitive and responsive in their practice.

## 13: ACCESS TO NATIVE LANGUAGE PROGRAMS

### OBJECTIVE

This section is a new addition to IED’s objective which will be provided in the statewide TESR report. Quoting from Indian Education Act, “it is imperative that native language and bilingual programs are part of a schools’ development plan”.

### BACKGROUND

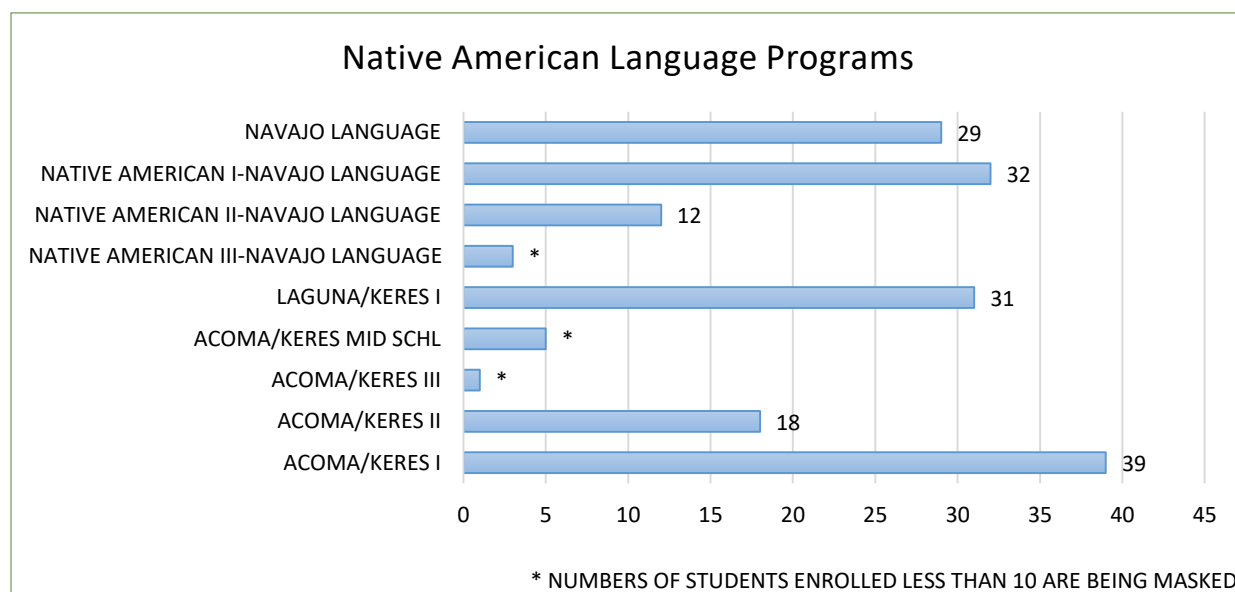
The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) provide assistance to school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in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

### METHODS

There were nine (09) native language classes offered in Grants Cibola county Schools with a total enrollment of 170 Native American students. There were 4 Navajo Dine classes, one (01) Laguna Keres and 4 Acoma Keres classes and had three 520 teachers certified to teach native languages.

### RESULTS

With about 45% Native American student population, Grants Cibola County Schools offered nine (09) native languages to secondary schools. 170 Native American students enrolled in the program distributed as follows: 31 Laguna, 63 Acoma and 76 Navajo.



---

## CONCLUSION

The Diversity and Inclusion Department and Indian Parent Advisory Committee will continue to support to offer native languages to the Native American students. This support could eventually strengthen the Native American Language Program of the district. It provided students opportunity to learn their language and it has been supporting the culturally-relevant curriculum implemented in the classroom. This practice could build mutual respect to both native and non-native population in the district.

---

## ACTION PLAN

The Grants Cibola County School District through the Diversity and Inclusion Department is coordinating with the tribes in the community to support the development of potential native language teachers. The tribal leaders are encouraging the families to start teaching their native language to their children even from infancy. Hopefully, this practice will continue and eventually grow to produce potential native language teachers.

With the current native languages classes offered, the district is encouraging American Indian students to enroll in these classes. Hopefully, native language classes will be offered to elementary students as well.