

Tribal Education Status Report

School Year 2016–17

November 2017



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The State of New Mexico

Tribal Education Status Report For School Year 2016–2017 Issued November 2017

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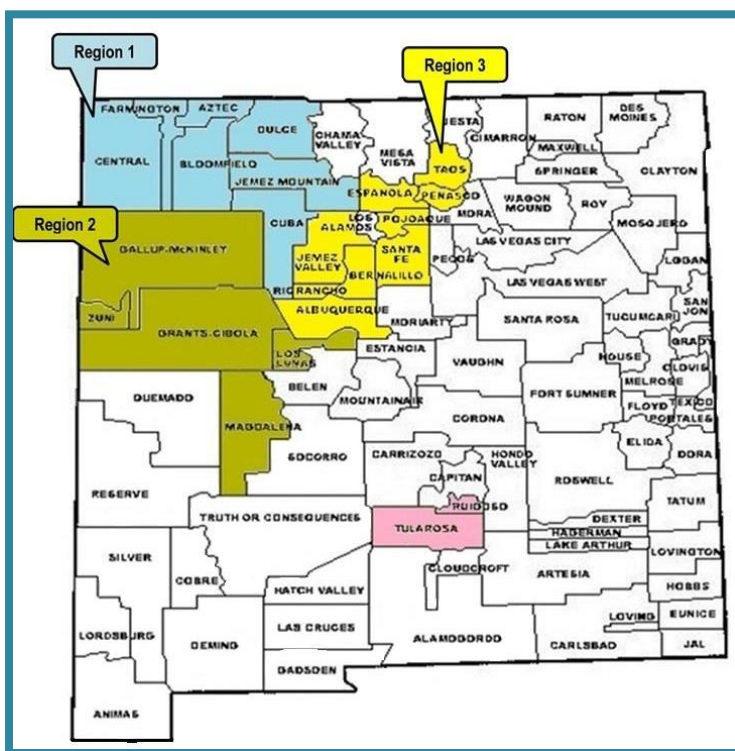
Notes:

This document is available at www.ped.state.nm.us. Click on the *A–Z Directory* to locate it under *Indian Education Division*.

ACKNOWLEDGEMENTS

The Secretary of Education thanks the following individuals for their contributions to this report:

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Corazon Barsana, Ruidoso Municipal Schools	Patricia Marquez, Bloomfield School District
Berlinda Begay, Central Consolidated School District	Pamela Montoya, Dulce Independent Schools
DeAlva Calabaza, Public Education Department	Suzanne Nguyen, Rio Rancho Public Schools
Norma Cavazos, Jemez Mountain Public Schools	Valerie Otero, Los Lunas Public Schools
Joline Cruz-Madalena, Jemez Valley Public Schools	Latifah Phillips, Public Education Department
Nancy Davis, Santa Fe Public Schools	Louella Poblano, DEAP Charter
Quintina Deschenie, Dream Diné Charter	Ricardo Sanchez, Española Public Schools
Anpaoduta Flying Earth, Native American Community Academy	Jaime Tamez, Cuba Independent Schools
Amy Garcia, Peñasco Independent Schools	Bob Tenequer, Grants Cibola County Schools
Jeanette Garcia, Bernalillo Public Schools	Daisy Thompson, Albuquerque Public Schools
CJ Grace, Taos Municipal Schools	Caroline Ukestine, Zuni Public Schools
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Shawl Iron Moccasin, Farmington Municipal Schools	Pauletta White, Gallup-McKinley County Schools
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EXECUTIVE SUMMARY

In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the Public Education Department's (PED) current initiatives specific to American Indian students and their educational progress. This report examines both the current conditions and recent trends in the education of New Mexico's American Indian students and provides action steps to strengthen existing programs or propose new activities to yield a positive outcome for American Indian students.

Data for the 12 reporting areas for 2016–2017 was gathered from the 23 school districts and 6 charters that serve a significant population of American Indian students or have tribal lands located within their school boundaries. The numbers for Native American students are generally improved. Data indicates that New Mexico's American Indian students made slight gains in their proficiencies for math, a slight decrease in reading and maintained their proficiency level in science from the previous year. American Indian students show a one percent increase in graduation rate when compared with the previous year, and when their five-year graduation rate is compared to other sub-groups by ethnicity, the percentage of graduates is greater. In the area of school safety, the numbers are again improved over the previous school year. Data shows a decrease in alcohol and tobacco use, bullying, drug violations, graffiti, theft, vandalism and weapons possessions. Bucking that positive trend however, there was a three percent increase in assault/battery and a one percent increase in sexual harassment.

More detailed information regarding the performance of American Indian students in local school districts can be found in the local Tribal Education Status Report that each of the 23 school districts were required to submit in May of 2017 per the Indian Education Act Rules for Implementation. The school districts' local Tribal Education Status Reports for 2015–2016 can be accessed on the Indian Education Division's or directly from each school district.

The PED has developed and implemented targeted initiatives to support the educational success for all students. Several PED bureaus and divisions, including among others the Indian Education Division (IED), the Federal Programs Division, the Bilingual Multicultural Education Bureau, and the College and Career Readiness Bureau have been instrumental in those initiatives that are designed to address the educational gap and cultural development of American Indian students. Additionally, activities and outcome from various grant programs specific to our Native American students from within school districts and tribal recipients of are included within this report, and the IED seeks to support the 23 districts, 6 charters and 22 tribes by increasing application submissions for the various opportunities that are available to support American Indian students at both the state and federal levels.

Integral to the Every Student Succeeds Act New Mexico Plan, the PED asserts an Affirmation of Tribal Consultation process that creates the opportunity for local school districts and tribes to engage in meaningful discussion and decision-making. Within that framework, the Indian Education Division continues to prioritize and strengthen state and local tribal consultation practices in the 2017–2018 school year with the development of training, guidance manuals, and on-site technical assistance. It is calculated that these efforts will lead to best practices and solutions for supporting American Indian students.

The PED believes that every one of New Mexico's children can succeed. To this end, the PED continues to maintain high expectations for all students and to strengthen partnerships with tribes and school districts in order to collectively achieve the greatest outcomes for American Indian students.

INTRODUCTION

Providing all New Mexico children with a quality education is the key to our state's future. In a continuing effort to ensure better student outcomes, the federal government passed the Every Student Succeeds Act (ESSA). This new law replaces the federal law "No Child Left Behind" (NCLB) in governing K–12 education. As part of the ESSA state plan development, the PED convened six regional meetings throughout the state—in Gallup, Farmington, Santa Fe, Albuquerque, Roswell, and Las Cruces. Additionally, the PED held a tribal government-to-government meeting in Farmington to solicit input on how to best implement the state's ESSA plan to support student learning. The PED partnered with the nonpartisan, nonprofit New Mexico First to facilitate the meetings. In April 2017, New Mexico was one of the first states to submit its plan for federal review.

Over the last several years, New Mexicans have come together to set a bold vision for our state's future. New Mexico's Chief Executive, Governor Susana Martinez, in conjunction with stakeholders from the higher education community, laid out the ambitious "Route to 66" plan in September 2016. This plan establishes a rigorous yet attainable target of 66 percent of working-age New Mexicans earning a college degree or post-secondary credential by the year 2030. In order to support these efforts, New Mexicans must embrace the opportunity ESSA provides to establish targets through 2022 (at minimum) that raise expectations for our students across the preK–12 educational spectrum.

The annual Tribal Education Status report provides the PED the opportunity to analyze the progress of American Indian students and reflect on ways the strategies and goals set forth within the state plan can be maintained, strengthened, or revised to better meet the academic and cultural needs of American Indian students. This annual report also provides Indian education stakeholders and other education institutions with state-wide data that can be used as part of a local planning and improvement processes, resulting in improved outcomes for American Indian students.

PROFILE OF INDIAN EDUCATION IN NEW MEXICO

- ~23 districts and 5 charter schools identified as native-serving institutions
- ~34,400 American Indian students in public schools
- ~6,000 American Indian students in 28 Bureau of Indian Education (BIE)-operated and tribally controlled schools
- ~ 3 percent of state-wide district staff identified as American Indian

STATUTORY REQUIREMENTS

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

22-23A-7. Report.

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

DETAILED REPORT

New Mexico Student Achievement

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

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

Methods. During school year (SY) 2016–2017, students in grades K–2 were tested in reading using the Istation assessment, and students in grades 3–11 were tested using the New Mexico assessments. These proficiencies include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; Partnership for the Assessment of Readiness of College and Careers (PARCC) English language arts (ELA) and math; and Istation reading.

In SY 2016–2017, proficiencies, rather than scaled scores, have been used to categorize student progress, with testing data reported as the number of students who meet the cut-off point for proficiency. All assessment scores have been standardized to reflect proficiencies—from *at proficient* and *above proficient*. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small, and student privacy might be compromised.

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

Results. The graphs in this section show the statewide percentage of students who are at or above proficiency by ethnicity as measured by the New Mexico assessments. The overall gains seen in student achievement are based on all 2017 test results.

- Native American students showed a one percent increase in math from 2015–2016.
- Native American students showed a one percent decrease in reading from the previous school year.
- Native American students showed the same results in science proficiencies from previous years.

Conclusion. Generally, American Indian students are less proficient than their counterparts in reading, math, and science. However, reading scores of American Indian students—identified as non-economically disadvantaged—averaged one percent higher than all students in reading. There are performance gaps between male and female Native American students. While American Indian female students are outperforming American Indian males in reading by 10 percentage points, their male counterparts are outperforming them by an average two percent in science. Both genders are performing equally in math.

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

- The Reads to Lead program supports teachers, providing them professional development in effectively teaching students to read. The goal is to ensure that all students who are able are reading by 3rd grade. All districts in the state with a significant American Indian student enrollment participate in Reads to Lead.
- K–3 Plus is a program that extends learning time for students, targeting high-poverty schools. This program focuses on improving student achievement, including that of American Indian students.
- Mathematics and English language arts (ELA) initiatives to improve student performance originate in

the Priority Schools Bureau (PSB). This bureau provides districts and schools with systematic, differentiated support to address low student performance.

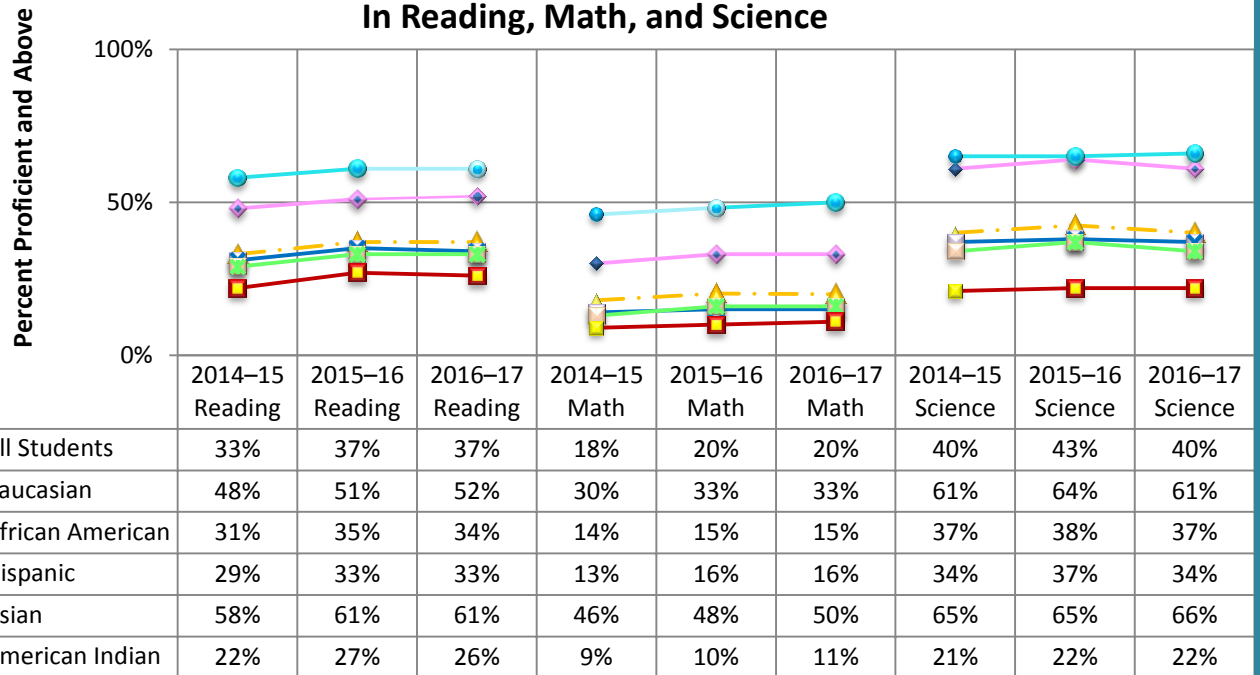
The IED seeks to support other PED departments as well as districts, schools, and staff in the following ways:

- Visit lowest-performing schools to identify and address needs and provide support
- Increase knowledge among school districts and tribes regarding the multiple resource and grant opportunities. Work with schools and educators to apply for those that support the academic achievement, health and wellness, and cultural development suitable for their needs.
- Provide technical assistance for conducting local needs assessments, instructional audits, and strategic planning.

Additionally, the IED supports the statewide implementation of ESSA with a focus on the following:

- **Assessment.** The IED works with the Assessment Bureau staff to create opportunities for tribal communities to develop assessments in heritage languages—through both state and federal competitive funding to the lowest-performing schools. Furthermore, the IED collaborates with the School Transformation Division to
 - identify and support the lowest-performing schools and high schools with a graduation rate below 67 percent (comprehensive school identification);
 - identify and support schools with a low-performing American Indian subgroup (targeted school identification);
 - provide additional support for American Indian student achievement through direct student services; and
 - provide technical assistance relating to local tribal consultation between school districts and tribes.
- **Excellent Educators for All.** The IED works with the Educator Quality Bureau to ensure that all students have access to highly effective and exemplary educators throughout the course of their academic careers via the educator equity plan.

THREE-YEAR STATEWIDE ASSESSMENT COMPARISON At or Above Proficient by Ethnicity In Reading, Math, and Science

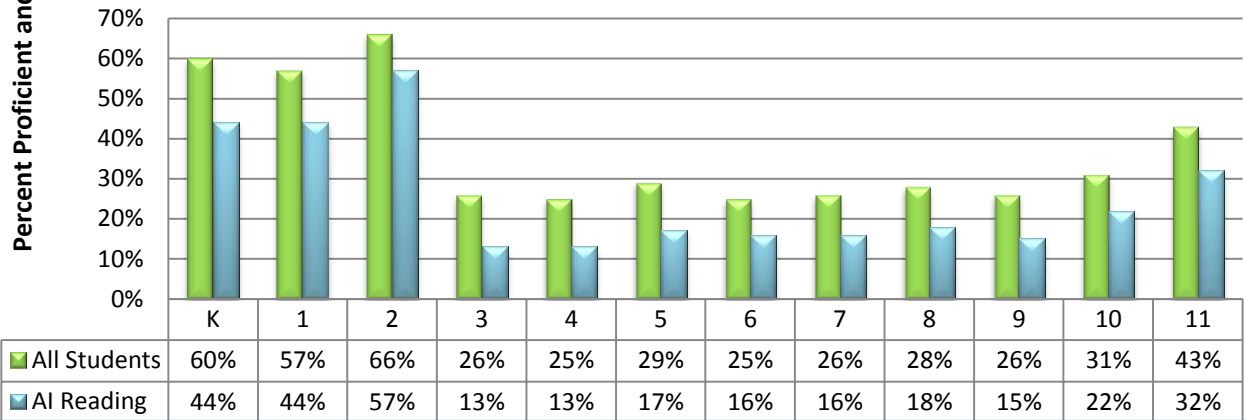


Note: Proficiencies include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; PARCC ELA and math; and Istation reading.

STATEWIDE ASSESSMENT BY ETHNICITY

- In SY 2015–2016, 26 percent of American Indian students are proficient in reading, 11 percent in math, and 22 percent in science. The proficiency rate of American Indian (AI) students in 2016–2017 increased slightly from SY 2015–2016 in math, was slightly lower in reading, and remained stable in science.
 - Proficiency rates for AI students are considerably lower than students of other ethnicities.
 - Compared to the percentage of proficient Caucasian students: in reading, there are half as many proficient AI students; in math, one-third as many proficient AI students; and in science, nearly one-third as many AI students are proficient.
 - Compared to the percentage of proficient Asian students: in reading, there are nearly one-third of AI students who are proficient; in math, one-fifth of AI students are proficient; and in science, one-third of AI students are proficient.

2016–2017 Statewide Assessments Reading Proficiency by Grade American Indian Students



READING BY GRADE

Grades K to 2 proficiencies for students were determined using the Istation assessment that provide the following results:

- The highest level of reading proficiency for all students and AI students occurs in 2nd grade at 66 and 57 percent.
- The gap between all students and AI students is smallest in 2nd grade with a nine percent difference.

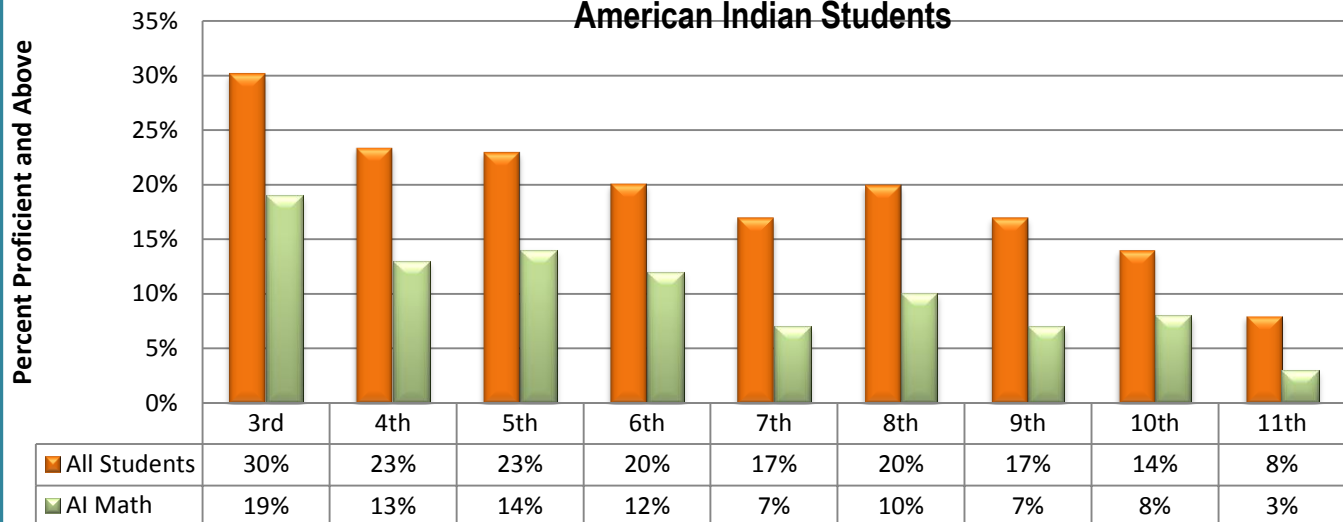
Grades 3 to 11 proficiencies are based on the entirety of reading assessments across the year and grades and provide the following results:

- For AI students, reading proficiencies are at their lowest level in the 3rd and 4th grades, at 13 percent.
- The drop in reading proficiency from the end of 2nd to the end of 3rd grades may be due to
 - 1) the new implementation of the more rigorous PARCC assessments; and
 - 2) the transition from decoding in the primary grades to reading for meaning starting in the 3rd grade.
- Reading proficiency for AI students is the greatest in the 11th grade and 10 percentage points below all students.

2016–2017 Statewide Assessments

Math Proficiency by Grade

American Indian Students



MATH BY GRADE

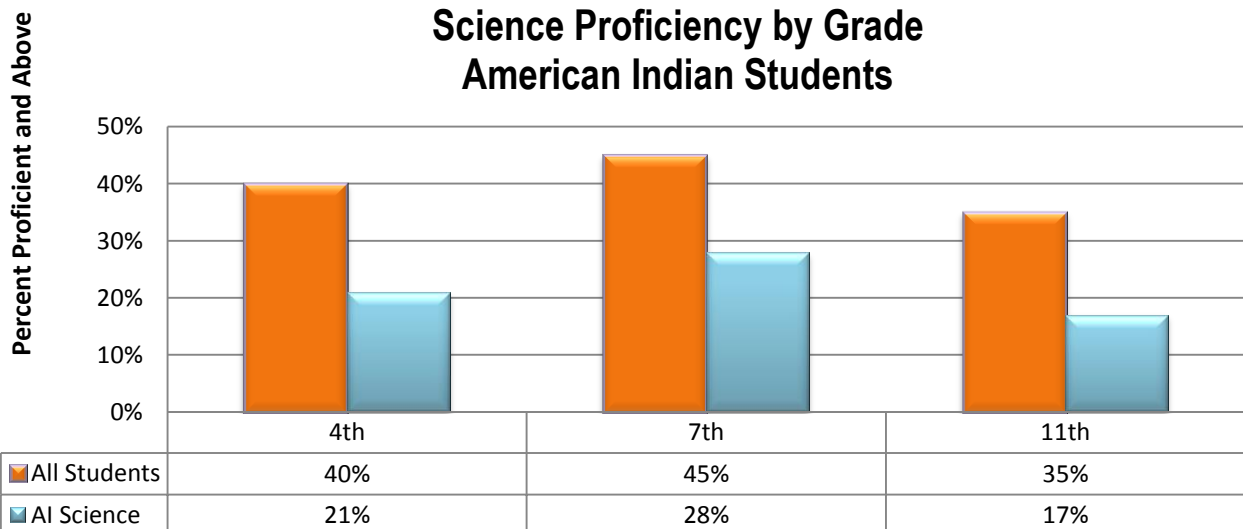
The 2016–2017 Math Proficiency by Grade chart indicates that

- elementary AI students are performing better in math than those in middle and high school; and
- AI students are performing below all other students in all grades levels from 3rd to 11th in math. The smallest math achievement gap occurs in 11th grade, when all students' scores fall and there are only five percentage points' difference between all students and AI students.

2016–2017 State-Based Assessments

Science Proficiency by Grade

American Indian Students



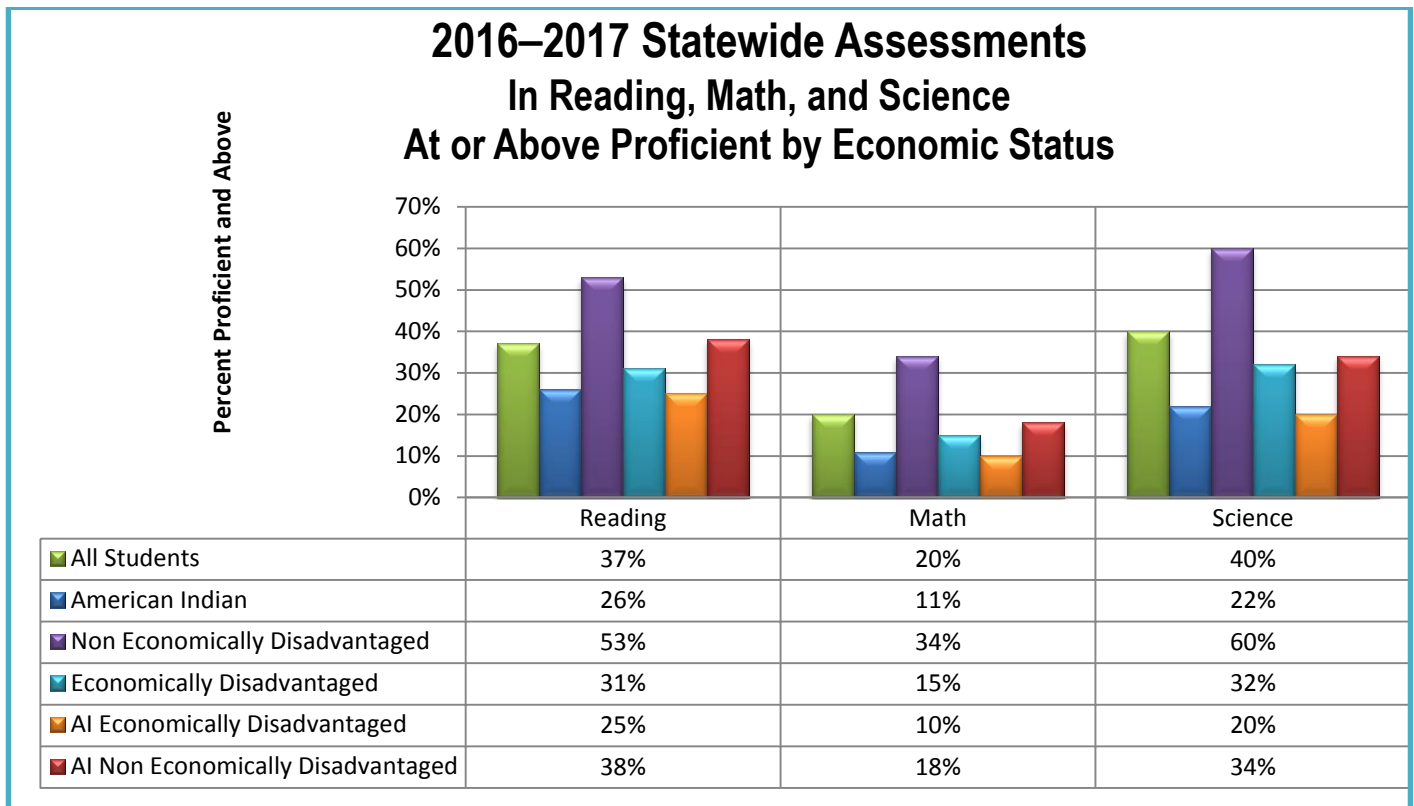
SCIENCE BY GRADE

Science is assessed with standards-based assessments in grades 4, 7, and 11.

The 2016–2017 Science Proficiency by Grade report provides the following results:

- The greatest grade-level science proficiency for AI students is found in the 7th grade with 28 percent proficiency overall.

- The smallest grade-level science proficiency for AI students is found in the 11th grade with 17 percent proficiency overall.

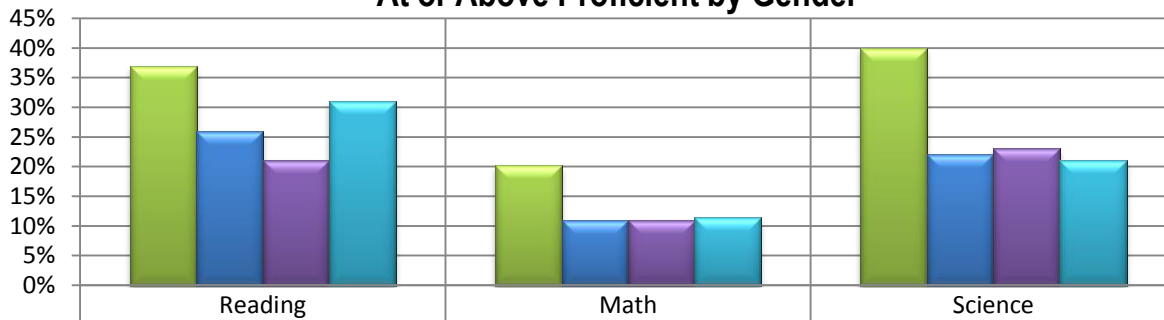


PROFICIENT BY ECONOMIC STATUS

- Overall, AI students who are economically disadvantaged are performing far worse than all students who are non-economically disadvantaged.
 - Reading performance is 13 percentage points of those non-disadvantaged students
 - Math performance is 8 percentage points lower than those non-disadvantaged students
 - Science performance is one-third the proficiency of those non-disadvantaged students
- In reading, non-economically disadvantaged AI students are performing slightly better than all students.

2016–2017 Statewide Assessment In Reading, Math, and Science At or Above Proficient by Gender

Percent Proficient and Above

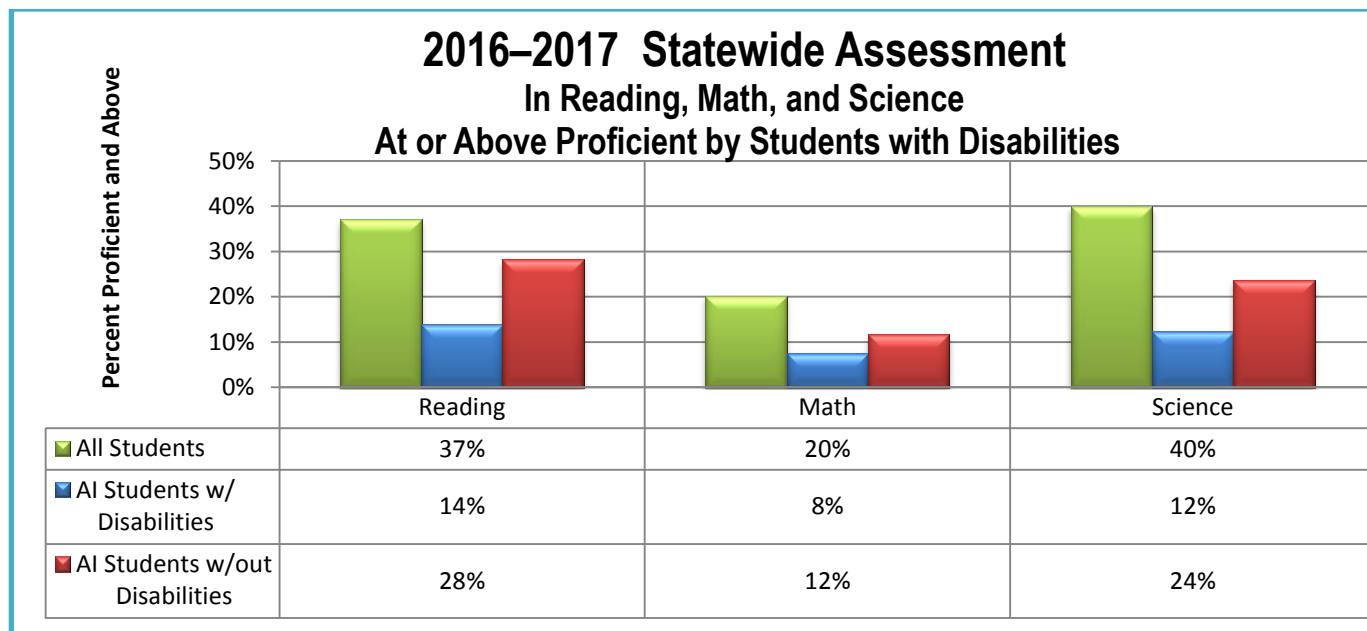


All Students	37%	20%	40%
American Indian	26%	11%	22%
AI Male	21%	11%	23%
AI Female	31%	11%	21%

READING, MATH, AND SCIENCE BY GENDER

The 2016–2017 Proficiencies by Gender report provides the following results:

- In reading, there is a performance gap between AI female and male students, with females outperforming males by 10 percentage points.
- In science, AI males are outperforming AI female students by two percentage points.
- Both genders are performing at the same achievement level for math.



READING, MATH, AND SCIENCE BY STUDENTS WITH DISABILITIES

The 2016–2017 Proficiencies by Disabilities report provides the following results:

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

ESSA NEW MEXICO RISING— NEW MEXICO’S STATE PLAN

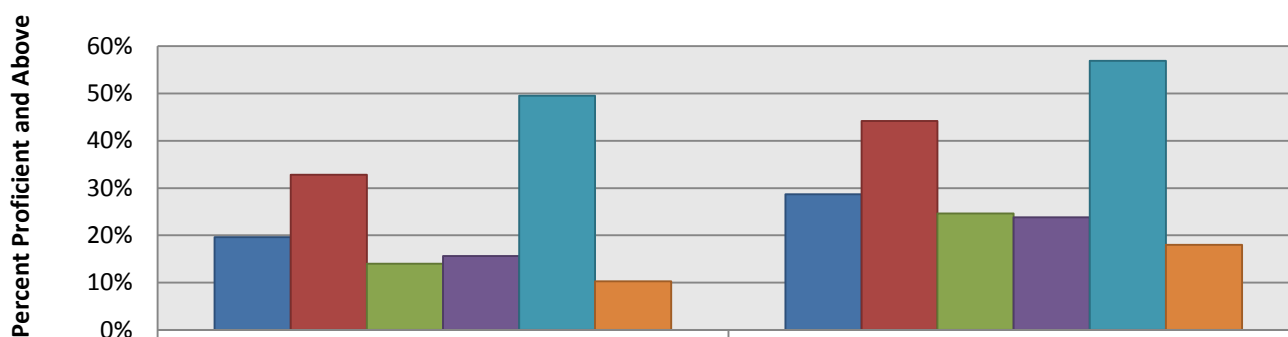
In order to support all students in meeting their full potential, New Mexico has set academic goals and targets for all subgroups, as required by federal law. Our goal in New Mexico is for the current lowest-performing subgroup, American Indian students, to achieve an academic proficiency rate of 50 percent by 2022, while simultaneous gains in academic proficiency amongst all groups of students are maintained on near-parallel tracks. The rate of student growth in academic proficiency will continue to vary among subgroups in order to ensure that all of New Mexico’s children are at or beyond 50 percent academic proficiency by 2022. With this goal, statewide averages of 64.9 percent in reading & 61.2 percent in mathematics are projected for that year, five years hence.

Source: <http://www.ped.state.nm.us/ped/ESSA.html>

Academic Achievement Long-Term Goals (PARCC Proficiency Scores)				
Subgroup	English Language Arts		Mathematics	
	2016 Baseline	2022 Goal	2016 Baseline	2022 Goal
Caucasian	42.8	75.2	33.4	72.2
Hispanic	23.2	61.6	16.3	57.9
Asian/Pacific Islander	55.0	83.7	48.3	84.7
American Indian	17.2	57.4	10.9	53.4
African-American	24.3	62.4	15.1	56.9

2016–2017 PARCC Assessments

Proficiencies by Subgroups



	Math	Reading
All Students	20%	29%
Caucasian	33%	44%
African American	14%	25%
Hispanic	16%	24%
Asian	50%	57%
American Indian	10%	18%

PARCC ASSESSMENTS

Partnership for Assessment of Readiness for College and Careers (PARCC) assessments were developed to measure the full extent to which students are demonstrating mastery of the New Mexico Common Core State Standards (NMCCSS) in mathematics and English language arts. Students in grades 3rd –11th are assessed by the PARCC. Students in the 12th grade are assessed differently for graduation requirements.

The 2016–2017 PARCC proficiencies report demonstrates the following:

- Across grade levels, AI students are underperforming by 10 percent all students in math and by 11 percent all students in reading.

School Safety

IED Objective. Ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

Background. New Mexico looks at strategies to keep students, staff, and faculty safe in schools. The School Safety Plan (SSP) (published by the PED's Coordinated School Health and Wellness Bureau—CSHWB) 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 schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports, and a school safety report submitted to the PED's CSHWB.

<http://ped.state.nm.us/sfsb/safeschools/2017/PlanningForSafeSchoolsNM2017FINAL.pdf>

Methods. From 2013 until 2016, all public and state charter schools in New Mexico were required to submit SSPs under the provisions in the 2013 *Planning for Safe Schools in New Mexico School Guide*. A revised 2016 guide replaces the 2013 guidance document in its entirety and establishes a number of enhanced and streamlined procedures for submitting SSPs. These procedures will be in effect starting in the 2016–2017 School Year.

The CSHWB oversees two key surveys that occur biennially in New Mexico:

- Youth Risk and Resiliency Survey (YRRS)
- School Health Profiles (SHP)

Co-sponsored by the NM Department of Health and the PED, the YRRS is conducted in approximately 90 percent of school districts, including schools with large Native American populations. The YRRS Steering Committee is inclusive of the Albuquerque Area Southwest Tribal Epidemiology Center, which provides specific, targeted and nurturing oversight to its identified schools in 27 Native American communities, which includes 19 pueblos, 2 Apache nations, 3 Navajo chapters and others throughout our tristate area.

The YRRS Steering Committee also works in collaboration with the BIE to coordinate the YRRS with the BIE's Native American specific survey every six years. The data resulting from the YRRS assists schools, students, and communities to develop and implement sustainable program activities and interventions to improve the health behaviors of all middle and high school students in these communities by addressing risk-taking behaviors and strengthening the resiliency factors of Native American youth.

Results. The safe schools indicator submissions—as reported in the PED STARs data—illustrate the positive effect of collaboration and identification of support systems for schools and tribes. From an overall perspective, NM schools have been successful in keeping most of their students and employees safe from harm. However, some schools do face serious problems of on-campus violence and criminal activity. It is important to develop an understanding of these problems so that the best possible strategies can be devised to prevent crime and increase school safety.

Conclusion. The majority of the 23 school districts and 3 charter schools that are supported by the IED have safety indicators that effectively sustain their schools' climate. With the CSHWB revising the School Safety Plan requirements, all schools will receive localized technical assistance from the bureau in order to come into compliance with ESSA.

Action Plan. The IED continues to partner with CSHWB to identify and target New Mexico school districts and charter schools that can benefit from working with the IED to complete and operationalize all of the safe schools indicators by

- providing more education to LEAs (local educational agencies) on the CSHWB process for planning of safe schools;
- providing education on the grading/rubric for safe schools;
- facilitating potential opportunities for tribal governments and tribal organizations to partner with LEAs in the planning process for safe schools;
- assisting the CSHWB in providing targeted professional development and technical assistance in health-related education and policy; and
- using the results of the School Health Profiles to further provide targeted assistance to the schools within the 23 districts.

New Mexico Youth Risk and Resiliency Survey Results

The New Mexico Youth Risk and Resiliency Survey (YRRS) is a tool used to assess the health risk behaviors and resiliency (protective) factors of New Mexico high school and middle school students. The YRRS is part of the national Center for Disease Control Youth Risk Behavior Surveillance System (YRBSS), but the survey results have widespread benefits for New Mexico at the state, county, and school district levels.

The YRRS is offered to a selection of high schools and middle schools in each school district in the fall of odd-numbered years. All data are self-reported by students who voluntarily complete the survey during one class period.

Additional specific results can be found on the following website: <http://youthrisk.org/>. These reports are state (aggregated), county, and district-specific. Each district owns the district data so requests for district-specific data must be sent to the school.

Native American Highlights 2015 NM YRRS	% of All Students	% of American Indian or Alaska Native (AIAN)	Native American Highlights 2015 NM YRRS	% of All Students	% of American Indian or Alaska Native (AIAN)
<u>Personal Safety and Violence</u>			<u>Alcohol Use</u>		
Rarely or never wore a seat belt	11.7	17.8	Drank alcohol before age 13	19.6	16.6
Drinking and driving	7.4	6.9	Drank alcohol	54.3	47.1
Texting and driving	38.0	28.6	Current drinking	25.4	19.1
Carried a gun in the past 30 days	7.7	10.3	Binge drinking	14.0	11.1
Carried a weapon on school property in the past 30 days	4.9	3.6	Drank at least 10 drinks on a single occasion	3.7	3.0
Skipped school because of safety concerns in the past 30 days	7.2	7.6	Bought alcohol in a store or other legal venue	8.2	7.7
Physical fight on school property in the past 12 months	8.0	8.6	<u>Drug Use</u>		
Was forced to have sexual intercourse	7.5	8.1	Current marijuana use	24.7	33.7

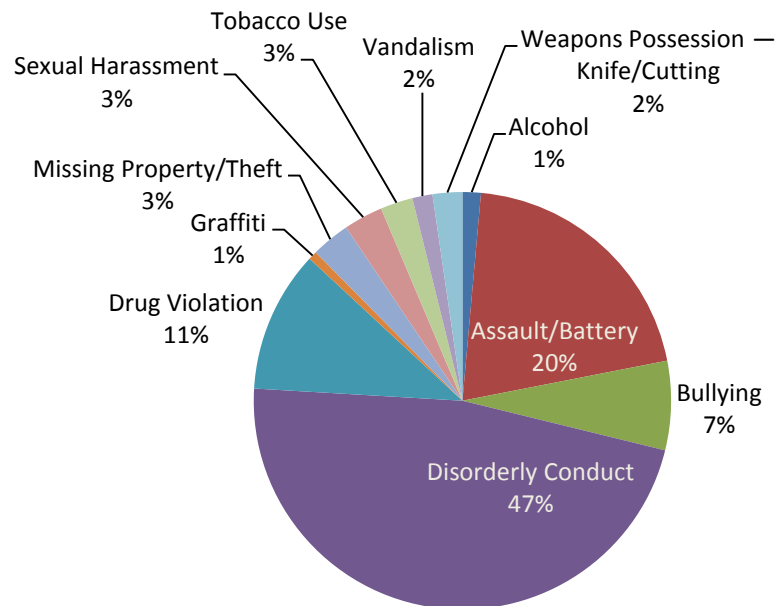
Physical dating violence	8.9	9.4	Current cocaine use	4.5	4.5
Sexual dating violence	10.0	8.9	Current inhalant use	4.4	4.7
Bullied on school property	18.0	18.2	Current heroin use	2.7	2.3
<u>Mental Health</u>			Current methamphetamine use	3.1	2.8
Engaged in non-suicidal self-injury	21.0	24.4	Current ecstasy use	4.5	3.9
Felt sad or hopeless	32.9	35.0	Current synthetic marijuana use	6.2	8.5
Attempted suicide	9.6	12.9	Current pain killer use to get high	7.6	10.6
Injured in a suicide attempt	3.3	4.5	Ever injected illegal drugs	3.1	3.1
<u>Tobacco Use</u>			Had sexual intercourse before age 13	4.3	4.1
Smoked before the age of 13	10.0	15.3	<u>Sexual Behaviors</u>		
Current cigarette smoking	11.0	15.9	Sexually active	23.7	23.0
Frequent cigarette smoking (on 20 of last 30 days)	2.5	1.8	Did not use a condom	47.9	50.3
Daily cigarette smoking	1.9	1.1	Highly effective birth control method	27.1	22.3
Heavy smoking	6.5	2.0	Used both condom and effective birth control	8.4	7.2
Current spit tobacco use	7.8	9.7	<u>Physical Activity, Nutrition, Obesity</u>		
Current cigar use	10.1	11.9	Three or more servings of vegetables per day	16.3	23.1
Current hookah use	13.2	15.1	One or more sodas per day	20.0	24.5
Current e-cigarettes use	23.1	22.3	Daily breakfast	34.2	33.5
Current use of any tobacco	32.2	35.8	No days of physical activity	15.0	11.1
Exposed to second hand cigarette smoke	34.5	25.9	Daily physical activity	30.2	30.3
Note: Tobacco section does not distinguish between ceremonial and non-ceremonial tobacco use			Used a computer three or more hours per day	39.0	40.2
<u>Other</u>			Three or more hours screen time daily	57.8	59.4
Saw a dentist in the past 12 months	73.6	67.0	Daily PE	25.4	32.5
Got 8 or more hours of sleep per night	31.3	35.2	Watched TV three or more hours per day	24.2	28.2
Has a physical disability	11.3	7.8	Overweight or Obese	31.3	41.9

Source: 2015 NM Youth Risks and Resiliency Survey (YRRS)—CHSWB

Reported Incidences—School Year 2016–2017

The graph below shows the percentage of ALL incidents reported statewide.

Highly Reported Student Infractions



Source: STARS EOY Student Infraction and Response Detail Report

2016–2017 Discipline Infractions Reported											
Number of Discipline Infractions Reported	Alcohol	Assault/Battery	Bullying	Disorderly Conduct	Drug Violation	Graffiti	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession - Knife/Cutting
All Students	373	5379	1811	12361	2881	175	787	797	660	409	603
AI Students	42	650	125	3592	407	6	70	36	33	26	52
Percentage of AI student discipline infractions	11%	12%	7%	29%	14%	3%	9%	5%	5%	6%	9%

In 2016–2017, the number and percentage of infractions American Indian students committed decreased in the areas of alcohol and tobacco use, bullying, drug violations, graffiti, theft, vandalism, and weapons possessions from the previous year. There was a three percent increase in assault/battery and a one percent increase in sexual harassment.

2015–2016 Discipline Infractions Reported											
Number of Discipline Infractions Reported	Alcohol	Assault/Battery	Bullying	Disorderly Conduct	Drug Violation	Graffiti	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession - Knife/Cutting
All Students	324	7775	1395	16414	2667	153	680	708	778	408	615
AI Students	87	689	135	2823	573	17	74	31	74	34	74
Percentage of AI student discipline infractions	27%	9%	10%	17%	21%	11%	11%	4%	10%	8%	12%

Graduation Rate

IED Objective. Ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. This diploma indicates that NM's rigorous curricular standards have been met, required assessments have been passed, and differentiates the diploma from one earned with a GED. The high school experience and diploma together provide students with solid preparation for college and career readiness.

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

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

Results. New Mexico's 4-year and 5-year cohort graduation rates for the cohort of 2014 were certified in March 2016. Both the 4-year and 5-year cohorts are reported in the annual School Grading Report Card. The rates include outcomes for students who did not graduate, dropped out, or continue to be enrolled. Information about non-graduates assists schools in targeting dropout prevention and in devising and providing programs for struggling students.

- For cohort 2015, the 4-year AI cohort graduation rate is at 63 percent, which is 6 percent fewer graduates than the 4-year cohort graduation rate of all students.
- For cohort 2015, the 5-year AI cohort graduation rate is at 71 percent, which is 4 percent fewer graduates than the 5-year cohort graduation rate of all students.

Conclusion. American Indian students are graduating at a rate of 63 percent in their 4-year cohort; given the extra year, an additional 8 percent graduate. Graduation rates fluctuate across the 23 districts; rates range from 47 to 90 percent matriculation.

Action Plan. The EWS initiative. In order for the IED to better understand why AI students are graduating at a higher percentage rate given five years, the IED will use high schools' Early Warning System to track the data. The IED will target schools that have graduation rates of 67 percent or lower and provide technical support. Use of the Early Warning System (EWS) will afford the IED with the opportunity to use and understand the dashboard and tools that schools and districts are currently employing to track graduation rates generally. The IED will implement this EWS initiative as a strategy to provide AI students with interventions to support their retention and success in schools.

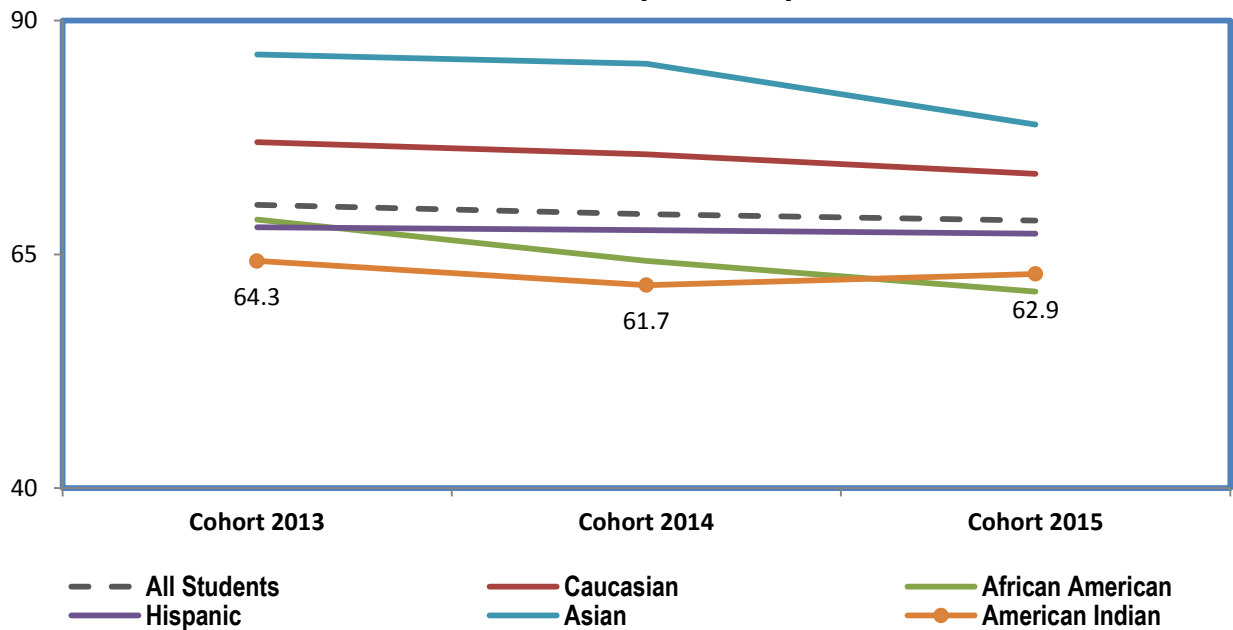
The EWS is a protocol that helps school-based teams analyze attendance, truancy, behavior referrals, and anecdotal data that is available to schools through an EWS dashboard (installed through PowerSchool or other student-tracking systems in use at schools.) With both initial training and ongoing support through site visits, truancy coaches, and collaboration with tribes and pueblos to connect resources available to students and families, the EWS teams are equipped to plan, implement, and track targeted interventions to

prevent continued absenteeism, truancy, behavioral infractions, and drop outs. The EWS has shown positive results in the first two years of implementation for our at-risk NM students generally, And the IED has partnered with the College and Career Readiness Bureau (CCRB) and other divisions in the PED to broaden the opportunity for middle schools and high schools that serve primarily Native students to become a part of a pilot for the upcoming school year 2017–2018—The EWS Initiative.

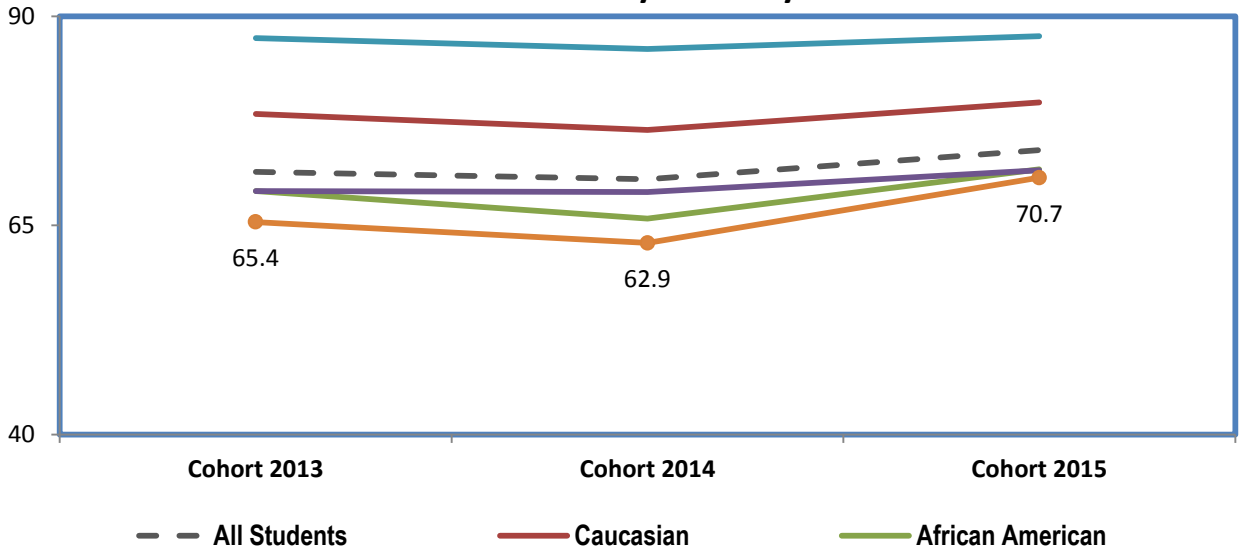
In this EWS Initiative pilot, the IED will provide professional development in which cohorts will be supported through implementing EWS. The IED will support schools and districts to directly involve respective Tribes and Pueblos to provide holistic support to students. In addition to the EWS professional development, the IED will provide training to appropriate members of both tribal and district professionals on Family Educational Rights and Privacy Act (FERPA), confidentiality and integrity of student data, and meaningful collaboration with families and communities.

Graduation Rate

4-Year Graduation Rate by Ethnicity Over Time



5-Year Graduation Rate by Ethnicity Over Time



ESSA NEW MEXICO RISING— NEW MEXICO’S STATE PLAN

Similar to the student achievement goals outlined above, the four-year, five-year, and six-year adjusted cohort graduation rates contained herein align with the state’s efforts to meet the ambitious “Route to 66” 2030 goal. As such, New Mexico has established the expectation that:

- **Four-Year Adjusted Cohort:** More than 84.5 percent of the class of 2022 will graduate high school (this is a 2.26 percent increase per year for all students.)
- **Five-Year Adjusted Cohort:** More than 88 percent of the class of 2021 will graduate high school (this is a 2.1 percent increase per year for all students.)
- **Six-Year Adjusted Cohort:** More than 90 percent of the class of 2020 will graduate high school (this is a 1.8 percent increase per year for all students.)

These metrics align with the goal of graduating more than 80 percent of the high school class of 2020, as outlined in the PED’s strategic plan. New Mexico will continue to provide direct support to the districts and high schools in achieving these student outcomes, while committing to a high standard for what a high school diploma means for our children. While the standard for high school graduation has been lowered by some states around the country, New Mexico is committed to ensuring that when a student graduates from high school he or she is prepared for college and a career in the 21st century. NM graduates continues to meet high expectations, demonstrating competency in reading, writing, math, science, and social studies. They graduate academically prepared for college and are workforce ready. New Mexico recently hit a high-water graduation rate of 71 percent. With continued high expectations and appropriate supports and interventions for struggling students, we expect to see our students continue to rise to the challenge.

As with academic achievement, the four-, five-, and six-year cohort graduation rates were calculated with a focus on closing achievement gaps; all subgroup data required by federal mandate were included in these determinations. These graduation goals across the different cohorts require INCREASING graduation rates while DECREASING remediation rates. The accelerated graduation rate, regardless of subgroup, does not exceed three percent per academic year. This projected student academic growth aligns with PARCC assessment performance in ELA and math and recent trends in the graduation rate. This trajectory is ambitious yet realistic and sets New Mexico on a path toward our “Route to 66” goal in 2030. Given New Mexico’s college-and career ready bar for high school graduation— which must be maintained in the decade ahead—this is attainable.

Source: http://www.ped.state.nm.us/ped/ESSA_docs/FINAL_NMESSAPlan.pdf

FOUR -YEAR ADJUSTED COHORT GRADUATION RATE IN PERCENTAGES, CURRENT & GOAL

Subgroup	Baseline 2016	Goal 2022
All Students	71	85
Economically disadvantaged students	67	82
Students with disabilities	62	79
English learners	67	82
Caucasian	76	88
Hispanic	71	84
Asian/Pacific Islander	81	91
American Indian	63	79
African-American	61	78

FIVE - & SIX-YEAR ADJUSTED COHORT GRADUATION RATES & GOALS		
Five-Year Adjusted Cohort Graduation Rate	PERCENTAGE GRADUATED	PERCENTAGE GRADUATED
Subgroup	Baseline 2015	Goal 2021
All Students	75	88
Economically disadvantaged students	72	86
Students with disabilities	68	83
English learners	73	86
Caucasian	79	90
Hispanic	74	87
Asian/Pacific Islander	84	93
American Indian	71	85
African-American	68	83
Six-Year Adjusted Cohort Graduation Rate	PERCENTAGE GRADUATED	PERCENTAGE GRADUATED
Subgroup	Baseline 2014	Goal 2020
All Students	79	90
Economically disadvantaged students	75	88
Students with disabilities	72	86
English learners	76	89
Caucasian	83	92
Hispanic	78	89
Asian/Pacific Islander	91	97
American Indian	75	88
African-American	76	88



Attendance

IED Objective. Ensure that all students attend school every day and on time.

Background. The use of attendance rates to measure student achievement data is linked to research that has shown that the more students are in school, the more access they have to high-quality instruction and highly effective teachers. Missed school days are missed opportunities to learn, which in turn prevents teachers from providing the high-quality instruction and learning opportunities for all students.

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 by each governing entity in support of the cultural well-being of their students, with the goal of keeping children in school until the age of eighteen. The local school board or governing body of the district or charter school adopts an attendance policy.

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school, addressing the academic needs of students, and building capacity of truancy intervention programs.

Methods. The school districts and charter schools report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at the 40th-, 80th-, and 120th-day intervals, and end-of-year, in a manner as specified by the PED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 2016–2017, based on 80th day attendance. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truant students in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in 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.

Source: STARS 80D Student Attendance Assessment Report by Subgroup.

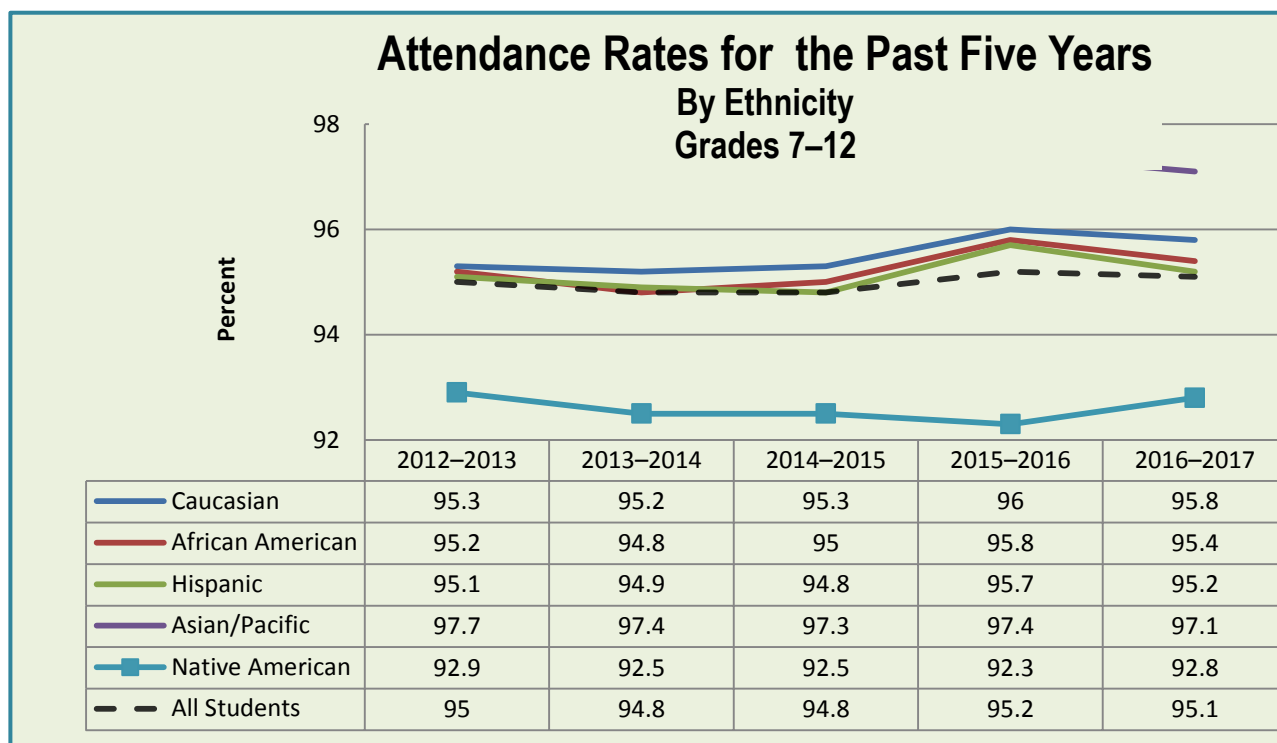
Results. The results below indicate that, for the past five years, American Indian (AI) students consistently attend at a lower rate than do their counterparts. However, the AI attendance rate has increased slightly each year since 2011–12; the snapshot of district attendance for AI students has been increasing slightly as well. Statewide, the percentage of habitually truant students decreased slightly overall. The AI habitually truant rate varies broadly across districts.

Conclusion. For a variety of reasons, the New Mexico students' drop-out data does not capture the underlying causes for AI students' dropping out of school. Furthermore, the habitually truant data indicates that some districts may be experiencing high or low rates of truancy that does not align with the reported attendance data.

Action Plan. The IED will continue to partner, collaborate, and strengthen partnerships with school districts and Tribes to provide support in the identification of the causes underlying students' attendance with cultural absences. With the adoption of the EWS in several districts at the middle and high school levels, school-based teams will have more access to culturally responsive interventions to use proactively rather than reactively. These partnerships will further help to identify best practices among school districts working with tribal communities to increase American Indian student attendance and understand culture absences.

The IED also seeks to develop partnerships with local school districts, tribal education departments, and

parent committees to implement parent engagement activities that inform families of the correlation between academic success, absenteeism, and the importance of school attendance. The IED will also develop partnerships with BIE and tribally controlled schools to support joint parent engagement initiatives for matters, such as attendance, that may impact schools across different educational systems.



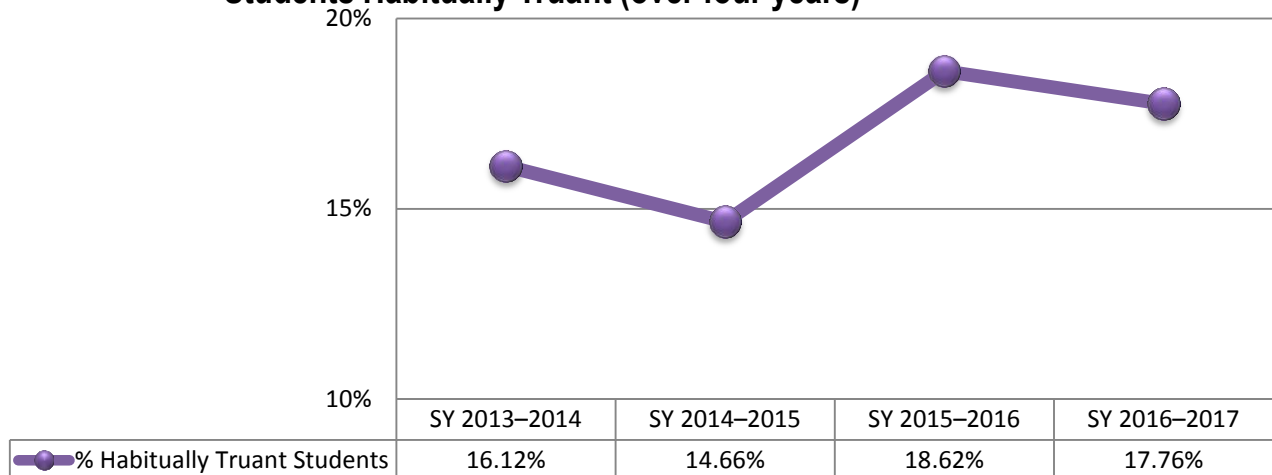
Source: NM PED AYP Attendance-Rolling Attendance by Subgroup

Attendance Rate for Grades 7–12 by District for 2016–2017					
District (SY 2016–2017)	% All Students	% AI Students	District (SY 2016–2017)	% All Students	% AI Students
Region I			Region III		
Aztec	93.3	92.4	Albuquerque	99.5	91.9
Bloomfield	93.3	95.1	Bernalillo	92.2	92.0
Central Consolidated	93.7	93.5	Española	99.5	95.1
Cuba	91.3	93.2	Jemez Valley	90.3	89.9
Dulce	89.6	85.6	Peñasco	96.4	97.6
DEAP Charter	85.1	85.1	Pojoaque Valley	91.8	89.2
Farmington	94.2	91.7	Rio Rancho	93.7	92.2
Jemez Mountain	98.0	89.3	Ruidoso	92.9	90.9
Region II			Santa Fe	91.2	86.7
Dream Diné Charter	93.3	94.2	Taos	94.1	93.1
Gallup-McKinley	91.5	90.5	Tularosa	94.6	93.2
Grants-Cibola	93.3	92.2	Walatowa Charter	95.4	96.8
Los Lunas	94.6	94.2	Statewide	95.3	93.5
Magdalena	92.9	92.2			
Six Directions	93.5	93.5			
Zuni	91.9	92.7			

SY 2016/2017—STATEWIDE, HABITUALLY TRUANT RATE ALL STUDENTS, GRADES 7–12

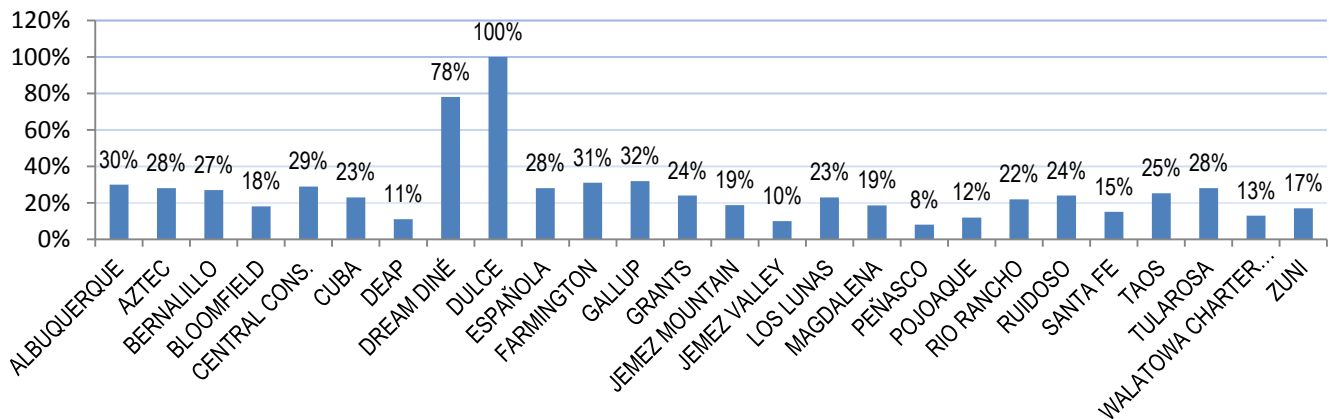
District	Habitually Truant %	AI Habitually Truant %	District	Habitually Truant %	AI Habitually Truant %	District	Habitually Truant %	AI Habitually Truant %
Albuquerque	18.22	29.51	Española	2.53	0.00	Pojoaque	17.22	18.42
Aztec	19.95	22.97	Farmington	15.57	27.98	Rio Rancho	4.72	9.12
Bernalillo	24.60	30.62	Gallup-McKinley	27.84	35.79	Ruidoso	19.30	5.08
Bloomfield	11.43	11.54	Grants-Cibola	0.00	0.00	Santa Fe	23.83	37.59
Central Consolidated	23.42	22.26	Jemez Mountain	9.29	21.43	Taos	24.51	16.97
Cuba	47.61	44.91	Jemez Valley	14.93	16.51	Tularosa	55.47	78.74
DEAP	0.00	0.00	Los Lunas	14.84	30.32	Walatowa	0	0
Dream Diné	0.00	0.00	Magdalena	21.82	37.97	Zuni	22.35	51.80
Dulce	0.00	0.00	Peñasco	1.33	0.00	STATEWIDE	17.76	9.15

Students Habitually Truant (over four years)



* Based on the unique count of students across all reporting periods. This chart reflects revised data for SY 2016–2017.
Source: PED STARS Data Collection and Reporting Bureau

All Students Mobility Rate SY 2016-2017



NOTE: MOBILITY IS MEASURED BY THE NUMBER OF STUDENT TRANSITIONING FROM ONE SCHOOL TO ANOTHER SCHOOL.

SOURCE: SY 2016-2017 STARS MOBILITY REPORT



Parent and Community Involvement

Parent and Community Involvement

IED Objective. Ensure that parents, tribal departments of education, community-based organizations, urban American Indian community members, the PED, universities, and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian (AI) students by encouraging and fostering parental and community involvement within district and charter schools.

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

Historically, American Indian parents and families have varied experiences with educational entities. Due to negative experiences with boarding schools and the historic abuse grandparents and some parents experienced, trust can sometimes be difficult to establish. Currently, there is no data that has been collected by the IED on AI parental and community involvement that 1.) shows parental engagement trends over time and 2.) how that engagement impacts student success.

Methods. The Every Student Succeeds Act (ESSA) serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its 2015 inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. Parent and family engagement and consultation have always been a key piece of the law, focused on the participation of families in schools with large low-income student populations. These schools are sometimes qualified as Title I schools. We know that gaps in educational opportunity and achievement will only be remedied when those closest to the affected students—parents, families, and communities—drive decision-making. The family engagement and parent resources provided by the PED will support districts in building sustainable family-school partnerships with schools and family. This process takes time, leadership skills, professional development, coaching, tools, and resources. Family and parent resources may be accessed at: <http://families.ped.state.nm.us/> and <http://nmengaged.com/>

This past year, each district collected their own parent involvement data and reported in their local school district Tribal Education Status Report (TESR). The individual school district reports provide further information on school districts’ methods for data collection.

Results. Each of the 23 local districts’ TESR describes in detail the parent engagement data through Johnson O’ Malley programs and school district initiatives. At this time, the IED is currently developing parent engagement indicators for reliable and meaningful data collection. Parent engagement is implemented differently across districts and tribal communities, as recorded in school districts local TESRs.

Conclusion. Many schools and school districts have organized activities directed toward involving families and the community in their children’s education. Research indicates that students with highly engaged families will attend school regularly, enjoy a more positive attitude, be involved in fewer discipline problems and incidences of bullying, and exhibit greater interest in higher education. However, due to the lack of data on specific involvement of AI parents and community involvement in local school activities, there is not enough data to support conclusions within this report. Further, due to lack of uniform data indicators and collection processes for parent involvement, the data is varied

among districts. The best way to access a local school district's parent engagement activities for the 2016–2017 school year is through each district's locally submitted TESR. These reports can be found on the IED's website at: http://www.ped.state.nm.us/ped/IED_reports.html.

Action Plan. The IED seeks to support school districts and schools in developing, implementing, and reporting on activities that demonstrate a positive impact on student achievement and well-being throughout the school year. The IED will collaborate with the New Mexico Family Cabinet along with the Federal Programs Title I Office to provide support for the ***Title I Parent and Family Engagement Set-Aside***. Each district is required to reserve **at least** one percent of its Title I funds to carry out parent and family engagement activities, including those described in the written policy section below. Ninety (90) percent of these set-aside funds must be distributed to schools, with priority given to high-need schools. The law further requires that parents and family members of low-income students be included in decisions regarding how these engagement funds are spent. These parent and family engagement funds **must** be used for at least one of the below activities:

- supporting schools in training school staff regarding engagement strategies
- supporting programs that reach families at home, in the community, and at school
- disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families
- sub-granting to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement
- engaging in any other activities that the district believes are appropriate for increasing engagement

Furthermore, the IED will support schools and districts, providing them with technical assistance for the implementation of the Early Warning System (EWS), which provides more opportunities for families and parents to become involved with their child's education. These opportunities should also include appropriate and relevant members of tribal support organizations, such as tribal education departments, behavioral health counselors, and tribal administrators, where appropriate. These actions will strengthen IED's understanding of the needs of parents and communities in effectively supporting their students' success inside and outside of the classroom.



Taos Pueblo

A FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS IN NEW MEXICO

The Framework is for:

- School and District/Charter Leaders
- PreK-12 Teachers
- Instructional Coaches
- Title I, Bilingual Education, Indian Education, Special Education, and other Parent Advisory Committees
- Family Engagement Specialists
- Any group partnering with schools to improve student success

Welcome to the Framework for Family-School Partnerships in New Mexico: A Framework to create and support sustainable family engagement programs. The Framework builds capacity among educators and families so that they can partner to support student success, and is based on a wide body of evidence demonstrating the beneficial effects of family, school, and community partnerships in schools at all grade levels.



FRAMEWORK FOCUS AREAS



WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY

The school culture strongly impacts family engagement. The goals in this focus area emphasize the importance of creating a welcoming environment in the school and building trusting and respectful relationships with families.



COMMUNICATING EFFECTIVELY

This area emphasizes the value of communication between home and school that is ongoing, two-way, meaningful, current, and focused on student learning. When parents and school staff communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress.



SUPPORTING STUDENT SUCCESS

Family-School Partnerships designed to support sustainable initiatives that build knowledge and skills among educators and families to partner together around student success have an impact on healthy student development both at home and at school.



SPEAKING UP FOR EVERY CHILD

School staff and parent groups can make a critical contribution to student success by ensuring that all students have an advocate, whether it's a family member, teacher, or community volunteer. They also can contribute to student achievement by offering opportunities for families to participate in Parent Advisory Teams while learning and practicing skills necessary to speak up for children and youth.



SHARING LEADERSHIP

Schools that promote shared responsibility encourage collaboration between all parties involved in a child's education. The focus is on families and school staff as equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.



COLLABORATING WITH COMMUNITY

Engaging community members, businesses, and organizations as partners in children's education can improve learning communities through benefits such as expanded learning opportunities, broad-based support for increased school funding, and quality after school programs.

Educational Programs Targeting Tribal Students

IED Objective. Recognize and support American Indian (AI) students enrolled in public schools and charter schools by addressing their unique academic and cultural needs.

Background. AI students are challenged to meet the same state academic standards as all other students in the state of New Mexico. Integrated educational services, in combination with other programs, are offered to ensure that AI students and their families can meet and take advantage of those academic opportunities. The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of AI students through the efforts of LEAs—local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities. The PED offers funding and grant opportunities that are available to school districts to support American Indian student success.

Methods. There are collective initiatives across the PED that provide opportunities for school districts to address AI student success. Additionally, the Bilingual Multicultural Educational Program provides an annual report that includes data garnered from the STARS system.

To qualify for most grant opportunities, schools and districts must meet the requirements set forth in the Request for Application (RFA), Request for Proposals (RFP), or other grant guidelines set forth by the PED, IED, and other funders. For more information on these requirements, navigate to <http://www.ped.state.nm.us/ped/index.html> (A–Z Directory → RFAs, RFIs, RFPS → select the opportunity of interest.

For information or inquiries regarding bilingual multicultural education programs (BMEPs), please see the Bilingual Multicultural Educational Program annual report on the PED website.

This past year, each district collected their own data and reported on their local programs and initiatives within their school district in their individual Tribal Education Status Reports (TESRs). Refer to those individual reports for further information on their methods.

Results. The PED offers education support to the 23 districts—which includes AI students—in the areas of literacy, school improvements, early learning, and college and career readiness, among other programs. Additionally, the Bilingual Multicultural Education Bureau and IED support the maintenance of tribal heritage language programs within schools. There are (8) eight AI languages offered in schools.

Conclusion. Across the state, there are activities and educational programs that target AI students. Not all school districts are participating in the multiple educational programming opportunities made available through the PED. In order to promote the sharing of best practices and support program improvement efforts, the mechanisms by which these programs function successfully or fail need to be properly documented and those findings disseminated.

Action Plan. Bureaus across the PED continue to administer educational initiatives that support student success, such as: Principals Pursuing Excellence and Teachers Pursuing Excellence programs, Truancy Coaches, Bilingual and Multicultural programs, and Indian Education Act grants.

The IED staff works to strengthen communication and notification of grant opportunities for schools, districts, and tribal education departments, as well as provide technical assistance and support for those applications. The IED also continues to improve grant monitoring and collaboration with divisions across the PED in order to ensure that districts serving American Indian students are applying for, and can benefit from, those grants, where applicable.

One of the ways in which the IED can support school districts and charter schools is to better understand the provisions and definitions set forth in the McKinney-Vento Homeless Assistance Act (the Act) and provide this information to school districts and tribes. Schools and districts may be able to access additional funds available to support American Indian students experiencing homelessness if American Indian families and tribal communities have a clear understanding of the federal definition of and qualifications for this assistance. The McKinney-Vento federal funds are provided through the USDOE and flow through the CSHWB to provide school supplies, clothing, and other resources to support qualifying students. Districts, parents, and tribal communities should ensure that school districts identify a McKinney-Vento coordinator to manage the following activities:

- ensure that students are enrolled without the normally required documentation if they are identified as homeless
- work with the district's nutrition program to ensure that students receive the appropriate free meals
- provide transportation to/from school using the Act's guidelines
- provide academic support to these at-risk students using the Act's guidelines

McKinney-Vento funded sites include communities with large Native American populations, such as Bloomfield, Dulce, and Taos Public Schools and Central Consolidated School District. These and other districts with high American Indian populations are targeted by the PED's homeless education coordinator to ensure that they are provided with resources needed to support their students who are experiencing homelessness.

SCHOOL DISTRICTS' EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

The chart below is a snapshot of the 23 school districts that participate in educational program opportunities offered throughout the PED such as:

- Bilingual Multicultural Education Programs (BMEPs)
- 4RFuture: Recognize, Respect, Reward and Retain
- Afterschool and Summer Enrichment (Enrichment)
- Teachers Pursuing Excellence (TPE)
- Principals Pursuing Excellence (PPE)
- Graduation Reality and Dual-role Skills (GRADS)
- Center for Disease Control (CDC) HIV/STI Prevention Education Programs
- McKinney-Vento Homeless Assistance Act Program
- Results-driven accountability (RDA)
- Seamless Summer Option (SSO)
- Education for Parents of Indian Children with Special Needs (EPICS)

**Note: The chart does not include all programs targeting American Indian students; it provides only a snapshot of reported programs to date.*

School Districts	BMEP	4RFuture	Enrichment	TPE	PPE	GRADS	CDC	McKinney-Vento	RDA	SSO	EPICS
Albuquerque			X		X						
Aztec					X				X		
Bernalillo	X					X			X		X
Bloomfield	X				X			X	X		
Central	X				X	X	X	X			
Cuba	X				X						
DEAP Charter											
Dream Diné Charter											
Dulce								X	X		X
Española	X								X		
Farmington	X			X	X				X		
Gallup		X		X	X	X	X		X		X
Grants											
Jemez Mountains	X										
Jemez Valley										X	
Los Lunas			X								
Magdalena	X								X		X
Peñasco		X	X	X	X						
Pojoaque	X	X							X		
Rio Rancho	X										
Ruidoso											
Santa Fe	X	X			X						
Six Directions Charter											
Taos			X					X			
Tularosa									X		X
Walatowa Charter							X				
Zuni					X				X		X

STUDENT PARTICIPATION IN BMEP BY ETHNICITY AND IN NATIVE AMERICAN LANGUAGE PROGRAMS

Bilingual Multicultural Education Programs (BMEP) target Native American students for programmatic support. These AI students represent 10 percent of the state's total population and 16 percent of students in the BMEPs. Consistent with representation within BMEP participation, Hispanic and Native American students constitute the majority of all New Mexico students. In New Mexico, over 450 schools in over 50 percent of all school districts provide Spanish or Native American language BMEPs.

The table below illustrates the number of students participating in BMEPs for the last five years.

Student Participation in BMEPs by Ethnicity SY 2012–2013 to SY 2016–2017*							
Year	Total # of Students	Total # of Hispanic Students		Total # of American Indian		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
SY 12–13	338,223	44,091	132,343	8,112	17,290	3,989	70,135
SY 13–14	338,234	45,287	158,957	8,507	26,319	4,280	92,494
SY 14–15	338,665	40,656	166,337	8,453	27,014	3,936	96,205
SY 15–16	338,608	40,033	167,419	8,302	26,394	4,030	92,430
SY 16–17	337,056	38,215	168,581	7,661	26,770	3,971	91,858

*Source: STARS 80th day, 2016–2017

The table below charts the total number of students participating in Native American language programs for the last five years. Notably, participation in six of the seven Native language programs offered decreased; only the Zuni language program enrolled more students than in the previous year. Overall, participation in the Native language programs decreased as compared to 2015–16.

Student Participation in Native American Language Programs SY 2012–2013 to SY 2016–2017**								
Year	Language and Number of Students Enrolled							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY 12–13	4,955	45	645	195	10		796	6,646
SY 13–14	6,113	314	*	99	11		967	7,504
SY 14–15	6,164	411	331	266	32	88	665	7,957
SY 15–16	5,807	397	475	334	38	91	778	7,920
SY 16–17	5,366	379	444	119	32	87	868	7,295

*Data from relevant district(s) not submitted.

** Source: SharePoint Instructional Plans, 2016–2017

AMERICAN INDIAN LANGUAGE PROFICIENCY

There are eight American Indian languages spoken in New Mexico; seven are taught in public schools. The only Native American language of NM not taught in the public schools is Mescalero Apache. The Diné language classes enrolled the largest number of American Indian students, while the Tiwa language classes enrolled the fewest number. Students from pueblo communities who participate in BMEPs are assessed for language proficiency using assessments that have been developed by each tribe's leaders and educators. Languages assessment data was submitted for Jicarilla Apache, Keres, Navajo (Diné), Tewa, Tiwa, Towa, and Zuni. For the 2016–2017 SY, BMEP American Indian language proficiency data has not been released yet. It will be available in the Bilingual Multicultural Education Program annual report for 2016–2017.

FOURTEEN BILINGUAL EDUCATION AND CULTURALLY RESPONSIVE TEACHING ACCOMPLISHMENTS

1. State Seal of Bilingualism-Biliteracy

New Mexico became the fifth state to adopt the State Seal of Bilingualism-Biliteracy. The NM PED's Bilingual Multicultural Education Bureau held the leadership role in developing regulation from statute. The bureau provided

- a guidance handbook and dedicated webpage to provide support for implementing the state seal;
- in-person and online training supports, including for district boards; the NM Coalition for Educator Leaders, during their annual conference; and tribal leaders, during the Government-to-Government fall meeting; and
- regulations that respect tribal sovereignty by ensuring nations, tribes, and pueblos develop the methods and processes for determining proficiency in their respective languages.

As a result, to date, 13 districts have adopted the State Seal of Bilingualism-Biliteracy into board policy, including 5 districts serving a substantial population of American Indian students (Bloomfield, Gallup, Española, Farmington, and Santa Fe). This year, Gallup awarded state bilingual seals in Navajo to eligible students.

2. First Annual American Indian English Learner Research Alliance (AIERA)

New Mexico is 1 of 37 member states in the WIDA consortium, which is responsible for the research and development of high-quality, English language proficiency assessments and standards. In Albuquerque in the fall of 2014, the PED's Bilingual Multicultural Education Bureau and IED teams were hosted by WIDA to explore methods that more substantially support the academic achievement of American Indian English learners. In July 2016, the PED hosted a second meeting of the same focus, during which the NM AIERA was born. The PED team formally joined AIERA to support and conduct research efforts designed to determine effective learning practices that better serve American Indian English learners (American Indian language learning, English proficiency, and academic achievement). This research will begin in NM schools this fall. The PED will be hosting the Second Annual AIERA meeting, tentatively scheduled for spring 2018.

3. 4RFuture: Recognize, Respect, Reward, and Retain

The PED established 4RFuture to support LEAs with the design and development of locally crafted opportunities to champion and retain educators. Through this opportunity, LEAs have a powerful tool to ensure that educators who demonstrate the ability to positively impact the academic trajectory of their students will be recognized for their excellence and incentivized to continue their work.

4RFuture Awards	
School District	Award Amount
Gallup McKinley County Schools	\$797,687.00
Peñasco Independent Schools	\$134,249.43
Pojoaque Valley Schools	\$359,733.00
Santa Fe Public Schools	\$2,934,926.73
Native American Community Charter	\$26,788.50
Total	\$4,253,384.66

4. Afterschool and Summer Enrichment FY17

The implementation of quality after school and summer enrichment programs that address literacy is an effort to close the achievement gap within and between schools. These programs include up to four of the following components: 1) academic enrichment, 2) physical activity, 3) nutrition education, and 4) science, technology, engineering and math (STEM) and/or English language arts (ELA) initiatives and activities.

AFTERSCHOOL AND SUMMER ENRICHMENT FY17 Awardees and Amounts—Round 1		
Sub-grantee	Site	Amount
Albuquerque Public Schools	Hayes Middle School	\$43,080.23
Native American Community Academy	NACA	\$47,800.00
Taos Municipal Schools	Eños Garcia Elementary School	\$47,800.00
Total		\$138,680.23

Afterschool and Summer Enrichment FY17 Awardees and Amounts—Round 2		
Sub-grantee	Site	Amount
Albuquerque Public Schools	Washington Middle School	\$42,407.20
Los Lunas Public Schools	Los Lunas Middle School	\$47,800.00
Total		\$90,207.20

5. Turnaround Program Accomplishments and Letter Grade Increases for Schools or Districts That Serve American Indian Students

- 84 low-performing schools, historically with Fs and Ds, have embraced reform and created a network of schools doubling and tripling state growth rates. In total, these schools serve approximately 19,000 students, equivalent to the third largest district in the state.
- 83 percent of students in principals pursuing excellence—PPE schools are economically disadvantaged vs 71 percent statewide.
- 23 percent of students in PPE schools are American Indian vs 11 percent statewide.
- 16 percent of students in PPE schools are English language learners vs 12 percent statewide.
- PPE schools increased math proficiency by 4.24 percent vs the state average of a 2.5 percent increase.
- PPE schools increased ELA proficiency by 4.87 percent vs the state average increase of 1.3 percent.

Schools that continue to embrace reform and new opportunities for students are beginning to see success.

6. Afterschool and Summer Enrichment FY17

The quality after-school and summer enrichment programs that have been implemented to address literacy are efforts to close the achievement gap within and between schools. These programs include up to four of the following components: 1) academic enrichment, 2) physical activity, 3) nutrition education, and 4) science, technology, engineering, and math (STEM) and/or English language arts (ELA) initiatives and activities.

The chart below depicts the participating districts or schools with a significant American Indian student population.

AFTERSCHOOL AND SUMMER ENRICHMENT FY17 AWARDEES AND AMOUNTS— ROUND 1		
Sub-grantee	Site	Amount
Albuquerque Public Schools	Hayes Middle School	\$43,080.23
Native American Community Academy	NACA	\$47,800.00
Taos Municipal Schools	Eños Garcia Elementary School	\$47,800.00
Total		\$138,680.23

AFTERSCHOOL AND SUMMER ENRICHMENT FY17 AWARDEES AND AMOUNTS— ROUND 2		
Sub-grantee	Site	Amount
Albuquerque Public Schools	Washington Middle School	\$42,407.20
Los Lunas Public Schools	Los Lunas Middle School	\$47,800.00
Total		\$90,207.20

7. Teachers Pursuing Excellence (TPE)

The TPE is a two-year program aimed at improving teacher performance, specifically through targeted mentorship provided by highly effective teachers to those deemed minimally effective and ineffective.

See data below for the Peñasco Public Schools and Farmington Municipal Schools that participated in this program.

TPE Cohort 1 schools	TPE	2012	2013	2014	2015	2016
District	School Name	School Grade	School Grade	School Grade	School Grade	School Grade
Farmington	Animas ES	D	D	D	A	B
Farmington	Heights MS	C	D	D	C	A
Peñasco	Peñasco HS	C	B	C	C	C
Peñasco	Peñasco MS	C	D	F	D	B

8. Principals Pursuing Excellence (PPE)

The PPE is a two-year program aimed at leveraging the expertise of New Mexico's educational leaders to support and empower school leaders as they work to dramatically improve student achievement in their schools. PPE is focused on building leadership capacity in New Mexico's schools and providing multilayered professional development and mentorship to mentee school leaders. The program is sponsored by the PED's Priority Schools Bureau, and each participating school has been given a specific contact person in that bureau.

5/22/2017	PPE		2015		2016	
District	PSB Staff	School Name	Grade	PPE*	Grade	PPE*
Albuquerque	EN	Los Puentes Charter	F		F	PPE 4
Albuquerque	EN	Polk MS	D	PPE 3	C	PPE 3
Aztec	HO	Lydia Rippey ES	D		B	PPE 4
Aztec	HO	Park Avenue ES	C		B	PPE 4
Bloomfield	HO	Bloomfield Early Childhood Center	C	PPE 3	A	PPE 3
Bloomfield	HO	Mesa Alta Junior HS	F	PPE 3	F	PPE 3
Central	PW/CC	Kirtland Central HS	C		B	PPE 4
Central	PW/CC	Kirtland MS	D		C	PPE 4
Central	PW/CC	Newcomb MS	F		F	PPE 4
Central	PW/CC	Shiprock HS	C		C	PPE 4

* with number of years of participation in the program

5/22/2017	PPE		2015		2016	
District	PSB Staff	School Name	Grade	PPE*	Grade	PPE
Central	PW/CC	Tse Bit Ai MS	F		F	PPE 4
Cuba	HO	Cuba ES	F	PPE 3	C	PPE 3
Farmington	HO	Apache ES	A		D	PPE 4
Farmington	HO	Bluffview ES	B	PPE 3	C	PPE 3
Farmington	HO	Country Club ES	A	PPE 3	A	PPE 3
Farmington	HO	Farmington HS	C		B	PPE 4
Farmington	HO	McCormick ES	A	PPE 3	B	PPE 3
Farmington	HO	McKinley ES	A	PPE 3	B	PPE 3
Farmington	HO	Mesa Verde ES	A	PPE 3	A	PPE 4
Farmington	HO	Mesa View MS	D	PPE 3	B	PPE 3
Farmington	HO	Piedra Vista HS	A		A	PPE 4
Farmington	HO	Rocinante Alternative HS	B		C	PPE 4
Gallup-McKinley	HO	Crownpoint HS	C		C	PPE 4
Gallup-McKinley	HO	Gallup HS	C		C	PPE 3
Gallup-McKinley	HO	Gallup MS	C		B	PPE 4
Gallup-McKinley	HO	Indian Hills ES	A	PPE 3	A	PPE 3
Gallup-McKinley	HO	Jefferson ES (Gallup-McKinley)	D	PPE 3	C	PPE 3
Gallup-McKinley	HO	Navajo Pine HS	C	PPE 3	C	PPE 3
Gallup-McKinley	HO	Red Rock ES	C		B	PPE 4
Gallup-McKinley	HO	Thoreau MS	F		D	PPE 4
Gallup-McKinley	HO	Tobe Turpen ES	C	PPE 3	C	PPE 3
Los Lunas	PH	Ann Parish ES	D	PPE 3	C	PPE 3
Los Lunas	PH	Desert View ES	F	PPE 3	C	PPE 3
Los Lunas	PH	Valencia MS	F		D	PPE 4
Peñasco	PH	Peñasco HS	C	PPE 2	C	PPE 4
Peñasco	PH	Peñasco MS	D	PPE 2	B	PPE 4
Santa Fe	PH	Kearny ES	F	PPE 3	D	PPE 3
Zuni	PH	Zuni MS	D	PPE 3	F	PPE 3

9. Safe and Healthy Schools Outcomes

SAFE AND HEALTHY SCHOOLS BUREAU

AMERICAN INDIAN-SPECIFIC SCHOOL HEALTH INITIATIVES, OUTREACH, AND PROGRAMMING: JUNE 2016

- Expectant and Parenting Teens Program: The New Mexico PED continues to oversee the Support for Expectant and Parenting Teens grant from US Department of Health and Human Services, Office of Adolescent Health through the Coordinated School Health & Wellness Bureau (CSHWB). This funding is used to develop strong state and local partnerships, increase teen family access to school and community services through the NM GRADS (Graduation Reality and Dual-role Skills) program, and increase awareness about teen dating violence.

NM GRADS is a school-based program for expectant and parenting teens in 29 sites across the state that encourages teen parents to stay in school, access needed services, become self-sufficient, graduate, and pursue post-secondary opportunities or employment. The program includes a variety of services such as a for-credit class, case management services, home visitation, peer education, and on-site child care in 22 locations. Additionally, the program has a strong focus on supporting young fathers, college and career readiness, and early childhood/infant mental health.

In three of the GRADS sites, more than 50 percent of the students enrolled are American Indian students. These are Career Prep High School in Shiprock, Bernalillo High School (BHS), and Central High School in Gallup. Approximately one-third of the student population at Career Prep are teen parents. In addition to the GRADS program, Career Prep and BHS provide on-site child care and school-based health center services. Central High School also provides on-site child care and has received PED-sponsored technical assistance focused on increasing student access to nearby school-based health services. Additionally, needs of primary students have been identified at these sites; they include behavioral health and primary care, family planning, child dental care, tutoring, and transportation. School-based health centers greatly assist in providing health care and mental health counseling to these students.

- A program for young fathers was funded through a grant and piloted at BHS. BHS serves a large geographical area and a population that includes at least five southern pueblos. Young Native American mothers and fathers often face challenges related to distance from population centers that have a variety of jobs and services available. It can also be challenging to serve students who attend night school and work full time as the primary providers of their families. The piloted young fathers program has increased the ability to serve young American Indian fathers, ages 14–25, at BHS and in the surrounding communities. The program provides outreach, individual mentoring, education, and on-going support to young fathers. A fatherhood mentor also actively coordinates with the Native American school liaisons to identify outreach strategies, referral sources, young father needs, and available support services, including a Native designed fatherhood program in Santo Domingo.
- HIV/STI Prevention Education Program: The PED implemented the Centers for Disease Control (CDC) grant, Promoting Adolescent Health through School-Based HIV/STD Prevention and School-Based Surveillance, to reduce HIV infection and other STDs among adolescents. The CSHWB initiated its new Youth Resiliency Project (YRP) in 13 districts and charter schools throughout New Mexico, including centers with high Native American populations. The specific programming includes seed funding to assist staff at these sites in implementing and strengthening exemplary sexual health education, sexual health services, and safe and supportive environments with a special focus on youth who are at disproportionate risk for HIV/STI infection.

Of the 13 YRP sites that are part of the initiative, 4 are those with large American Indian students—Walatowa Charter High School, Central Consolidated Schools, Gallup-McKinley County Schools, and Bernalillo Public Schools. Site coordinators for the YRP work with administrators, tribe and pueblo representatives and liaisons, staff, and students to implement and develop programs that are culturally inclusive and specific to the needs of the local population while respecting the local governing and decision-making leaders.

10. Results Driven Accountability

The Results Driven Accountability (RDA) professional development program targets schools in American Indian communities and works with schools in Tularosa, Gallup, Farmington, Española, Aztec, Magdalena, Bernalillo, Bloomfield, Dulce, Pojoaque, and Zuni among others, supporting 80 schools for the 2017/18 school year. The program has seen great gains in school grades:

- The grade point averages calculated from the overall school grades of each RDA cohort have more than doubled since joining the RDA program.
- The number of D/F RDA schools has decreased by 65 percent.
- The number of A/B RDA schools has increased by 300 percent.
- 56 percent of RDA schools that have been in program for more than one year entered the program with an overall grade of D or F; however, by 2014/2015, just 27 percent of RDA schools have an overall grade of D or F; however, just 33% of RDA schools have an overall grade of D or F.

RDA is closing the gap for students with disabilities. In 2017, the number of students with disabilities scoring proficient or better on the PARCC assessment in RDA schools was 68 percent higher than the state average for students with disabilities in math and 14 percent higher in reading. The achievement gap for students with disabilities and all students in RDA schools on the PARCC assessment was also smaller in RDA schools than the statewide average for both reading and math.

11. Seamless Summer

The Seamless Summer Option (SSO) makes it possible for schools to provide nutritious meals even after the regular school year ends. Meals are free of charge to students and teenagers up to age 18. Twenty-five percent of New Mexico's Seamless Summer sites are located in BIE schools, districts, and charters that serve a large American Indian population. BIE school communities such as Wingate Elementary School, Alamo Navajo Community School, and Tohaali Community Schools participate as SSO sites. School districts, such as Jemez Mountain, and charter schools, such as Native American Community Academy, also benefit from the Seamless Summer meals program.

12. Free Breakfast

New Mexico is number two in the nation in demonstrating the power of linking alternative breakfast service modes with offering free school breakfast through the Community Eligibility Provision (CEP) (Food Research & Action Center. (February 2017). *School breakfast score card 2015–2015*. Retrieved from <http://frac.org/wp-content/uploads/school-breakfast-scorecard-sy-2015-2016.pdf>)

The PED is committed to increasing the number of school districts and BIE school communities serving large American Indian populations participating in the CEP; all needy students should be assured of a free breakfast and lunch. The CEP allows a site or multiple sites (through aggregate data) to eliminate the burden of collecting household applications to determine eligibility for school meals, relying instead on SNAP or TANF. The PED's partnership with the BIE in utilizing the Native American Student Information System (NASIS) further increases the state-level match for students attending BIE schools in New Mexico. More school districts and BIE schools serving American Indian students are partnering with the CEP, ensuring increasing numbers of needy students are provided no-cost, nutritious meals. More than 47 percent of School Food Authorities (SFA) and over 30 percent of individual school sites participate in the CEP; all sites serve a large percentage of American Indian students.

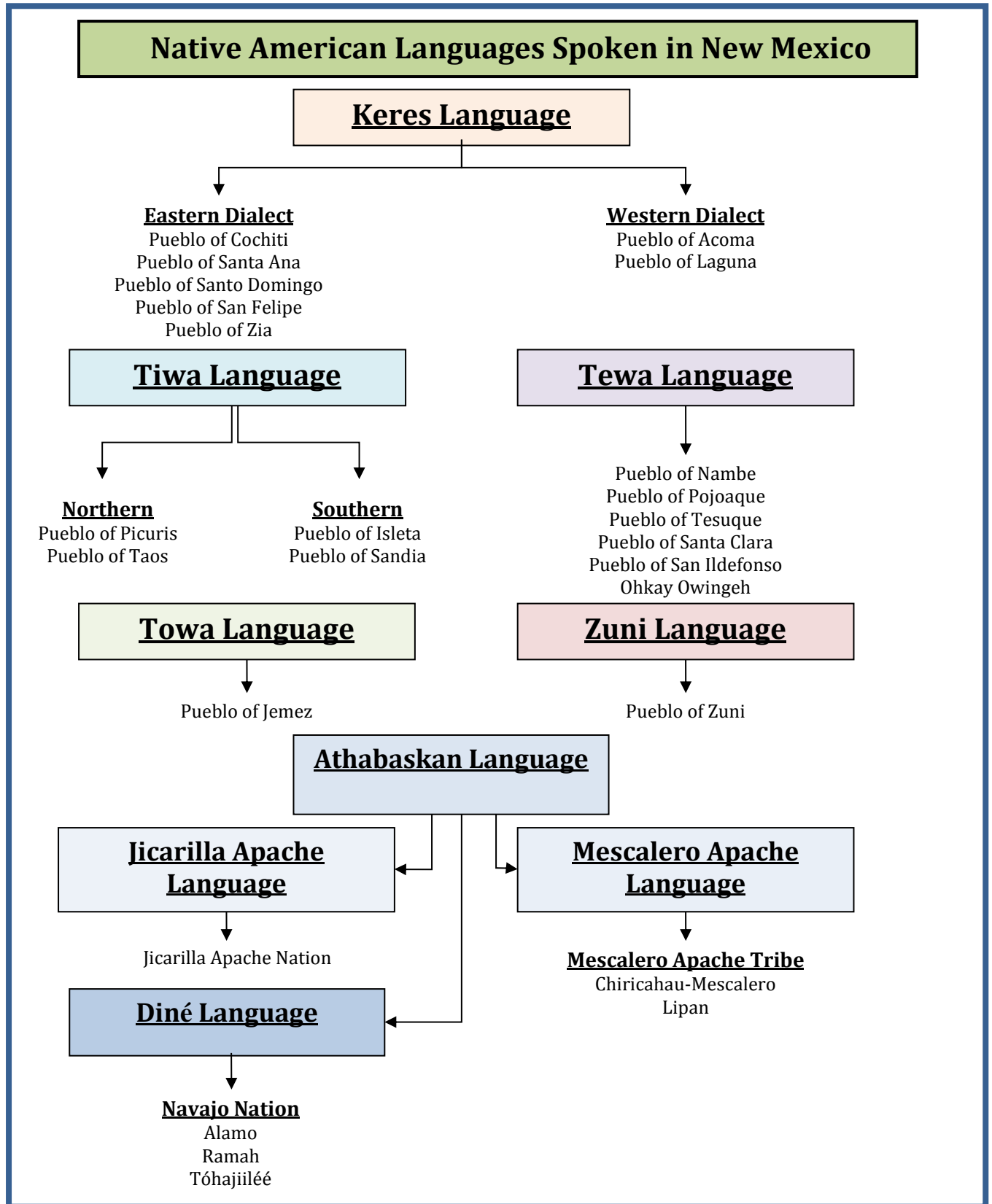
13. EPICS (Education for Parents of Indian Children with Special Needs)

EPICS conducted 12 parent reading nights to kick off its 10-day reading program. This included visiting 12 different sites and targeting all of the RDA schools—9 schools and 1 community. Below are the list of schools and locations targeted:

- Santo Domingo Elementary—School Library
- Magdalena Elementary—School Library
- Dulce Elementary—School Library
- Thoreau Elementary—School Cafeteria
- Cochiti Elementary—School Cafeteria
- McCormick Elementary—(Not confirmed)
- Tohatchi Elementary—School Library
- Tularosa Intermediate/Elementary—Tularosa Public Library
- Mescalero Apache Tribe—Mescalero Public Library (Targeting Tularosa students)
- Lincoln Elementary—(Not confirmed)
- A:shiwi Elementary—Zuni Middle School Classroom
- Dowa Yolanne Elementary—Zuni Middle School Classroom

14. Broadband Initiative Accomplishments

The Broadband Initiative offers high speed internet to schools statewide. The PED collaborated with the Santa Fe Indian School in the development of an RFP and a consortium of tribal entities to bring broadband improvements to four pueblos in north central New Mexico. The PED, the Public Schools Facilities Authority, the Department of Information Technology, and the Education Superhighway provides assistance for the 2017 E-Rate funding cycle for public schools on tribal land and to non-BIE tribal schools for new fiber construction, Category 1 for Internet Service, and Category 2 for internal connections.



PED-IED-Tribal Language Grant Profile 2014–2017

The chart below shows grants offered to the NM tribes for tribal language programs, for the fiscal years 2014–2017. These grants were provided to develop curriculum and instructional material, including a teacher certification, professional development, and assessment process.

Tribes Pueblo Nation	2014–2015 Award Amount	Expended	Balance	2015–2016 Award Amount	Expended	Balance	2016–2017 Award Amount	Expended	Balance
Acoma	30,000.00	22,668.36	7,331.64	30,000.00	20,082.72	9,917.28	30,000.00	\$ 30,000.00	\$ 28,900.00
Cochiti	30,000.00	30,000.00	-	30,000.00	29,174.60	825.4	30,000.00	\$ 30,000.00	\$ 25,876.50
Isleta	30,000.00	29,327.07	672.93	30,000.00	30,000.00	-	30,000.00	\$ 30,000.00	\$ 8,165.56
Jemez	30,000.00	29,999.01	0.99	30,000.00	30,000.00	-	30,000.00	\$ 30,000.00	\$ 30,000.00
Jicarilla	30,000.00	22,728.38	7,271.62	0	-	-	0	\$ -	
Laguna	30,000.00	21,655.41	8,344.59	30,000.00	30,000.00	-	30,000.00	\$ 30,000.00	\$ 29,997.78
Mescalero	30,000.00	30,000.00	-	30,000.00	17,151.66	12,848.34	30,000.00	\$ 30,000.00	\$ 26,189.50
Nambé	30,000.00	30,000.00	-	30,000.00	30,000.00	-	30,000.00	\$ 30,000.00	\$ 30,000.00
Navajo	-	-	-	30,000.00	26,513.00	3,487.00	30,000.00	\$ 30,000.00	\$ 19,509.32
Ohkay Owinge	30,000.00	17,890.13	12,109.87	30,000.00	18,857.14	11,142.86	30,000.00	\$ 30,000.00	\$ 8,700.49
Picuris	30,000.00	18,760.50	11,239.50	30,000.00	29,999.94	0.06	30,000.00	\$ 30,000.00	\$ 26,521.53
Pojoaque	30,000.00	30,000.00	-	30,000.00	27,943.27	2,056.73	30,000.00	\$ 30,000.00	\$ 15,189.05
Sandia	30,000.00		-	30,000.00	29,600.00	400	30,000.00	\$ 30,000.00	\$ 30,000.00
San Felipe	30,000.00	25,477.07	4,522.93	30,000.00	30,000.00	-	30,000.00	\$ 30,000.00	\$ 26,730.45
San Ildefonso	30,000.00	30,000.00	-	30,000.00	24,393.11	5,606.89	30,000.00	\$ 30,000.00	\$ 14,553.51
Santa Ana	30,000.00	30,000.00	-	30,000.00	24,977.63	5,022.37	30,000.00	\$ 30,000.00	\$ 30,000.00
Santa Clara	30,000.00	8,052.57	21,947.43	30,000.00	27,940.85	2,059.15	30,000.00	\$ 30,000.00	\$ 18,574.18
Santo Domingo	30,000.00	30,000.00	-	-	-	-	-	\$ 30,000.00	\$ 30,000.00
Taos	30,000.00	27,590.99	2,409.01	30,000.00	22,585.07	7,414.93	30,000.00	\$ 30,000.00	\$ 29,468.37
Tesuque	30,000.00	14,796.54	15,203.46	30,000.00	18,571.14	11,428.86	30,000.00	\$ 30,000.00	\$ 23,695.67
Zia	30,000.00	30,000.00	-	30,000.00	30,000.00	-	30,000.00	\$ 30,000.00	\$ 30,000.00
Zuni	30,000.00	11,718.87	18,281.13	30,000.00	19,660.91	10,339.09	30,000.00	\$ 30,000.00	\$ 29,885.77
Totals	630,000	490,665	109,335	600,000	517,451	82,549	600,000	630,000	511,958

Source: SHARE Financials, FY ending 2016

PED-IED-School District Initiative Profile 2014–2017

The chart below shows grants offered to the NM school districts and charters that have a substantial American Indian student population for fiscal years 2014–2016. These grants were provided to support, but not limited to, various programming from tutoring, Native language classes, literacy support, leadership programs, and professional development.

School District	14–15 Award Amount	Expended Amount	Balance	15–16 Award Amount	Expended Amount	Balance	16–17 Award Amount	Expended Amount	Balance
Albuquerque Public Schools	25,000	22,231.06	2,768.94	25,000	22,231.06	2,768.94	25,000	20,625.36	4,374.64
Aztec Municipal Schools	25,000	24,986.38	13.62	25,000	24,986.38	13.62	25,000	20,720.42	4,279.58
Bernalillo Public Schools	25,000	18,877.45	6,122.55	25,000	18,877.45	6,122.55	25,000	24,811.87	188.13
Bloomfield Public Schools	25,000	14,300.53	10,699.47	25,000	14,300.53	10,699.47	25,000	19,490.70	5,509.30
Central Consolidated Schools	25,000	13,063.03	11,936.97	25,000	13,063.03	11,936.97	25,000	24,616.30	383.70
Cuba Independent Schools	25,000	15,322.79	9,677.21	25,000	15,322.79	9,677.21	25,000	24,447.87	552.13
Dulce Independent Schools	25,000	9,301.10	15,698.90	25,000	9,301.10	15,698.90	25,000	25,000.00	-
Española Public Schools	25,000	2,075.00	22,925.00	25,000	2,075.00	22,925.00	20,550	8,104.78	12,445.22
Farmington Municipal Schools	25,000	20,921.76	4,078.24	25,000	20,921.76	4,078.24	25,000	17,464.55	7,535.45
Gallup-McKinley County	25,000	21,495.57	3,504.43	25,000	21,495.57	3,504.43	25,000	-	25,000.00
Grants Cibola County Schools	25,000	16,644.63	8,355.37	25,000	16,644.63	8,355.37			
Jemez Mountain schools	25,000	23,334.00	1,666.00	25,000	23,334.00	1,666.00	25,000	18,143.83	6,856.17
Jemez Valley Schools	25,000	8,972.20	16,027.80	25,000	8,972.20	16,027.80	25,000	24,184.58	815.42
Los Lunas Public Schools	25,000	18,909.86	6,090.14	25,000	18,909.86	6,090.14	25,000	10,759.21	14,240.79
Magdalena Municipal Schools	25,000	25,000.00	-	25,000	25,000.00	-	25,000	25,000.00	-
Peñasco Independent Schools	25,000	21,157.17	3,842.83	25,000	21,157.17	3,842.83	-	-	-
Pojoaque Valley Schools	25,000	24,016.39	983.61	25,000	24,016.39	983.61	-	-	-
Rio Rancho Public Schools	25,000	19,922.43	5,077.57	25,000	19,922.43	5,077.57	25,000	12,413.78	12,586.22
Ruidoso Municipal Schools	25,000	24,693.04	306.96	25,000	24,693.04	306.96	25,000	19,906.98	5,093.02
Santa Fe Public Schools	25,000	19,664.66	5,335.34	25,000	19,664.66	5,335.34	25,000	15,045.07	9,954.93
Taos Municipal Schools	25,000	8,622.60	16,377.40	25,000	8,622.76	16,377.24	25,000	10,510.79	14,489.21
Tularosa Schools	-	-	-	-		-	-	-	-
Zuni Public Schools	25,000	21,367.68	3,632.32	25,000	21,367.68	3,632.32	25,000	5,295.80	19,704.20
NACA	25,000	25,000.00	-	25,000	25,000.00	-	25,000	23,950.19	1,049.81
Walatowa Charter High	25,000	24,644.37	355.63	25,000	24,644.37	355.63	25,000	23,334.21	1,665.79
DEAP	-	-	-	-	-	-	25,000	24,638.80	361.20
Dream Diné Academy	-	-	-	-	-	-	25,000	16,218.86	8,781.14
Total	600,000	444,523.70	155,476.30	600,000	444,523.86	155,476.14	570,550	414,683.95	155,866.05

Source: SHARE Financials, FY ending 2016

Financial Reports

IED Objective. Ensure that New Mexico schools provide equitable operational resources to support and improve services to NM tribal students.

Background. New Mexico is a State Equalization Guarantee (SEG) state that provides for a centralized school funding formula. The state equalization guarantee distribution is the amount of money distributed to each school district to ensure that its operating revenue, including its local and federal revenues, are calculated at an amount that is at least equal to the school district's program cost. The calculations are based on local and federal revenues reported from June 1 of the previous fiscal year through May 31 of the fiscal year for which the SEG is being computed. The SEG distribution occurs prior to June 30 of each fiscal year.

Since 1997, the SEG has represented a commitment to equalized educational opportunity at the highest possible revenue level. The school district reports its annual program cost and revenues each year through PED's School Budget and Finance Bureau.

(<http://ped.state.nm.us/div/fin/school.budget/index.html>)

Methods. There are various funding resources that districts pursue and report annually to provide equitable educational opportunities for American Indian students through both state and federal funding. The revenues reported include: Johnson O'Malley (JOM), Indian Education School District Initiative, Title VII Federal Indian Education grants, and Title VIII Federal Impact Aid grants. Title VII and Title VIII are reported per the compliance requirement from the two funding sources that directly provide opportunities for services directed to American Indian students. Both title programs and JOM are awarded through a federal application process which requires certification by tribes relating to residency on federal lands and/or completed Federal 506 forms which require a certificate of Indian Blood. NM Indian Education Act grants are awarded through a competitive application process.

Additionally, school districts have the opportunity to apply for other grant opportunities offered through the PED. The PED offers several funding opportunities using state allocations and federal flow through allocations. Many allocations of funds are conducted through a competitive process. Other funding, like the Bilingual Multicultural Education Program, is generated by the number of students and of hours of participation in school-based programs.

Results. The financial report includes 23 school districts and 4 charter schools that receive state and federal funds supporting American Indian students. The report includes the IED's School District Initiative award, Title VII—Indian Education, Title VIII—Impact Aid, and JOM funds. The report only offers the estimated operating budget revenues as reported by district.

The financial report provides the total enrollment of all students, in addition to the American Indian sub group enrollment. The report portrays the percentage of American Indian students enrolled in each school district and the amount of revenues received. The per student average is calculated by taking the total revenue generated and dividing that by the American Indian enrollment within each identified district. Within the 23 schools districts and 4 charter schools, the amount per student is estimated at an average of \$913.00.

The localized, district-wide TESRs submitted for 2016–2017 also provide financial report details from each respective district and charter.

Conclusion. The financial reports are based on estimated operating budgets reported by each district. There are three school districts that do not meet the requirements to receive Title VIII— Impact Aid funding. These three districts are: Aztec Municipal Schools, Santa Fe Public Schools, and Rio Rancho Public Schools.

Action Plan. In collaboration with school districts, the IED will continue to monitor estimated budgets and expenditures and make recommendations for equitable funding opportunities for American Indian students attending NM public schools. The IED will provide technical assistance to the local districts regarding the tribal consultation process to better understand local school budgets and finances.

District Funding 2016–2017: Operating Budget Estimated Revenues

# of AI Funding Sources Used	Districts	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total Dist. Budget	Fund:	25184	25147	25131	27150	TOTAL Indian Programs	Amt. per student
							Indian Ed Formula Grant Title VII	Impact Aid Indian Ed. Title VIII	JOM	NM IEA		
4	APS	91,112	4,906	5%	\$1,343,717,818		1,051,910	6,781	159,051	25,000	1,242,742	\$253
3	Aztec	3,187	485	15%	\$49,358,024		86,382	0	27,487	25,000	138,869	\$286
3	Bernalillo	3,189	1,369	43%	\$61,444,344		250,404	1,313,512		25,000	1,588,916	\$1,161
4	Bloomfield	2,963	1,130	38%	\$47,898,951		196,391	169,581	66,792	25,000	457,764	\$405
4	Central	6,177	5,536	90%	\$109,784,357		966,101	5,154,643	318,537	25,000	6,464,281	\$1,168
4	Cuba	567	365	64%	\$14,609,577		66,817	255,096	31,714	25,000	378,627	\$1,037
0	DEAP	22	22	100%	\$409,101		0	0	0	0	0	\$0
0	Dream Diné	25	25	100%	\$521,630		0	0	0	0	0	\$0
2	Dulce	777	732	94%	\$19,614,404		0	10,782,998	0	25,000	10,807,998	\$14,765
2	Española	3,771	209	6%	\$51,463,469		76,232	74,451	0	25,000	175,683	\$841
1	Farmington	11,613	3,769	32%	\$168,001,563		0	0	0	25,000	25,000	\$7
4	Gallup	11,659	9,200	79%	\$196,881,391		1,729,448	9,597,728	0	25,000	11,352,176	\$1,234
3	Grants	3,825	1,791	47%	\$54,597,357		0	632,996	0	25,000	657,996	\$367
4	Jemez Mtn.	251	75	30%	\$6,669,378		6,058	0	4,640	25,000	35,698	\$476
2	Jemez Valley	402	284	71%	\$7,964,730		0	222,904	0	25,000	247,904	\$873
3	Los Lunas	8,509	600	7%	\$112,025,409		82,875	66,500	0	25,000	174,375	\$291
4	Magdalena	345	148	43%	\$7,539,810		30,271	89,434	10,954	25,000	155,659	\$1,052
2	Peñasco	349	31	9%	\$7,666,400		5,168	12,154	0	0	17,322	\$559
3	Pojoaque	1,920	287	15%	\$24,781,958		61,140	370,661	0	25,000	456,801	\$1,592
1	Rio Rancho	17,058	834	5%	\$228,729,908		\$32,616	0	0	25,000	57,616	\$69
3	Ruidoso	2,007	336	17%	\$33,879,413		33,011	96,832	0	25,000	154,843	\$461
3	Santa Fe	13,224	327	2%	\$265,984,445		0	0	21,315	25,000	46,315	\$142
0	Six Directions	50	48	96%	\$419,847		0	0	0	0	0	\$0
3	Taos	3,843	221	6%	\$37,430,631		47,437	18,062	0	25,000	90,499	\$409
2	Tularosa	870	268	31%	\$18,910,088		43,376	176,668	0	25,000	245,044	\$914
0	Walatowa	57	53	93%	\$1,822,242		0	0	0	25,000	25,000	\$472
4	Zuni	1,432	1,369	96%	\$21,104,418		24,866	1,546,345	118,704	25,000	1,714,915	\$1,253
	TOTAL	189,204	34,420	18%	3,054,440,614		6,022,865	22,969,411	1,914,165	525,000	31,431,441	\$913

Source: <http://ped.state.nm.us/ped/SchBudgStatBooks-16-17.html>

Current Status of Federal Indian Education Policies and Procedures

IED Objective. Ensure that New Mexico schools provide adequate and meaningful tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulations.

Background. Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

The regulations covering the Impact Aid Program Indian Policies and Procedures (IPPs) requirements under Title VIII of the ESEA (as amended) were revised effective January 31, 2017 (see <https://www.federalregister.gov/documents/impact-aid-program>). The revised regulations include changes to the mandatory elements of the IPP document as well as new requirements for the consultation process.

Methods. The 23 school districts submitted their current IPP as part of their district's Impact Aid application and also submitted a copy to PED's School Budget and Finance Bureau. The annual FY process of developing and implementing an IPP begins with every district involving the district's Indian Education Committee/ Parent Advisory Committees.

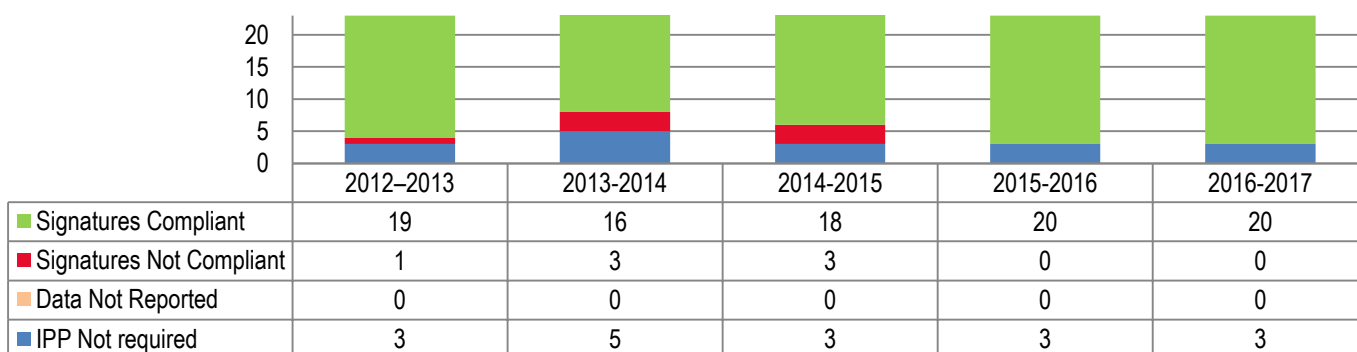
Source: 2016 School Budget and Finance Division

Results. The graph below illustrates the number of districts that are in compliance with a submission of a current year IPP. The data below was collected by the PED's School Budget and Finance Bureau.

Conclusion. The 23 school districts and 1 charter school developed and submitted their annual IPP, supporting the requirements of Impact Aid and the Indian Education Act.

Action Plan. The IED will monitor and provide assistance to school districts throughout the school year in support of the new Impact Aid IPP requirement. School districts will be encouraged to continue to conduct meaningful collaborations and tribal consultations in support of American Indian students. The IED will continue to strengthen technical assistance in response to local and state consultation practices.

IPP Signature of Approval
Twenty-three Districts over Five Years



Source: School Budget and Finance 2012-2016; 23 school districts

Listing of Tribes and School Districts Located on or Near Tribal Lands

Region I		Region III	
Tribe	School Districts	Tribe	School District
Navajo (Diné) Nation 53 NM Chapters	Bloomfield* ¹ Cuba* Farmington* Central Consolidated * Jemez Mountain*	Navajo (Diné) Nation 53 NM Chapters Pueblos Various Tribal Affiliated Tribes	Albuquerque*
Jicarilla Apache Nation	Dulce*	Ohkay Owingeh	Española * & Pojoaque*
Region II		Pueblo of Cochiti	Bernalillo*
Tribe	School District	Pueblo of Jemez	Jemez Valley & Walatowa*
Navajo (Dine') Nation 53 NM Chapters	Gallup McKinley* Grants-Cibola* Magdalena*	Pueblo of Nambé	Pojoaque*
Pueblo of Acoma	Grants-Cibola*	Pueblo of Pojoaque	Pojoaque*
Pueblo of Isleta	Los Lunas*	Pueblo of Picuris	Peñasco*
Pueblo of Laguna	Grants-Cibola*	Pueblo of San Ildefonso	Pojoaque*
Pueblo of Zuni	Zuni*	Pueblo of Sandia	Bernalillo*
IPP Not Required	Aztec Rio Rancho Santa Fe	Pueblo of Santa Ana	Bernalillo*
Current Status of Federal Indian Policies and Procedures (IPPS) Compliance <ul style="list-style-type: none"> ○ Compliant—20 districts ○ Did not report—0 district ○ Not required to report—3 districts 		Pueblo of Santa Clara	Española* & Pojoaque*
		Pueblo of Santo Domingo	Bernalillo*
		Pueblo of San Felipe	Bernalillo*
		Pueblo of Tesuque	Pojoaque*
		Pueblo of Taos	Taos*
		Pueblo of Zia	Bernalillo* & Jemez Valley*
		Mescalero Apache Tribe	Ruidoso & Tularosa

¹ * Indicates IPP on file

School District Initiatives

IED Objective. Ensure that New Mexico schools provide initiatives and programs to support the decrease in the number of American Indian student dropouts.

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. 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.

Methods. The 23 school districts and 2 charter schools submitted their 2016–17 local TESRs which include initiatives that school districts have identified for increasing attendance and decreasing the number of student dropouts for American Indian students.

Dropout statistics are reported annually and drop out data is collected at the school district level. Student membership is also collected and reported at the school, district, and state levels, including the number of pupils in each of several categories from grades K through 12.

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

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

Source: STARS Dropout Rates, 2015–2016

Results. Within SY 2015–2016, the overall dropout rate for grades 7–12, American Indian students is at 5.4 percent. Each district dropout rate fluctuates between 0 and 5.8 percent. Within the 23 local TESRs, the reports detail each of the school districts initiatives related to decreasing American Indian student dropout rate. At this time, the IED is currently developing additional indicators for reliable and meaningful data collection. Initiatives for decreasing dropout rates are implemented differently across districts and tribal communities, as recorded in school districts local TESRs.

Conclusion. New Mexico students drop out for a variety of reasons, and the data does not always capture the underlying causes. The top three reasons reported include that the student 1) did not re-enroll, 2) had an invalid transfer, and 3) intends to take the GED.

The social, health, and economic stresses that are often associated with students dropping out are apparently not reflected in the currently reported drop out rate.

Action Plan. The IED will strengthen its efforts to support local initiatives to help American Indian students stay in school or become re-engaged. The IED will work to identify and implement academic and cultural strategies in collaboration with tribal governments to support students to stay in school and engage in the material. The IED will also examine additional factors that impact American Indian students and their decision to drop out, such as absences due to inadequate access to health care and nutrition; family economic status, which may require an older sibling to care for younger siblings at home; experimentation with drugs; teen pregnancy; chronic disease; transportation; and bullying.

Drop Out Rates by District—Statewide² All Students SY 2015–2016

District Name	2015–2016 (a) Membership (Unduplicated) Gr. 7–12	2015-2016 (b) DROP Gr. 7–12	2015-16 Overall % Rate	District Name	2015–2016 (a) Membership (Unduplicated) Gr. 7–12	15–16 (b) DROP 7–12	2015-16 Overall % Rate
Albuquerque Public Schools	41,151	2,052	5.0	Jemez Mountain Public Schools	109	0	0.0
Aztec Municipal Schools	1,529	31	2.0	Jemez Valley Public Schools	196	2	1.0
Bernalillo Public Schools	1,231	71	5.8	Los Lunas Public Schools	3,754	81	2.2
Bloomfield Schools	1,420	48	3.4	Magdalena Municipal Schools	173	2	1.2
Central Consolidated Schools	2,839	119	4.2	Peñasco Independent Schools	165	4	2.4
Cuba Independent Schools	328	12	3.7	Pojoaque Valley Public Schools	963	17	1.8
Dream Diné	0	0	N/A	Rio Rancho Public Schools	7,829	101	1.3
Dulce Independent Schools	299	2	0.7	Ruidoso Municipal Schools	882	19	2.2
Dzit Dit Lool School of Empowerment, Action, and Perseverance (DEAP)	11	0	0.0	Santa Fe Public Schools	5,379	237	4.4
Española Public Schools	1,544	81	5.2	Taos Municipal Schools	1,330	37	2.8
Farmington Municipal Schools	5,299	157	3.0	Tularosa Municipal Schools	429	18	4.2
Gallup-McKinley Schools	5,624	252	4.5	Walatowa Charter High	55	3	5.5
Grants-Cibola County Schools	1,688	58	3.4	Zuni Public Schools	499	17	3.4
American Indian/Alaskan Native	16,070	864	5.4				

⁴Source: STARs EOY 2015–2016 dropout rates by district

Dropout Rate

In SY 2015–2016, the overall percentage of 7–12 grade, American Indian students who dropped out averaged 5.4 percent.

Public School Use of Variable School Calendars

IED Objective. Ensure that New Mexico schools collaborate with tribal governments to identify the important cultural events in their American Indian students' lives and adjust their school calendars, where possible, to include these days.

Background. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices. The 35,000-plus students, who represent the NM tribes and pueblos and other tribes from throughout the United States, attend over 185 public and charter schools in the state of New Mexico. These students were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

The assurance of collaboration and engagement from educational systems and pueblos/tribes regarding academics and cultural awareness has positive effects on the educational success of American Indian (AI) students. 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.

Methods. The 23 school districts submitted their current Public School Use of Variable School Calendars that reflect collaborative efforts to support AI students' self-identity, language, and culture by providing students with opportunities to participate in these important cultural activities. Many school districts refer to their school calendar committees to review, modify, and recommend a school calendar that takes AI student culture and traditions into account. School calendars are then approved by the district's school board. **Source:** 2016 District-Wide TESR

Results. The chart below lists the variable school days that are offered to AI students within the 23 districts and 2 charters. This list serves as a guide to days of Native importance during the school year 2016–2017.

Conclusion. The majority of the 23 districts and 1 charter school report the use of variable school calendars that take into account an AI student's cultural well-being and the intentional development of their self-awareness.

Action Plan. The IED will encourage schools to support AI students in developing and honoring their cultural traditions while maximizing school attendance. The IED seeks to better understand how this can be accomplished with school districts and charter schools. The development of variable calendar days, in collaboration with tribal governments, is essential to the success of the use of this student-oriented scheduling flexibility.

VARIABLE CALENDAR DAYS AS PROVIDED IN THE SY 2015–2016 DISTRICT-WIDE TESR	
All Souls Day (November 1 st)	Pueblo of Jemez Feast Day
Alamo Indian Days	Pueblo of Laguna Feast Day
Cultural Day, Pueblo of Acoma	Pueblo of Nambe Feast Day
Gathering of Nations	Pueblo of Pojoaque Feast Day
Jicarilla Apache Tribal Feast, Go Jii Ya	Pueblo of San Ildefonso Feast Day
Mescal Harvest and Roast	Pueblo of Santa Ana Feast Day
Native American Senior Day	Pueblo of Santa Clara Feast Day
Navajo Nation Family Day	Pueblo of Santo Domingo Feast Day
Navajo Nation Memorial Day	Pueblo of Tesuque Feast Day
Navajo Nation Police Officer Day	Pueblo of Taos Feast—San Geronimo Feast Day
Navajo Sovereignty Day	Pueblo of Zia Feast Day
Ohkay Owingeh Corn Dance	Pueblo of Zuni-Shalako
Ohkay Owingeh Feast Day	Shiprock Northern Navajo Fair (Professional Development Day)
Pueblo of Acoma Feast Day	Tribal Governor's Irrigation Day
Pueblo of Cochiti Feast Day	Winter and spring break extended to accommodate dances
Pueblo of Isleta Feast Day	Zuni Appreciation Day

School District Consultations

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

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

Methods. The 23 school districts submitted a collaborative TESR that documented the occasions on which the districts met and discussed American Indian students' educational opportunities with the district's Indian Education Committee, parent advisory committees, Tribes, Indian organizations, and other tribal community organizations.

The fall 2016 Government-to-Government meeting was facilitated by New Mexico First, a public policy organization that assists communities with important, impactful issues. The meeting's focus was to gather feedback on ESSA. The findings from the fall consultation were recorded in a final report issued by NM First and titled *Government-to-government meeting: Community meetings, summarizing the tribal government session and community feedback*. The report was distributed both locally and statewide and used to inform the PED's development of the State's ESSA plan.

Results. The feedback from the tribal consultations resulted in the following LEA Tribal consultation provision that was included in the New Mexico ESSA plan:

Tribal Consultation. The IED developed a process for ensuring meaningful tribal input at the local level to address Impact Aid, ESSA requirements for title programs, and general consultation. This requires LEAs serving American Indian students to submit an affirmation of consultation document in their district's budget submission in the spring of each school year, confirming that local Tribes were meaningfully engaged in the budget development process. This is critical in that budgets support and drive each local district's overall educational strategy.

Conclusion. ESSA created the opportunity for the PED to re-engage with tribal leaders and key stakeholders on major initiatives and to consider the process of how to continuously refine educational systems and best support educators. Expectations for improved tribal consultation at the state and local education agencies (SEA) (LEA) have been put into place per the Every Student Succeeds New Mexico State Plan.

Action Plan. The IED will provide technical assistance to LEAs and Tribes regarding the new consultation requirements as relates to the New Mexico ESSA plan. The IED will also develop a technical assistance manual to support the strengthening of local and State consultation practices. The IED will work to ensure that all 23 LEAs and charter schools serving American Indian students complete the local consultation process and submit Affirmation of Consultation forms alongside their budget submissions. A due process will be developed and led by the IED to support the strengthening of state-wide consultation practices in New Mexico.

Indigenous Research, Evaluation Measures, and Curricula for Tribal Students

IED Objective. Ensure that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of native languages, culture, history curricula and educational programs designed for tribal and non-tribal students, in consultation with New Mexico Tribes. The IED also seeks to conduct and sponsor indigenous research projects that will positively impact American Indian students in public schools.

Background. The IED sponsored two projects related to Indigenous research, evaluation measures, and curriculum for tribal students in 2016–2017: 1) student listening sessions relating to the IED’s five priority areas and 2) teacher action research fellowships.

In the Student Listening Session project, the IED partnered with the University of New Mexico’s Center for Educational Research Policy (CEPR) to develop a project centered on gathering student input into IED’s plans and activities that improve student success in the following five priority areas:

- Attendance and truancy
- Cultural competency and culturally responsive learning environments
- College and career readiness
- Supporting Native language programs and English learners
- School systems’ alignment between PED, the Bureau of Indian Education operated schools, and tribally controlled schools

In the second project, the IED partnered with a professor and doctoral candidate from the University of New Mexico’s Native American Leadership in Education (NALE) program to develop and implement the teacher action-research project. These fellowships will provide the platform for teachers of Native students to identify, explore, and document practices that support the academic and cultural advancement of American Indian students.

Methods. To collect student input for the Student Listening Session project, the CEPR employed a combination of a brief student survey, student focus groups, and an instrument to measure pre and post listening behaviors of students participating in the focus group training and implementation.

Three teachers were selected from school districts serving large numbers of American Indian students for the Teacher Action Research Fellowships. These fellows developed a classroom-based project that they hypothesized would deepen their knowledge of an educational practice that would have positive effects on the educational success of their American Indian students. Each teacher participated in an orientation and ongoing meetings with the NALE professor and doctoral student mentor to identify the question and topic for their action research project. The NALE professor and mentor guided the teachers throughout a two-month period in their data collection, observational practices, documentation of results, and reflection on their successes and areas requiring improvement.

Results. Initially, 17 of the 23 school districts serving large numbers of American Indian students expressed interest in participating in the student listening sessions. Of these, 13 districts participated in the training, and 8 completed the project in its entirety. Of all the districts these listening sessions could most impact, 35 percent of them followed through, and their students benefited from this project. The report is posted on the IED’s webpage.

The Teacher Action Research Fellowships ensured that three teachers enhanced their understanding of the needs of their American Indian students in the following areas:

- Culturally responsive literacy practices
- Project-based learning
- Culturally responsive practices in a physical education classroom

The teachers presented their findings to the Indian Education Advisory Council subcommittee in June 2017. Each teacher created a narrated PowerPoint presentation outlining their action research projects from start to finish. The broader community is able to access the fellows' projects on the IED's webpage.

Conclusion. Districts have implemented Indigenous research and evaluation in the development and assessment of tribal language programs, which is documented in school districts' local Tribal Education Status Reports. These can be found on the IED's webpage under the IED Reports tab.

The report resulting from the Student Listening Session Project provides invaluable student input that both the IED and staff at local school districts can use to direct and modify their student-based initiatives and educational programs. The Student Listening Session Project also provides baseline data upon which the IED can build a broader and more comprehensive study, spanning across additional districts, schools, and students.

The projects resulting from the Teacher Action Research Fellowships provided for the initial development of a database that houses projects and practices to support the deepening of knowledge of educational practices that positively affects American Indian student success. While action research projects are not intended to generate generalizable knowledge across school systems and classrooms, they provide opportunities for reflections on practices that could be modified, adopted, and implemented by other educators of American Indian students.

Action Plan. IED seeks to create action plans with local districts to support Indigenous research. These plans will ensure that comprehensive, best practice models are being utilized for language development and that the opportunity for the use of Indigenous research, evaluation measures, and curricula in other areas—such as culture and history—are being explored.

The IED will expand the Student Listening Session Project to include feedback from additional districts and students and will develop the student focus group protocol to ensure the collection of accurate and meaningful input from students on the ways educators and educational institutions can strengthen students' learning environments and educational experiences.

The IED will also continue to expand the Action Research Teacher Fellowship Project to equip additional teachers with action research skills. These skills provide teachers with practical professional development and their posted ideas and information further provide educators with classroom-based practices that can positively support American Indian student success.

ACTIVITIES LISTED IN THE DISTRICT-WIDE REPORTS AS INDIGENOUS RESEARCH, MEASURES, OR CURRICULA By district	
Albuquerque	Evaluation: The Navajo language teachers assess high school students with the Navajo Nation pre- and post-assessment to determine the proficiency level of students. The middle school and elementary teachers assess students with a department-developed, Native American values rubric.
Bloomfield	Curricula: Bloomfield Schools district uses the Navajo Nation Standards and Benchmarks. Evaluation: The district uses the Oral Diné Language Assessment test for students in the Diné/Navajo language programs.
Central	Evaluation: Administration of the Oral Diné Language Assessment—ODLA
Cuba	Evaluation: American Indian language assessments—Diné
Dulcé	Research: Studies on Jicarilla Apache language, culture, and history. Curricula: Jicarilla Apache Native Language/Culture, Curriculum, and Standards
Farmington	Curricula: Navajo Language Curriculum and Standards Evaluation: Navajo Language Assessment.
Gallup	Curricula: All Schools—Navajo Language Pacing Guide Evaluation: All Schools—ODLA
Grants	Evaluation: Grants HS and Laguna Acoma HS—Acoma/Keres language
Jemez Mountain	Curricula: Navajo (Diné)
Magdalena	Research: The district is constantly providing professional development, tied to the latest research on effective education programs, for Native American students. Curricula: The district is revising its Navajo language curriculum to align to the common core. Evaluation: Our Navajo language instructors collaborate with Office of Diné Language, Culture, and Community Services on assessment.
Peñasco	Curricula: The Tiwa classes are taught by a Native American teacher, and she uses Indian education materials in her classroom, translates curriculum and benchmark standards to the Tiwa language for instruction as well as to the Pueblo of Picuris Tribal Standards. Evaluation: Utilize Native language assessments with pre- and post- tests to determine progress in the classrooms
Pojoaque Valley	Curricula: K–12 Tewa language classes. Tewa classes focus on the use of Tewa language in daily conversations and area history.
Rio Rancho	Research: Some research has been shared with all sites. All sites have a Native American liaison who participates in professional development. Curricula: Resources are available to support Native culture.
Walatowa High Charter	Research: Native American education studies, Aboriginal Australian studies, Indigenous New Zealand studies, and Mexico/immigration educational studies Curricula: School-based curriculum using the WIDA scores and aligned to the common core standards Evaluation: WIDA ELL ACCESS
Zuni	Curricula: Classroom instruction occurs on a daily basis for all students as part of their school day. 520 licensed staff provide the instruction. Native language/culture, curriculum, and state standards are addressed using the school board approved Zuni curriculum Evaluation: The Zuni school-based assessment is used to measure language proficiency levels for all K–12 students. There is a pre- and post-test administered on a yearly basis.
Assessment in American Indian Language <ul style="list-style-type: none"> Twelve districts reported the use of an assessment to measure native languages within their district—APS, Bloomfield, Central, Cuba, Dulce, Farmington, Gallup, Jemez Mountain, Magdalena, Peñasco, Walatowa Charter, and Zuni. 6,785 students were assessed. Twelve districts did not report an assessment for native language programs—Aztec, Bernalillo, Española, Grants-Cibola, Jemez Valley, Los Lunas, Pojoaque, Rio Rancho, Ruidoso, Santa Fe, Taos, and Tularosa. Cultural-Based Assessment <ul style="list-style-type: none"> Two districts and one state charter school reported having used an assessment to measure culture-based methodology—APS, Zuni, and Walatowa. A total of 947 students were assessed—58 in APS, 769 in Zuni, and 120 in Walatowa. 	

CONCLUSION

This report includes American Indian student outcomes in 12 reporting areas, and it details the efforts that the PED and the school districts have made within these areas to support American Indian students' academic and cultural achievement during the 2016–2017 school year. While American Indian students demonstrated slight improvements in the areas of math and reading proficiencies and student safety, there is much room for improvement within all 12 reporting areas. The PED looks to strengthen tribal and school district partnerships in order to reach the growth goals set out for American Indian students within the Every Student Succeeds Act New Mexico Plan and the state's Route to 66 Plan for all New Mexicans. The IED anticipates providing technical assistance and guidance on tribal consultation to divisions and bureaus across the PED as well as to school districts and charters, in order to increase tribal involvement in the educational decisions that impact American Indian students. Additionally, the IED is committed to improving the data collection and analysis that informs program development and educational decision-making for American Indian students across the state.

NATIONAL INDIAN EDUCATION STUDY (NIES 2015)



The NIES is sponsored by the Office of Indian Education, within the US DOE's Office of Elementary and Secondary Education, and the study is conducted by the National Center for Education Statistics within the Institute of Education Sciences.

Administered as part of the National Assessment of Educational Progress (NAEP), NIES is a national study endorsed across American Indian and Alaska Native (AI/AN) communities that puts into context the condition of education and experiences of AI/AN students in the United States. A national sample of approximately 17,000 fourth- and eighth-grade students participated in this study (N = 8,500 students in grade 4 and 8,200 students in grade 8). The study separates AI/AN results into three mutually exclusive categories of schools as well as an overall category. Those three categories include: low-density public schools where fewer than 25 percent of students were AI/AN; high-density public schools where 25 percent or more students were AI/AN; and Bureau of Indian Education (BIE) schools. All AI/AN students include all AI/AN students sampled throughout the nation in public, private, BIE, and Department of Defense schools.

The 14 states with reportable data specific to AI/AN students in 2015 are: Alaska, Arizona, Minnesota, Montana, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Washington, Wisconsin, and Wyoming.

Some data highlights from this study for New Mexico are presented in this section. For more information about NIES data and/or other federal assessments in New Mexico, please contact Marie Julianne, the NAEP State Coordinator, at: 505-827-3982 or by email marie.julienne@state.nm.us.

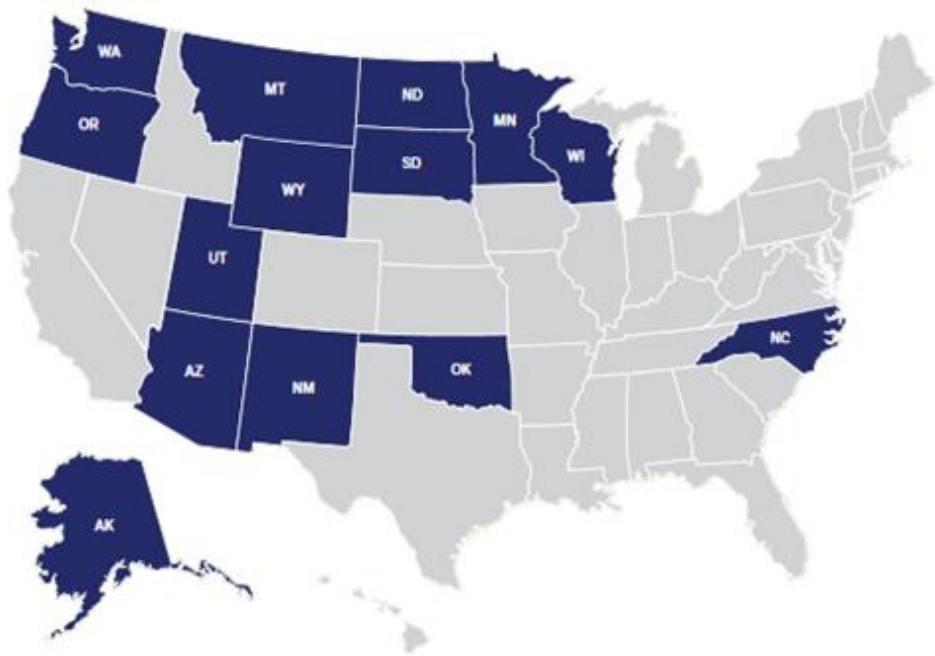
New Mexico has a higher percentage of AI/AN students in *grade 4* who

- are ELL (41 percent) compared to AI/AN students nationally (11 percent); and
- are eligible for the National School Lunch Program (90 percent) compared to AI/AN students nationally (75 percent).

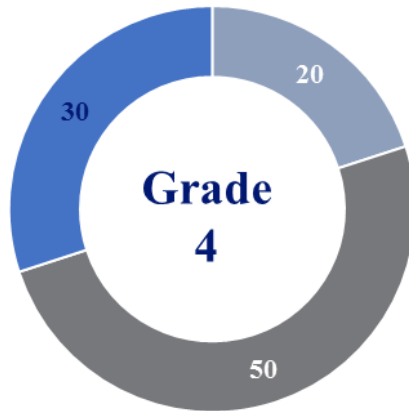
New Mexico has a higher percentage of AI/AN students in *grade 8* who:

- are ELL (34 percent) compared to AI/AN students nationally (7 percent); and
- are eligible for the National School Lunch Program (93 percent) compared to AI/AN students nationally (68 percent).

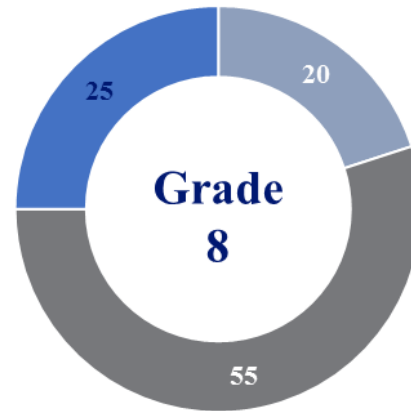
Map of NIES 2015 States



New Mexico AI/AN population percentages, by type of school



- Public low density
- Public high density
- BIE



- Public low density
- Public high density
- BIE

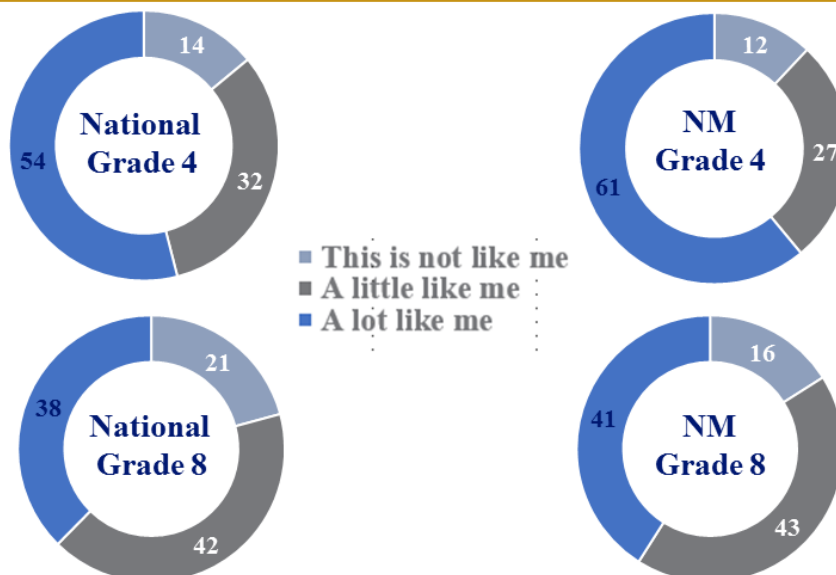
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2015 Mathematics Assessment.

Student Characteristics

Student Characteristics	All AI/AN Students	BIE Schools in Nation	High Density Schools in NM	BIE in NM
Grade 4				
English Language Learners	11	†	53	91
Students with Disabilities	15	†	13	13
Eligible for National School Lunch Program (NSLP)	73	†	92	98
Computer in home	69	†	63	48
Grade 8				
English Language Learners	7	39	28	58
Students with Disabilities	16	39	28	58
Eligible for National School Lunch Program (NSLP)	66	96	96	98
Computer in home	75	55	58	61
Parent(s) graduated from college	40	27	32	27

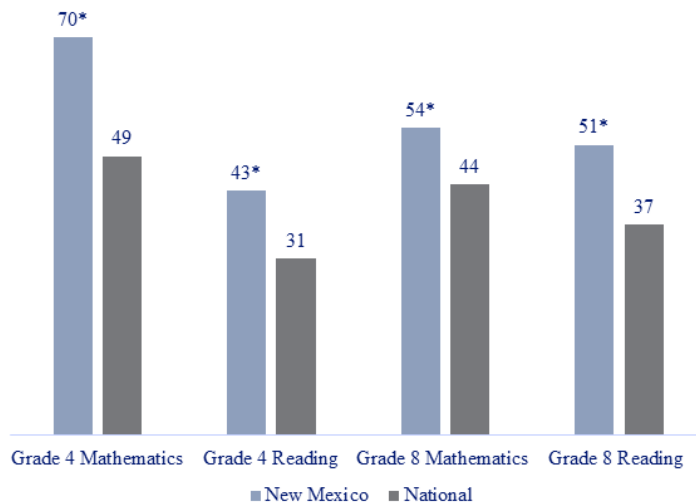
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2015 Mathematics Assessment.

NAEP Survey Questionnaire – Percentage of AI/AN students responding to 'I feel I belong at school'



NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 National Indian Education Study (NIES).

Percentage of AI/AN students scoring *below Basic*, by Subject and Grade Level

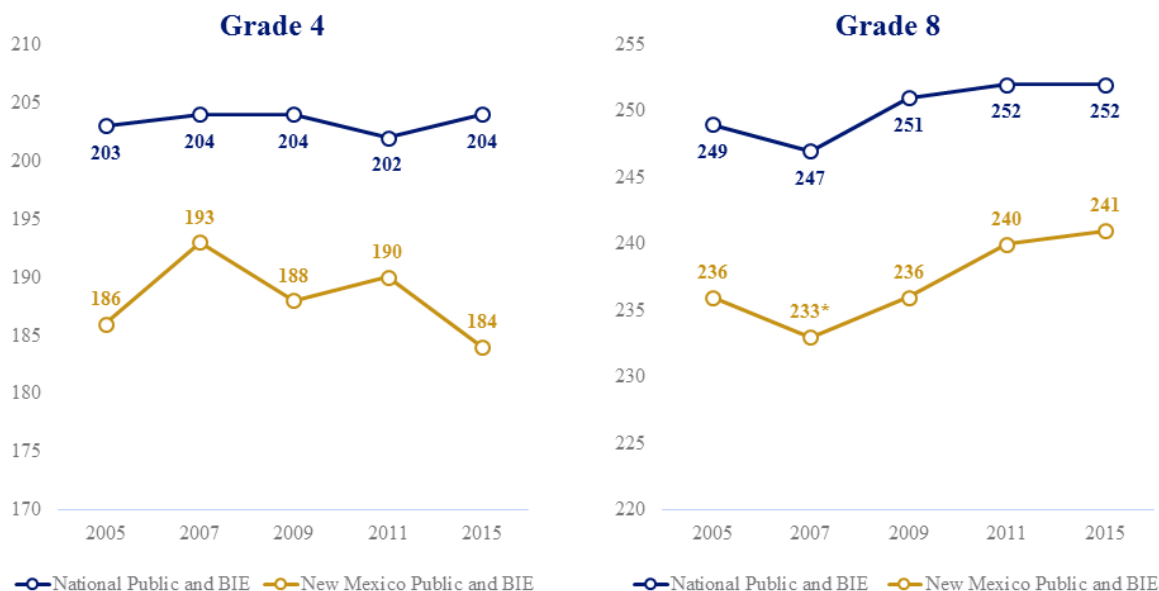


New Mexico has a higher percentage of AI/AN students who score below *Basic* compared to AI/AN students nationally, in mathematics and reading. These analyses consist of New Mexico and National AI/AN Public and BIE students.

Note: Asterisks (*) denote New Mexico statistic significantly different than National statistic.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 National Indian Education Study (NIES).

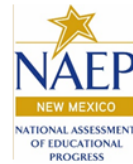
Reading for AI/AN students



Note: NIES data were not collected in 2013. Asterisks (*) indicate significantly different from 2015.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2015 Reading Assessment.

Grade 4 – Mathematics for AI/AN Students

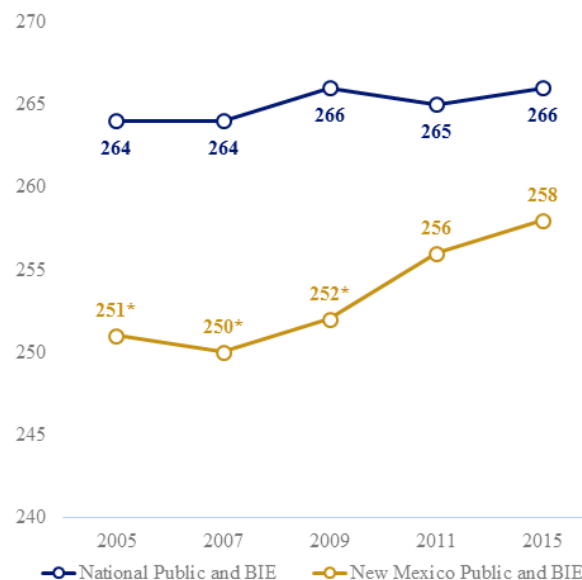


Although NAEP mathematics average scaled scores for fourth grade AI/AN students in New Mexico were lower than the nation, notice how scores decreased both nationally and statewide, in 2009. National and state results reported include only public and BIE schools.

Note: NIES data were not collected in 2013.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2015 Mathematics Assessment.

Grade 8 – Mathematics for AI/AN Students

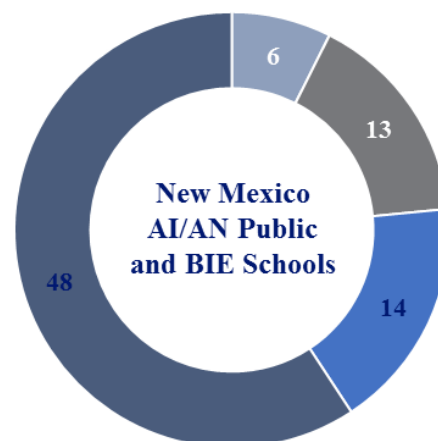
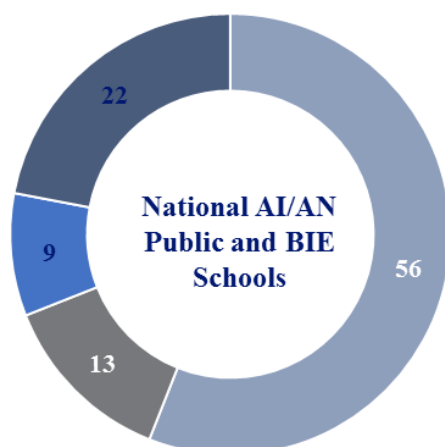


Mathematics average scaled scores for New Mexico AI/AN students in grade 8 were significantly different in 2005, 2007, and 2009 from 2015. National and state results reported include only public and BIE schools.

Note: NIES data were not collected in 2013. Asterisks (*) indicate significantly different from 2015.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2015 Mathematics Assessment.

NAEP Survey Questionnaire – Percentage of AI/AN grade 4 students responding to ‘How frequently family talks in Native language’



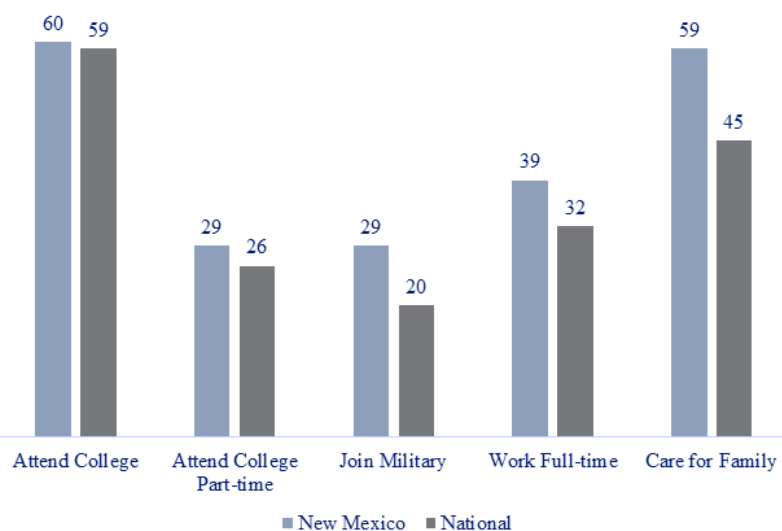
■ Never or hardly ever ■ Once or twice a month
■ Once or twice a week ■ Every day

■ Never or hardly ever ■ Once or twice a month
■ Once or twice a week ■ Every day

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 National Indian Education Study (NIES).

NAEP Survey Questionnaire - Percentage of AI/AN grade 8 students responding to ‘After High School Plans’



New Mexico AI/AN students in grade 8 responded similarly to national AI/AN students on survey questionnaire items about college plans, but differed on other plans after high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 National Indian Education Study (NIES).

GLOSSARY AND ACRONYMS

23 Districts	23 out of the 89 New Mexico school districts that are located on or near New Mexico tribal lands and have an American Indian student population
520 Certification	Native American language and culture certification license through the PED. Teachers are certified by tribal governments to teach their native language in NM public schools.
Academic Program	All subject matter areas of the curriculum of the school, as defined in the New Mexico Standards for Excellence, 6.29.1-11 NMAC. Content Standards and Benchmarks. Especially refers to the core content areas—math, social studies, and language arts.
AI	American Indian, same as NA (Native American)
American Indian	A person who is enrolled as a member of a US federally recognized nation, tribe, or pueblo.
APS	Albuquerque Public Schools
BAR	Budget Adjustment Request
Best practice	An efficient and effective way of accomplishing a task, based on repeatable procedures that have proven themselves effective over time for large numbers of people
Bicultural	Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual and vice versa.
BIE	Bureau of Indian Education
Bilingualism	Term that describes equal facility and proficiency in two languages, commensurate with age and proficiency level of student.
Biliteracy	The ability to effectively communicate or understand thought and ideas through two languages' systems and vocabulary, using their written symbols (Hargett, 1998)
CBE	Cultural-based education reflects, validates, and promotes the values, worldviews, and languages of the local community's cultures.
CCR	College and Career Readiness
CCSD	Central Consolidated School District
CCSS	Common Core State Standards
CFR	Code of Federal Regulations
Community Civic Engagement	Individual and collective actions designed to identify and address issues of public concern within indigenous or urban settings
Cultural Competence	1.)A set of congruent behaviors, attitudes, and policies that come together in a system and enables that system to work effectively in cross-cultural situations 2.)the applicability of materials and methodologies to one's own ethnicity, home and community environment, and/or personal experiences.
Culturally and linguistically different	Students who are of a different cultural background than mainstream United States culture and whose home or heritage language—inherited from the student's family, tribe, or country of origin—is a language other than English.
Culture	The total shared way of a given people. This comprises modes of thinking, acting, law, language, art, and customs. Also material products such as houses, clothes, foods, tools, and so on are aspects of culture.
Curricula	Set of courses, defined content of course, and offered at a formal academic school
District	The geographical unit that locally administers schools. Also called a local education agency (LEA)
DODE	Navajo Nation's Department of Diné Education
Dual language immersion	Designed to develop high academic achievement in two languages, additive bilingual and biliterate proficiency, and cross-cultural skills development.
ELD	English language development refers to instruction designed specifically for ELs/LEP students to further develop listening, speaking, reading, and writing skills in English beyond ESL.

ELL	English language learners (also EL—English learners) are students whose home or heritage language influence is not English and who are unable to speak, read, write, and understand English at a level comparable to their grade-level English proficient peers, as determined by objective measures of proficiency.
ENIPC	Eight Northern Indian Pueblos Council
EoC	End-of-course exam
EPSS	Educational plan for student success—long-range plan for improvement that is developed by individual schools and districts
ESEA	Elementary and Secondary Education Act of 1965, as amended
ESL	English as a second language is an educational approach in which ELL/LEP students are instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to other content), and is usually taught during specific school periods.
Evaluation	Appraising or judging persons, organizations, or things in relation to stated objectives, standards, or criteria to also include methods of observation through defined objective or subjective procedures used to obtain and organize information for appraisal in relation to stated objectives, standards, or criteria.
Exemplary program	Programs that have been approved according to specified procedures and set up to address educational issues through experimentation. Programs introduce new ideas, methods, or devices and have been evaluated and documented by educators who, in turn, are able to communicate successful uses of the program, with the implication that the program can be successfully replicated
FEP	Fluent English proficient are students who are able to speak, read, write, and understand the English language at levels comparable to their grade-level English proficient peers as determined by objective measures of proficiency normed for language minority students.
FY	Fiscal Year
G2G	Government-to-government
GCCS	Grants Cibola County School District
GMCS	Gallup-McKinley County School District
H2	2nd year in high school
H3	3rd year in high school
H4	4th year in high school
HED	New Mexico's Higher Education Department
Heritage language (home language)	The language other than English that is inherited from a family, tribe, community, or country of origin, whether or not the student is proficient in the language.
IAD	New Mexico's Indian Affairs Department
IEA	New Mexico's Indian Education Act (Chapter 22, Article 23A NMSA 1978)
IEC	Indian Education Committee (district level)
IED	PED's Indian Education Division
IHE	Institutions of Higher Education (e.g., UNM, NMSU, WNMU, NTC)
Indigenous	Native or tribal groups of the Americas that maintain a cultural identity separate from surrounding dominant cultures.
Indigenous research	Study of the unique, traditional-local knowledge existing within and developed around the specific conditions of persons indigenous to a particular geographic area, validated through measurements established within educational systems.

IPP	Indian Policies and Procedures—a LEA that claims children residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures. The LEA shall establish these policies and procedures in consultation with and based on information from tribal officials and parents of those children residing on Indian lands who are Indian children (CFR, Title 34 - Education, Chapter. II - OESE, DOE, Part 222).
JOM	Johnson O'Malley. This program is a trust responsibility under the Department of Interior and not the Department of Education.
Language acquisition	The process of acquiring a language
Language proficiency	Measure of how well an individual can speak, read, write, and comprehend a language, comparable to the standard expected for native speakers of the language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components, as well as academic and non-academic language and comprehension of said language.
Language-majority	A person or language community that is associated with the dominant language of the country
Language-minority	A person or language community that is different from the dominant language of the country
LEA	Local educational agency, usually a district or a state charter school
LEP	Limited English proficient is a term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. The preferred term is English language learner.
Linguistic competency	A speaker's internalized knowledge of a language that enables the speaker to communicate effectively and convey information in a manner that is easily understood by culturally diverse audiences
MOA—MOU	Memorandum of Agreement—Memorandum of Understanding
NA	Native American, same as AI
NALC	Native American language and culture license. Teachers certified by tribal governments to teach their native language in NM public schools
Native language	The language a person acquires first in life or identifies with as a member of an ethnic group. NM recognizes this as any of the eight Native American languages spoken by NM tribes and pueblos (Jicarilla Apache, Mescalero Apache, Diné, Keres, Tewa, Tiwa, Towa, and Zuni).
Native language instruction	The use of a child's home language (generally by a classroom teacher) to provide lessons in academic subjects.
Native Language Maintenance Program	The continuation, preservation, and on-going development of aspects inclusive of a native language program to be implemented into an academic system
Native Language Revitalization Program	The use, instruction, and development of a native language program to ensure the survival of the indigenous home language to be sustained in the tribe and community
NCSC	National Center and State Collaborative . One of two NM alternative assessments to ensure that students with disabilities receive meaningful feedback on academic progress
New Mexico assessments	New Mexico assessments meet state and federal requirements for Title I, Title II, and Title III. These assessments are used for a variety of purposes including high school graduation, school grading, and NMTeach educator evaluation. See the Description of New Mexico Assessments on the final page of this report.
NIEA	National Indian Education Association
NL and C	Native language and culture
NMIEAC	New Mexico Indian Education Advisory Committee
ODLA	Oral Diné Language Assessment. The Navajo Nation's assessment of language proficiency
PAC	District-level Parent Advisory Committee
PD	Professional development
PED	New Mexico's Public Education Department
PHLOTE	Primary (first learned) or Home/Heritage Language Other Than English
RFI-RFA-RFP	Request for Information - Request for Application - Request for Proposals

SEA	State educational agency
Stakeholders	A person, group, organization, or system that affects, or can be affected by, an organization's actions
STARS	Student Teacher Accountability Reporting System (STARS) is a collaborative effort of the New Mexico Public Schools and the PED. STARS is a comprehensive student and staff information system that provides a standard data set for each student served by New Mexico's 3Y–12 public education system.
STC	Save the Children
STEP	State Tribal Education Partnership
STL	Strengthening Tribal Languages
Sustainability Standards	Education standards based on tribal and cultural values and teachings
SY	School Year
TA	Technical assistance provided to foster the educational success of American Indian students
TEA	Tribal education agency—same as TED
TED	Tribal Education Department or division within the tribal organizational structure delegated with the function of planning and coordinating all educational programs of the tribe, nation, or pueblo. Same as TEA.
TESR	The Tribal Education Status Report, originally called the Indian Education Status Report (IESR)
TFA	Teach for America
Title III	Language instruction for LEP and immigrant students to attain English language proficiency, to develop high levels of academic attainment in core academic subjects and meet the same challenging state academic standards as all children are expected to meet
Title VII	Indian Education (Indian, Native Hawaiian, and Alaska Native education) designed to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so these students can meet the same challenging State academic standards as all other students are expected to meet.
Title VIII	Impact Aid provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.
Tribal curriculum	All courses of study offered by an educational institution that pertains to the characteristics or customs of a tribe (or tribes)
Tribe, Nation, or Pueblo	An Indian tribe, pueblo, or nation that is federally recognized by the US Government and the State of New Mexico: Acoma Pueblo, Cochiti Pueblo, Isleta Pueblo, Jemez Pueblo, Nambé Pueblo, Laguna Pueblo, Pojoaque Pueblo, Picuris Pueblo, San Felipe Pueblo, San Ildefonso Pueblo, San Juan Pueblo, Sandia Pueblo, Santa Ana Pueblo, Santa Clara Pueblo, Kewa (Santo Domingo) Pueblo, Taos Pueblo, Tesuque Pueblo, Zia Pueblo, Zuni Pueblo, Jicarilla Apache, Mescalero Apache, and Navajo Diné Nation.
YRRS	Youth Risk and Resiliency Survey

A Description of New Mexico Assessments	
New Mexico Assessments	
Istation	Reading K-2
PARCC	English language arts 3-11 Math 3-8 Algebra I (<i>may be taken in grade 8</i>) Algebra II Geometry Integrated Math I Integrated Math II Integrated Math III
SBA	Science Spanish Reading
NMAPA	Science for Students with Disabilities (SWD), Reading for SWD, and Math for SWD