

# **MAGDALENA MUNICIPAL SCHOOL DISTRICT**

## **DEPARTMENT OF FEDERAL AND STATE PROGRAMS**



### **TRIBAL EDUCATION STATUS REPORT FOR SCHOOL YEAR 2020-2021**

**ISSUED SEPTEMBER 30, 2021**

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## EXECUTIVE SUMMARY

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The Magdalena Municipal School District (MMSD) is a Pre-K through 12<sup>th</sup> grade public school housed on a single campus with a multicultural total student population of 271 (120D 20-21). The ethnic composition of the district is: 43% Navajo, 41% Hispanic, and 16% Anglo and Black. Our Navajo students commute from the Alamo Navajo Reservation located 26 miles north of Magdalena. The Alamo Band is a Chapter of the Navajo Nation but is located approximately 200 miles southeast of the Navajo Reservation; this isolation limits cultural, economic and governmental connection with the Navajo Nation. Alamo also has its own BIA-Contract K –12 school serving 320 students at almost 100% Navajo and the Alamo Early Childhood Center with multiple preschool classrooms (birth to 4Y) with an enrollment of 108 at 100% Navajo. MMSD has a memorandum of understanding with the Alamo Navajo School Board, Inc. (ANSBI) Early Childhood Center (AECC) and the Central Regional Educational Cooperative (CREC) to jointly provide special education services for Navajo 3Y and 4Y students in need of early intervention services. The AECC has been an ongoing partner with MMSD for years. Additionally, through the Demonstration Grant for Indian Children, awarded to the district in October 2018, MMSD formed official partnerships with Alamo through a signed a partnership agreement with ANSBI, a BIE Contract School, and the Alamo Navajo Tribe through an Alamo Chapter Council Resolution. These partnerships focus on school and college/career readiness for the Alamo Navajo youth who attend either school PK-12<sup>th</sup>. Needs assessments and data analysis conducted and shared over the past three years regarding the performance and outcomes for the Alamo students clearly provides evidence to the greatest barriers both in and out of school for our Alamo students' achievement. The partnerships with our Alamo community organizations are pledges, through community-based strategies, to improve the educational outcomes of all the Alamo Navajo students.

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## INTRODUCTION

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The Magdalena Municipal School District (MMSD) data available from the 2020-2021 school year is reflected throughout this document. The last formal state assessments that were completed by our students in the district were in the Spring of 2019 so the assessment data from the New Mexico Transition Assessment of Math and English Language Arts (TAMELA) is reflected again in this year's report. Due to COVID-19, our students were not able to complete the math, ELA, and science state assessments in the Spring of 2021. However, current data is provided in this report on all measures that were collected during the 2020-2021 SY. Those measures include STARS reporting data for school safety, graduation rates, and attendance from 40D, 80D, and 120D reporting dates.

MMSD closed it's doors to students and almost all staff on March 13, 2020. Staff continued to work together following all health orders and revising and updating plans for school reentry for the 2020-2021 SY. Numerous surveys were conducted with our families and staff to develop those plans. MMSD used CARES and CRRSA funds, in addition to the special allocation funds including 24305 GEERF for devices and Internet access and a donation from Socorro County for Internet access and devices to address the one main concern when drafting reentry plans that required remote learning: the lack of infrastructure, technology access, and overwhelming need (no running water in homes) of the majority of our students from Alamo. Through the tireless work of all our staff, MMSD provided remote learning through Zoom, 5:1 in person learning and activities, packets, food, cultural, ELA, and STEM at home hands-on activities, teacher feedback, materials, and books. MMSD worked closely with our Alamo partners and other agencies within the Navajo Nation all in an effort to remove barriers and provide an equitable and accessible education for our Alamo students. School began in 2020 on August 10 fully remote. At-risk and SWD began coming in person to school in groups of 5:1 in October 2020. On February 8, 2021, all students who chose could return to hybrid learning and attended school two days per week in person and two days remote. On April 5, 2021, 72% of all students chose to return to full in-person learning following all the NMPED Toolkits and the School Board Approved Reentry Plan.

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## STATUTORY REQUIREMENTS

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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.

## **Student Achievement**

**Objective.** The Magdalena Municipal School District (MMSD) ensures student achievement in each school is measured by statewide formative and summative assessments and school assessments that are approved by PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities.

**Background.** The New Mexico assessments for 2020-2021 include the evaluation of student progress on iStation and WIDA but also on newly implemented assessments (iMSSA, NM-MSSA, and NM-ASR) in the following areas: reading K–2; Reading and Language 3–8; math 3–8, Science 5, 8, and 11 and Alternative State assessments for SWD.

**Methods.** The NMPED received a waiver again for assessment for the 2020-2021 SY and families were surveyed to determine participation in the State mandated assessments. Our survey results showed there were no families who wanted their children to participate. Therefore, the following assessment data included for this report is still the 2019-2020 data:

- iStation Reading Data K-2
- NM Transition Assessment ELA 3-11
- NM Transition Assessment Math 3-11
- NMSBA Science 4, 7, 11
- Access for ELLs K-12

**Results.** With the implementation of a new statewide assessment, the data below will serve as our baseline data for the transition assessment. The iStation reading data for 2019 EOY shows growth at all levels and in particular, at 1<sup>st</sup> grade, with 100% of students at Level 3 or above. The 2020 iStation reading data for MOY shows the majority of our students still at the lower levels and speaks to the baselines of our students when they return to school in the Fall after remote learning and school closures. The TAMELA results show double digit gaps between all students and our AI, ELL, and SWD. The Science data shows higher proficiency at the 11<sup>th</sup> grade than at 4 and 7. We did not have any ELL students score proficient and move out of the District's Bilingual and ESL programs last year but data from the January 2020 Access assessment shows one elementary student reached the 5.0 proficiency cut.

**Conclusion.** The district must focus on EL and AI student achievement for each school across the district. Teachers will need additional PD in reading and writing strategies for our AI and EL students to support increased achievement in both math and reading. MLSS processes will continue to be refined/streamlined and implemented with fidelity at the elementary and middle schools to support increased achievement of our students scoring below proficiency in order to close the achievement gap and move more students toward proficiency. Full data will become available during the 2021-2022 SY and MMSD will participate fully in the iMSSA benchmark testing to better prepare all 3-8<sup>th</sup> grade students for a brand new State Assessment (NM-MSSA and NM-ASR) in 2021-2022.

**Action Plan.** Virtual PD will be provided for all staff for the third year of Beyond Textbooks implementation which focuses on standards-based teaching and common formative assessments across 1-12 in both reading and math. MLSS and Structured Literacy Implementation will occur throughout the 2020-2021 school year. Elementary Teachers are participating in the required Structured Literacy, Dyslexia Screening, and LETRS training while the Middle School completed the MLSS Self-Assessment and will continue to review assessments, curriculum, and instruction for full MLSS implementation in 2021-2022. MMSD has also hired with CARES funds a Reading Interventionist at both the ES and the MS who will begin pull-out intervention support for students during the 2021-2022 SY.

<b>2019 Istation Reading (EOY)</b>	<b>Grade</b>	<b>Level 1 %</b>	<b>Level 2 %</b>	<b>Level 3 %</b>	<b>Level 4 %</b>	<b>Level 5 %</b>
Magdalena Elementary School	KN	20-29	11-19	11-19	11-19	30-39
Magdalena Elementary School	1	^	^	≥ 80	≤ 20	^
Magdalena Elementary School	2	≤ 10	≤ 10	11-19	20-29	40-49
<b>2020 Istation Reading (MOY)</b>	<b>Grade</b>	<b>Level 1 %</b>	<b>Level 2 %</b>	<b>Level 3 %</b>	<b>Level 4 %</b>	<b>Level 5 %</b>
Magdalena Elementary School	KN	50	21	8	8	13
Magdalena Elementary School	1	9	36	14	23	18
Magdalena Elementary School	2	17	33	25	25	0

<b>2019 NM Transition Assessment</b>	<b>Assessment</b>	<b>Level1</b>	<b>Level2</b>	<b>Level3</b>	<b>Level4</b>	<b>Level5</b>
Magdalena Elementary	ELA Grade 3	^	^	≥ 80	≤ 20	^
Magdalena Elementary	ELA Grade 4	30-39	11-19	30-39	20-29	≤ 10
Magdalena Elementary	ELA Grade 5	30-39	20-29	20-29	11-19	≤ 10
Magdalena Elementary	Math Grade 3	^	^	≥ 80	≤ 20	^
Magdalena Elementary	Math Grade 4	11-19	30-39	30-39	11-19	≤ 10
Magdalena Elementary	Math Grade 5	20-29	40-49	20-29	≤ 10	≤ 10
Magdalena Middle	ELA Grade 6	30-39	20-29	20-29	≤ 10	≤ 10
Magdalena Middle	ELA Grade 7	40-49	30-39	11-19	11-19	≤ 10
Magdalena Middle	ELA Grade 8	20-29	40-49	20-29	≤ 10	≤ 10
Magdalena Middle	Math Grade 6	20-29	40-49	11-19	11-19	≤ 10
Magdalena Middle	Math Grade 7	≤ 10	60-69	20-29	≤ 10	≤ 10
Magdalena Middle	Math Grade 8	11-19	40-49	30-39	≤ 10	≤ 10
Magdalena High School	ELA Grade 9	20-29	≤ 10	40-49	11-19	≤ 10
Magdalena High School	ELA Grade 10	^	^	≥ 80	≤ 20	^
Magdalena High School	ELA Grade 11	20-29	20-29	11-19	20-29	≤ 10
Magdalena High School	Algebra 1	20-29	40-49	11-19	11-19	≤ 10
Magdalena High School	Algebra 2	^	^	≥ 80	≤ 20	^
Magdalena High School	Geometry	^	^	≥ 80	≤ 20	^

<b>2019 NM Transition Assessment-American Indian (AI)</b>	<b>Reading Total</b>	<b>Reading Percent Proficient</b>	<b>Math Total</b>	<b>Math Percent Proficient</b>	<b>Science Total</b>	<b>Science Percent Proficient</b>
All Students	288	22	212	11	90	31
AI Students	136	8	102	≤2	48	10
AI EcDis Students	135	8	101	≤2	47	11
AI Male	72	7	52	≤5	24	17
AI Female	64	8	50	≤5	24	≤10
AI ELL	45	9	31	≤10	10	≤20
AI Non-ELL	91	10	71	≤5	38	13

EcDis	287	11	211	11	89	31
ELL	45	12	31	≤10	11	≤20
Non-ELL	243	25	181	13	79	34
AI SWD	37	≤10	27	≤10	10	≤20
AI Non-SWD	99	9	75	≤5	38	13
Non-AI SWD	16	≤20	13	≤20	*	
Non-AI Reg Ed	136	38	97	22	40	53

NMSBA Science	Grade	Level 1 %	Level 2 %	Level 3 %	Level 4 %
Magdalena Elementary School	4	30-39	30-39	20-29	≤ 10
Magdalena Middle School	7	30-39	30-39	30-39	≤ 10
Magdalena High School	11	11-19	30-39	40-49	≤ 10

Access for ELLs K-12	School	Levels 1&2 %	Levels 3&4 %	Levels 5&6 %
Magdalena Municipal Schools	Districtwide	40-44	55-59	≤ 5

## School Safety

**Objective.** Magdalena Municipal Schools believes it is imperative that everyone supports maintaining a safe, secure environment for students and staff.

**Background.** Magdalena Municipal School District looks at strategies to keep students, staff, and faculty safe in school. The Magdalena Schools Safety Plan offers research and approaches with the intent to:

- Assist MMSD and the community in the revision of the school-level safety plans;
- Prevent 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

**Methods.** MMSD and its stakeholders review and submit their safety plans and data to PED annually, as required. The district and each school also review the number of infractions and infraction response at the beginning of each year in order to be proactive about safety each year.

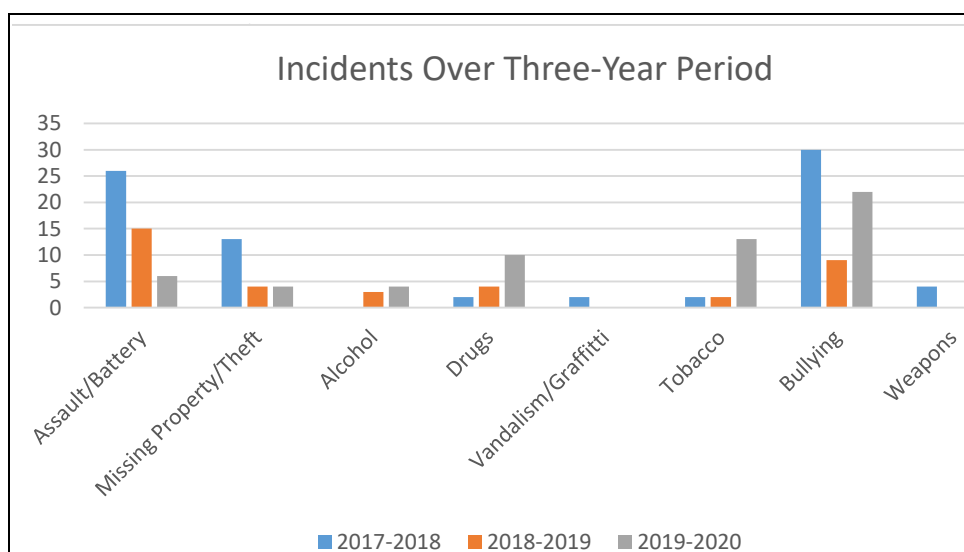
**Results.** MMSD is compliant with the School Safety Plan and has partnered with and invited organizations (Alamo, EMS, Law Enforcement both local and state, Behavioral Health, PMS Clinic, Magdalena Catholic Church) to participate in the actual drills including fire, earthquake, active shooter, and mass evacuation drills. The school safety plan is submitted annually and revised as requested by the PED Coordinated School Health and Wellness Bureau, has a school safety committee in place at each school, submits the annual Safe Schools Report, and submits all incidents and incident responses through STARS at the EOY.

**Conclusion.** During the 2020-2021 SY, with the vast majority of students in remote learning all year, there were only two incidents reported, one involving tobacco and one involving



drugs, so the data provided below still represent the prior three school years. 2021-2022 data will be disaggregated and action plans will be developed once all students return to school in-person.

**Action Plan.** The District will continue to focus on school culture, PBIS, suicide prevention, bullying prevention, and trauma-informed schools. MMSD will also hire a Mental Health Therapist for the 21-22 SY using CARES funds who will also provide support for Alamo students who lost family members to COVID. There will be individual, group, and parent sessions provided for these families for social-emotional support. The District will take steps toward more preventative measures in an effort to decrease the number of incidents moving forward. Administration will share this information with our parents to gain input on strategies and supports we can provide to students and families to decrease the number of Native American and all students involved in high risk behaviors.



## Graduation Rate

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

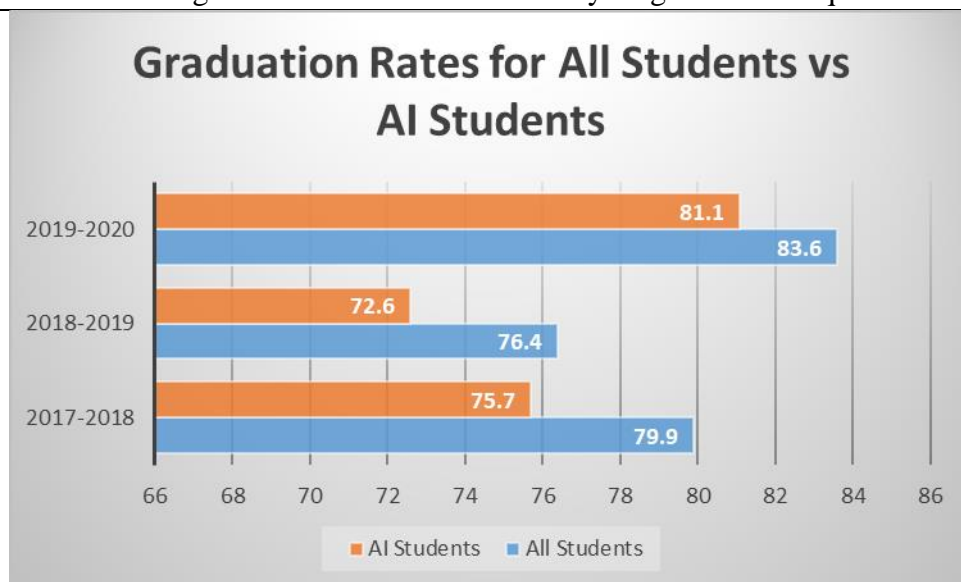
**Background.** Magdalena Municipal School District implements strategies to support all high school students in earning all necessary credits for graduation, increase proficiency rates on state assessments, and increasing the number of core courses students are passing. High school student assessment data is closely tracked and interventions are provided to the most at-risk students. During remote learning, these students were brought in at 5:1 ratios to ensure progress toward graduation. Additionally, the Early Warning System (EWS) data is compiled and updated each quarter by the Principal in an effort to identify students at-risk of not graduating. The district added additional counselors and social workers focused on Next Step Plans, college visits, FAFSA preparation, career interest inventories, college test prep, and career fairs. MMSD implemented AVID in grades 7-12 in 2019-2020 and had to delay implementation of elementary AVID in 2020-2021. The AVID Program is focused specifically on college and career readiness.

**Methods.** MMSD uses the PED Cohort Model, first implemented in 2008 to track Magdalena High School graduation rates. The College and Career Navigator/AVID Teacher meets with every single 8<sup>th</sup>-12<sup>th</sup> grade student and their families to update the Next Step Plan and develop action plans toward each student's goals. This teacher works closely with the District Counselors in reviewing student data and determining which students need added supports to meet all graduation requirements.

**Results.** Magdalena High School's graduation rates have been above the state average over the years but we have seen a decrease in the past three years for all our students and with our American Indian students in graduation completion within four years of high school.

**Conclusion.** Magdalena High School provides ongoing support so all students graduate with a New Mexico Diploma of Excellence. At the end of the last two school years, only a handful of students had not applied to a two- or four-year postsecondary institution. However, for the 2020-2021 SY, MMSD had one of its smallest graduating classes with only fifteen graduates and 27% of those students did not meet graduation requirements by May 2021. These students will receive interventions and credit recovery options throughout the summer and during the 2021-2022 SY so they will all graduate by May 2022. The data reflected below only goes through the 2019-2020 SY as reported by the NMPED. The actual 20-21 SY graduate data will not be available until 21-22.

**Action Plan.** MMSD will continue the AVID program promoting AVID strategies districtwide. Select school staff will participate in virtual AVID training in Summer 2020. All school staff will be trained during the 2021-2022 SY in AVID strategies which are specifically geared to effectively prepare all students for college and career. The district will continue to support students and families through the Next Step Plan so all students graduate from high school and are college and career ready. Credit recovery options will be provided in Summer School (June 2021) for any and all HS students who did not earn credit over the remote learning periods to get those students back on track. Additional options will be provided for credit recovery throughout the summer of 2021 until school begins in August 2021, then students will have the ability to attend the Friday School credit recovery program in 21-22 to continue to get back on track to meet four-year graduation requirements.



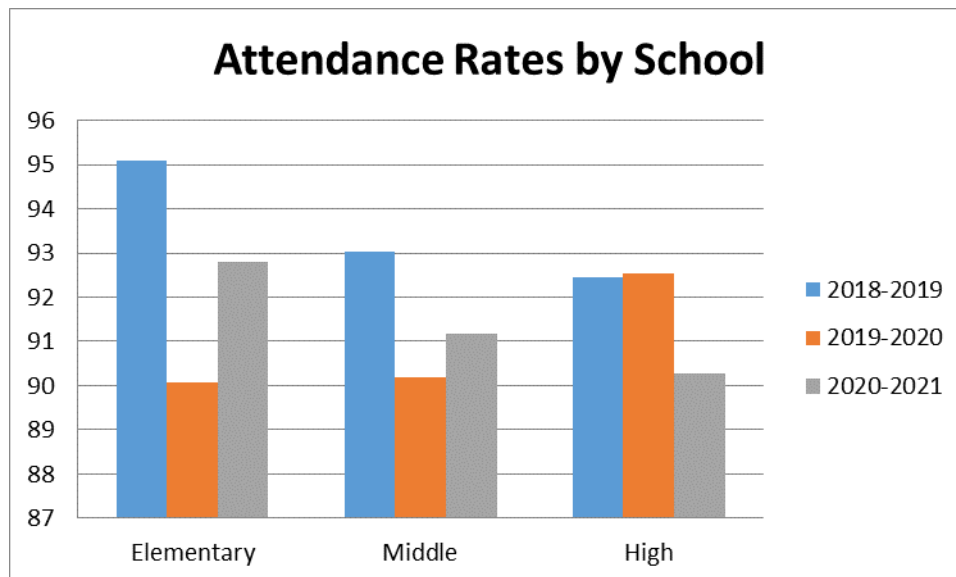
## Attendance

**Objective.** MMSD's attendance objective is to ensure that all students attend school every day and on schedule. This is accomplished by adhering to the Compulsory School Attendance Policy and the new NMPED Attendance Success Initiative for the State of New Mexico. To support improved student attendance, MMSD has implemented tiered interventions aimed at decreasing truancy rates, dropout rates, and increasing attendance.

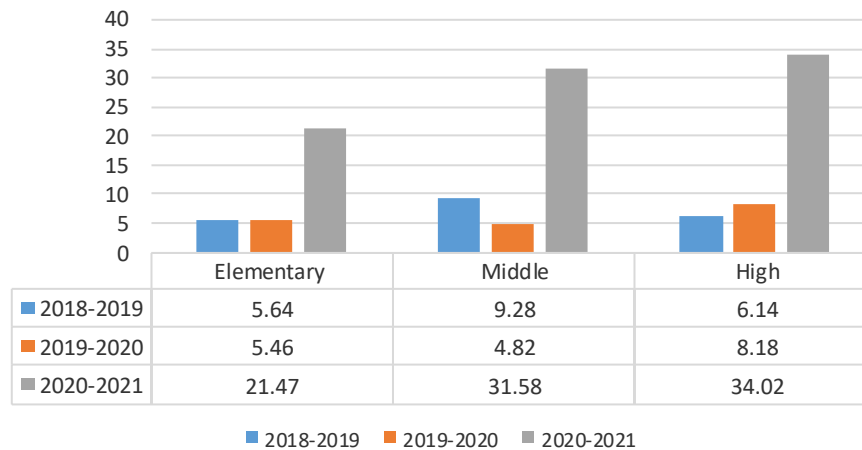
**Background.** Magdalena Municipal School District implements strategies to support all students in increasing attendance and decreasing truancy. The District was awarded the Attendance Success Initiative for 18-19 and although the PED did not continue funding for 2019-2020, the Student Advocate position will continue using other school district funds, includes ESSER funding, through September 2024. The Student Advocate has formed strong partnerships with the Alamo Navajo agencies and other community agencies along with the District Navajo-Home School Liaison to support students and families identified at-risk due to low attendance rates, high truancy rates, and low academic performance resulting from a lack of or inconsistent schooling. The Student Advocate implemented a variety of positive and supportive attendance programs and interventions to support students and families identified as at-risk and for all students in general including visible attendance charts at each school, monthly and quarterly attendance incentives and end of year celebrations for students who had perfect or faithful attendance.

**Methods.** MMSD uses the PED Habitually Truant reports; Summary Attendance Reports, EWS data and the district's SIS system-Powerschool-to continually monitor student attendance. The Student Advocate provides ongoing case management for families and students identified during the prior school year and began home visits in 2019-2020 to determine the barriers students and families face around school attendance.

### **Results.**



### Habitual Truancy Rates by School



**Conclusion.** The ASI program and the Student Advocate were instrumental in adapting attendance requirements for the 2020-2021 school year during remote learning. Policies and procedures were created and approved by NMPED and the School Board to continue to support attendance tracking, attendance incentives, and tiers of intervention for those remote students and in-person students so complete data could be reviewed for caseload support throughout the 2020-2021 SY. Prior to the pandemic, we saw positive increases in attendance rate and decreases in chronic truancy rates, however the data from last year shows the glaring challenges of remote learning and was an instrumental piece of data that helped the school staff and families within the district make choices about in-person and remote learning going into the 2021-2022 SY. Many students and families did not abide by the remote learning attendance policies, including mandatory daily check ins and participation in classroom Zoom meetings and submission of work into Google Classroom. As a result, several students were dropped from enrollment in the Spring 2021.

**Action Plan.** The District will continue focusing on attendance, work closely with the administration and leaders at each school to identify students with attendance issues from the 2020-2021 school year to put proactive plans in place with these students and their families in an effort to support those students through case management, home visits, weekly grade checks, daily attendance checks, and communication with necessary agencies in supporting the family to removing barriers to attendance.

## **Parent and Community Involvement**

**Objective.** MMSD's parent and community objective is to ensure that all parents, community members, Alamo and Magdalena organizations and agencies work together to find ways to improve educational opportunities for Native American students by encouraging and fostering parental and community involvement within the school district.

**Background.** Magdalena Municipal School District implements numerous parental and community involvement activities annually. These events include but are not limited to:

- Teacher Home Visits for PreK and KN students and their families
- Monthly JOM/Indian Education Advisory Council Meetings in Alamo

- Quarterly Alamo Navajo Chapter Meeting Presentations
- Monthly Alamo-Magdalena Early Childhood Coalition Meetings
- Annual Alamo-Magdalena Early Childhood Coalition Parent Workshop
- Monthly School Board of Education Meeting
- Monthly Parent Advisory Council Meeting
- Annual Fall Open House
- Annual Thanksgiving Feast
- Annual Spring Fling
- Monthly Early Childhood Education Nights
- Annual Fall and Spring Parent-Teacher Conferences
- Spring FAFSA and Scholarship Workshops
- 6<sup>th</sup> and 9<sup>th</sup> Grade Orientation at beginning of year
- Annual Federal and State Programs Public Hearing
- Annual Budget Hearing Meeting
- Annual AVID Student Recruitment Parent Meeting

**Methods.** Our Native American parents participate in all the activities offered across the school year. One of the most impactful opportunity for Native American parents to be involved in school decisions are the monthly Indian Education Advisory Council meetings held in the Alamo Community at the Alamo Chapter House. Every Native American parent/guardian across the district, as well as Alamo community members and Chapter officials can attend. This monthly meeting focuses specifically on Native American funding programs within the district, disaggregated Native American student data, the specific cultural and linguistic needs of our NA students, and the evaluation of each specific Native American program at MMSD. Parents/community members play an active role in the monitoring of these programs and there are seven Alamo community members who serve on the IEAC as Navajo Bilingual Program members, Title VI members, and JOM members. Additionally, through the partnerships between MMSD and the Alamo agencies, transparency in funding and program development and conversations and dissemination of information are occurring that have not happened in previous history.

**Results.** MMSD followed all health orders and the NMPED toolkits along with the Board approved reentry plans which did not allow visitors into the school building throughout the school year. The parent activities MMSD provided were all done virtually including monthly virtual and Facebook Live streamed School Board Meetings. JOM Indian Education Advisory Council meetings were very challenging as no outsiders were allowed on the Reservation and the Navajo Nation Health Orders prevented any activities outside of a set curfew daily and over the weekends. Therefore, meetings with Alamo parents occurred mainly through direct phone calls due to the lack of Internet infrastructure available. Many of the MMSD surveys sent to parents for input into reentry plans all happened via Google surveys and parents who had access to email via their cell phones completed data input that way. Additionally, MMSD was able to send surveys through Facebook Messenger to ensure all parents could provide input and get updates from the school. The School Board engaged many community members in the development of a strategic plan in the Spring 2021. These meetings were held virtually and in-person. The final MMSD Strategic Plan will be completed in July 2021.

**Conclusion.** MMSD parents/guardians will have numerous opportunities to engage and participate in school district parent nights and events as the restrictions for NM and the Navajo Nation begin to lift. The district strives to truly inform parents and provide

meaningful information that helps all stakeholders make determinations about the effectiveness of the district's educational goals and programs and provides opportunities for parents through needs assessments and quality of education surveys to provide input to the school to make improvements for all students.

**Action Plan.** The District is focused on school culture and one main component is parental/community involvement. The staff at Magdalena Schools wants to help parents support their students in increasing academic achievement. As COVID restrictions lift going into the 2021-2022 SY, many of the parent and student activities that are provided annually will return including NMAA activities, in-person JOM and School Board Meetings, Open House, PTC, the Alamo Magdalena Early Childhood Coalition, the Equity Council, and Alamo Chapter meetings, etc.

### **Educational Programs Targeting Tribal Students**

**Objective.** MMSD's objective and the Indian Education Act prioritize support to meet the unique educational and culturally relevant academic needs of Native American students through district and district partnerships. Native American students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that Native American students and their families can meet and take advantage of those academic opportunities.

**Background.** MMSD has numerous programs dedicated to serving the cultural and linguistic needs of our Native American student population. These programs include JOM, Title VI, the NM Indian Education Initiative, the Navajo Bilingual program K-12, and the Federal Demonstration Grant for Indian Children. All programs provided for all the AI students in the district through these targeted programs are provided daily and all barriers to access these programs are continually being evaluated to ensure the district is providing all our Alamo students the opportunity to fully engage and participate in all Indian education programming and educational activities. This can include bussing, providing basic and specialized materials, providing documentation and dissemination of information in Navajo or translated into Navajo, translators available to families for any meeting requested, including IEPs and SATs, home visits for families without transportation, and any other need expressed to ensure equitable access.

**Methods.** Navajo Bilingual-The Navajo Bilingual program was implemented at the district in 2003-2004. The program began at the high school but became district-wide, with the support of state bilingual funding in 2006-2007. Today, all Navajo and their non-Navajo peers can participate in Navajo bilingual classes which build cross cultural understanding for the students across our district. Title VI funds also support Navajo language and culture implementation across the district.

NMPED Indian Education School District Initiative-This state Indian education grant serves all Native American students across the district to support college and career readiness for our Navajo students. The grant is paying for a College Career Navigator and AVID elective teacher who works with students from grades 7-12 in college and career interest inventories, development of Next Step Plans, short- and long-term goal setting, WICOR strategies, including organization and time management, critical thinking, reading, and writing strategies, college and scholarship applications, college and career fairs, academic and social-



emotional counseling, and opportunities to tutor with college students.

**Demonstration Grant for Indian Children-**This is a four-year Federal grant that supports various programs and staff across the district who focus exclusively on college and career readiness for all Native American students from early childhood to 12<sup>th</sup> grade. This grant provided an additional Counselor/Social Worker, an elementary special education interventionist, additional Navajo educational assistants at PreK and KN, an expanded CTE program which includes welding and woodworking, and is supporting the Alamo-Magdalena Early Childhood Coalition which brings together agencies across Socorro County focused on families with children birth to 5Y.

**Results.** Navajo Bilingual-Every Navajo student who participates in the Navajo Bilingual program was able to remotely participate in the Navajo courses during remote and hybrid learning. The Navajo language teacher shared numerous Navajo language videos in their Google Classroom and held Zoom meetings with students so they could continue to practice with the teacher and their peers in their Native language.

School District Initiative-All students participated remotely and in hybrid learning and continued courses in AVID and work with the College Career Navigator through 1:1 sessions, Zoom sessions, and through Google Classroom.

Demonstration Grant-The additional staff served in additional capacities, especially when hybrid learning went into place in the Spring 2021, but social-emotional learning activities were developed and implemented including an SEL Google classroom and remote support from the additional counselor. The welding/woodworking CTE courses were a challenge until students were able to come back into the building but Zoom meetings and the Google Classroom still provided students with videos and live links to watch and engage with the CTE teacher to build welding and construction skills remotely.

**Conclusion.** The additional Native American grant programs have had a tremendous impact on providing engaging and hands-on learning activities for our NA students and for increasing linguistic and cultural awareness and college and career readiness and awareness for our students. For the graduating class of 2020 every single Native American student applied and was accepted into a two- or four-year postsecondary institution or made plans to join the military except for one student. For the graduating class of 2021, there were barriers that prevented 100% of our Native students from graduating by May 2021. However, funds from CARES, CRSSA, and ESSER include set-aside additional funding specifically for our Native and EL students and the supports they need to get back on track and be supported academically and socially will be provided over the next three years so students can find success, overcome obstacles, and engage fully in the academic experience.

**Action Plan.** All of the Native American programs are in place for the next year and additional funds from CARES/CRRSA/ESSER will be utilized to focus on the education and needs of Native American students. Data will continue to be disaggregated to gain greater understanding of how to support the unique needs of our Alamo Navajo students. Additionally, greater communication and cooperation will occur between Magdalena Schools, Alamo Schools, and the Alamo Chapter.

### **3.7 Financial Reports**

**Objective.** MMSD's financial objective is to ensure that the District provide adequate operational resources to provide and improve services to Native American students.

These services will meet the education needs and provide opportunities to NA students attending Magdalena schools.

**Background.** MMSD has numerous funds dedicated to serving the cultural and linguistic needs of our Native American student population. These funds include JOM, Title VI Indian Education, Impact Aid Indian Education and Special Education, School District Initiative, and the Demonstration Grant for Indian Children.

**Methods.** All funds for Native American students are disaggregated below by Fund, Function, and Object. These charts were pulled directly from the OBMS Actual Expenditures Report from 4<sup>th</sup> quarter of 2020-2021.

**Results.** These funds are generated based upon actual enrollment of Native American students who are registered members of their tribe and have a CIB on file in the District office or as outlined in the grant application based upon the schools that can be served by the grant.

**Conclusion.** The total, dedicated Indian Education funds available for the unique cultural and linguistic needs of our NA students totaled \$639,038.56 in 18-19, increased to \$782,400.48 in 19-20, and slightly decreased to \$762,750.47 in 20-21. MMSD employed 11.86 FTEs with these funds. The 40D count of Native American students for 2018-2019 totaled 156 students which breaks down funding to \$4,096.40 per NA student. The 40D count of Native American students in 2019-2020 totaled 147 students which breaks down funding to \$5,322.45 per NA student. The 40D count of Native American students in 2020-2021 totaled 134 students which breaks down funding to \$5,692.17 per NA student.

**Action Plan.** All of the Native American funding sources are in place for next year. The district is always looking for additional funds and supports to ensure our Native American students have equitable access to funding that directly supports their unique needs.

<b>State of New Mexico</b> <b>Public School Operating Budget - Actuals Expenditure</b> <b>Rollup Report</b> <b>Magdalena 2020-2021 - Fourth Quarter (Apr - Jun) - Expenditure</b> <b>Approved</b>						
<b>Fund</b>	<b>Func</b>	<b>Obj</b>	<b>Job</b>	<b>Description</b>	<b>YTD</b>	<b>FTE</b>
<b>25131</b>				<b>Johnson O'Malley</b>		
25131	1000	51200	1622	Bus Drivers	\$845.55	0.00
25131	1000	51300	1621	Summer School/After School	\$6,598.12	0.00
25131	1000	51300	1622	Bus Drivers	\$2,564.13	0.00
25131	1000	51300	1624	Activities Salary	\$600.00	0.00
25131	1000	52111		Educational Retirement	\$1,470.46	0.00
25131	1000	52112		ERA - Retiree Health	\$200.43	0.00
25131	1000	52210		FICA Payments	\$634.57	0.00
25131	1000	52220		Medicare Payments	\$148.45	0.00
25131	1000	52710		Workers Compensation Premium	\$5.66	0.00
25131	1000	55817		Student Travel	\$661.90	0.00



25131	1000	55915		Other Contract Services	\$664.00	0.00
25131	1000	56118		General Supplies and Materials	\$5,350.73	0.00
25131	2100	51100	1218	School/Student Support	\$274.36	0.02
25131	2100	51300	1218	School/Student Support	\$166.05	0.00
25131	2100	52111		Educational Retirement	\$62.31	0.00
25131	2100	52112		ERA - Retiree Health	\$8.81	0.00
25131	2100	52210		FICA Payments	\$27.30	0.00
25131	2100	52220		Medicare Payments	\$6.39	0.00
25131	2100	52710		Workers Compensation Premium	\$4.30	0.00
25131	2100	55813		Employee Travel - Non-Teachers	\$90.48	0.00
25131	2300	53713		Indirect Costs – Program Administration	\$1,357.00	0.00
25131	2400	55813		Employee Travel - Non-Teachers	\$0.00	0.00
25131	2400	56118		General Supplies and Materials	\$1,625.00	0.00
25131	3300	55818		Other Travel - Non-Employees	\$0.00	0.00
25131	3300	55915		Other Contract Services	\$0.00	0.00
25131	3300	56118		General Supplies and Materials	\$270.50	0.00
<b>25131</b>				<b>TOTAL JOM</b>	<b>\$23,636.50</b>	<b>0.02</b>
<b>25145</b>				<b>Impact Aid Special Education</b>		
25145	1000	51300	1621	Summer School/After School	\$0.00	0.00
25145	1000	52111		Educational Retirement	\$0.00	0.00
25145	1000	52112		ERA - Retiree Health	\$0.00	0.00
25145	1000	52210		FICA Payments	\$0.00	0.00
25145	1000	52220		Medicare Payments	\$0.00	0.00
25145	1000	53330		Professional Development	\$0.00	0.00
25145	1000	56118		General Supplies and Materials	\$2,558.02	0.00
25145	1000	57332		Supply Assets (\$5,000 or less)	\$0.00	0.00
25145	2100	51100	1218	School/Student Support	\$0.00	0.00
25145	2100	52111		Educational Retirement	\$0.00	0.00
25145	2100	52112		ERA - Retiree Health	\$0.00	0.00
25145	2100	52210		FICA Payments	\$0.00	0.00
25145	2100	52220		Medicare Payments	\$0.00	0.00
25145	2100	52311		Health and Medical Premiums	\$0.00	0.00
25145	2100	52312		Life	\$0.00	0.00
25145	2100	52313		Dental	\$0.00	0.00
25145	2100	52314		Vision	\$0.00	0.00

25145	2100	52710		Workers Compensation Premium	\$0.00	0.00
25145	2100	55915		Other Contract Services	\$900.00	0.00
25145	2300	53713		Indirect Costs – Program Administration	\$188.64	0.00
<b>25145</b>				<b>TOTAL Impact Aid Special Education</b>	<b>\$3,646.66</b>	<b>0.00</b>
<b>25147</b>				<b>Impact Aid Indian Education</b>		
25147	1000	51100	1711	Instructional Assistants-Grades 1-12	\$42,667.00	2.00
25147	1000	51300	1621	Summer School/After School	\$168.00	0.00
25147	1000	51300	1622	Bus Drivers	\$0.00	0.00
25147	1000	52111		Educational Retirement	\$6,037.46	0.00
25147	1000	52112		ERA - Retiree Health	\$853.34	0.00
25147	1000	52210		FICA Payments	\$2,641.46	0.00
25147	1000	52220		Medicare Payments	\$617.81	0.00
25147	1000	52312		Life	\$125.12	0.00
25147	1000	52314		Vision	\$134.16	0.00
25147	1000	52315		Disability	\$36.36	0.00
25147	1000	52500		Unemployment Compensation	\$0.00	0.00
25147	1000	52710		Workers Compensation Premium	\$21.77	0.00
25147	1000	52720		Workers Compensation Employer's Fee	\$789.00	0.00
25147	1000	53711		Other Charges	\$315.00	0.00
25147	1000	56118		General Supplies and Materials	\$4,475.16	0.00
25147	1000	57332		Supply Assets (\$5,000 or less)	\$0.00	0.00
25147	2100	51100	1218	School/Student Support	\$16,011.64	0.98
		<b>51200</b>		<b>Overtime Expense</b>		
25147	2100	51200	1218	School/Student Support	\$148.34	0.00
25147	2100	51300	1218	School/Student Support	\$855.39	0.00
25147	2100	52111		Educational Retirement	\$2,407.64	0.00
25147	2100	52112		ERA - Retiree Health	\$340.34	0.00
25147	2100	52210		FICA Payments	\$1,055.05	0.00
25147	2100	52220		Medicare Payments	\$246.69	0.00
25147	2100	52312		Life	\$62.56	0.00
25147	2100	52500		Unemployment Compensation	\$0.00	0.00
25147	2100	52710		Workers Compensation Premium	\$13.50	0.00
25147	2100	52720		Workers Compensation Employer's Fee	\$243.00	0.00
25147	2200	51100	1212	Library/Media Specialists	\$17,738.39	0.61
25147	2200	52111		Educational Retirement	\$2,509.98	0.00

25147	2200	52112		ERA - Retiree Health	\$354.75	0.00
25147	2200	52210		FICA Payments	\$932.25	0.00
25147	2200	52220		Medicare Payments	\$218.02	0.00
25147	2200	52311		Health and Medical Premiums	\$3,833.61	0.00
25147	2200	52312		Life	\$19.36	0.00
25147	2200	52313		Dental	\$189.09	0.00
25147	2200	52314		Vision	\$31.24	0.00
25147	2200	52710		Workers Compensation Premium	\$1.54	0.00
25147	2300	53713		Indirect Costs – Program Administration	\$7,356.65	0.00
25147	2400	51100	1211	Coordinator/Subject Matter Specialist	\$20,732.00	0.25
25147	2400	52111		Educational Retirement	\$2,933.44	0.00
25147	2400	52112		ERA - Retiree Health	\$414.46	0.00
25147	2400	52210		FICA Payments	\$1,239.63	0.00
25147	2400	52220		Medicare Payments	\$289.95	0.00
25147	2400	52311		Health and Medical Premiums	\$972.61	0.00
25147	2400	52312		Life	\$13.44	0.00
25147	2400	52313		Dental	\$134.61	0.00
25147	2400	52314		Vision	\$22.26	0.00
25147	2400	52500		Unemployment Compensation	\$0.00	0.00
25147	2400	52710		Workers Compensation Premium	\$6.01	0.00
25147	2400	52720		Workers Compensation Employer's Fee	\$434.00	0.00
25147	2400	53330		Professional Development	\$245.00	0.00
25147	2400	56118		General Supplies and Materials	\$983.70	0.00
25147	3300	56118		General Supplies and Materials	\$0.00	0.00
<b>25147</b>				<b>TOTAL Impact Aid Indian Education</b>	<b>\$141,871.78</b>	<b>3.84</b>
<b>25184</b>				<b>Indian Ed Formula Grant</b>		
25184	1000	51100	1711	Instructional Assistants-Grades 1-12	\$20,800.00	0.50
25184	1000	51300	1621	Summer School/After School	\$540.20	0.00
25184	1000	52111		Educational Retirement	\$2,943.20	0.00
25184	1000	52112		ERA - Retiree Health	\$416.00	0.00
25184	1000	52210		FICA Payments	\$1,289.60	0.00
25184	1000	52220		Medicare Payments	\$301.60	0.00
25184	1000	52312		Life	\$31.40	0.00
25184	1000	52500		Unemployment Compensation	\$0.00	0.00
25184	1000	52710		Workers Compensation Premium	\$8.72	0.00

25184	1000	52720		Workers Compensation Employer's Fee	\$385.00	0.00
25184	1000	55819		Employee Travel - Teachers	\$0.00	0.00
25184	1000	56118		General Supplies and Materials	\$606.28	0.00
25184	2300	53713		Indirect Costs – Program Administration	\$1,572.00	0.00
<b>25184</b>				<b>TOTAL Indian Ed Formula Grant</b>	<b>\$28,894.00</b>	<b>0.50</b>
<b>25194</b>				<b>Special Projects Demonstration USDE</b>		
25194	1000	51100	1411	Teachers-Grades 1-12	\$52,057.00	1.00
25194	1000	51100	1412	Teachers- Special Education	\$39,412.00	1.00
25194	1000	51100	1712	Instructional Assistants-Special Education	\$17,939.00	1.00
25194	1000	51100	1713	Instructional Assistants-Early Childhood Education	\$12,885.00	1.00
25194	1000	51100	1714	Instructional Assistants Preschool	\$16,118.00	1.00
25194	1000	51300	1621	Summer School/After School	\$35,224.46	0.00
25194	1000	51300	1622	Bus Drivers	\$0.00	0.00
25194	1000	51300	1711	Instructional Assistants-Grades 1-12	\$832.00	0.00
25194	1000	52111		Educational Retirement	\$24,651.66	0.00
25194	1000	52112		ERA - Retiree Health	\$3,482.01	0.00
25194	1000	52210		FICA Payments	\$10,434.69	0.00
25194	1000	52220		Medicare Payments	\$2,440.39	0.00
25194	1000	52311		Health and Medical Premiums	\$11,122.29	0.00
25194	1000	52312		Life	\$305.47	0.00
25194	1000	52313		Dental	\$469.04	0.00
25194	1000	52314		Vision	\$102.68	0.00
25194	1000	52315		Disability	\$68.68	0.00
25194	1000	52710		Workers Compensation Premium	\$80.13	0.00
25194	1000	53330		Professional Development	\$10,200.00	0.00
25194	1000	55819		Employee Travel - Teachers	\$0.00	0.00
25194	1000	55915		Other Contract Services	\$13,883.70	0.00
25194	1000	56118		General Supplies and Materials	\$7,014.95	0.00
25194	1000	57331		Fixed Assets (more than \$5,000)	\$10,499.00	0.00
25194	1000	57332		Supply Assets (\$5,000 or less)	\$4,230.00	0.00
25194	2100	51100	1214	Guidance Counselors/Social Workers	\$55,120.00	1.00
25194	2100	52111		Educational Retirement	\$7,799.48	0.00
25194	2100	52112		ERA - Retiree Health	\$1,102.40	0.00
25194	2100	52210		FICA Payments	\$3,392.00	0.00

25194	2100	52220		Medicare Payments	\$793.24	0.00
25194	2100	52311		Health and Medical Premiums	\$0.00	0.00
25194	2100	52312		Life	\$62.56	0.00
25194	2100	52313		Dental	\$615.84	0.00
25194	2100	52314		Vision	\$0.00	0.00
25194	2100	52500		Unemployment Compensation	\$0.00	0.00
25194	2100	52710		Workers Compensation Premium	\$11.20	0.00
25194	2100	55813		Employee Travel - Non-Teachers	\$0.00	0.00
25194	2100	56118		General Supplies and Materials	\$1,501.50	0.00
25194	2300	53713		Indirect Costs – Program Administration	\$46,247.65	0.00
25194	2400	51100	1211	Coordinator/Subject Matter Specialist	\$52,437.78	0.50
25194	2400	51300	1211	Coordinator/Subject Matter Specialist	\$12,450.00	0.00
25194	2400	52111		Educational Retirement	\$9,181.73	0.00
25194	2400	52112		ERA - Retiree Health	\$1,297.85	0.00
25194	2400	52210		FICA Payments	\$3,901.95	0.00
25194	2400	52220		Medicare Payments	\$912.58	0.00
25194	2400	52311		Health and Medical Premiums	\$2,471.21	0.00
25194	2400	52312		Life	\$34.35	0.00
25194	2400	52313		Dental	\$346.41	0.00
25194	2400	52314		Vision	\$57.24	0.00
25194	2400	52500		Unemployment Compensation	\$0.00	0.00
25194	2400	52710		Workers Compensation Premium	\$12.41	0.00
25194	2400	55813		Employee Travel - Non-Teachers	\$0.00	0.00
25194	2400	56118		General Supplies and Materials	\$1,500.00	0.00
<b>25194</b>				<b>TOTAL Special Projects Demonstration USDE</b>	<b>\$474,701.53</b>	<b>6.50</b>
<b>27150</b>				<b>Indian Education Act</b>		
27150	1000	51100	1411	Teachers-Grades 1-12	\$45,762.74	1.00
27150	1000	51300	1621	Summer School/After School	\$24,816.03	0.00
27150	1000	52111		Educational Retirement	\$9,992.29	0.00
27150	1000	52112		ERA - Retiree Health	\$1,411.64	0.00
27150	1000	52210		FICA Payments	\$4,400.30	0.00
27150	1000	52220		Medicare Payments	\$1,017.83	0.00
27150	1000	52312		Life	\$62.56	0.00
27150	1000	52313		Dental	\$205.92	0.00

27150	1000	52314		Vision	\$45.12	0.00
27150	1000	52710		Workers Compensation Premium	\$11.57	0.00
27150	1000	52730		Workers Compensation (Self Insured)	\$0.00	0.00
27150	1000	56118		General Supplies and Materials	\$2,274.00	0.00
<b>27150</b>				<b>TOTAL Indian Education Act</b>	<b>\$90,000.00</b>	<b>1.00</b>
				<b>Total Indian Education Funds and FTE</b>	<b>\$762,750.47</b>	<b>11.86</b>

### **Current Status of Federal Indian Education Policies and Procedures**

**Objective.** The objective of the Indian policies and procedures (IPP) is to ensure that MMSD provides adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations. It is the intent of the Magdalena Municipal School District (MMSD) that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the MMSD will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

**Background.** MMSD claims federally identified Native American student residing at the Alamo Navajo Reservation for Title VIII Impact Aid funding and therefore, has developed and implemented policies and procedures in consultation with tribal official and parents.

**Methods.** MMSD annually reviews the IPP prior to the submission of the Impact Aid application due each year in January. The IPPs are reviewed at the beginning of the year with numerous opportunities for input, specifically on the equitable access of Native American students, to the education programs of the district. The IEAC council and the Alamo community members are encouraged to provide input throughout the Fall semester at the monthly JOM meetings and each spring at the Annual Federal and State Programs Public Hearing. The Federal and State Programs Director presents the IPPs to the Alamo Chapter Council for approval at their Chapter meeting so the IPPs can be finalized and approved by the IEAC council by December of each year. Once the IPPs are approved by the IEAC and the Alamo Chapter, they are taken to the School Board of Education meeting in January for School Board approval. These are then submitted each year with the District's Impact Aid application and also submitted to the state along with the application for state review.

**Results.** MMSD put new procedures in place during the 2018-19 school year to meet the new Federal Impact Aid tribal consultation requirements and a new version of the IPPs was developed from the template disseminated by the Federal Impact Aid Office. Throughout the 2019-2020 school year, additional strategies were developed in consultation with the Alamo community and leaders to determine the most appropriate forms of dissemination and approval of all MMSD Indian education program data. This information was collected during monthly to quarterly meetings at Alamo with Alamo families and leadership for review and input of the MMSD IPPs prior to official approval and submission of the IPPs to the local school board. Methods of sharing this information included MMSD newsletters, KABR radio station reporting, mass mailings, MMSD website postings, and in-person presentation and

reporting to the Alamo stakeholders. The IPPs were disseminated to all Alamo parents and reviewed at the IEAC meetings on October 23 and November 20, 2019. Alamo Chapter presentations were made on September 18 and December 18, 2019 with official Chapter approval of the IPPs at the December 18, 2019 meeting. The MMSD IEAC officially approved the IPPs at the January 22, 2020 meeting and the school board approval occurred at the January 28, 2020 meeting for submission with the Impact Aid application on January 30, 2020. In consultation with the JOM-IEAC, the IPPs that were developed in 19-20 remained the same for 2020-2021. The IPPs were mailed out to parents in November for community input and comment. The final IPPs, which included no changes, were formally approved at the School Board of Education meeting on January 19, 2021 and were submitted with the annual Impact Aid application. These IPPs were also shared with the Navajo Nation Tribal Consultation members which occurred on March 22, 2021.

**Conclusion.** MMSD has fully executed and supported Indian Policies and Procedures in place with all stakeholders involved in the process, approvals by each stakeholder, and are in compliance with the requirements of the Federal Impact Aid Program Staff. MMSD Impact Aid application and IPPs were approved and processed and Impact Aid payments will begin in January 2022.

**Action Plan.** MMSD will continue to follow the approved IPPs and consult with all Alamo stakeholders utilizing the same timelines that were developed in 19-20. Current IPPs will be disseminated each year in November and all consultation with Alamo parents and the Alamo Chapter will occur prior to January of each year. All Indian education programmatic, assessment, and budget information will be disseminated in accordance with the methods and the timelines outlines in the IPPs and all corrections and revisions will be made to any received input on the IPPs within 90 days, as required.

### **School District Initiatives to Decrease the Number of Student Dropouts and Increase Attendance**

**Objective.** MMSD employs various initiatives to increase Native American attendance rates and decrease Native American dropout rates.

**Background.** MMSD pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. Although, these areas are challenges for MMSD, the district is making great strides in addressing these issue through new programs implemented over the past five years. One of the most important factors is the development of deeper relationships between the school-families-and Alamo Community agencies which have resulted in positive response around the implementation of practices to reduce school dropouts and increase students' success in school.

**Methods.** MMSD uses the STARS Chronic Absenteeism and Dropout reports, EWS data and the district's SIS system-Powerschool-to continually identify at-risk students. The Student Advocate, the Navajo Home-School Liaison, and the Counseling and SEL Team provide support and determine the barriers students and families face around school attendance and dropout. Additionally, programs such as AVID and increases in CTE course offerings at the high school and all the programs discussed which are developed and target our AI population across the district encourage increased attendance and prevent dropout. In addition to the details provided in other areas of this report, MMSD offers after school and summer school programs targeted for students who are not on standard and/or not on track to graduate.

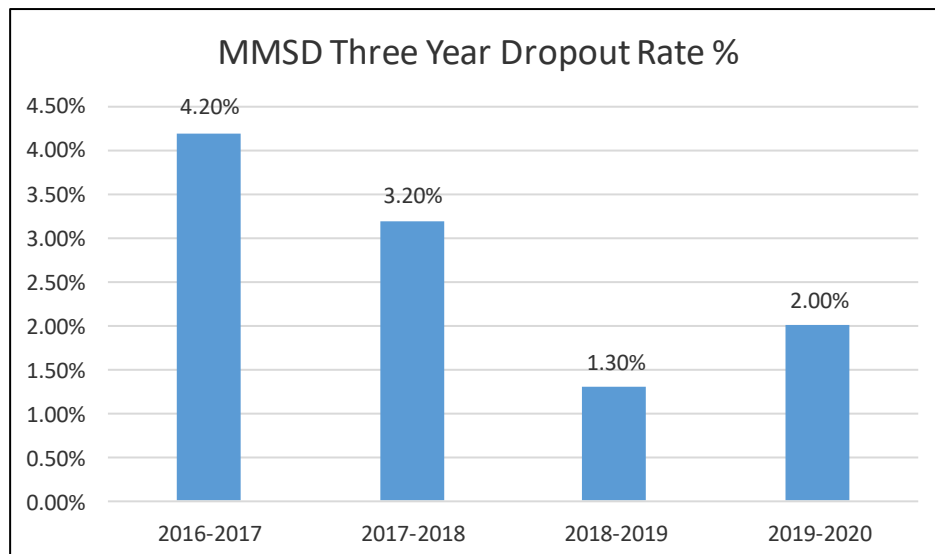
Transportation is always provided for all Alamo students who participate. These opportunities allow students to get additional intervention and support 1-2 days a week after school with certified teachers. This allows for high school students to recover credits through an online, computer-based program (Edgenuity) so students can recover credits during the school year or during a month long summer program offered each June. Attendance and assessments data from after-school and during summer school programs, Edgenuity progress and completion reports, and the number of high school students who recover credits and get back on track for four-year high school completion are collected to determine effects on improved attendance and dropout rates.

**Results.**

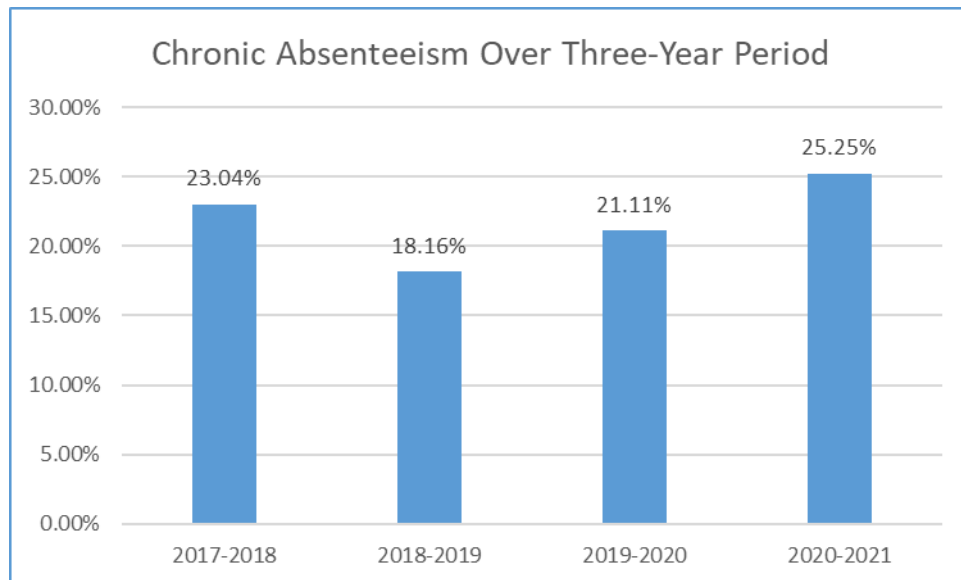
- Attendance rates improved both at the middle and the high school in 19-20 and the high school had the best attendance rate last year over the past three years, which correlates directly with reduced dropouts. However, with the pandemic, attendance rates decreased.
- MMSD Dropout Rates (STARS) have steadily declined over the four previous years but there was a slight increase according to the latest data from the 19-20 SY.
- Chronic Absenteeism Rates (STARS) dramatically increased during the pandemic and is current at the highest level it has been in four years which aligns to the habitual truancy rate increases as a result of the pandemic and remote learning.

**Conclusion.** MMSD must continue the attendance programs, incentives, and interventions developed over the past five years to focus on improving attendance and dropout rates across the District. The Student Advocate is responsible for accurate tracking and reporting of data and this process has streamlined collection of this data to truly determine which students are at-risk and which interventions are successful in improving these rates.

**Action Plan.** The District will continue to work closely with the Student Advocate, District Principals, teachers and families to identify students with attendance issues from the 2020-2021 school year. Proactive plans will be put in place with these students and their families at the beginning of the 2020-2021 school year in an effort to provide supports through case management, home visits, weekly grade checks, daily attendance checks, and communication with necessary agencies in supporting the family to removing barriers to attendance.







### **Public School Use of Variable School Calendars**

**Objective.** The variable school calendar objective is to ensure that MMSD collaborates with the Alamo Navajo community to identify the important cultural events in their students' and community members' lives. By using variable school calendars, schools directly address their Native American students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

**Background.** New Mexico has a rich American Indian history and culture. The assurance of collaboration and engagement from educational systems and tribes for input regarding academics and cultural awareness has positive effects on the educational success of Native American students.

**Methods.** MMSD collaborates annually with the Alamo BIA school to coordinate Spring Break, Alamo Indian Days, and Graduation.

**Results.** Less of our Alamo students miss school due to participation in Alamo cultural or Alamo school events.

**Conclusion.** MMSD and Alamo both see positive effects on the educational success of the Alamo students when the schools collaborate on the calendar.

**Action Plan.** MMSD will continue to collaborate and communicate with Alamo school employees and administration annually before approval of each District's calendar.

### **School District Consultations with District Indian Education Committees, School-Site Parent Advisory Councils, and Tribal, Municipal, and Indian Organizations**

**Objective.** Magdalena School consultations provide a means of developing mutual understanding of educational programs and collaboration with Alamo to find ways to improve educational opportunities for all our Alamo Navajo students, whether they attend Magdalena or Alamo.

**Background.** Magdalena Schools claims federally identified Native American student residing at the Alamo Navajo Reservation for Title VIII Impact Aid funding and therefore, has developed and implemented Indian policies and procedures in consultation with tribal official and parents. MMSD has also worked with the ANSBI to put a partnership agreement in place to work together for the early childhood students at both schools and engage in cross-training with PreK and KN staff at both schools. Additionally, the Alamo Chapter Council passed a resolution which commits to working collaboratively with Magdalena Schools on the behalf of all Alamo Navajo students.

**Methods.** Magdalena collaborates annually with the Alamo BIA school to coordinate Spring Break, Alamo Indian Days, and Graduation. Monthly JOM/IEAC meetings are held at the Alamo Chapter House with all Alamo stakeholders invited to attend. MMSD holds an annual Federal and State Programs Public Hearing in which all community members are invited to attend. At this hearing, all participants are provided a needs assessment to complete to gain input on specific programs and needs of their students. This assessment data is analyzed to guide funding decisions for the following school year. Magdalena Schools makes presentations to the Alamo Chapter for approval of the IPPs and to increase awareness of the Indian education programs provided at Magdalena Schools. During the 2020-2021 SY, these consultations occurred via Zoom meetings.

**Results.**

- JOM/IEAC Parent Participation continued via emails and phone calls during the pandemic.
- There was an increase in the number of Native Families who provided input to surveys and needs assessments submitted over the prior year to support the reentry planning and address COVID specific issues related to hybrid and remote learning options, as well as access to Internet, devices, and infrastructure to support remote learning.
- Partnership Agreements and Chapter Resolutions are still in place and will be updated in 2021-2022 with the new members of the Chapter.
- The KABR Alamo Radio Station was still utilized when staff were available for announcements to the Alamo community regarding school options and pandemic related information.
- MMSD engaged in its first Navajo Nation Tribal Consultation via Zoom on March 22, 2021 to discuss the reentry plans and remote and hybrid learning options, the Indian education funds for the District, all Federal and State Programs, and the new funds made available due to the pandemic includes CARES, CRRSA, and ESSER.

**Conclusion.** MMSD parents/guardians and Alamo community members and families have numerous opportunities to engage, participate and consult with school district leaders. The district strives to truly inform parents and provide meaningful information that helps all stakeholders make determinations about the effectiveness of the district's educational goals and programs and provides opportunities for parents to provide input to the school to make improvements for the Alamo Navajo students.

**Action Plan.** MMSD will continue to collaborate and communicate with the Alamo community to support the needs of our Native American students and have approved policies and procedures to follow to ensure consultation occurs frequently and on an ongoing basis.

## **Indigenous Research and Evaluation Measures and Results for Effective Curricula for Tribal Students**

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

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

**Methods.** MMSD initially implemented the Navajo Heritage Language Revitalization Program into the district 15 years ago. During that four-year initial implementation, MMSD consulted with the Alamo community through surveys, roundtable discussions, in conjunction with Alamo community elders, the Office of Navajo Nation Language, Culture, and Community Services, and hired its first Navajo certified language teacher. This program has grown, adapted, and increased services to not only our Navajo students in the district, but to any and all students who are interested in learning about their Navajo peers. Over the years, all the middle school students rotate through our elective offerings which include not only Navajo language, culture, and history but also Spanish language. In recent years, the high school Navajo Language and Navajo history courses were offered as dual-credit courses through a partnership with Dine' College and the HS Navajo Language instructor partnered with professors in teaching college level curriculum approved by Dine' College, PED, and MMSD. The offering of these courses led to increased opportunities for high school Navajo students to qualify for the Navajo Nation Chief Manuelito scholarship and MMSD students were able to receive these scholarships over the years. Additionally, MMSD brought in a Native Consultant from MCREL two years ago and provided culturally relevant trauma-informed schools training to EVERY staff member in the district, from bus drivers, to cafeterias workers, to teachers, school board members, and Alamo-Magdalena Early Childhood Coalition members to gain new insight and learn the latest developments in trauma research, particularly the generational trauma created by forced Indian education and boarding schools on our Alamo families and community.

### **Results.**

- Implementation and Continued Support of a K-12 Navajo Heritage Language Revitalization Program
- Increased Navajo and Spanish language courses designed to increase cross-cultural learning between all MMSD students (Navajo, Hispanic, Anglo)
- College credits for Navajo high school students in Navajo Language and Navajo Government
- Increased student enrollment in Navajo language, culture, and history courses at the

middle school

- Increased cross-cultural awareness by all MMSD employees about the effect of trauma on Navajo students, families, and community members
- Implementation of Navajo language curriculum and Navajo history curriculum that incorporates Navajo Language and Culture Standards along with NMPED ELA and History Standards
- Utilization of Dine' Bizaad curriculum materials, created by Navajo Educators, and Dine' College curriculum materials for teaching of the Navajo language at MMSD
- Adoption of the Navajo Nation Oral Navajo Capacity Assessment to measure Navajo language achievement for students served in the Navajo language program.

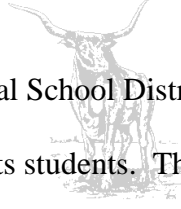
**Conclusion.** MMSD has worked closely with the Navajo Nation and the Alamo community to implement indigenous programs, research, and curricula that will meet the needs of the Alamo students served within the District. Insight from the community helped form the Navajo Language programs at MMSD and ensured support for years, i.e. incorporation of the local Alamo dialect and history when teaching in the Navajo Language and Cultural program. The trauma-informed training for all MMSD staff had a significant impact on the development of strategies, supports, and understanding necessary to truly serve the AI students in the district and transform educators who are non-Native in working with and assisting families so our AI students meet and achieve their goals.

**Action Plan.** MMSD will continue to review Indigenous research and provide training and implement programs and curriculum that have been proved to improve educational outcomes of Native American students.

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## Conclusion

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The Magdalena Municipal School District is a very unique public school district dedicated to serving and meeting the needs of all of its students. The majority of our students do come from the Alamo Navajo Reservation and the education of these students present unique challenges, but through continued consultation, training, review of disaggregated data, and partnerships between the district and Alamo, a shared vision has developed. That vision is to support all our Alamo students in all their endeavors, dreams, and aspirations to create lifelong learners and productive members of society while supporting their unique linguistic and cultural needs. Furthermore, it is the vision of MMSD to expand our partnerships with Alamo and with the Navajo Nation to ensure our Alamo families and students have less barriers and a greater voice for the needed changes at Alamo that will only support increased educational outcomes for students, i.e. technology infrastructure and access for remote learning during the pandemic. The work over the years to increase these partnerships and communication have directly led to the continued successes of our Alamo students even during this very challenging time in our educational history. This report will be shared with all MMSD and Alamo stakeholders and will provide localized data to support the meaningful and ongoing consultations and partnerships in support of increased Native American student outcomes.