

# **RIO RANCHO PUBLIC SCHOOLS**

**DEPARTMENT OF FEDERAL, BILINGUAL AND NATIVE AMERICAN PROGRAMS**



## **Tribal Education Status Report**

**For School Year 2018-2019**

Issued July 2019

Dr. V. Sue Cleveland

*Superintendent*

# CONTENTS

1. INTRODUCTION .....	3
2. PURPOSE OF THIS TESR REPORT .....	3
3. STATUTORY REQUIREMENTS .....	4
3.1 Student Achievement .....	5
3.2 School Safety .....	10
3.3 Graduation Rates .....	18
3.4 Attendance .....	21
3.5 Parent and Community Involvement .....	22
3.6 Educational Programs Targeting Tribal Students .....	23
3.7 Financial Reports .....	26
3.8 Current Status of Federal Indian Education Policies and Procedures ....	27
3.9 School District Initiatives.....	30
3.10 Public School Use of Variable School Calendars .....	32
3.11 School District Consultations with District Indian Education Committees, School-Site Parent Advisory Committees and Tribal, Municipal and Indian Organizations.....	33
3.12 Indigenous research and evaluation measures and results for effective curricula for tribal students .....	
4. CONCLUSION .....	35
APPENDIX 1 .....	36

## 1. Introduction

Per the Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22–23A–7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11):

- A. The Indian education division in collaboration with the education division of the federal bureau of Indian affairs and other entities that server tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes.
- 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.

Various divisions and bureaus of the PED have been actively engaged with pueblos, tribes, nations, and those school districts serving American Indian students in order to identify and support those effective programs that lead to increases in academic success for Native American students. Identification and program support are accomplished by maximizing the use of available resources, collaborating with stakeholder entities, creating communication pathways, incorporating language and culture into academic programs, expanding academic options, and involving parents and communities in building capacity. These crucial interactions positively influence American Indian students' academic and cultural achievement. The following programs, activities, and organizations have been the conduit for many of our students' gains:

## 2. Purpose of the TESR Report

The purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the following:

- past and recent trends in the education of New Mexico's American Indian students;
- gaps in academic performance between American Indian students and other ethnicities; and
- Data-driven decision-making through the analysis of districtwide data.

The Indian Education Division (IED) will use the district reports to inform the development of an annual statewide tribal education status report, which will be, disseminated no later than November 15 to all New Mexico tribes.

### 3. Statutory Requirements

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

#### **Article 23A Indian Education 22-23A-7 Report**

#### **Title 6 Chapter 35 Part 2 PRIMARY AND SECONDARY EDUCATION INDIAN EDUCATION IMPLEMENTING THE INDIAN EDUCATION ACT**

##### **6. 35.2.11 TRIBAL EDUCATION STATUS REPORT (TESR)**

- A. Per the IEA rules, beginning at the close of the school year 2018-2019, each school district with tribal lands located within its boundaries shall provide a districtwide tribal education status report to all New Mexico tribes represented within the school district boundaries. The report(s) must be provided no later than July 30<sup>th</sup> following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.
- B. The report must include the following information based upon data from the immediately preceding school year:
  - (1) Student achievement as measure by a statewide test approved by the department, with results disaggregated by ethnicity. Any cell with an N of 9 or fewer must be masked;
  - (2) school safety;
  - (3) the graduation rate;
  - (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 and variable school calendars;
  - (11) school district consultations with district Indian education committees, school-site parent advisory councils, tribal, municipal and Indian organization; and
  - (12) indigenous research and evaluation measures and results for effective curricula for tribal students.

### 3.1 Student Achievement

**Objective.** IED’s objective is to ensure that student achievement in New Mexico public schools is measured by statewide tests that are approved by the PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities.

Rio Rancho Public Schools is dedicated to graduating each student with an educational foundation for success as a responsible, ethical contributor to society.

**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.** As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. In SY 2015–2016, new assessments were added that precluded reporting by level or by scaled score (arrived at by a transformation applied to the raw score). Ever since, proficiencies, rather than scaled scores, have been used to categorize student progress; testing data is reported as the number of students who meet the cut-off point for proficiency, as determined for the 2016–2017 school year. These 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. All assessment scores have been standardized to reflect proficiencies—from *non-proficient* to *at proficient* and *above proficient*.

Executive Orders 2019-001 and 2019-002 outlined that “PED shall begin the process of transitioning away from PARCC testing and adopting new ratings and assessments that meaningfully evaluate the areas where students are struggling.”

“This Spring, the *New Mexico Standards Based Assessment of Mathematics and English Language Arts* will be administered.”

Source: [https://webnew.ped.state.nm.us/wp-content/uploads/2019/01/Memo\\_Transition\\_Assessment\\_Spring2019.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2019/01/Memo_Transition_Assessment_Spring2019.pdf)

At the time of the writing of this report, the student achievement data from the Transition Assessment for Math and English Language Arts (TAMELA) was scheduled to be posted on Friday, July 26, 2019 at 3:00 PM. However, the publicly posted data does not delineate between subgroup data.

**Results.** Publicly available as of the time of the writing of this report is the student achievement data from 2018 back to 2005. Available are The 2018 proficiencies

including statewide and district-wide student averages in reading, math, and science, including disaggregated data for subgroups are included in the Appendix, which can be found at the end of this report.

Achievement data (2005-2018) can be found on the PED website cited below, though the individual 2018 assessment files (e.g. PARCC, Istation) do not contain disaggregate data for subgroups to allow for comparison between groups.

### All Assessments (2018)

*In order to meet confidentiality requirements: 1) Information is not shown for groups with fewer than 10 students. 2) Percentages may be reported in ranges. Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.*

	READING			
	RRPS		Statewide	
	American Indian	All	American Indian	All
Kindergarten	51%	65%	48%	62%
Grade 1	65%	65%	48%	60%
Grade 2	68%	70%	57%	68%
Grade 3	18%	34%	18%	30%
Grade 4	19%	40%	19%	30%
Grade 5	35%	36%	20%	31%
Grade 6	29%	34%	20%	29%
Grade 7	25%	41%	23%	30%
Grade 8	35%	43%	21%	30%
Grade 9	22%	39%	19%	29%
Grade 10	26%	38%	25%	33%
Grade 11	47%	59%	33%	42%
Grade 12	--	19%	8%	7%

**MATH**

	<b>RRPS</b>		<b>Statewide</b>	
	<i>American Indian</i>	<i>All</i>	<i>American Indian</i>	<i>All</i>
Grade 3	25%	41%	27%	32%
Grade 4	25%	36%	16%	26%
Grade 5	34%	36%	18%	28%
Grade 6	29%	30%	12%	21%
Grade 7	13%	31%	11%	21%
Grade 8	29%	37%	11%	22%
Grade 9	30%	34%	10%	19%
Grade 10	14%	22%	9%	15%
Grade 11	10%	12%	5%	10%
Grade 12	--	--	<1%	1%

**SCIENCE**

	<b>RRPS</b>		<b>Statewide</b>	
	<i>American Indian</i>	<i>All</i>	<i>American Indian</i>	<i>All</i>
Grade 4	45%	62%	28%	47%
Grade 7	43%	61%	25%	43%
Grade 11	28%	47%	15%	27%

**All Assessments (2019)**

At the time of the writing of this report, the student achievement data from the Transition Assessment for Math and English Language Arts (TAMELA) was scheduled to be posted on Friday, July 26, 2019 at 3:00 PM. However, the publicly posted data does not delineate between subgroup data.

**ENGLISH LANGUAGE ARTS**

	<b>RRPS</b>	<b>Statewide</b>
ELA Grade 10	46%	37%
ELA Grade 11	63%	48%
ELA Grade 3	35%	26%
ELA Grade 4	37%	31%
ELA Grade 5	39%	32%
ELA Grade 6	36%	29%
ELA Grade 7	43%	32%
ELA Grade 8	48%	31%
ELA Grade 9	42%	30%

**MATH**

	<b>RRPS</b>	<b>Statewide</b>
Algebra 1	33%	17%
Algebra 2	23%	15%
Geometry	24%	14%
Integrated Math 1	--	19%
Integrated Math 2	--	8%
Integrated Math 3	--	9%
Math Grade 3	40%	32%
Math Grade 4	37%	28%
Math Grade 5	34%	25%
Math Grade 6	26%	16%
Math Grade 7	30%	19%
Math Grade 8	30%	12%

**SCIENCE**

	<b>RRPS</b>	<b>Statewide</b>
Grade 4	54%	43%
Grade 7	56%	40%
Grade 11	55%	33%

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

**Conclusion.** These results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

In comparing the student achievement data from 2018, the RRPS district data did show higher proficiency rates in all content areas, in each grade, in comparison to statewide data. Native American students consistently scored below their counterparts in the core subjects of reading, math, and science in both the state and district wide rates. However, the district-wide rate as well as the American Indian student proficiency rate is equal to, or exceeds that of the state in Reading, Math and Science, with the exception of Grade 3 math.



**Action Plan.** RRPS is committed to the continuous improvement of our organization, our support systems; and most importantly, of students' academic and social growth. To accomplish this, we regularly examine all of our systems and improve them as needed to reach our goals. Systems and programs are continuously evaluated through data analysis including measures of student achievement, teacher performance, school-based processes such as through the NMDASH process, as well as comparative data between peer groups at the classroom, school and district levels.

District leadership members consistently engage with school teams and community members through the NMDASH process in serving as a member of the campus core team, in reviewing student achievement data, to complete the annual plan, as well as in the 90 day plans and close monitoring through the 30-60-90 day reviews. The district core team members meet once a month to discuss the experiences, collaborate, and work within our District Strategic plan to ensure that resources (human capital, fiscal, materials, etc.) are strategically allocated to ensure equitable support is provided.

Multiple measures, including student achievement data, educator effectiveness, informal walk-throughs, observations, new teacher, teacher vacancy, etc. is monitored, reviewed and analyzed on a regular basis to inform instruction at the classroom level, to guide customized support and professional learning at the school level, and reflective leadership and systems alignment at the district level. Differentiation, scaffolding and high levels of rigor are expected of all teachers for all students. School and district wide support is provided to ensure that student achievement data is used to inform instructional decisions.

Various programs and support are provided to schools, staff, students, parents and the community, including:

- School support visits specific to individual needs based on a needs assessment
- Technical assistance
- Annual Benefit Powwow
- Native American Summer Academy
- ACT and SAT preparation resources, and Exam Fee Reimbursements
- AP Exam Reimbursement
- MOA with the Institute of American Indian Arts, to continue to offer a dual credit language course for Diné.
- Supply Cost Reimbursement Program
- Native American Parent Advisory Committees (district and site level)
- Native American Liaison at every school site PreK-12.
- Native American Community Events
- Before and After school programs and opportunities

### 3.2 School Safety

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

The Rio Rancho Public Schools Safety Plan utilizes federal, state, and local guidelines, to ensure a safe learning environment for Rio Rancho Public Schools staff and students. The overall goals for safe schools in New Mexico include:

- All students will have access to public education services in a safe, secure, healthy, caring and respectful learning environment.
- All school personnel will be able to carry out their duties in a safe, secure, healthy, caring and respectful work environment.
- Students, staff, parents and the community should understand that safe schools are everyone's responsibility and benefit the whole community.

**Background.** New Mexico—as do other states in the rest of the nation—looks at strategies to keep students, staff, and faculty safe in schools.

The school safety plan offers new research and new approaches with the intent to:

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

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, and safe schools reports

Source: <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/safe-schools/>

**Methods.** The safety and security of every student and staff member within the Rio Rancho Public Schools is our highest priority in the daily operations of our district. To that end, every school develops a School Level Safety Plan that establishes goals and benchmarks for security. These can include safety procedures that include bus, playground, cafeteria, discipline, community involvement, classroom, evacuation drills, and mediation arenas.

Student excellence is our vision. We seek to be a catalyst for positive change in safety and security issues.

School climate surveys are administered as one way in which a general impression of student perception is collected. A synthesis of this data, along with student infraction data is provided below:

School Climate: The report below is from one of our campus school climate surveys administered in the Fall of 2018.



## SCHOOL CLIMATE REPORT

### STRENGTH INDICATORS

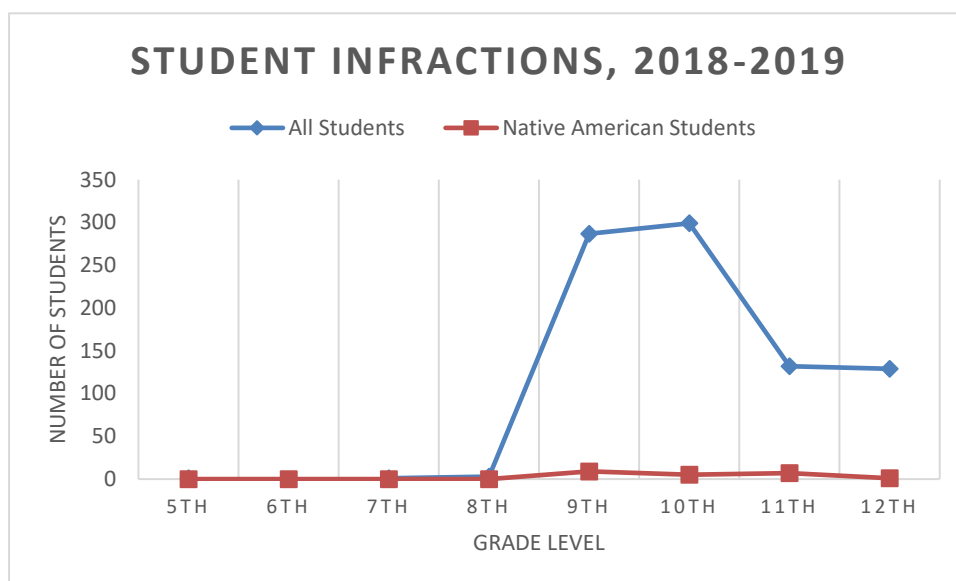
#### CoVitality-S Subdomain Results

The table below provides an aggregate summary of student responses on each of the CoVitality-S Sub Domains. This summary uses student strengths to highlight recommended areas for targeted intervention and support.

Belief-in-Self		Strengths	Areas to Enhance	Areas for Growth
Self-Awareness	Perceiving and attending to the private and public aspects of one's self	64.23%	27.72%	8.05%
Persistence	Working diligently to accomplish one's goals, including maintaining interest in the face of adversity and failure	31.8%	48.42%	19.78%
Self-Efficacy	Sensing one's ability to act effectively to meet environmental demands	67.8%	29.5%	2.7%
Emotional Competence		Strengths	Areas to Enhance	Areas for Growth
Empathy	Perceiving, sharing, and considering the emotional states expressed by others	80.56%	16.73%	2.7%
Emotional Regulation	Effectively expressing one's positive emotions (e.g., happiness) and managing one's negative emotions	79.24%	18.75%	2.01%
Self-Control	Effectively expressing and managing one's behavior within given contexts	62.16%	33.99%	3.85%
Belief-in-Others		Strengths	Areas to Enhance	Areas for Growth
Peer Support	Appraising the caring and helpful nature of one's relationships with peers	76.42%	15.18%	8.4%
School Support	Appraising the caring and helpful nature of one's relationships with teachers	70.85%	21.45%	7.71%
Family Coherence	Appraising the caring and helpful nature of one's relationships with family	68.95%	21.79%	9.26%
Engaged Living		Strengths	Areas to Enhance	Areas for Growth
Gratitude	Sensing thankfulness that arises in response to one's benefitting from some kind of transactional means	54.86%	30.48%	14.66%
Zest	Experiencing one's life in the present moment as exciting and energizing	22.83%	33.53%	43.65%
Optimism	Expecting the occurrence of good events and beneficial outcomes in one's future	13.63%	37.72%	48.65%

Overall, the students at this particular campus are strongest in the areas of Emotional Competence, and Belief-in-Others. The area with the greatest opportunity for focused support may be within Engaged Living. This is just one example of how we collect information and could use the various data sources to support the needs of our students, and school communities.

Student Infractions: The chart below shows the number of students in RRPS with reported infractions disaggregated by “All Students”, “Native American Students”, and by “Grade Level”. The number of infractions by Native American Students is far less than the number from all students.



Source: STARS> District and Location Reports>Disciplinary Reports> STARS Student Infraction and Response Detail

**Results.** The Rio Rancho Public School District met approval standards for all indicators as outlined in the Safe Schools Plan Rubric:

- Introduction
  - School Safety Committee
  - Maps
  - Assurances
- Prevention
  - Health Services
  - Infections and Communicable Disease
  - Behavioral and Mental Health
  - Bullying
  - Suicide Awareness and Prevention
- Protection
  - Access Control
  - Traffic, Playground and Facility Safety
  - Bicycle Safety
  - Internet Safety
  - School Resource Officers
- Mitigation
  - Understanding Risks, Threats and Hazards
  - Drill and Exercise Planning
  - Review, Revise, Secure and Share the Plan
- Response - Incidence Command System, Protective Actions/Functional Annexes, Closing of School/Early Dismissal, Act of Violence, Active Shooter, Animal on Campus, Bomb Threat, Civil Disturbance, Cyber Security Breach, Explosion, Fallen Aircraft, Fire, HAZMAT, Loss of Power or Water, Medical Emergency, Missing Child, Natural Hazards/Severe Weather, Special Events, Suicide Threat or Attempt, Transportation Emergency, Notification and Messaging, Media Relations
- Recovery – Re-location, Notification, Accountability, Reunification, Continuity of Operations Planning, Psychological and Emotional Recovery

**Conclusion.** From an overall perspective, Rio Rancho Public Schools and all NM schools have been successful in keeping most of their students and employees safe from harm. The perception of risk at these schools is often greater than the actual risk incurred. However, many 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.

**Action Plan.** The Rio Rancho Public Schools Safety Plan, also known as the core document, is the same for each school site. This ensures consistency and uniformity before, during and after a critical incident, threat or disaster. It also facilitates emergency personnel response to ensure critical incident management methods are the same at each school. It is important to note that there are variances as each

school site is unique due to the specific location of the school, its diverse community and different facilities.

Student infractions will be closely monitored with professional learning and development opportunities for all staff members in relevant topics including cultural competency, emotional regulation, and student and family engagement as a cohesive effort to proactively reduce the number of student infractions.

The district will continue to actively monitor and review school and district processes, procedures, training opportunities, communication with stakeholders, and continue our well-established relationships with local community based organizations including those serving social and emotional health and well-being, mental health resources, and law enforcement agencies.

### 3.3 Graduation Rates

**Objective.** The graduation rate 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.

Rio Rancho Public Schools is dedicated to graduating each student with an educational foundation for success as a responsible, ethical contributor to society.

**Background.** New Mexico implemented its first 4-year cohort graduation rate in 2008. Cohort rates prior to 2008 are not comparable. A cohort is named according to students' expected fourth year of high school. Cohorts are tracked for one additional year past their expected year of graduation, yielding 5-year and 6-year graduation rates for the same cohort of students.

**Methods.** The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate.

	RRPS	State
<b>All Students</b>	85.4%	73.9%
Female	87.5%	77.2%
Male	83.3%	70.6%
Caucasian	88.0%	79.3%
African American	81.6%	69.2%
Hispanic	83.9%	73.1%
Asian	95.4%	86.0%
Native American	83.9%	65.8%
Economically Disadvantaged	75.1%	69.0%
Students with Disabilities	74.4%	65.6%
English Learners	80.3%	71.1%
Homeless	61.9%	52.5%
Non-Hispanic	87.4%	75.1%
Active Duty	89.1%	76.5%
Foster Care	--	46.0%
Migrant	--	74.4%

## Results.

### 4 Year Graduation Rates

	2018	2017	2016	2015	2014	2013
NM All Students	73.9%	71.1%	71%	68.6%	69.3%	70.3%
RRPS All Students	85.4%	82%	84%	82.7%	84.4%	84%
NM American Indian Students	65.8%	61%	63%	62.9%	61.7%	64.3%
RRPS American Indian Students	83.9%	81.4%	73%	78.8%	80.6%	74.2%

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

**Conclusion.** Rio Rancho Public Schools 4-year graduation rates for All Students and Native American students continues to exceed that of the state. To address the gap in rate within the district, RRPS will continue to utilize state supported systems and initiatives, which includes best practices from the Early Warning System, to support students and narrow (or close) the gap.

Currently, far too many students drop out or graduate from high school without the knowledge and skills required for success in the 21st century workplace and/or post-secondary education, closing doors and limiting future options. In response, the PED has developed and phased in implementation of the Early Warning System (EWS) to provide schools with the tools to reliably identify students who have lower odds of graduating, based upon specific key indicators. Support can then be provided through effective interventions early enough in their educational experience that there is sufficient time to intervene. The EWS highlights risks utilizing an electronic dashboard. The dashboard includes the following seven key student indicators:

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



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

New Mexico's Every Student Succeeds Act (ESSA) Plan outlines the following ambitious graduation rate goals from a baseline taken in 2016, and the goal for 2022:

<b>FOUR-YEAR ADJUSTED COHORT GRADUATION RATE IN PERCENTAGES, CURRENT &amp; GOAL</b>		
<b>Subgroup</b>	<b>Baseline 2016</b>	<b>Goal 2022</b>
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

RRPS began with a baseline rate that already exceeded that of the state in 2016, and have already exceeded the statewide goal for 2022. However, we will continue to implement state support systems and initiatives to improve the graduation rate for our Native American students as well as all students.

### 3.4 Attendance

**Objective.** The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

**Background.** The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. Each district that serves a large American Indian student population or one that borders on or around tribal lands reports the attendance rate.

**Methods.** As reported in the 2018-2019 STARS Reports, the habitual truant rate for RRPS was 0%, and the Chronic Absenteeism rate was 0.1711%. Statewide data was unavailable, and therefore a comparison cannot be made at the time of the writing of this report. During this same school year, RRPS had 1,174 student excused cultural absences.

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 intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 2015–2016, capturing the 80th day attendance. A student is considered habitually truant if he or she has a total of 10 or more full day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping 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→District and Location Reports→Assessment→Attendance

**Results.** The results below indicate that, within our district, the attendance rate showed a decline from 2014 to 2018. However, from school year 2017-2018 to 2018-2019 the rate increased for all students within our district as well as for our Native American students.

**Attendance Rates from 2014-2019**

	18-19	17-18	16-17	15-16	14-15
Statewide All Students	*	*	95.1%**	95.2%	92.5%
RRPS All Students	93.9%	92.4%	94.3%	94.7%	95%
Statewide Native American Students	*	*	92.8%**	92.3%	92.5%
RRPS Native American Students	92.4%	91.6%	93.3%	93.88%	94.1%

\*The Statewide Attendance rate data was unavailable at the time of writing this report.

\*\*This data was collected from the NMPED-IED 2016-2017 TESR

**Conclusion.** The attendance rate for RRPS Native American students is comparable with the district's rate for all students, and is consistently slightly higher than the statewide attendance rate for Native American students.

**Action Plan.** The IED will continue to partner and collaborate with school districts to provide support in the identification of the causes underlying students dropping out of school and in the implementation of successful strategies to address and ameliorate dropout rates. As indicated in the graduation section, the EWS is an effective tool for schools to use in identifying struggling students who exhibit signs of not persisting to graduation.

Non-attendance is a leading indicator of student disengagement. The PED, local education agencies (LEAs), and BIE can support recipient schools by teaching them interventions and encouraging their participation in the EWS training program. Both national, evidence-based practices and NM EWS participant experiences suggest that RTI intercessions are tremendously effective at supporting students who struggle with attendance. RTI Tier 1 interventions within the EWS often target school-wide attendance issues.

Early warning systems combine data systems with student response systems to identify students early and provide proactive responses to student needs. EWS use readily available data to alert teachers and administrators about students who are on the pathway to dropping out of school. A key benefit of early warning systems is that they help educators know what to look for amid the mountains of student data. Early warning systems can be implemented at the middle and high school levels—even as early as 6th grade. Researchers from the Everyone Graduates Center found that more than 50 percent of students who dropped out could be identified as early as the 6th grade by using three key indicators (the ABCs):

- ☐ Attendance (chronic absenteeism)
- ☐ Behavior (being suspended or sustained mild misbehavior)
- ☐ Course performance (failure in math or English)

Furthermore, the PED has established the Truancy and Dropout Prevention Coach program. The program trains and places coaches, so these support personnel are available to engage with students, which better ensures that students attend and participate in school.

### 3.5 Parent and Community Involvement

**Objective.** The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

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

**Methods.**

- Student Credentialing (Parent-Teacher Conferences)
- District provided information about state testing expectations as well as school and student results
- Parent education via workshops (e.g. Parent University, courses, and/or training) for all, including parents of Native American students
- Providing strategies that support learning at home
- Community meetings
- Community engagement events
- Providing information to families on how to monitor and discuss schoolwork with student(s)

**Results.** Rio Rancho Public Schools hosts organized activities directed toward involving families and the community in their children’s education. Based on feedback gathered from students, parents, and community members through measures including anecdotal notes, observations, and perception feedback through surveys, programs are refined and improved in efforts of continues improvement. The number one priority is to support the needs of our students. We achieve this through a comprehensive approach leveraging all of our resources and directing supports appropriately. District and statewide data provides a good indicator in the effectiveness of these programs and efforts.

**Conclusion.** 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.

**Action Plan.** Feedback collected during open meetings and surveys guide the programmatic supports and offerings provided to our students and families.

### 3.6 Educational Programs Targeting Tribal Students

**Objective.** The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

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

**Methods.** The Rio Rancho Public School District meets compliance with all Federal and State educational requirements. Programs and systematic supports are aligned to federal and state level initiatives to align and maximize time, efforts and resources. Student, parent and community input along with input and data from our schools at the site and district level provide critical information for a needs assessment, to refine and restructure opportunities for our students.

**Results.** Educational programs targeting tribal students offered in RRPS include: Advanced Placement courses; SAT/ACT/AP prep sessions and materials; dual credit programs, cultural competency support for educators; elementary summer school; 8<sup>th</sup> Grade Academic Youth Development; Credit Recovery; Native American Summer Academy; Title I school wide programs; Title III supplemental support for identified English Learners; Bilingual Multicultural Education Program opportunities K-12; and community engagement events.

**Conclusion.** Activities and educational programs for Native American students are consistently offered in RRPS. Evidence through student achievement data, attendance, and survey feedback, are collected and analyzed to reflect upon program offerings and the correlation between student performances—specifically in the priority areas as identified by the NMPED-IED.

**Action Plan.** RRPS will use the available data as captured within this TESR, and any other data sources made available after the submission of this report through an ongoing process to continuously tailor and refine the systematic and programmatic supports for our Native American students. A current partnership in progress is with the Eight Northern Indian Pueblos Council, Inc. in which students within our district would be able to have access to licensed mental health professionals with extensive knowledge and training in culturally responsive services, on-site. This is an example of our efforts in mitigating barriers for our Native American students, in order to provide increased access to general well-being, which will lead to greater opportunities for educational success.

### 3.7 Financial Reports

**Objective.** The financial objective is, with public school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.

**Background.** The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

Prior to the creation of the current formula, school-funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.

The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country.

The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

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

**Methods.** Rio Rancho Public Schools applies annually for the School District Initiative Grant through NMPED's Indian Education Division, as well as the Federal Title VI Grant for Indian Education.

**Results.** Rio Rancho Public Schools uses operational resources to ensure that resources are applied to equitable services for all students, including the unique needs of American Indian students' educational opportunities. In addition, the school district applies for additional supplemental grant opportunities.



<i># of AI funding sources used</i>	<i>Total Enrollment (80D)</i>	<i>AI Enrollment* (80D)</i>	<i>AI* (%)</i>	<i>Indian Ed Formula Grant Title VI</i>	<i>NM IEA</i>	<i>Total AI Program Funding</i>
2	17,457	634*	3.6%*	\$175,262	\$40,072	\$215,334

\*This number is captured from the 80 STARS Report for unduplicated students.

However, RRPS enrolls approximately 3 times that number of students who have "Indian" indicated as a primary, secondary or tertiary race and/or ethnicity that may or may not have an ED 506 form on file with the district.

**Conclusion.** RRPS will continue to monitor expenditures and align department, district, and school support for the best results for the education of our Native American students.

**Action Plan.** RRPS will continue to utilize funds to ensure that fiscal expenditures are aligned with the needs of the New Mexico Native American student population. Furthermore, the various funding sources available in our district are actively pursued, and strategically leveraged to maximize opportunities for our students.

RRPS has worked hard to ensure a Guaranteed and Viable Curriculum for each of our students through core instruction, with additional layers of support as appropriate. Our schools have structures in place to offer differentiated layers of support, following the Response to Intervention framework. We ensure equity for all students by including differentiated instruction at all levels, supporting students with disabilities to demonstrate outcomes according to their IEP or other appropriate documentation, intentional English Language development support and scaffolds for our English Learners, additional supports and benefits for our minority students, students in foster care, and students experiencing homelessness. Varieties of supports ensure access to a high quality learning experience for all students. We currently do not have any students that qualify for a migrant program.

Multiple measures afford us the ability to look at multiple layers to identify program and individual strengths, as well as opportunities for improvement. Individual and class based data drives instruction for the classroom teacher, grade level/content specific data is reviewed by Professional Learning Community teams at the school and district levels, school wide data is reviewed by school leadership teams, including the NM DASH teams, with participation and support from District based individuals, and district-wide data is used by district level program managers to analyze and evaluate program effectiveness, systems alignment, and which/what supports should be directed to/provided for particular schools/teachers. Federal funding is leveraged to maximize supports to positively affect the unique and diverse learning needs for our students.

Title I dollars are used to provide additional supports through school-wide programs at our 8 elementary, 2 middle school, and 1 alternative high school Title I designated schools. These funds provide for additional staffing including Instructional coaches, interventionists, EAs and counselors so that increased supports can be offered



through creative, though research based methods to meet the diverse needs of all of our students, as well as additional dollars to support the implementation of the action steps identified in the school NMDASH plans. Additionally, students in foster care, or are experiencing homelessness are supported through additional programs to alleviate challenges related to these environments including transportation to the most appropriate school even when they live out of boundaries (including another city), access to additional counselors or mental health experts, additional programs for academic remediation and enrichment, scholarship opportunities, and access to basic necessities.

Title II funds are used to support professional development/learning opportunities for our staff in all areas, including core instruction, Culturally and Linguistically Responsive Instruction, serving English Learners, serving Students with Disabilities, Cultural Competency, Tier II instruction, Tier III instruction, Trauma Informed Practice, Social Emotional Learning, integration of Technology to enhance the learning experience for all students, etc. Additionally, we offer a tuition reimbursement program to offset costs for individuals seeking additional licenses and/or endorsements in highly needed areas including TESOL and Bilingual endorsements, Educational Leadership, and core content areas. We also use Title II dollars to support onboarding and retention of new teachers to the district to ensure that these individuals are prepared and equipped to be successful educators through designated professional learning days prior to the beginning of their contract, and are continuously supported throughout the year through a formal mentor/mentee partnership and district facilitated meetings every other month.

Title III dollars are used to supplement and enhance the learning environment for our English learners. The classroom teacher and/or the campus English Language Development Coordinator support all ELs daily, with intentionality. ELD Coordinators work collaboratively with the team of Teachers of English Learners at every campus to ensure that our students are getting the language supports needed. Teachers of English Learners specialize in supporting core instruction through targeted English Language Development supports.

### 3.8 Indian Policies and Procedures

Rio Rancho Public Schools is not eligible for Impact Aid funding, and the Indian Pueblo Policies and Procedures (IPP) section is not applicable.

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

Region I		Region III	
Tribe	School Districts	Tribe	School District
Navajo (Dine') Nation 53 NM Chapters	Bloomfield** Cuba* Farmington* Central Consolidated * Jemez Mountain*	Navajo (Dine') 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*
<b>Current Status of Federal Indian Policies and Procedures (IPPS) Compliance</b> <ul style="list-style-type: none"> <li>o Compliant—20 districts</li> <li>o Did not report—0 district</li> <li>o Not required to report—3 districts</li> </ul>		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

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

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

**Methods.**

**Results.**

**Conclusion.**

**Action Plan.**

NOT APPLICABLE

### 3.9 School District Initiatives

**Objective.** The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

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

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

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

**Methods.** The 23 school districts and 2 charter schools submitted their 2017–18 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, 2017–2018

**Results.** In order to retain students in school, New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Even with these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resourcing continues to be an additional burden.

The data below includes all students in grades 7 through 12. This was the most recent data available

#### Drop Out Rates from SY 2017-2018

	(a) Membership (unduplicated)	(b) DROP Gr. 7-12	Overall % Rate
Statewide All Students	153,312	4,381	2.9%
RRPS All Students	8,063	79	1.0%
Statewide Native American	Unavailable at the time of creating this report.		
RRPS Native American			

**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 student: 1) did not re-enroll; 2) had an invalid transfer; and 3) intends to take GED.

What is not reflected in the reported reasons are the social, health, and economic stresses that can affect dropout rates. Poverty is an underlying stress factor. For example, without adequate health care and nutrition, students may be absent more often from school due to poor health. Sometimes, family economics may require an older sibling to care for younger siblings who are at home, thereby affecting the student's regular school attendance. Students may leave school to help support their families. Some other factors that can influence dropout rates are experimentation with drugs, teen pregnancy, chronic diseases, and being the victim of bullying.

**Action Plan.** The objective is to encourage schools to continue to support efforts of American Indian students stay in school or become re-engaged. This can occur with the implementation of academic and cultural awareness and through collaboration with tribal governments.

As mentioned above in section 3.6, a current partnership in progress is with the Eight Northern Indian Pueblos Council, Inc. in which students within our district would be able to have access to licensed mental health professionals with extensive knowledge and training in culturally responsive services, on-site. This is an example of our efforts in mitigating barriers for our Native American students, in order to provide

increased access to general well-being, which will lead to greater opportunities for educational success.

Additionally, since Fall of 2017, we have a full time Native American support assistant/liaison at each of our comprehensive high schools. The role of these individuals is to connect our Native American students and families to resources that will help support student success and achievement, while maintain a strong sense of cultural identity to empower our Native American youth.

Within our district, several initiatives have been implemented and sustained to support increased attendance for American Indian students that include—but are not limited to: experiential projects, reading and math interventions, incentive programs, after school programs, tiered interventions, tutoring, alternative settings, attendance/truancy policies, parent liaisons, home visits, incentives, school counselors, Native American liaison/advisor, positive behavior interventions and support, suicide prevention, attendance policies and procedures, parent educator programs, student assistance teams, counseling, career exploration for K–12, extracurricular activities/clubs, credit recovery, Saturday school, after-school programs, parent engagement, student health centers, Early Warning System with High Plains, culturally relevant curriculum and cultural experiences, out-of-school opportunities including international travel experiences, and college engagement programs to provide support for academic success.

### 3.10 Public Use of Variable School Calendars

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

**Background.** New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students.

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

**Methods.** Rio Rancho Public Schools makes every effort to support Native American students with their self-identity, language, and culture by providing students opportunities to maintain a sense of connectedness to cultural practices. Communication between the pueblo leadership with RRPS allows students to attend cultural activities without negatively affecting student achievement.

**Results.** The chart below lists the variable school days that are offered to American Indian students within the 23 districts and 2 charters. This list serves as a guide to days of Native importance in the SY 2015-2016 District Wide TESR. Per the 2016-2017 District Survey, 48 percent of the districts and charter schools follow a variable calendar and have a school calendar committee involved in the decision-making.

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

**Conclusion.** The majority of the 23 districts and one charter school report the use of variable school calendars that support an American Indian student's cultural well-being and self-awareness.

**Action Plan.** The objective is to encourage schools to continue to support Native American students to develop and honor their cultural traditions while better ensuring school attendance. This is accomplished by the development of variable calendar days and in collaboration with Tribal governments, who ensure calendar days are accurate. In instances when this is not possible, schools and districts actively communicate with Tribal leadership to ensure that absences are excused as appropriate, and that attendance is encouraged by all stakeholders.



### 3.11 School District Consultations

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

**Background.** Districts that claim federally identified 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. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

**Methods.** The 23 school districts submitted responses on district-wide surveys that provided input into the number of times 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.

**Results.**

Rio Rancho Public Schools has actively and repeatedly engaged in good-faith efforts for tribal consultation. We serve students from all nations, pueblos, and tribes within New Mexico, as well as federally recognized tribes from all over the world. For tribal consultation, our district Tribal Education Status Report is completed annually and posted on our district website, as well as the NMPED-Indian Education Division website.

Additionally, we meet regularly with our Native American Parent Advisory Committee at the district and school level. There are a minimum of 5 district level meetings throughout the year, occurring the second Tuesday of the following months: September, November, January, March, and May. These meetings include our school based Native American liaisons, district staff, parents, extended family members, and students. Additional meetings are offered as requested by the Native American Parent Advisory Committee (NAPAC) Board. Individual consultations with parents, community and tribal entities occur on an as needed basis and upon request.

**Conclusion.** LEAs developed working relationships with their Indian Education Committee (IEC), parent advisory committees, Tribes, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.

**Action Plan.** The objective is to develop a minimum of one primary goal for consultations with each Tribe or Pueblo and, in collaboration, stakeholders determine the best method to implement and achieve that goal for the benefit of New Mexico American Indian students.



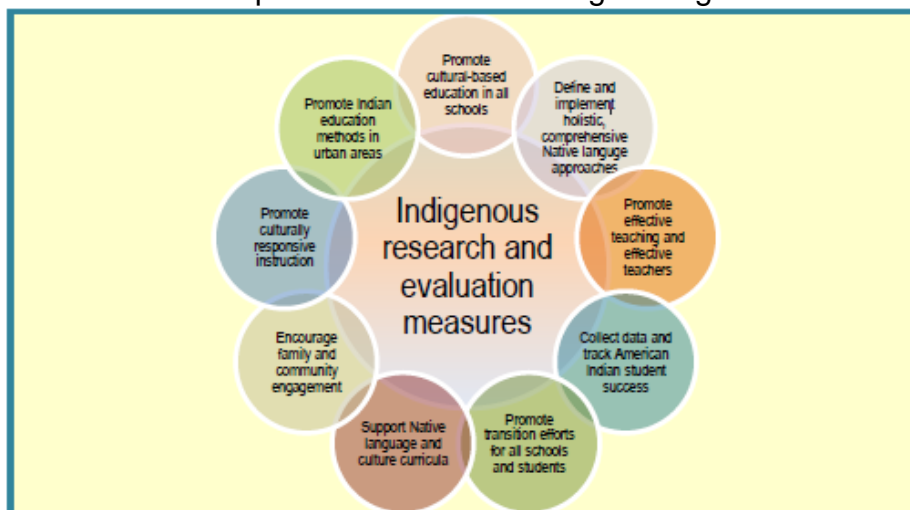
### 3.12 Indigenous Research, Evaluation, and Curricula

**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.** In order to develop effective curricula for tribal students and increase their educational opportunities, the 23 school districts submit district-wide surveys on behalf of the district's implementation of indigenous research. **Source:** 2015 District-Wide Survey

**Results.** The graph below illustrates the activities in which districts have collaborated and in which they have implemented the Indigenous research evaluation measures and curricula within their respective schools and neighboring tribes.



### **Rio Rancho Public Schools**

- **Research:** Research and data has been shared with all sites. All sites have a Native American Liaison who participates in professional development.
- **Curricula:** Resources are available to support a Linguistically and Culturally Responsive learning environment for all students.

**Conclusion.** Districts have implemented Indigenous Research and Evaluation in the development and assessment of tribal language programs.

In 2008, a major effort to offer a Tribal language program was initiated with an identified instructor, materials and classroom space. However, due to lack of interest and registered students, the program did not come to fruition. There have been continuous efforts. The school district is in support of offering tribal language programs.

In 2015, Rio Rancho Public Schools began work through a book study for a core team. From this book study, the expectation of the team members was to create lesson plans to be shared district wide for best practices in Culturally and Linguistically Responsive Instruction.

Beginning in the Spring of 2017, an MOA was established between RRPS and the IAIA to offer Navajo Language Courses through a Dual language program. This partnership continues with hopes of expanding opportunities to support other indigenous languages represented by our community.

Formally in the Fall of 2018, the district formed a core team at district office to develop and implement a comprehensive plan of support to support the unique academic, cultural, and behavioral health needs of our students. An important component of this plan is to support adult professional learning and understanding to ensure a culturally and linguistically responsive learning environment for our students.

**Action Plan.** The objective is to create an action plan, with each district supporting Indigenous research. These plans ensure that comprehensive, best practice models are being utilized for language development, and that opportunity for the use of Indigenous research, evaluation measures, and curricula in other areas—such as culture and history—are being explored.

Rio Rancho Public Schools has successfully collaborated with the Institute of American Indian Arts for the dual credit opportunities to offer Tribal language programs. We are currently seeking opportunities to expand the language and culture course offerings to include Navajo Government, and the various dialects of Keres.

#### **4. Conclusion**

This report employs qualitative and quantitative performance measures to briefly examine the current educational opportunities available to Rio Rancho's Native American students, in comparison with New Mexico's Native American students. In support of the vision of the IED (in conjunction with the Indian Education Advisory Council), RRPS is also committed to providing support for equitable and culturally relevant learning environments for Native American students in all our schools.

This report includes the Native American student outcomes in 12 reporting areas within the Rio Rancho Public School District 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 2018–2019 school year. While Native American 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, and RRPS, 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.

RRPS looks forward to guidance and technical assistance from the IED on tribal consultation, in order to increase tribal involvement in the educational decisions that affect Native American students. Additionally, the district is looking forward to improving internal processes and a more consistent reporting system across the state through data collection and analysis that informs program development and educational decision making for our Native American students across the state.

### **Appendix 1: Student Achievement Data**

## All Assessments, All Students 2018

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Statewide	All Students, All Schools	KN	<b>All Students</b>	23,538	62	-	-	-	-
Statewide	All Students, All Schools	KN	Female	11,437	64	-	-	-	-
Statewide	All Students, All Schools	KN	Male	12,101	59	-	-	-	-
Statewide	All Students, All Schools	KN	Caucasian	5,818	75	-	-	-	-
Statewide	All Students, All Schools	KN	African American	603	57	-	-	-	-
Statewide	All Students, All Schools	KN	Hispanic	14,376	59	-	-	-	-
Statewide	All Students, All Schools	KN	Asian	365	64	-	-	-	-
Statewide	All Students, All Schools	KN	American Indian	2,376	48	-	-	-	-
Statewide	All Students, All Schools	KN	Economically Disadvantaged	18,001	58	-	-	-	-
Statewide	All Students, All Schools	KN	Students w Disabilities	2,786	42	-	-	-	-
Statewide	All Students, All Schools	KN	English Language Learners, Current	4,264	43	-	-	-	-
Statewide	All Students, All Schools	KN	Migrant	32	47	-	-	-	-
Statewide	All Students, All Schools	1	<b>All Students</b>	23,957	60	-	-	-	-
Statewide	All Students, All Schools	1	Female	11,858	63	-	-	-	-
Statewide	All Students, All Schools	1	Male	12,099	58	-	-	-	-
Statewide	All Students, All Schools	1	Caucasian	5,982	73	-	-	-	-
Statewide	All Students, All Schools	1	African American	576	58	-	-	-	-
Statewide	All Students, All Schools	1	Hispanic	14,535	57	-	-	-	-
Statewide	All Students, All Schools	1	Asian	356	75	-	-	-	-
Statewide	All Students, All Schools	1	American Indian	2,508	48	-	-	-	-
Statewide	All Students, All Schools	1	Economically Disadvantaged	18,614	56	-	-	-	-
Statewide	All Students, All Schools	1	Students w Disabilities	2,952	34	-	-	-	-
Statewide	All Students, All Schools	1	English Language Learners, Current	4,575	48	-	-	-	-
Statewide	All Students, All Schools	1	Migrant	25	56	-	-	-	-
Statewide	All Students, All Schools	2	<b>All Students</b>	24,031	68	-	-	-	-
Statewide	All Students, All Schools	2	Female	11,728	71	-	-	-	-
Statewide	All Students, All Schools	2	Male	12,303	66	-	-	-	-
Statewide	All Students, All Schools	2	Caucasian	5,877	79	-	-	-	-
Statewide	All Students, All Schools	2	African American	546	68	-	-	-	-

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Statewide	All Students, All Schools	2	Hispanic	14,649	66	-	-	-	-
Statewide	All Students, All Schools	2	Asian	370	82	-	-	-	-
Statewide	All Students, All Schools	2	American Indian	2,589	57	-	-	-	-
Statewide	All Students, All Schools	2	Economically Disadvantaged	18,720	64	-	-	-	-
Statewide	All Students, All Schools	2	Students w Disabilities	3,088	32	-	-	-	-
Statewide	All Students, All Schools	2	English Language Learners, Current	5,118	54	-	-	-	-
Statewide	All Students, All Schools	2	Migrant	36	69	-	-	-	-
Statewide	All Students, All Schools	3	<b>All Students</b>	25,448	30	25,467	32	-	-
Statewide	All Students, All Schools	3	Female	12,522	34	12,526	33	-	-
Statewide	All Students, All Schools	3	Male	12,926	25	12,941	32	-	-
Statewide	All Students, All Schools	3	Caucasian	5,999	42	5,991	47	-	-
Statewide	All Students, All Schools	3	African American	596	27	602	25	-	-
Statewide	All Students, All Schools	3	Hispanic	15,839	26	15,856	28	-	-
Statewide	All Students, All Schools	3	Asian	334	56	340	66	-	-
Statewide	All Students, All Schools	3	American Indian	2,680	18	2,678	20	-	-
Statewide	All Students, All Schools	3	Economically Disadvantaged	19,901	25	19,920	27	-	-
Statewide	All Students, All Schools	3	Students w Disabilities	3,906	11	3,896	11	-	-
Statewide	All Students, All Schools	3	English Language Learners, Current	5,528	19	5,556	19	-	-
Statewide	All Students, All Schools	3	Migrant	35	20	37	19	-	-
Statewide	All Students, All Schools	4	<b>All Students</b>	25,969	30	26,005	26	26,092	47
Statewide	All Students, All Schools	4	Female	12,664	34	12,685	26	12,726	47
Statewide	All Students, All Schools	4	Male	13,305	25	13,320	26	13,366	46
Statewide	All Students, All Schools	4	Caucasian	6,000	44	5,999	40	6,031	67
Statewide	All Students, All Schools	4	African American	636	29	637	21	637	42
Statewide	All Students, All Schools	4	Hispanic	16,286	25	16,323	21	16,372	42
Statewide	All Students, All Schools	4	Asian	376	55	380	56	380	69
Statewide	All Students, All Schools	4	American Indian	2,671	19	2,666	16	2,672	28
Statewide	All Students, All Schools	4	Economically Disadvantaged	20,288	24	20,324	20	20,403	40
Statewide	All Students, All Schools	4	Students w Disabilities	4,357	9	4,339	8	4,382	18
Statewide	All Students, All Schools	4	English Language Learners, Current	5,443	13	5,493	11	5,506	21
Statewide	All Students, All Schools	4	Migrant	30	13	31	≤ 10	32	16

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Statewide	All Students, All Schools	5	<b>All Students</b>	25,856	31	25,882	28	-	-
Statewide	All Students, All Schools	5	Female	12,573	37	12,583	28	-	-
Statewide	All Students, All Schools	5	Male	13,283	25	13,299	28	-	-
Statewide	All Students, All Schools	5	Caucasian	6,017	45	6,017	42	-	-
Statewide	All Students, All Schools	5	African American	546	29	547	20	-	-
Statewide	All Students, All Schools	5	Hispanic	16,207	27	16,231	24	-	-
Statewide	All Students, All Schools	5	Asian	366	60	369	59	-	-
Statewide	All Students, All Schools	5	American Indian	2,720	20	2,718	18	-	-
Statewide	All Students, All Schools	5	Economically Disadvantaged	20,162	25	20,193	22	-	-
Statewide	All Students, All Schools	5	Students w Disabilities	4,403	9	4,394	8	-	-
Statewide	All Students, All Schools	5	English Language Learners, Current	4,333	9	4,368	9	-	-
Statewide	All Students, All Schools	5	Migrant	34	18	34	≤ 10	-	-
Statewide	All Students, All Schools	6	<b>All Students</b>	24,880	29	24,895	21	-	-
Statewide	All Students, All Schools	6	Female	12,250	34	12,260	21	-	-
Statewide	All Students, All Schools	6	Male	12,630	24	12,635	21	-	-
Statewide	All Students, All Schools	6	Caucasian	5,891	43	5,899	34	-	-
Statewide	All Students, All Schools	6	African American	543	23	549	14	-	-
Statewide	All Students, All Schools	6	Hispanic	15,436	24	15,436	17	-	-
Statewide	All Students, All Schools	6	Asian	370	52	373	47	-	-
Statewide	All Students, All Schools	6	American Indian	2,640	20	2,638	12	-	-
Statewide	All Students, All Schools	6	Economically Disadvantaged	18,948	23	18,960	16	-	-
Statewide	All Students, All Schools	6	Students w Disabilities	4,212	9	4,200	8	-	-
Statewide	All Students, All Schools	6	English Language Learners, Current	3,414	8	3,440	5	-	-
Statewide	All Students, All Schools	6	Migrant	45	16	45	11	-	-
Statewide	All Students, All Schools	7	<b>All Students</b>	24,716	30	24,719	21	24,667	43
Statewide	All Students, All Schools	7	Female	12,160	37	12,169	21	12,152	43
Statewide	All Students, All Schools	7	Male	12,556	24	12,550	21	12,515	43
Statewide	All Students, All Schools	7	Caucasian	5,906	45	5,905	35	5,894	64
Statewide	All Students, All Schools	7	African American	529	25	536	15	528	39
Statewide	All Students, All Schools	7	Hispanic	15,326	25	15,321	17	15,294	37
Statewide	All Students, All Schools	7	Asian	373	61	378	53	374	70



In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Statewide	All Students, All Schools	7	American Indian	2,582	23	2,579	11	2,577	25
Statewide	All Students, All Schools	7	Economically Disadvantaged	18,352	24	18,348	16	18,336	35
Statewide	All Students, All Schools	7	Students w Disabilities	4,128	9	4,111	8	4,100	16
Statewide	All Students, All Schools	7	English Language Learners, Current	2,967	9	2,978	5	2,979	9
Statewide	All Students, All Schools	7	Migrant	32	16	31	≤ 10	30	23
Statewide	All Students, All Schools	8	<b>All Students</b>	24,281	30	24,300	22	-	-
Statewide	All Students, All Schools	8	Female	11,874	37	11,881	22	-	-
Statewide	All Students, All Schools	8	Male	12,407	23	12,419	21	-	-
Statewide	All Students, All Schools	8	Caucasian	5,752	45	5,749	36	-	-
Statewide	All Students, All Schools	8	African American	534	29	544	19	-	-
Statewide	All Students, All Schools	8	Hispanic	15,059	25	15,063	17	-	-
Statewide	All Students, All Schools	8	Asian	343	67	347	58	-	-
Statewide	All Students, All Schools	8	American Indian	2,593	21	2,597	11	-	-
Statewide	All Students, All Schools	8	Economically Disadvantaged	17,890	23	17,904	16	-	-
Statewide	All Students, All Schools	8	Students w Disabilities	3,817	10	3,811	8	-	-
Statewide	All Students, All Schools	8	English Language Learners, Current	3,114	7	3,145	5	-	-
Statewide	All Students, All Schools	8	Migrant	38	18	39	≤ 10	-	-
Statewide	All Students, All Schools	9	<b>All Students</b>	23,613	29	23,564	19	-	-
Statewide	All Students, All Schools	9	Female	11,699	36	11,685	19	-	-
Statewide	All Students, All Schools	9	Male	11,914	22	11,879	19	-	-
Statewide	All Students, All Schools	9	Caucasian	5,560	45	5,517	34	-	-
Statewide	All Students, All Schools	9	African American	529	24	524	13	-	-
Statewide	All Students, All Schools	9	Hispanic	14,565	23	14,587	15	-	-
Statewide	All Students, All Schools	9	Asian	377	55	378	48	-	-
Statewide	All Students, All Schools	9	American Indian	2,582	19	2,558	10	-	-
Statewide	All Students, All Schools	9	Economically Disadvantaged	16,145	21	16,133	13	-	-
Statewide	All Students, All Schools	9	Students w Disabilities	3,299	4	3,219	3	-	-
Statewide	All Students, All Schools	9	English Language Learners, Current	2,806	3	2,921	3	-	-
Statewide	All Students, All Schools	9	Migrant	15	≤ 20	19	≤ 20	-	-
Statewide	All Students, All Schools	10	<b>All Students</b>	23,197	33	22,688	15	-	-
Statewide	All Students, All Schools	10	Female	11,506	40	11,289	15	-	-



In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Statewide	All Students, All Schools	10	Male	11,691	26	11,399	16	-	-
Statewide	All Students, All Schools	10	Caucasian	5,481	50	5,290	27	-	-
Statewide	All Students, All Schools	10	African American	540	27	527	11	-	-
Statewide	All Students, All Schools	10	Hispanic	14,174	27	13,923	11	-	-
Statewide	All Students, All Schools	10	Asian	390	61	372	43	-	-
Statewide	All Students, All Schools	10	American Indian	2,612	25	2,576	9	-	-
Statewide	All Students, All Schools	10	Economically Disadvantaged	15,156	25	14,933	10	-	-
Statewide	All Students, All Schools	10	Students w Disabilities	3,105	11	3,037	8	-	-
Statewide	All Students, All Schools	10	English Language Learners, Current	2,909	7	2,885	3	-	-
Statewide	All Students, All Schools	10	Migrant	24	17	23	13	-	-
Statewide	All Students, All Schools	11	<b>All Students</b>	25,874	42	18,990	10	33,563	27
Statewide	All Students, All Schools	11	Female	12,562	50	9,454	9	17,189	25
Statewide	All Students, All Schools	11	Male	13,312	33	9,536	10	16,374	30
Statewide	All Students, All Schools	11	Caucasian	6,065	59	4,189	18	7,181	50
Statewide	All Students, All Schools	11	African American	561	36	419	7	774	21
Statewide	All Students, All Schools	11	Hispanic	16,002	36	11,857	7	21,052	22
Statewide	All Students, All Schools	11	Asian	460	63	290	22	533	48
Statewide	All Students, All Schools	11	American Indian	2,786	33	2,235	5	4,023	15
Statewide	All Students, All Schools	11	Economically Disadvantaged	16,740	33	12,721	6	22,385	19
Statewide	All Students, All Schools	11	Students w Disabilities	3,610	11	2,697	8	4,644	9
Statewide	All Students, All Schools	11	English Language Learners, Current	2,898	9	2,267	3	3,816	4
Statewide	All Students, All Schools	11	Migrant	28	≤ 10	19	≤ 20	39	≤ 10
Statewide	All Students, All Schools	12	<b>All Students</b>	3,656	7	6,500	1	-	-
Statewide	All Students, All Schools	12	Female	1,523	11	3,218	≤ 1	-	-
Statewide	All Students, All Schools	12	Male	2,133	5	3,282	1	-	-
Statewide	All Students, All Schools	12	Caucasian	547	12	1,077	3	-	-
Statewide	All Students, All Schools	12	African American	129	10	186	≤ 2	-	-
Statewide	All Students, All Schools	12	Hispanic	2,377	5	4,162	≤ 1	-	-
Statewide	All Students, All Schools	12	Asian	33	18	55	13	-	-
Statewide	All Students, All Schools	12	American Indian	570	8	1,020	≤ 1	-	-
Statewide	All Students, All Schools	12	Economically Disadvantaged	2,819	6	4,820	≤ 1	-	-

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Statewide	All Students, All Schools	12	Students w Disabilities	792	2	981	≤ 1	-	-
Statewide	All Students, All Schools	12	English Language Learners, Current	744	2	1,018	≤ 1	-	-
Statewide	All Students, All Schools	12	Migrant	-	-	11	≤ 20	-	-
Rio Rancho	Districtwide	KN	<b>All Students</b>	1,120	65	-	-	-	-
Rio Rancho	Districtwide	KN	Female	530	70	-	-	-	-
Rio Rancho	Districtwide	KN	Male	590	60	-	-	-	-
Rio Rancho	Districtwide	KN	Caucasian	373	74	-	-	-	-
Rio Rancho	Districtwide	KN	African American	37	65	-	-	-	-
Rio Rancho	Districtwide	KN	Hispanic	635	60	-	-	-	-
Rio Rancho	Districtwide	KN	Asian	26	81	-	-	-	-
Rio Rancho	Districtwide	KN	American Indian	49	51	-	-	-	-
Rio Rancho	Districtwide	KN	Economically Disadvantaged	525	56	-	-	-	-
Rio Rancho	Districtwide	KN	Students w Disabilities	150	43	-	-	-	-
Rio Rancho	Districtwide	KN	English Language Learners, Current	73	36	-	-	-	-
Rio Rancho	Districtwide	1	<b>All Students</b>	1,197	65	-	-	-	-
Rio Rancho	Districtwide	1	Female	580	66	-	-	-	-
Rio Rancho	Districtwide	1	Male	617	64	-	-	-	-
Rio Rancho	Districtwide	1	Caucasian	411	71	-	-	-	-
Rio Rancho	Districtwide	1	African American	30	67	-	-	-	-
Rio Rancho	Districtwide	1	Hispanic	691	61	-	-	-	-
Rio Rancho	Districtwide	1	Asian	16	≥ 80	-	-	-	-
Rio Rancho	Districtwide	1	American Indian	49	65	-	-	-	-
Rio Rancho	Districtwide	1	Economically Disadvantaged	564	56	-	-	-	-
Rio Rancho	Districtwide	1	Students w Disabilities	177	45	-	-	-	-
Rio Rancho	Districtwide	1	English Language Learners, Current	60	53	-	-	-	-
Rio Rancho	Districtwide	2	<b>All Students</b>	1,282	70	-	-	-	-
Rio Rancho	Districtwide	2	Female	638	72	-	-	-	-
Rio Rancho	Districtwide	2	Male	644	69	-	-	-	-
Rio Rancho	Districtwide	2	Caucasian	459	75	-	-	-	-
Rio Rancho	Districtwide	2	African American	47	68	-	-	-	-
Rio Rancho	Districtwide	2	Hispanic	679	69	-	-	-	-

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Rio Rancho	Districtwide	2	Asian	27	70	-	-	-	-
Rio Rancho	Districtwide	2	American Indian	70	51	-	-	-	-
Rio Rancho	Districtwide	2	Economically Disadvantaged	640	63	-	-	-	-
Rio Rancho	Districtwide	2	Students w Disabilities	182	38	-	-	-	-
Rio Rancho	Districtwide	2	English Language Learners, Current	85	46	-	-	-	-
Rio Rancho	Districtwide	3	<b>All Students</b>	1,297	34	1,292	41	-	-
Rio Rancho	Districtwide	3	Female	640	39	638	41	-	-
Rio Rancho	Districtwide	3	Male	657	30	654	40	-	-
Rio Rancho	Districtwide	3	Caucasian	425	43	422	51	-	-
Rio Rancho	Districtwide	3	African American	63	21	64	19	-	-
Rio Rancho	Districtwide	3	Hispanic	720	31	719	36	-	-
Rio Rancho	Districtwide	3	Asian	27	63	27	74	-	-
Rio Rancho	Districtwide	3	American Indian	62	18	60	25	-	-
Rio Rancho	Districtwide	3	Economically Disadvantaged	658	25	655	29	-	-
Rio Rancho	Districtwide	3	Students w Disabilities	212	10	210	16	-	-
Rio Rancho	Districtwide	3	English Language Learners, Current	81	9	82	15	-	-
Rio Rancho	Districtwide	4	<b>All Students</b>	1,402	40	1,402	36	1,408	62
Rio Rancho	Districtwide	4	Female	658	45	658	36	661	62
Rio Rancho	Districtwide	4	Male	744	36	744	37	747	62
Rio Rancho	Districtwide	4	Caucasian	469	49	470	40	471	70
Rio Rancho	Districtwide	4	African American	41	37	41	24	42	60
Rio Rancho	Districtwide	4	Hispanic	790	37	790	35	793	58
Rio Rancho	Districtwide	4	Asian	30	43	30	53	31	77
Rio Rancho	Districtwide	4	American Indian	72	19	71	25	71	45
Rio Rancho	Districtwide	4	Economically Disadvantaged	674	28	675	24	680	49
Rio Rancho	Districtwide	4	Students w Disabilities	221	14	221	10	225	24
Rio Rancho	Districtwide	4	English Language Learners, Current	87	18	88	18	88	31
Rio Rancho	Districtwide	5	<b>All Students</b>	1,374	39	1,370	36	-	-
Rio Rancho	Districtwide	5	Female	650	46	648	34	-	-
Rio Rancho	Districtwide	5	Male	724	33	722	38	-	-
Rio Rancho	Districtwide	5	Caucasian	463	46	460	47	-	-

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Rio Rancho	Districtwide	5	African American	54	41	53	28	-	-
Rio Rancho	Districtwide	5	Hispanic	753	35	754	30	-	-
Rio Rancho	Districtwide	5	Asian	26	65	26	69	-	-
Rio Rancho	Districtwide	5	American Indian	78	35	77	34	-	-
Rio Rancho	Districtwide	5	Economically Disadvantaged	674	31	673	28	-	-
Rio Rancho	Districtwide	5	Students w Disabilities	230	14	228	11	-	-
Rio Rancho	Districtwide	5	English Language Learners, Current	66	9	66	≤ 5	-	-
Rio Rancho	Districtwide	6	<b>All Students</b>	1,363	34	1,360	30	-	-
Rio Rancho	Districtwide	6	Female	672	40	671	30	-	-
Rio Rancho	Districtwide	6	Male	691	28	689	30	-	-
Rio Rancho	Districtwide	6	Caucasian	445	43	445	42	-	-
Rio Rancho	Districtwide	6	African American	40	35	40	15	-	-
Rio Rancho	Districtwide	6	Hispanic	772	28	770	23	-	-
Rio Rancho	Districtwide	6	Asian	31	39	30	47	-	-
Rio Rancho	Districtwide	6	American Indian	75	29	75	29	-	-
Rio Rancho	Districtwide	6	Economically Disadvantaged	626	23	623	21	-	-
Rio Rancho	Districtwide	6	Students w Disabilities	235	12	233	10	-	-
Rio Rancho	Districtwide	6	English Language Learners, Current	61	8	60	8	-	-
Rio Rancho	Districtwide	7	<b>All Students</b>	1,320	41	1,318	31	1,323	61
Rio Rancho	Districtwide	7	Female	646	51	644	34	645	64
Rio Rancho	Districtwide	7	Male	674	32	674	28	678	59
Rio Rancho	Districtwide	7	Caucasian	446	53	446	41	444	73
Rio Rancho	Districtwide	7	African American	54	41	54	30	53	55
Rio Rancho	Districtwide	7	Hispanic	716	35	714	25	721	56
Rio Rancho	Districtwide	7	Asian	28	64	28	57	28	79
Rio Rancho	Districtwide	7	American Indian	76	25	76	13	77	43
Rio Rancho	Districtwide	7	Economically Disadvantaged	587	32	586	23	591	52
Rio Rancho	Districtwide	7	Students w Disabilities	206	12	208	13	208	21
Rio Rancho	Districtwide	7	English Language Learners, Current	31	≤ 10	31	≤ 10	34	21
Rio Rancho	Districtwide	8	<b>All Students</b>	1,320	43	1,323	37	-	-
Rio Rancho	Districtwide	8	Female	635	53	635	38	-	-

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Rio Rancho	Districtwide	8	Male	685	34	688	36	-	-
Rio Rancho	Districtwide	8	Caucasian	436	51	436	44	-	-
Rio Rancho	Districtwide	8	African American	64	45	64	31	-	-
Rio Rancho	Districtwide	8	Hispanic	734	39	735	33	-	-
Rio Rancho	Districtwide	8	Asian	24	63	26	46	-	-
Rio Rancho	Districtwide	8	American Indian	62	35	62	29	-	-
Rio Rancho	Districtwide	8	Economically Disadvantaged	569	30	570	25	-	-
Rio Rancho	Districtwide	8	Students w Disabilities	180	10	181	10	-	-
Rio Rancho	Districtwide	8	English Language Learners, Current	32	16	33	≤ 10	-	-
Rio Rancho	Districtwide	9	<b>All Students</b>	1,304	39	1,294	34	-	-
Rio Rancho	Districtwide	9	Female	645	47	643	35	-	-
Rio Rancho	Districtwide	9	Male	659	30	651	33	-	-
Rio Rancho	Districtwide	9	Caucasian	423	47	416	42	-	-
Rio Rancho	Districtwide	9	African American	37	41	37	19	-	-
Rio Rancho	Districtwide	9	Hispanic	754	34	752	30	-	-
Rio Rancho	Districtwide	9	Asian	30	73	30	63	-	-
Rio Rancho	Districtwide	9	American Indian	60	22	59	20	-	-
Rio Rancho	Districtwide	9	Economically Disadvantaged	503	27	496	22	-	-
Rio Rancho	Districtwide	9	Students w Disabilities	138	5	131	4	-	-
Rio Rancho	Districtwide	9	English Language Learners, Current	25	≤ 10	25	≤ 10	-	-
Rio Rancho	Districtwide	10	<b>All Students</b>	1,263	38	1,240	22	-	-
Rio Rancho	Districtwide	10	Female	609	47	605	21	-	-
Rio Rancho	Districtwide	10	Male	654	29	635	23	-	-
Rio Rancho	Districtwide	10	Caucasian	411	49	399	31	-	-
Rio Rancho	Districtwide	10	African American	46	30	45	9	-	-
Rio Rancho	Districtwide	10	Hispanic	703	32	696	18	-	-
Rio Rancho	Districtwide	10	Asian	37	51	35	49	-	-
Rio Rancho	Districtwide	10	American Indian	66	26	65	14	-	-
Rio Rancho	Districtwide	10	Economically Disadvantaged	468	30	465	17	-	-
Rio Rancho	Districtwide	10	Students w Disabilities	148	16	145	8	-	-
Rio Rancho	Districtwide	10	English Language Learners, Current	38	≤ 10	38	≤ 10	-	-

In order to meet confidentiality requirements:

1) Information is not shown for groups with fewer than 10 students.

2) Percentages may be reported in ranges.

Includes: 1) SBA Spanish Reading; 2) SBA Science; 3) NMAPA Science, Math, and Reading; 4) PARCC ELA (Reading) and Math; and 5) IStation Reading. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

				READING		MATH		SCIENCE	
State or District	School	Grade	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Rio Rancho	Districtwide	11	<b>All Students</b>	1,337	59	938	12	1,561	47
Rio Rancho	Districtwide	11	Female	628	71	437	11	803	43
Rio Rancho	Districtwide	11	Male	709	49	501	13	758	50
Rio Rancho	Districtwide	11	Caucasian	482	67	315	18	520	62
Rio Rancho	Districtwide	11	African American	50	42	34	≤ 10	59	31
Rio Rancho	Districtwide	11	Hispanic	725	55	534	9	878	40
Rio Rancho	Districtwide	11	Asian	23	74	13	≤ 20	32	50
Rio Rancho	Districtwide	11	American Indian	57	47	42	10	72	28
Rio Rancho	Districtwide	11	Economically Disadvantaged	476	47	377	9	563	35
Rio Rancho	Districtwide	11	Students w Disabilities	183	13	138	7	210	12
Rio Rancho	Districtwide	11	English Language Learners, Current	20	≤ 20	14	≤ 20	28	≤ 10
Rio Rancho	Districtwide	12	<b>All Students</b>	64	19	95	5	-	-
Rio Rancho	Districtwide	12	Female	30	33	47	6	-	-
Rio Rancho	Districtwide	12	Male	34	≤ 10	48	≤ 5	-	-
Rio Rancho	Districtwide	12	Caucasian	22	27	27	11	-	-
Rio Rancho	Districtwide	12	African American	-	-	-	-	-	-
Rio Rancho	Districtwide	12	Hispanic	32	13	53	≤ 5	-	-
Rio Rancho	Districtwide	12	Asian	-	-	-	-	-	-
Rio Rancho	Districtwide	12	American Indian	-	-	-	-	-	-
Rio Rancho	Districtwide	12	Economically Disadvantaged	36	≤ 10	47	≤ 5	-	-
Rio Rancho	Districtwide	12	Students w Disabilities	25	≤ 10	32	≤ 10	-	-
Rio Rancho	Districtwide	12	English Language Learners, Current	-	-	-	-	-	-