

TRIBAL EDUCATION STATUS REPORT



SIX DIRECTIONS INDIGENOUS SCHOOL

MISSION

The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.

SY 2018-2019

**SIX DIRECTIONS INDIGENOUS SCHOOL
TRIBAL EDUCATION STATUS REPORT
SY 2018 - 2019**

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TRIBAL EDUCATION STATUS REPORT



**SIX
DIRECTIONS
INDIGENOUS
SCHOOL**

**SY
2018 - 2019**

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**SIX DIRECTIONS INDIGENOUS SCHOOL
TRIBAL EDUCATION STATUS REPORT
SY 2018-2019**

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 serve 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.

The report must include the twelve indicators listed herein. The report must be provided on or before July 30th 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.

In order to be in compliance with filing the dates, school districts need to complete a districtwide annual Tribal Education Status report.

- SY 2015–2016, report must be completed no later than May 31, 2017; and
- For subsequent years, report must be submitted no later than July 30th.

The Tribal Education Status Report (TESR) informs 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.

Statutory Requirements

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 2015-2016, 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 30th 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 measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian Education Committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

(12) Indigenous research and evaluation measures and results for effective curricula for tribal students.

Each indicator must address the following elements.

a) Objective: This section can be taken directly or modified from the objective provided in the state-wide TESR report and/or tailored to the school district's priorities.

b) Background: This section can be taken directly or modified from IED's background report as provided in the state-wide TESR report and/or tailored to the school district's priorities.

c) Methods: This area should include the how information and/or data was collected for all 12 TESR indicators.

d) Results: This area should include a brief analysis of each indicator. You may use a variety of charts and tables to address this component.

e) Conclusion: This section should include a brief summary of the main points or indicators of how AI students are performing or being addressed from the overall and highlight the main findings from the data analysis.

f) Action Plan. This section should include the steps, resources, and plans the districts will implement to address the improvement or needs of AI student achievement academically and/or culturally addressing the 12 TESR indicators.

Demographics – American Indian Students – Six Directions Indigenous School

The Six Directions Indigenous School had an enrollment of 70 students for SY 2018-2019, of which 100% were American Indian. The following chart provides information on the American Indian students enrolled for SY 2018-2019.

American Indian Students	Percent
Economically Disadvantaged	100%
Title 1 Part A - Schoolwide	100%
With Disabilities	14%
English Language Learners	100%

Indicator 1 - Student Achievement

Objective

To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

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, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

Methods

During SY 2018–2019, Six Directions Indigenous School students in grades 6, 7, 8 and 9 were tested in reading and math using the New Mexico assessments that include: Transitional Assessment in Math and Language Arts (TAMELA). As a rule, proficiencies for groups with fewer than 10 students are masked and they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised.

In SY 2018–2019, testing data is reported as to the percentage of students who meet the cut-off point for “Met” and “Exceeded Expectations”, as determined for the 2018–19 school year. The charts below summarize the test results for all assessments for all students.

READING - ALL STUDENTS AND SPECIFIED SUB-GROUPS SY 2018-2019

READING				
Students	% Met/Exceeded Expectations Grade 6	% Met/Exceeded Expectations Grade 7	% Met/Exceeded Expectations Grade 8	% Met/Exceeded Expectations Grade 9
All Students	0%	23%	24%	50%
Female	0%	29%	30%	80%
Male	0%	20%	14%	0%
Caucasian				
African American				
Hispanic				
Asian				
American Indian	0%	20%	24%	53%
Economically Disadvantaged	0%	23%	40%	33%
No Economically Disadvantaged	0%	22%	0%	60%
Students with Disabilities	0%	0%	0%	0%
No Students with Disabilities	0%	28%	25%	62%

**READING - ALL STUDENTS AND SPECIFIED SUB-GROUPS
SY 2017-2018**

READING				
Students	% Met/Exceeded Expectations Grade 6	% Met/Exceeded Expectations Grade 7	% Met/Exceeded Expectations Grade 8	% Met/Exceeded Expectations Grade 9
All Students	5%	20%	26%	N/A
Female	14%	235	40%	N/A
Male	0%	14%	0%	N/A
Caucasian				N/A
African American				N/A
Hispanic				N/A
Asian				N/A
American Indian	5%	20%	24%	N/A
Economically Disadvantaged	5%	25%	17%	N/A
No Economically Disadvantaged	0%	0%	36%	N/A
Students with Disabilities	0%	0%	0%	N/A
No Students with Disabilities	6%	21%	30%	N/A

**READING - ALL STUDENTS AND SPECIFIED SUB-GROUPS
SY 2016-2017**

READING				
Students	% Met/Exceeded Expectations Grade 6	% Met/Exceeded Expectations Grade 7	% Met/Exceeded Expectations Grade 8	% Met/Exceeded Expectations Grade 9
All Students	18%	24%	N/A	N/A
Female	15%	27%	N/A	N/A
Male	22%	20%	N/A	N/A
Caucasian			N/A	N/A
African American			N/A	N/A
Hispanic			N/A	N/A
Asian			N/A	N/A
American Indian	20%	24%	N/A	N/A
Economically Disadvantaged	13%	26%	N/A	N/A
Not Economically Disadvantaged	33%	17%	N/A	N/A
Students with Disabilities	0%	0%	N/A	N/A
Not Students with Disabilities	18	26%	N/A	N/A

**MATH - ALL STUDENTS AND SPECIFIED SUB-GROUPS
SY 2018-2019**

MATH				
Students	% Met/Exceeded Expectations Grade 6	% Met/Exceeded Expectations Grade 7	% Met/Exceeded Expectations Grade 8	% Met/Exceeded Expectations Grade 9
All Students	7%	18%	0%	13%
Female	13%	14%	0%	20%
Male	0%	20%	0%	0%
Caucasian				
African American				
Hispanic				
Asian				
American Indian	7%	20%	0	13%
Economically Disadvantaged	0%	15%	0%	17%
Not Economically Disadvantaged	10%	22%	0%	10%
Students with Disabilities	0%	0%	0%	0%
Not Students with Disabilities	8%	22%	0%	15%

**MATH - ALL STUDENTS AND SPECIFIED SUB-GROUPS
SY 2017-2018**

MATH				
Students	% Met/Exceeded Expectations Grade 6	% Met/Exceeded Expectations Grade 7	% Met/Exceeded Expectations Grade 8	% Met/Exceeded Expectations Grade 9
All Students	5%	10%	13%	N/A
Female	0%	15%	20%	N/A
Male	7%	0%	0%	N/A
Caucasian				N/A
African American				N/A
Hispanic				N/A
Asian				N/A
American Indian	5%	10%	10%	N/A
Economically Disadvantaged	5%	13%	8%	N/A
Not Economically Disadvantaged	0%	0%	18%	N/A
Students with Disabilities	0%	0%	0%	N/A
Not Students with Disabilities	6%	11%	15%	N/A

**MATH - ALL STUDENTS AND SPECIFIED SUB-GROUPS
SY 2016-2017**

MATH				
Students	% Met/Exceeded Expectations Grade 6	% Met/Exceeded Expectations Grade 7	% Met/Exceeded Expectations Grade 8	% Met/Exceeded Expectations Grade 9
All Students	18%	16%	N/A	N/A
Female	15%	27%	N/A	N/A
Male	22%	0%	N/A	N/A
Caucasian			N/A	N/A
African American			N/A	N/A
Hispanic			N/A	N/A
Asian			N/A	N/A
American Indian	20%	16%	N/A	N/A
Economically Disadvantaged	6%	16%	N/A	N/A
Not Economically Disadvantaged	50%	17%	N/A	N/A
Students with Disabilities	0%	0%	N/A	N/A
Not Students with Disabilities	18%	17%	N/A	N/A

Results

**COMPARISON
AMERICAN INDIAN STUDENT RESULTS**

Grade 6 Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Met/Exceed Expectations	2017-2018 Met/Exceed Expectations	2018-2019 Met/Exceed Expectations	Difference 16-17 to 17-18	Difference 17-18 to 18-19
Reading	20%	5%	0%	-15%	-5%
Math	20%	5%	7%	-15%	+2%

**COMPARISON
AMERICAN INDIAN STUDENT RESULTS**

Grade 7 Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Met/Exceed Expectations	2017-2018 Met/Exceed Expectations	2018-2019 Met/Exceed Expectations	Difference 16-17 to 17-18	Difference 17-18 to 18-19
Reading	24%	20%	20%	-4%	No change
Math	16%	10%	20%	-6%	+10%

**COMPARISON
AMERICAN INDIAN STUDENT RESULTS**

Grade 8 Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Met/Exceed Expectations	2017-2018 Met/Exceed Expectations	2018-2019 Met/Exceed Expectations	Difference 16-17 to 17-18	Difference 17-18 to 18-19
Reading	N/A	24%	24%	N/A	No change
Math	N/A	10%	0%	N/A	-10%

**COMPARISON
AMERICAN INDIAN STUDENT RESULTS**

Grade 9 Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Met/Exceed Expectations	2017-2018 Met/Exceed Expectations	2018-2019 Met/Exceed Expectations	Difference 16-17 to 17-18	Difference 17-18 to 18-19
Reading	N/A	N/A	53%	N/A	N/A
Math	N/A	N/A	13%	N/A	N/A

Conclusion

Grade 6

Reading Assessment results for Grade 6 for the category “Met/Exceed Expectations” decreased by 5% from SY 2017-2018 to SY 2018-2019. Math Assessment results, however, indicate that American Indian student reading score results for the category Met/Exceed Expectations” increased by 2% from SY 2017-2018 to SY 2018-2019.

Grade 7

Reading Assessment results for Grade 7 for the category “Met/Exceed Expectations” remained the same from SY 2017-2018 to SY 2018-2019. Math Assessment results, however, indicate that American Indian student math score results for the category Met/Exceed Expectations” increased by 10% from SY 2017-2018 to SY 2018-2019.

Grade 8

Reading Assessment results for Grade 8 for the category “Met/Exceed Expectations” remained the same from SY 2017-2018 to SY 2018-2019. Math Assessment results, however, indicate that American Indian student reading score results for the category Met/Exceed Expectations” decreased by 10% from SY 2017-2018 to SY 2018-2019.

Grade 9

SY 2018-2019 is the first year that Reading and Math Assessment data is available for Grade 9. Consequently it is not possible to compare this year’s grade 9 assessment scores with previous Grade 9 assessment scores. The SY 2018-2019 assessment scores, however, are very positive in Reading, with 53% of the students scoring at “Met/Exceed Expectations” level. In Math, 13% of students met or exceeded expectations.

Overall Summary

Based on the assessment score results, Grade 6 students struggle the most to meet or exceed expectations in Reading. Grade 7 students have plateaued at 20% and grade 8 students have plateaued at 24% in “Met/Exceeded Expectations” on Reading. This is lower than the New Mexico State Average (NMSA) of 32% and 31% for SY 2018-2019. Grade 9 students, however, achieved a 53% in Reading, which is much higher than the NMSA of 30%

Although Grade 6 students posted a gain in Math of 2% for SY 2018-2019, only 7% of students in grade 6 met or exceeded expectations. This is lower than the 17% (NMSA). Grade 7 students posted a gain of 10%, in Math with 20% of students meeting or exceeding expectations. This exceeds the (NMSA) of 19%. Grade 8 students decreased by 10% for SY 2018-2019, with 0% meeting or exceeding expectations. This is lower than the (NMSA) of 12%. The 9th grade Math assessment results (13%) are lower than the NMSA of 18%.

Action Plan

Six Directions Indigenous School will strengthen meeting the needs of American Indian students as follows:

1. Disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
2. Seek additional federal funds to ensure the needs of American Indian students are being met, i.e. Title VII Impact Aid, Johnson O'Malley.
3. Ensure that staff is implementing a culturally responsive curriculum and pedagogy that utilize local funds of knowledge, acknowledge traditional ways of learning, and affirm students' identities.
4. Ensure that staff is implementing Project-Based Learning that is interdisciplinary, ensures students are active learners rather than sitting passively, and focuses on using local history, literature, ecologies, etc.
5. Administrator Walkthroughs will assess fidelity of implementation of plans by teachers to prepare students for standardized testing.

Indicator 2 - School Safety

Objective

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

Background

New Mexico - as do other states in 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, safe schools reports, and a school safety report submitted to the

PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods

The 23 school districts and two charter schools submitted their current school safety process through a district-wide survey issued by New Mexico Public Education Department (NMPED) Indian Education Department (IED). The NMPED IED team analyzed the data to determine which districts or charter schools required additional assistance to ensure students have a safe school environment.

Results

Profile Data Report SY 2018-2019 Six Directions Indigenous School

GRADE	INFRACTION	TOTAL # INCIDENTS	TOTAL # OF STUDENTS	F	M
7	8: Disorderly Conduct	1	1	0	1
7	8: Disorderly Conduct	1	1	0	1
7	11: Disorderly Conduct	1	1	0	1
8	8: Disorderly Conduct	1	1	0	1
TOTALS		25	25	4	21

The American Indian behavioral data for SY 2018-2019 demonstrates that 100% of infractions were committed by male students. Grades 6 and 9 had no reported infractions. The number of reported incidents was much higher in Grade 7 with a total of three infractions and Grade 8 had one infraction. Of the total American Indian student population of 70 students, only four students (6%) incurred a behavioral infraction during School Year 2018-2019.

In order to ensure that Six Directions Indigenous School students attend a safe, secure, and peaceful school, the school staff maintains the ten required assurances as follows:

- Americans with Disabilities Act (ADA) and Limited English Proficiency (LEP)
- Bullying Prevention
- Child Abuse and Neglect
- Discipline Policy (including Bus Disruptions)
- Emergency Drills
- Food Safety Inspections
- Identification and Badging
- Integrated Pest Management
- Review, Revise, and Share the Plan
- Tobacco, Alcohol and Drug Free Schools

Six Directions Indigenous School also has required schoolwide training in place, which includes:

- Civil Rights/ Harassment/ American with Disabilities Act
- Ethics and Conflict of Interest
- Confidential Information Regulations
- Employee Regulations
- Social Media Guidelines
- Child Abuse and Neglect
- Suicide Prevention
- Student Health Concerns
- Additional Health Trainings and Threat Assessment
- Technology Use (SPAM/ Phishing, Email Security)
- Undocumented Students
- Bullying (including Cyber Bullying)

In addition, the school has in place and implements: Discipline Policies and Procedures; Staff and Student Policy Handbooks; Emergency Policies and Procedures including Fire, Evacuation and Lock-Down Drills; Tobacco, Alcohol and Drug Free Schools Policies; Food Safety Inspections.

School staff wears required identification badges and all visitors are required to sign in and must wear a visitor's nametag.

Conclusion

Although the policies and procedures established and implemented by Six Directions Indigenous School are successful, the school will continue to examine possible options for lowering infractions in grades 7 and 8.

Action Plan

Six Directions Indigenous School (SDIS) will continue to follow established protocols and policies throughout the district, and review and revise them as needed.

Indicator 3 - Graduation Rates

This section is not applicable to the Six Directions Indigenous School, which serves grades 6 – 9.

Indicator 4 - Attendance

Objective

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

Background

The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods

The Six Directions Indigenous School reports absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). Staff 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. 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 truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS.

Results

SCHOOLWIDE ATTENDANCE RATE 2018-2019

CATEGORY	% PRESENT
American Indian	93.62%
Male	93.11%
Female	94.21%

Conclusion

Based on the data below, the SY 2018-2019 attendance rate for American Indian male students at the school level is lower than American Indian female students.

Action Plan

Six Directions Indigenous School staff plans to continue supporting students and families to raise student attendance rates as follows:

1. continue to communicate with parents regarding attendance, schools policies and procedures;
2. provide information on programs/services available to students and families;
3. Contact parents immediately regarding student absences;
4. refer students and their families to outside agencies (e.g. state agencies, Native American agencies, churches, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent's families and extended families are met;
5. visit families and students in their homes as needed for the purpose of assessing situations, improving communication, providing information regarding school policies and programs;
6. continue with Advisory structure--a small, family-like group designed to build close relationships between peers and with teachers, and to make sure students have a safe and comfortable home base while at school;

Indicator 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

Six Directions Indigenous School staff identified the following impactful activities tailored to supporting American Indian students, parents, and communities:

- Indigenous Day- Parents participate as presenters
- Student Lead Conferences – Parents collaborate with student on facilitating conferences and parents attend conferences.
- Parent –Teacher-Student Conferences
- Involving parents as volunteers for fundraising
- Parent mentoring students on campus on academics, language, culture and traditions relative to student achievement and success
- Parent Portal provided online on the Six Directions Indigenous School website that offers parent resources
- Parents can enroll in Email Blasts and Text Blasts that provide information for parents.

Results

1. The involvement of parents in activities on campus has proven very successfully in increasing parent engagement.
2. The Parent Portal, Email Blasts and Text Blasts have been very successful in providing parent resources for parents who are able to access the internet or text messages.
3. Home visits by staff has been very successful for families that are unable to attend onsite activities or who cannot access

Conclusion

The programs and activities that are being implemented in support of American Indian parents and students have yielded very good results in terms of increasing the involvement of parents in the education of their children. In addition, teachers have reported that the additional support provided by supplemental instructional materials have positively affected the success of American Indian students in classrooms.

Action Plan

Six Directions Indigenous School staff will continue to review the impact of activities that are being implemented in support of American Indian parents and students and will continue to seek ways of increasing parental involvement. One key future goal is to create a formal Parent Advisory Council (PAC) that can provide additional opportunities for parent leadership and involvement.

Indicator 6 - Educational Programs Targeting Tribal Students

Objective

The tribal students' educational programs objective is to recognize 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

Six Directions Indigenous School staff implements various activities and programs designed to meet the needs of American Indian students. These programs include:

1. Diné and Zuni Heritage Language Programs designed for American Indian students to revitalize language;
2. Expeditionary learning excursions;
3. Field trips to Indigenous sites such as El Moro, Mt. Taylor, Red Rocks and NACA;
4. Special funding for developing an indigenous library;
5. Special funding for Career and College preparation;
6. Davis Scholar College Engage Program;
- 7.

Results: Assessments

The intent of the Six Directions Indigenous School programs and activities, which focus on the American Indian students, is to help students to be successful. Measures of success include reading and math test results. The following charts are also included in Indicators 1.

COMPARISON AMERICAN INDIAN STUDENT RESULTS

Grade 6 Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Met/Exceed Expectations	2017-2018 Met/Exceed Expectations	2018-2019 Met/Exceed Expectations	Difference 16-17 to 17-18	Difference 17-18 to 18-19
Reading	20%	5%	0%	-15%	-5%
Math	20%	5%	7%	-15%	+2%

COMPARISON AMERICAN INDIAN STUDENT RESULTS

Grade 7 Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Met/Exceed Expectations	2017-2018 Met/Exceed Expectations	2018-2019 Met/Exceed Expectations	Difference 16-17 to 17-18	Difference 17-18 to 18-19
Reading	24%	20%	20%	-4%	No change
Math	16%	10%	20%	-6%	+10%

**COMPARISON
AMERICAN INDIAN STUDENT RESULTS**

Grade 8 Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Met/Exceed Expectations	2017-2018 Met/Exceed Expectations	2018-2019 Met/Exceed Expectations	Difference 16-17 to 17-18	Difference 17-18 to 18-19
Reading	N/A	24%	24%	N/A	No change
Math	N/A	10%	0%	N/A	-10%

**COMPARISON
AMERICAN INDIAN STUDENT RESULTS**

Grade 9 Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Met/Exceed Expectations	2017-2018 Met/Exceed Expectations	2018-2019 Met/Exceed Expectations	Difference 16-17 to 17-18	Difference 17-18 to 18-19
Reading	N/A	N/A	53%	N/A	N/A
Math	N/A	N/A	13%	N/A	N/A

Conclusion

Grade 6

Reading Assessment results for Grade 6 for the category “Met/Exceed Expectations” decreased by 5% from SY 2017-2018 to SY 2018-2019. Math Assessment results, however, indicate that American Indian student reading score results for the category Met/Exceed Expectations” increased by 2% from SY 2017-2018 to SY 2018-2019.

Grade 7

Reading Assessment results for Grade 7 for the category “Met/Exceed Expectations” remained the same from SY 2017-2018 to SY 2018-2019. Math Assessment results, however, indicate that American Indian student math score results for the category Met/Exceed Expectations” increased by 10% from SY 2017-2018 to SY 2018-2019.

Grade 8

Reading Assessment results for Grade 8 for the category “Met/Exceed Expectations” remained the same from SY 2017-2018 to SY 2018-2019. Math Assessment results, however, indicate that American Indian student reading score results for the category Met/Exceed Expectations” decreased by 10% from SY 2017-2018 to SY 2018-2019.

Grade 9

SY 2018-2019 is the first year that Reading and Math Assessment data is available for Grade 9. Consequently it is not possible to compare this year’s grade 9 assessment scores with previous Grade 9 assessment scores. The SY 2018-2019 assessment scores, however, are very positive in Reading, with 53% of the students scoring at “Met/Exceed Expectations” level. In Math, 13% of students met or exceeded expectations.

Overall Summary

Based on the assessment score results, Grade 6 students struggle the most to meet or exceed expectations in Reading. Grade 7 students have plateaued at 20% and grade 8 students have plateaued at 24% in “Met/Exceeded Expectations” on Reading. This is lower than the New Mexico State Average (NMSA) of 32% and 31% for SY 2018-2019. Grade 9 students, however, achieved a 53% in Reading, which is much higher than the NMSA of 30%

Although Grade 6 students posted a gain in Math of 2% for SY 2018-2019, only 7% of students in grade 6 met or exceeded expectations. This is lower than the 17% (NMSA). Grade 7 students posted a gain of 10%, in Math with 20% of students meeting or exceeding expectations. This exceeds the (NMSA) of 19%. Grade 8 students decreased by 10% for SY 2018-2019, with 0% meeting or exceeding expectations. This is lower than the (NMSA) of 12%. The 9th grade Math assessment results (13%) are lower than the NMSA of 18%.

Action Plan

Six Directions Indigenous School staff will strengthen meeting the needs of American Indian students as follows:

1. Disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
2. Seek additional federal funds to ensure the needs of American Indian students are being met, i.e. Title VII Impact Aid, Johnson O’Malley.
3. Ensure that staff is implementing a culturally responsive curriculum and pedagogy that utilize local funds of knowledge, acknowledge traditional ways of learning, and affirm students' identities.

4. Ensure that staff is implementing Project-Based Learning that is interdisciplinary, ensures students are active learners rather than sitting passively, and focuses on using local history, literature, ecologies, etc.
5. Administrator Walkthroughs will assess fidelity of implementation of plans by teachers to prepare students for standardized testing.

Indicator 7: Financial Reports

Objective

The financial objective is, through the use of 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.

Methods

In order to ensure the needs of American Indian students are met, Six Directions Indigenous School staff conducts a comprehensive needs assessment to identify needs and to allocate funding that will target these needs.

Results

The Six Directions Indigenous School staff utilizes all funding sources to address the unique educational needs of American Indian students. The charts below describe the funding sources and use of funds.

	Six Directions Indigenous School	Total Revenues	Total Expenditures	Difference
Fund 11000:	Operational Total	1,067,244	1,067,244	0
14000	Fund 14000: Total Instructional Materials Sub-Fund Total	3,865	3,865	0
10000	Fund 10000: General Funds Total	1,071,109	1,071,109	0
23000	Fund 23000: Non-Instructional Support Total	1,733	1,733	0
24101	Fund 24101: Title I - ESEA Total	42,755	42,755	0
24154	Fund 24154: Teacher/Principal Training & Recruiting Total	5,197	5,197	0
24000	Fund 24000: Federal Flow-through Grants Total	47,952	47,952	0
25248	Fund 25248: Native American Program Total	0	0	0
25000	Fund 25000: Federal Direct Grants Total	0	0	0
26163	Fund 26163: Golden Apple Foundation Total	0	0	0
26000	Fund 26000: Local Grants Total	0	0	0
27107	Fund 27107: 27107 GOB Library Total	2,197	2,197	0
27000	Fund 27000: State Flow-through Grants Total	2,197	2,197	0
29102	Fund 29102: Private Dir Grants (Categorical) Total	0	0	0
29138	Fund 29138: NISN - High Quality Charter Schools Total	0	0	0
29000	Fund 29000: Combined State/Local Grants Total	0	0	0
20000	Fund 20000: Special Revenue Funds Total	51,882	51,882	0
31200	Fund 31200: Public School Capital Outlay Total	0	0	0
31700	Fund 31700: Capital Improvements SB-9 Total	8,330	8,330	0
30000	Fund 30000: Capital Project Funds Total	8,330	8,330	0

Conclusion

Although the Six Directions Indigenous School staff utilizes multiple sources of funding, there is not sufficient funding to meet all the needs of American Indian students. It is essential to prioritize the needs in order to first address these needs.

Action Plan

The Six Directions Indigenous School staff will continue to prioritize needs and address the highest need areas, as well as seek additional funding sources, including Title VII Impact Aid and Johnson O'Malley.

Indicator 8 - Current Status of Federal Indian Education Policies and Procedures

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

Six Directions Indigenous School (SDIS) currently does not have Title VII Impact Aid and the SDIS staff is in the process of developing Indian Education Policies and Procedures in collaboration with the community.

Results

Conclusion

Action Plan

SDIS will complete Indian Education Policies and Procedures during school year 2019-2020.

**Indicator 9 - School District Initiatives to Decrease
the Number of Student Dropouts and Increase Attendance**

Objective

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

Background

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

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

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

Methods

Six Directions Indigenous School staff implements the following strategies to keep students in an educational setting:

- mentoring
- home visits
- culturally relevant instructional materials, strategies and curriculum
- parent mentoring students
- Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas, etc.

Results

SCHOOLWIDE ATTENDANCE RATE 2018-2019

CATEGORY	% PRESENT
American Indian	93.62%
Male	93.11%
Female	94.21%

Conclusion

Based on the data below, the SY 2018-2019 attendance rate for American Indian male students at the school level is lower than American Indian female students.

Action Plan

Six Directions Indigenous School staff plans to continue supporting students and families to raise student attendance rates as follows:

1. continue to communicate with parents regarding attendance, schools policies and procedures;
2. provide information on programs/services available to students and families;
3. Contact parents immediately regarding student absences;
4. refer students and their families to outside agencies (e.g. state agencies, Native American agencies, churches, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent's families and extended families are met;
5. visit families and students in their homes as needed for the purpose of assessing situations, improving communication, providing information regarding school policies and programs;
6. continue with Advisory structure--a small, family-like group designed to build close relationships between peers and with teachers, and to make sure students have a safe and comfortable home base while at school;

Indicator 10 - Public School Use of Variable School Calendars

Objective

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

Background

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

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

Methods

Six Directions Indigenous School staff develops the annual calendar with input from parents. Although local community American Indian cultural days are not specifically listed on the calendar, SDIS staff accommodates the observance of American Indian cultural events.

Results

As part of the annual calendar approval process, SDIS staff makes available the proposed calendar for public comment.

Conclusion

Students are able to participate in their community cultural activities.

Action Plan

Continue implementing the calendar development process.

Indicator 11 - School District Consultations with District Indian Education Committees, School-Site Parent Advisory Councils and Tribal, Municipal and Indian Organizations;

Objective

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

Background

Districts that claim federally identified 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

Six Directions Indigenous School (SDIS) does not receive Title VII Impact Aid funds. SDIS staff, however, has attended Navajo Nation Educational meetings, Government to Government meetings and the Wisdom Curriculum Conference sponsored by the Indian Cultural Center and University of NM Indian Education Department.

Results

SDIS staff plans to develop Indian Policies and Procedures during SY 2019-2020 that include procedures for Tribal Consultation with the Navajo Nation and Zuni Pueblo.

Conclusion

SDIS staff plans to develop Indian Policies and Procedures during SY 2019-2020 that include procedures for Tribal Consultation with the Navajo Nation and Zuni Pueblo.

Action Plan

SDIS staff plans to develop Indian Policies and Procedures during SY 2019-2020 that include procedures for Tribal Consultation with the Navajo Nation and Zuni Pueblo.

**Indicator 12 - Indigenous Research and Evaluation Measures
and Results For Effective Curricula For Tribal Students.**

Objective

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

Background

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

Methods

Six Directions Indigenous School (SDIS) staff has attended Navajo Nation Educational meetings, Government to Government meeting. the Wisdom Curriculum Conference sponsored by the Indian Cultural Center and University of NM Indian Education Department, and the New Mexico Public Education Indian Education Department that have helped to shape the school curricula.

Results

Six Directions Indigenous School (SDIS) staff offers:

- **Native Language Instruction:** Our goal is to provide daily instruction in both Zuni and Dine' language, designed with the approval and support of those tribal governments and school systems.
- **Culturally Responsive Curriculum and Pedagogy:** We will implement curriculum and teaching methods that utilize local funds of knowledge, acknowledge traditional ways of learning, and affirm students' identities.
- **Project-Based Learning:** We will implement a teaching methodology that is interdisciplinary (combines multiple subjects at once), ensures students are active learners rather than sitting passively, and focuses on using local history, literature, ecologies, etc.
- **Community-based Service Learning:** In the high school, our students will enjoy experiential learning in their communities by taking part in long-term service projects.
- **Socio-Cultural Consciousness and Agency:** A key aspect of Culturally Responsive Schooling is a deliberate focus on ensuring students develops the ability to think critically and take action around issues of equity, power, and (de)colonization.

Conclusion

The support provided by the Navajo Nation Educational meetings, Government to Government meetings and the Wisdom Curriculum Conference sponsored by the Indian Cultural Center and University of NM Indian Education Department, and information from the New Mexico Public Education Department Indian Education Department. are very beneficial to developing the local program at the Six Directions Indigenous School.

Action Plan

Six Directions Indigenous School staff will continue attending training, workshops, meetings, etc., provided by the NMPED Indian Education Department, Navajo Nation, UNM Indian Education Department, etc.