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MARIANA D. PADILLA  
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

May 22, 2025

**MEMORANDUM**

**TO:** Superintendents and Charter School Administrators of Local Education Agencies  
Identified as Historically Defined Indian Impacted School Districts

**FROM:** Mariana D. Padilla, Secretary of Public Education Initial  
MDP

**RE:** **FY26 Historically Defined Indian Impacted School District Designation**

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The Indian Education Division (IED) of the New Mexico Public Education Department (PED) is releasing the updated list of local education agencies (LEAs) identified as Historically Defined Indian Impacted School Districts (HDIISDs) for the 2025–2026 school year.

Under the Indian Education Act (IEA), an LEA qualifies as an HDIISD if it meets at least one of the following criteria:

1. Serves 175 or more American Indian or Alaska Native students and is located wholly or partially on tribal land.
2. Enrolls a student population that is at least 10% American Indian or Alaska Native and is located wholly or partially on tribal land.
3. Has a student body that is 45% or more American Indian or Alaska Native, regardless of location.

Please see the table on page four for the full list of HDIISDs, based on 80-Day data from the 2024–2025 school year.

In addition to being eligible for allocation-based and competitive awards from the Indian Education Division, HDIISDs must adhere to the following provisions of the Indian Education Act. The Indian Education Division is revamping guidance, reporting templates, and technical assistance around these components of the Act and will support LEAs with this work beginning in the summer of 2025.

### **American Indian/Alaska Native Student Needs Assessment (6.35.2.11 NMAC)**

- HDIISDs must conduct a needs assessment every three years (by October 15) to identify supports that American Indian and Alaska Native students need at school, at home, and in the community to succeed academically and prepare for postsecondary life.
- Districts must consult with local tribes to review the assessment findings, prioritize needs, and align those needs with the district's budget using federal and state funding streams.
- Each year, districts must hold two public meetings with tribal leaders, families, and IED (by November 30 and April 30) to present the results of the needs assessment and report progress toward addressing those needs.
- Districts are also required to develop an accountability tool, submit an annual written statement showing how the district's budget met prioritized needs, and publish an annual review evaluating progress and determining whether amendments are needed.

### **Systemic Framework for Improving Outcomes (6.35.2.12 NMAC)**

- By January 15 of each year, HDIISDs must develop and publish a systemic framework focused on improving educational and cultural outcomes for Native students, in collaboration with school staff, Native students and families, tribal governments, community organizations, and the district equity council.
- The framework must reflect the priorities identified in the needs assessment and budget, and it may include academic programs, culturally relevant activities, and professional development that support Native student achievement and well-being.
- Districts must also consult with tribes during both the development and implementation of the framework and may request assistance from IED or higher education partners to support this work.

### **Tribal Education Status Report (6.35.2.13 NMAC)**

- Each year by September 30, school districts that have tribal lands within their boundaries must submit a districtwide Tribal Education Status Report (TESR) to the New Mexico Public Education Department's Assistant Secretary for Indian Education and to all tribes located within the district.
- Districts located adjacent to tribal lands may also submit a TESR on a voluntary basis to nearby tribes and to the assistant secretary by the same deadline.
- The TESR must include data from the previous school year and cover key indicators such as student achievement (disaggregated by ethnicity), school safety, graduation rates, attendance, and parental involvement. It must also report on Native-specific programs, budgetary information, district consultation efforts, dropout prevention initiatives, access to Native language programs, and any use of variable school calendars.

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- The report should also address federal Indian education policies, tribal consultation practices, and any indigenous research or evaluation methods used to assess curriculum effectiveness for Native students.
- The Indian Education Division will compile these district reports into a statewide TESR and submit it to all New Mexico tribes by November 15 each year.

Thank you for your continued partnership. My team and I look forward to working more closely with HDIISDs this school year to strengthen academic and cultural outcomes for American Indian and Alaska Native students across New Mexico.

Please continue to communicate with the division through your designated IED team member. You are also welcome to contact KatieAnn Juanico, Assistant Secretary for Indian Education at [katieann.juanico@ped.nm.gov](mailto:katieann.juanico@ped.nm.gov) or (505) 709-7246. For additional support, you may also reach Deputy Director Damian Wierzbicki at [damian.wierzbicki@ped.nm.gov](mailto:damian.wierzbicki@ped.nm.gov) or (505) 570-7816.

cc: KatieAnn Juanico, Assistant Secretary for Indian Education

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Local Education Agency (LEA)		*Number of Enrolled NA Students	**Total Students Enrolled	% of NA Students	HDIISD Criteria Met
<b>School Districts</b>					
1	Albuquerque Public Schools	6619	64436	10%	1, 2
2	Bernalillo Public Schools	1462	2631	56%	1, 2
3	Bloomfield School District	1030	2293	45%	1, 2
4	Central Consolidated School District	4119	4357	95%	1, 2
5	Cuba Independent School District	535	679	79%	1, 2
6	Dulce Independent School District	483	558	87%	1, 2
7	Espanola Public Schools	195	2597	8%	1
8	Farmington Municipal Schools	5067	10564	48%	1, 2
9	Gallup-Mckinley County Schools	8633	12520	69%	1, 2
10	Grants-Cibola County Schools	1509	2973	51%	1, 2
11	Jemez Mountain Public Schools	76	157	48%	2
12	Jemez Valley Public Schools	209	278	75%	1, 2
13	Los Lunas Schools	750	7991	9%	1
14	Magdalena Municipal Schools	110	281	39%	2
15	Penasco Independent School District	34	258	13%	2
16	Pojoaque Valley School District	325	1477	22%	1, 2
17	Rio Rancho Public Schools	1833	16087	11%	1, 2
18	Ruidoso Municipal Schools	336	1665	20%	1, 2
19	Santa Fe Public Schools	320	10408	3%	1
20	Taos Municipal Schools	200	1721	12%	1, 2
21	Tularosa Municipal School District	297	952	31%	1, 2
22	Zuni Public School District	1178	1205	98%	1, 2
<b>Locally Chartered Charter Schools</b>					
23	Albuquerque Public Schools: Native American Community Academy (NACA)	413	422	98%	3
<b>State Chartered Charter Schools</b>					
24	Dream Dine Charter School	15	16	94%	1, 2
25	Dzit Dit Lool Schools of Empowerment Action and Preseverance (DEAP)	56	56	100%	2
26	Hozho Academy	433	752	58%	3
27	Middle College High School	121	151	80%	3
28	San Diego Riverside Charter School	47	54	87%	2
29	Six Directions Indigenous School	59	59	100%	3
30	Walatowa High Charter School	34	35	97%	2
<b>TOTAL # of NA Students within FY26 HDIISDs</b>		<b>36498</b>	<b>147633</b>	<b>25%</b>	

\*Total number of students affiliated with a tribal nation in the United States or Canada at the 80-day mark in SY24-25

\*\*Total number of students enrolled in an LEA at the 80-day mark in SY24-25

Historically defined Indian impacted school district means a school district, a state-chartered charter school, or locally chartered charter school that meets at least one of the following criteria:

1. serves at least 175 American Indian or Alaska Native students and is located wholly or partially on tribal land; or
2. identifies at least ten percent of its overall student population as American Indian or Alaska Native and is located wholly or partially on tribal land; or
3. identifies at least forty-five percent of its overall student population as American Indian or Alaska Native.

When determining HDIISD status for charter schools, the physical location of the campus was considered.

State Chartered Charter School means a public school that operates as either a conversion school or a start-up school and is authorized by the Public Education Commission (22-8B-2 NMSA 1978).

Locally Chartered Charter School means a public school that operates as either a conversion school or a start-up school and is authorized by a local school board (22-8B-2 NMSA 1978).