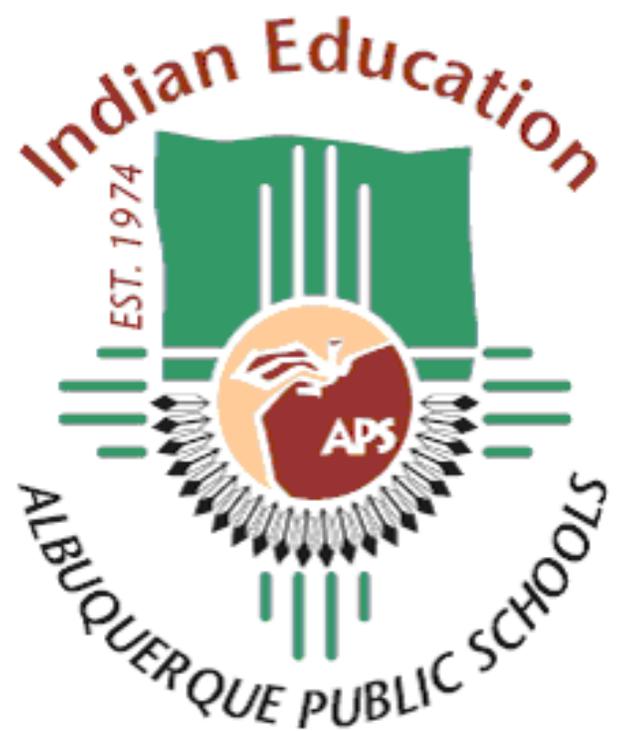


Albuquerque Public Schools
Tribal Education Status Report:
2016-2017



**ALBUQUERQUE PUBLIC SCHOOLS 2016-2017
TRIBAL EDUCATION STATUS REPORT**

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July 2017

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TRIBAL EDUCATION STATUS REPORT

In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the Public Education Department’s (PED) current initiatives specific to American Indian students and their academic progress.

During the 2016-2017 school year, the New Mexico Tribes represented at Albuquerque Schools were as follows:

NM Tribe Name	Percentage of Students Represented
Acoma	2.4%
Cochiti	0.7%
Isleta	1.7%
Jemez	1.5%
Jicarilla Apache	1.4%
Kewa (Santo Domingo)	2.1%
Laguna	5.1%
Mescalero Apache	0.5%
Nambe	0.2%
Navajo	53.3%
Ohkay Owingeh (San Juan)	0.3%
Picuris	0.1%
San Felipe	1.3%
San Ildefonso	0.1%
Sandia	0.3%
Santa Ana	0.3%
Santa Clara	0.4%
Taos	0.6%
Tesuque	0.1%
Zia	0.3%
Zuni	5.0%
Other	22.1%

STATUTORY REQUIREMENTS

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

ALBUQUERQUE PUBLIC SCHOOLS-INDIAN EDUCATION DEPARTMENT

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

DETAILED REPORT

1: STUDENT ACHIEVEMENT

OBJECTIVE

Indian Education Department’s (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. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

BACKGROUND

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

METHODS

During SY 2016–2017, students in grades K–2 were tested in reading using the iStation assessment, and students in grades 3–11 were tested using the New Mexico assessments that 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 . 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 2016–2017, testing data is reported as the number of students who meet the cut-off point for proficiency, as determined for the 2016–17 school year. All assessment scores have been standardized to reflect proficiencies—from *non-proficient* to *at proficient* and *above proficient*.

Source: PED Student Assessment files for 2016-2017 are not available. No new information is available since TESR 2015-2016 report.

RESULTS

Assessment data for the 2016-2017 school year is not available

CONCLUSION

ACTION PLAN

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 —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). <http://ped.state.nm.us/sfsb/safeschools/>

METHODS

The 23 school districts and two charter schools submitted their current school safety process through a district-wide survey issued by NMPED 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.

Behavioral incidence data was collected by each school in the district and recorded in the district’s student information system. Data was summarized and collapsed into the most highly reported student infractions.

Sources: 2015 District-wide Survey; APS district-wide behavioral infractions data file.

RESULTS

The school district has in place required district training for all district personnel. The trainings include: Blood Borne Pathogens, Civil Rights/ Harassment/ American with Disabilities Act, Confidential Information, Customer Service, Employee Regulations, Ethics and Conflict of Interest, Social Media Guidelines, SPAM/ Phishing: Email Security, Technology Use, Undocumented Students, Bullying and Cyberbullying, Child Abuse and Neglect, Gender Identification and Expression, Suicide Prevention, Student Health Concerns, Asbestos Awareness, Additional Health Trainings and Threat Assessment.

Also in place in each school are trainings and certification on English as a Second Language for all teachers, Discipline Policy, Staff Handbook, Emergency Drills in every building, Food Safety Inspections, Identification badges required at each site, Integrated Pest Management, Tobacco, Alcohol and Drug Free Schools are enforced, School Safety Committees, security officers at each location, school maps are in place, Emergency protocols are written and in place, Prevention, Protection, and Mitigation plans, Lock Downs, there are written protocol in place that include; School-based Health Centers and services, infectious and communicable disease prevention that include Pandemic Influenza Prevention, Behavioral and Mental Health, and a District Wellness Policy.

The behavioral data for the 2016-2017 school year showed that the number of reported discipline incidents increase as students move up in grade level; the amount of incidents peak by end of middle school. The number of reported incidents begin to slowly decline as students enter high school. Male students are nearly three times as likely to receive a discipline report compared to females. The most common discipline infraction is “*disorderly conduct*”, making up about 68% of the total number of reported incidents; followed by “*assault/battery*”, making up about 18% of the total number of reported incidents. Graffiti and alcohol-related infractions made up less than 1% combined. Approximately 9.8% of the AI/AN students enrolled during the 2016-2017 school year had some type of behavioral infraction on record. Of those that did have discipline incidents, the highest reported infractions were the “*disorderly conduct*” category, followed by “*assault/battery*” category.

CONCLUSION

The school district has communicated effectively with district personnel in adherence to required district training each year. Policies related to safety and health are in place districtwide. Protocols related to each area listed above are in place at each site.

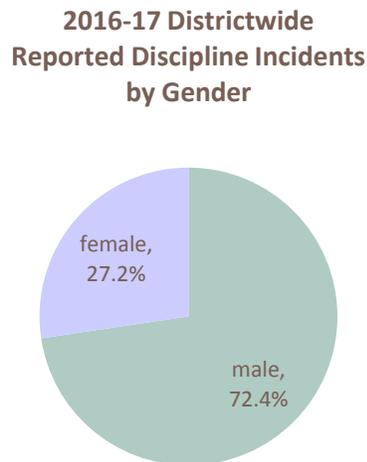
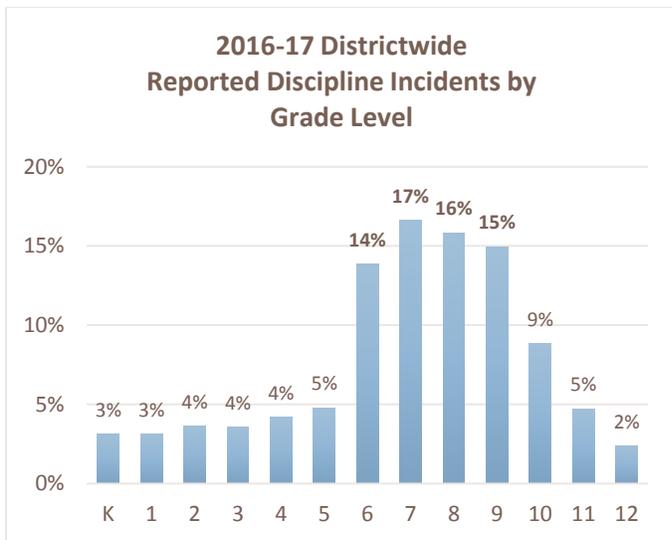
ACTION PLAN

Continuation of protocols and policies at each location.

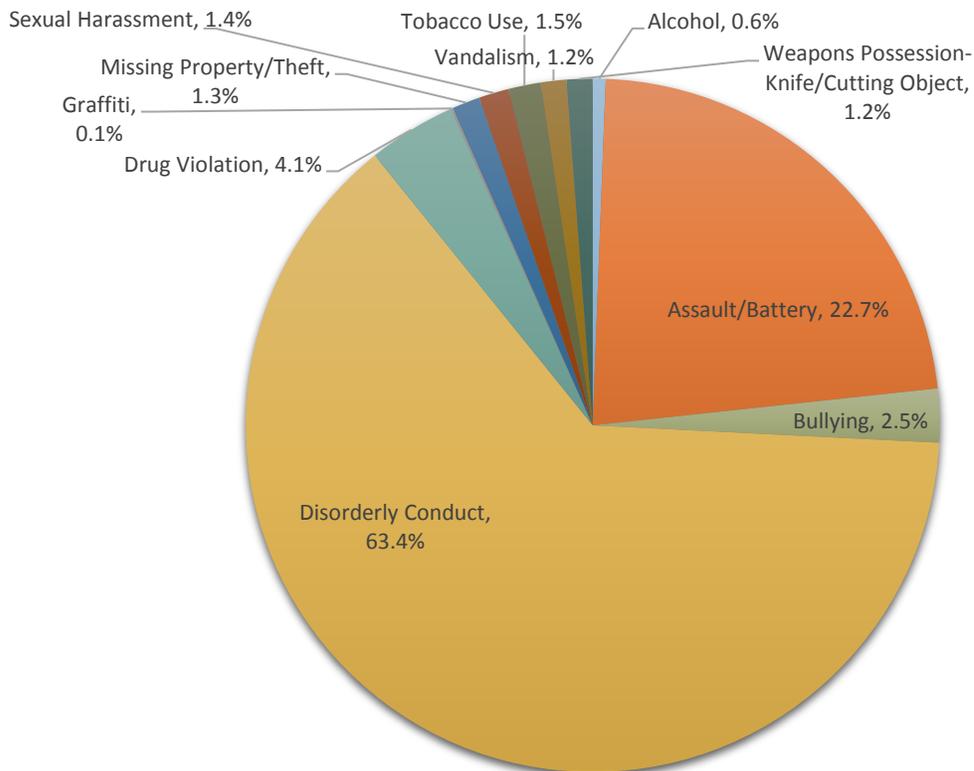
<i>Safety Indicators</i>	
✓	Albuquerque Public Schools has a district-wide School Safety plan in place.
✓	Albuquerque Public Schools submits an annual school safety report to the PED Coordinated School Health and Wellness Bureau.
✓	Albuquerque Public Schools has a School Safety Committee.
✓	Albuquerque Public Schools is in compliance with the School Wellness Policy.

2016-17 Districtwide Reported Discipline Incidents											
	Alcohol	Assault/Battery	Bullying	Disorderly Conduct	Drug Violation	Graffiti	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession-Knife/Cutting Object
Number Infractions Reported (total = 22,886)	77	4,084	792	15,551	762	79	374	427	328	241	171
Percent of Total Incidents	0.3%	18%	4%	68%	3%	0.3%	2%	2%	1%	1%	1%
Caucasian	18%	15%	13%	15%	12%	20%	13%	15%	17%	16%	15%
African American	4%	6%	9%	6%	4%	1%	8%	7%	4%	6%	5%
Asian	0%	1%	1%	1%	0%	4%	1%	1%	0%	1%	0%
American Indian/Alaska Native	9%	7%	5%	5%	6%	1%	5%	3%	5%	6%	8%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Hispanic Indicator*	65%	70%	74%	73%	77%	72%	75%	74%	72%	71%	72%

ALBUQUERQUE PUBLIC SCHOOLS-INDIAN EDUCATION DEPARTMENT



Reported Discipline Infractions: American Indian/Alaska Native Students



(Number of incidents = 928; AI/AN students represented about 4.1% of total 2016-17 districtwide incidents)

3: GRADUATION RATE

OBJECTIVE

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

BACKGROUND

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

METHODS

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

Source: http://ped.state.nm.us/ped/Graduation_data.html

RESULTS

The charts below showed:

- Districtwide 4-year graduation rates showed an increase from 61.7% in 2015 to 66% in 2016.
- An increase of the 4-year graduation rate of AI/AN students from 45.5% in 2015 to 47% in 2016.

- The 5-year graduation rate for AI/AN students jumped from 52.6% in 2013 to 59% in 2015.

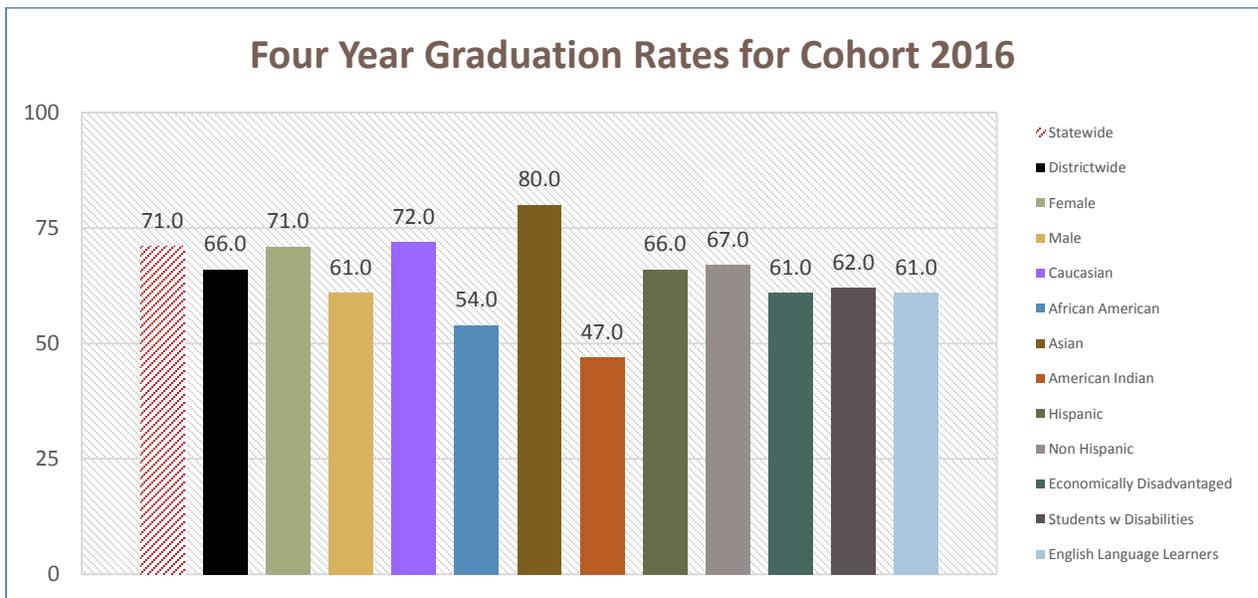
The 4-year data for Cohort 2017, as well as the 5-year and 6-year graduation rates for 2016 and 2015, were not yet available from NM PED.

CONCLUSION

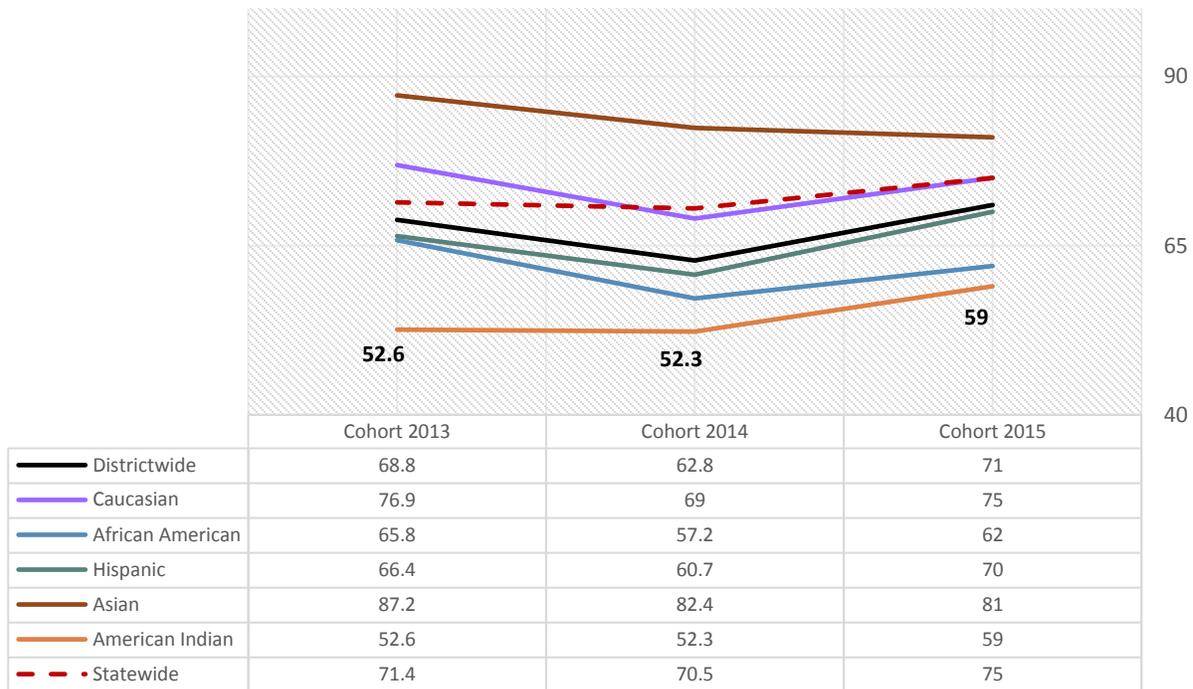
Overall the number of AI/AN student graduates have increased, however AI/AN students continue to have the lowest graduation rate when compared to other student groups.

ACTION PLAN

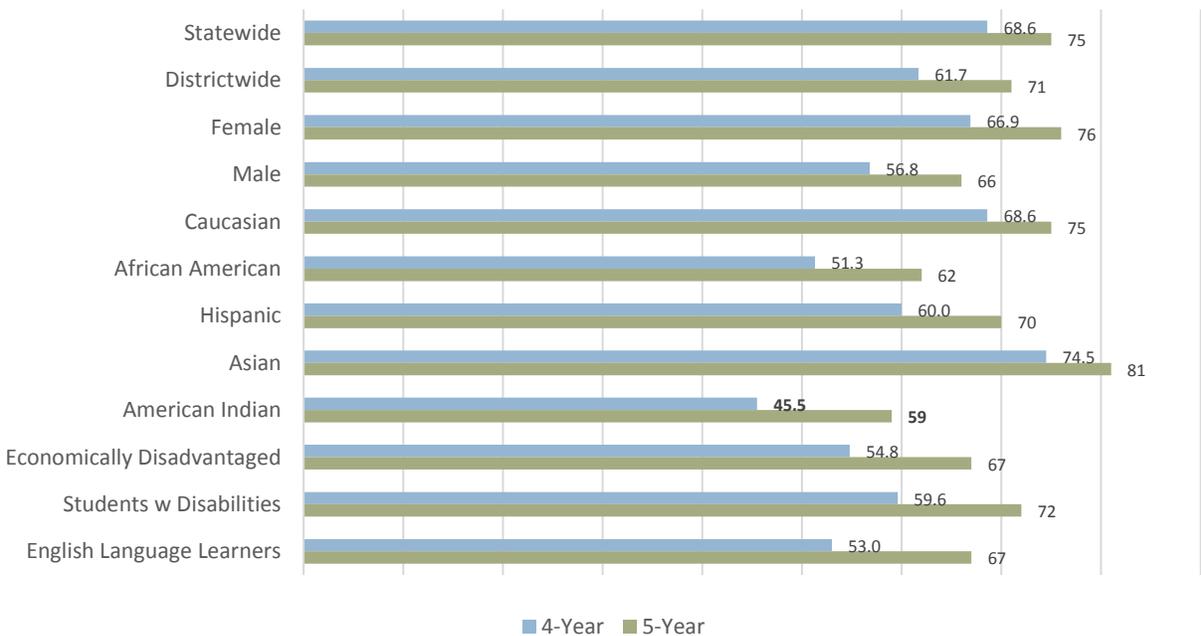
Although increases are small the AI/AN students in the district and statewide show gains. Support services for AI/AN students and all other subgroup student populations will continue into succeeding years.



Five Year Graduation Rate by Ethnicity Over Time



Four and Five Year Graduation Rates for Cohort 2015



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 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 2016–2017, capturing the 40th, 80th, 120th day attendance snapshots. 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. 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. Dropout data and rates are calculated only for grades 7–12. Dropout statistics provide the number of students dropping out in a given school year and are collected at the school district level. These statistics are then reported to the PED. Additional information can be found for dropout rates on the PED website.

Rolling attendance snapshots were merged with student snapshots at the 40, 80 and 120 day.

40, 80 and 120 files were merged and restructured to one record per student.

A mean rate was computed for each student based on the number of snapshots (if a student had one snap – that was reported, two were averaged, three were averaged, etc.)

Data were run by subgroup and Hispanic indicator

Source: STARS 2016-2017 80-day and 180-day Student Attendance Assessment Report by Subgroup.

RESULTS

The results below indicate that AI/AN students consistently have attained a lower attendance rate as compared to the other subgroups over a four year span. In fact the AI/AN attendance rate is dropping lower each year; as was the trend for all students in the district. The causes for the attendance decrease is not known and yet to be determined.

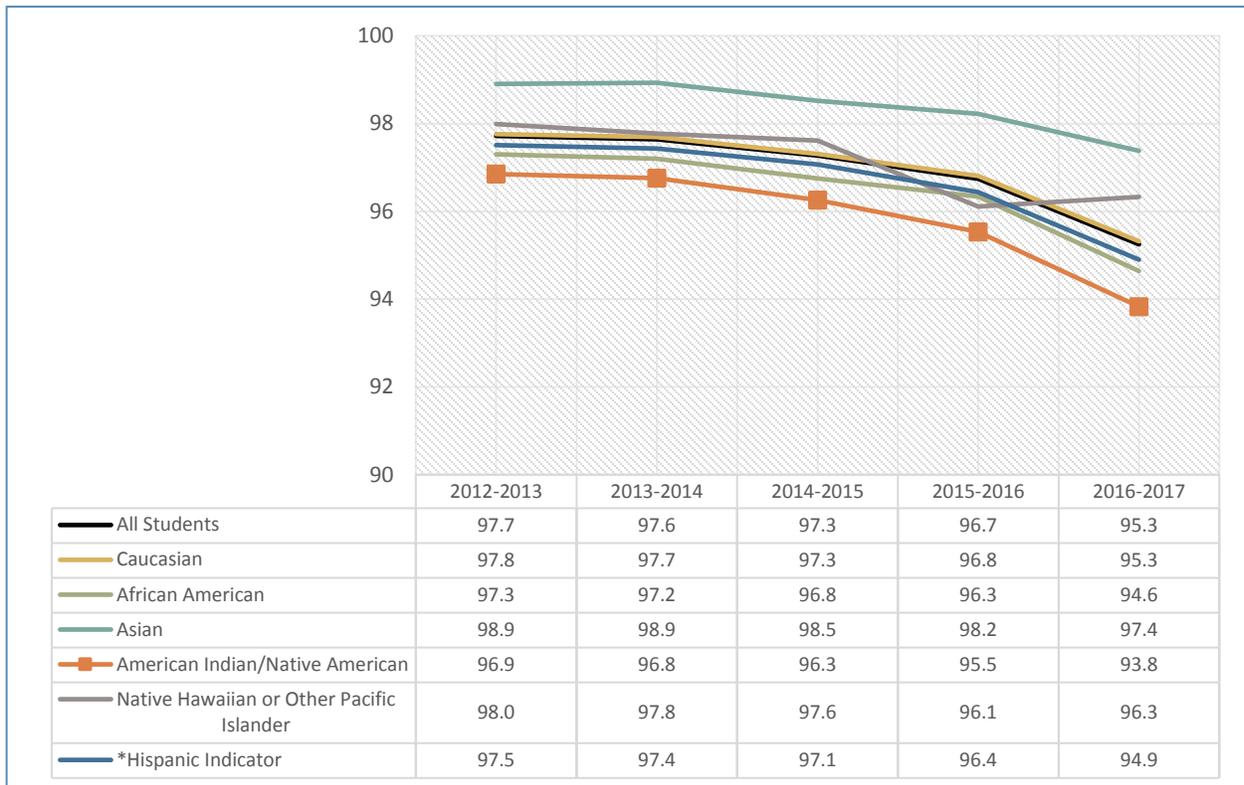
CONCLUSION

The underlying causes for the decreasing attendance rate for AI/AN students is not known.

ACTION PLAN

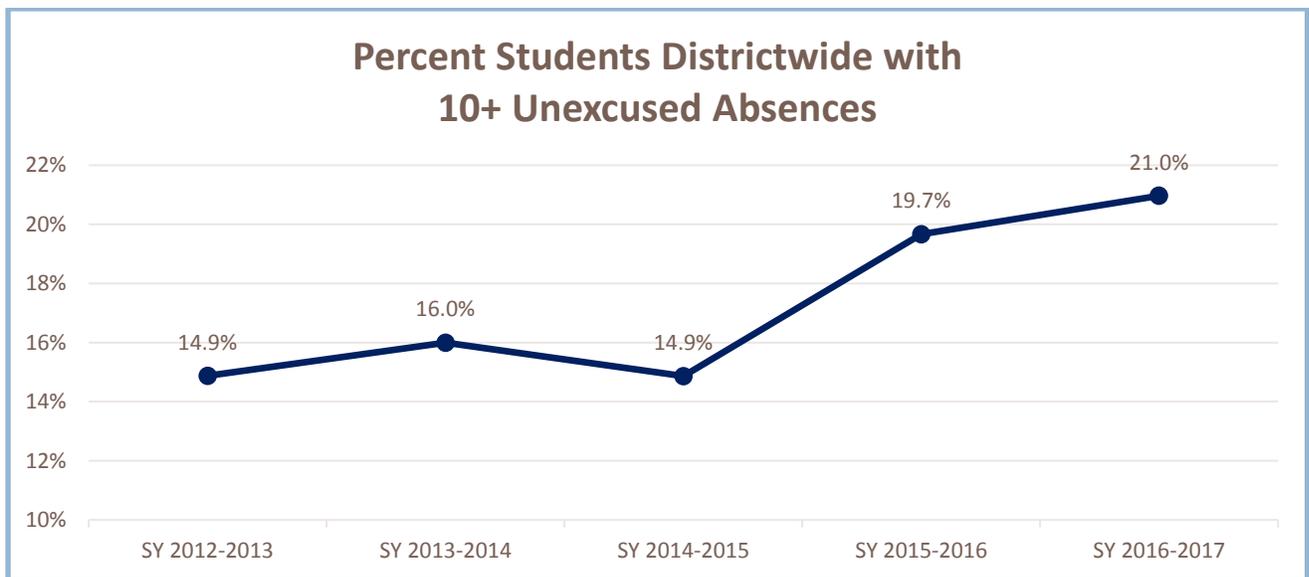
The district will continue to work towards identifying the causes for the drop in attendance rate over a five-year period. As the causes are determined, strategies to address the issues will be developed in consultation with tribal officials and community partners.

Attendance Rates from 2012-2017



Attendance rates based on 40, 80 & 120 Day Snapshots.

* Typically, "Hispanic Indicator" overrides other ethnicity categories. However, in this table it is published separately in order to ensure that attendance rates for AI/AN students are accurately reported.



Data includes APS Charter Schools

5: PARENT AND COMMUNITY INVOLVEMENT

OBJECTIVE

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban AI/AN community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for AI/AN 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

There was support for numerous activities that involved parents which include; Back-to-school supplies distribution, student recognition, reimbursements, educational travel, and workshops for parents. AI/AN students are recognized for their outstanding achievement in at least twelve categories annually in the spring of each school year by school staff from respective students’ school. AI/AN students’ parents are reimbursed for costs incurred in seven categories which include; cap and gown, ACT/SAT fees, eyeglasses, college application fees, AP test fess, student travel for academic clubs. Numerous educational field trips were taken to primary sources of study initiated by respective teachers to enhance education. Parent and student workshops related to higher education was provided by the College and Career Readiness Specialist.

RESULTS

The graph below shows the number of programs and activities conducted with students and parents in support of AI/AN educational opportunities. The chart clearly showed that many families participated two activities which include; back-to-school supplies and educational field trips for students at all levels because teachers are culminating unit studies with travel to sites as primary artifacts to enrich learning.

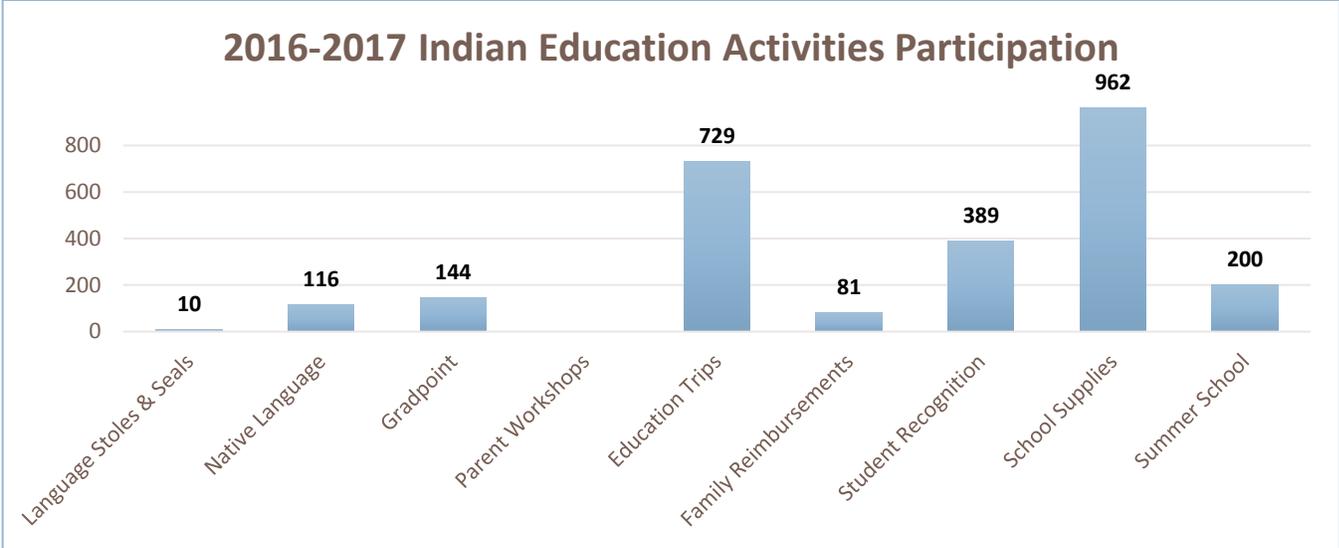
CONCLUSION

District supports organized activities (i.e., sports, recitals, art, etc.) in addition to programs that are specific to AI/AN students as listed below. Increased communication about the availability of various support services will continue.

ACTION PLAN

The APS seeks to support activities that demonstrate a positive impact on student achievement and well-being throughout the school year. Additional support is continuously sought to increase parental involvement in the education of students by exploring alternative venues to communicate availability of resources to students and families.

School Supplies	Student Recognition	Family Reimbursements	Educational Trips	Parent Workshops
	<ul style="list-style-type: none"> • ROTC • Leadership roles • Most Improved • Citizenship • Community service • Arts (Fine, Music) • Athletic • Academics (+ 3.0) • Attendance • Other (Sch. Choice) 	<ul style="list-style-type: none"> • Cap & gown • SAT / ACT • Core course fee • College App. Fees • Eyeglasses • Lab fees 	<ul style="list-style-type: none"> • Festival for Bellas Artes • Pueblo Cultural Center • Gathering of Nations • Ft. Union • Navajo Nation Council • Santa Fe Arts Museums • Ft. Sumner • Valles Caldera Nat. Pk. • AI Entrepreneurship • NASA STEM Day • Petroglyph Nat. Pk. • UNM Indigenous Library • 2017 Legislative Session • Bandelier Nat. Pk. • Chaco Canyon • ES Powwow • UNM Jr. Day • Gila Nat. Pk. 	<ul style="list-style-type: none"> • College essay writing and planning (Fall and spr.) • Title 1 Family Engagement Institute • District Parent & Community Meetings • School site Training



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 AI/AN students through the efforts of Local Education Agencies (LEAs), Indian tribes and organizations, postsecondary institutions, and other entities. AI/AN 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 AI/AN students and their families can meet and take advantage of those academic opportunities.

METHODS

APS is committed to serving the needs of all students through the provision of quality educational programs. These programs include but are not limited to; intervention programs in reading and mathematics, Indigenous values, Native Language programs, Gradpoint Credit Recovery Program, summer programs, Native language stoles for bilingual and community service seals, dual credit courses (i.e., Native languages), Native American studies courses (grades 6-12), and Navajo history and government.

RESULTS

The results show that Indigenous values are mastered through maturity and the progression into eighth grade and high school levels. The chart show that all students come in with low knowledge about the values but all make gains and increase in knowledge after they are instructed on the values during the school year. The Star reading assessment scores show increase in seven grade levels (K, 1st, 2nd, 3rd, 4th, 6th, and 7th) and regression in 5th, 8th, and high school levels. The largest increase was made by the third graders. The Star math charts show increase of math skills in 1st, 2nd and 3rd grades and regression in 4th and 5th grades. The data shows that the Gradpoint Credit Recovery Program has increased in participants and more high school students are completing their courses for credit towards graduation.

CONCLUSION

Indigenous values are being mastered by students in department sponsored classes and activities as they progress into higher grade levels. In addition, participants in reading (7)

and math (3) intervention programs show gains in majority (10) of the grade levels however there is regression beginning at 5th grade in both reading and math. Although reading intervention is not emphasized for middle school students and high school the students are below grade level in reading when they enter these grades.

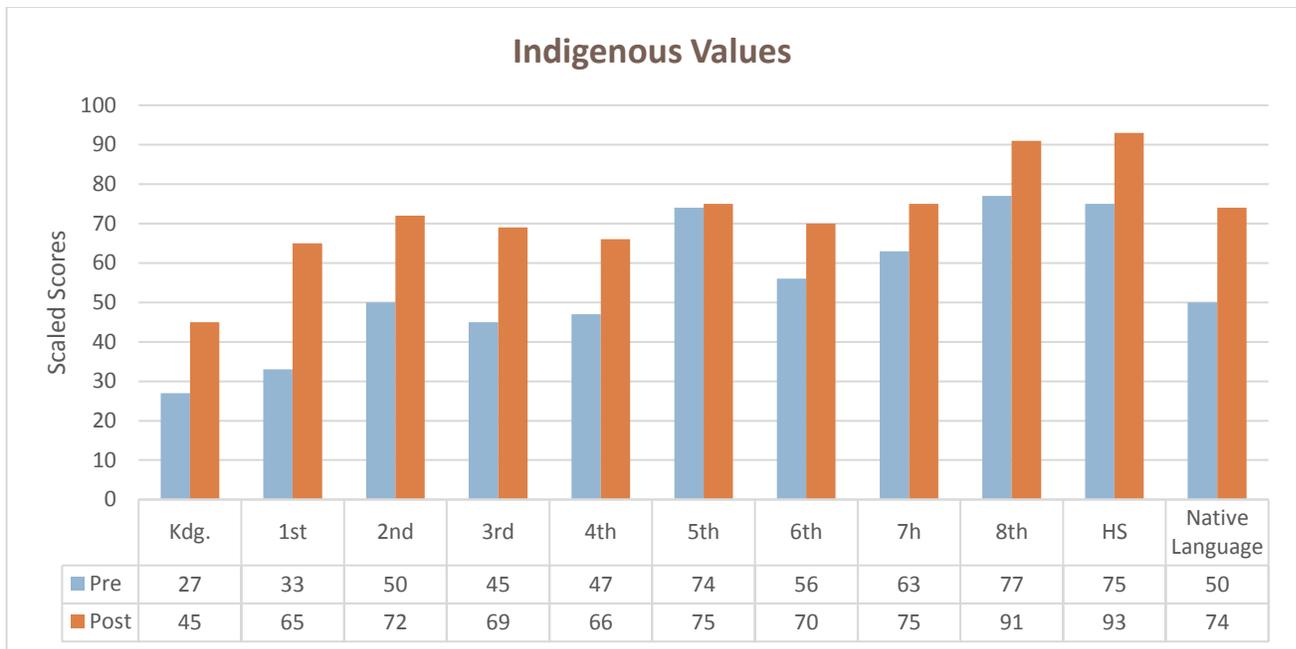
ACTION PLAN

Effective programs must be maintained and sustained by continuation of funding, however there is a need to expand the services because the current programs are only available to a few schools due to funding constraints. Fifth graders need extra support for math and reading intervention, a closer examination of reasons for the regression in both reading and math will be determined.

Indigenous Values

The Indigenous values is an AI/AN rubrics based evaluation model. The values (belonging, mastery, generosity, and independence) replicate the Native American medicine wheel, which represents over 13,000 years of AI/AN wisdom and child rearing practice. The model is non-threatening and non-judgmental that traces student progress over time and multiple activities. It can be used for self-evaluation, peer evaluation or to provide teacher feedback, but most of all, it is used to root the AI/AN students to their cultural heritages and identity. The model uses four spiritual values, four colors that represent the four race of people in the world and the four directions. Students move from outside the circle towards the center with the ultimate goal of becoming wise in every aspect of self. Written details provide an opportunity for students to self-evaluate their own progress and use proper writing conventions and mechanics.

There are 100 percent possible in scoring the rubric. Each year the students in Indian Education programs are assessed at the beginning and end of the program timeframe with the rubric. The charts show the results.



Of 100 percent possible the high school students are at 93 percent on the posttest overall with the eighth graders scoring close at 91 percent overall. Fifth graders made the smallest increase from a pretest score of 74 percent to a posttest score of 75 percent, whereas every other grades made large gains.

Star Reading Programs

The Star reading program by Renaissance is used to assess K-8 students who are served by department resource teachers. Reading and Math intervention programs are targeted to serve AI/AN students in grades K-5 based on the district annual spring Language arts and math assessment scores. Two middle schools offer Native American studies course as an elective for grades 6-8 as well. The students are assessed with the Star reading to obtain increase and gains in Language arts. Not all students are served due to funding constraints. The programs are developed and implemented based on high enrollment (60) of AI/AN students, need, and available classroom space. There many additional schools who meet eligibility but are not served at this time. Currently, there are seven resource teachers in seven elementary schools, two teachers in two middle schools and two high school teachers. The scores are reflective of only those students who received intervention (K-5) in a school with a department resource teacher or enrolled in two middle schools (Native American studies) elective courses and one of two high schools. Scaled scores converted to equivalent grade level scores are utilized to determine gains.



Kindergartens and first graders are assessed with the *Star Early Literacy* to monitor progress. The scaled scores for this group differs from the scaled scores for second grade to high school.

- Spring month 8 (posttest) scaled score from 500-574 is equivalent to *urgent intervention* necessary. An over scaled score of 442 is lower than the baseline score.
- Spring month 8 (posttest) scaled score 580 is considered the *intervention level*.
- Both Kindergarteners and first graders are considered to be in the *emergent readers'* category and need urgent intervention for first graders and intervention for Kindergarteners.

Second to fifth graders post scaled reading scores show the low end with scores for grades second to fifth.

- Second graders posttest scaled score of 230 is equivalent to 1.8 instructional reading level or 2.2 grade level
- Third graders posttest scaled score of 265 is equivalent to 2.1 instructional reading level or 2.4 grade level
- Fourth graders posttest scaled score of 334 is equivalent to 2.8 instructional reading level or 2.9 grade level
- Fifth graders posttest scaled score of 329 is equivalent to 2.8 instructional reading level or 2.8 grade level

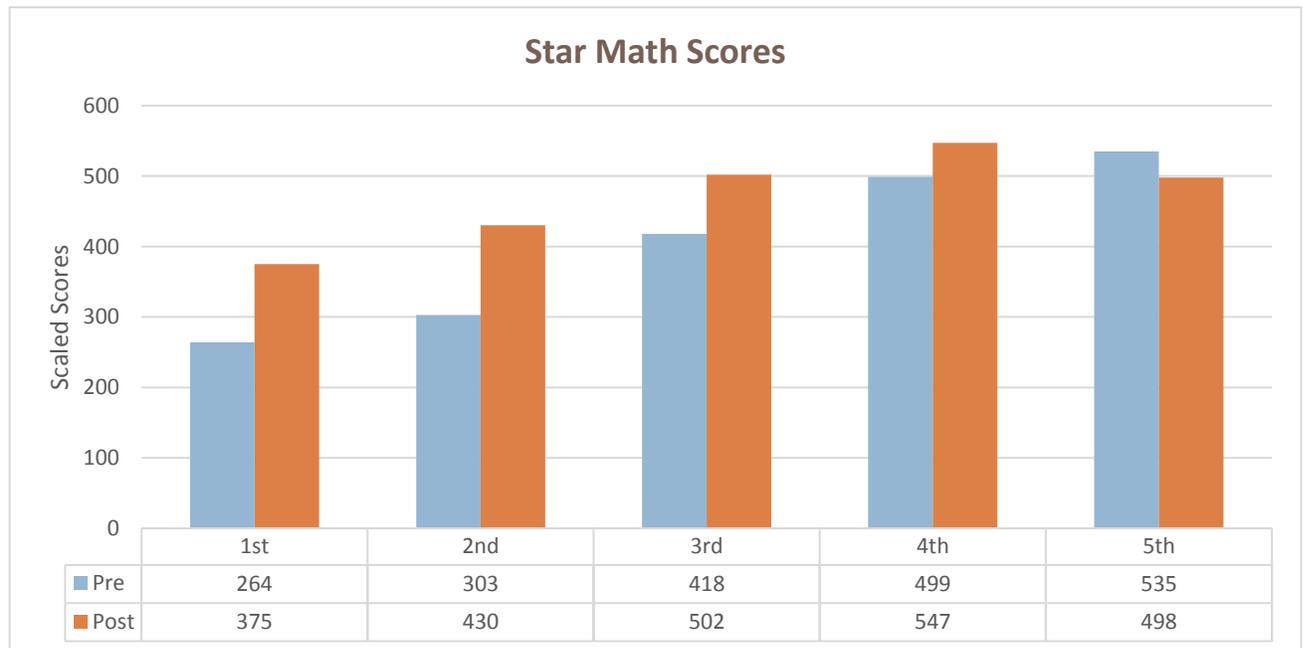
Sixth to eighth graders do not receive a targeted intervention program, instead they are assessed because they are participating in the Native American studies course, an elective. The course has a language arts emphasis.

- Sixth graders posttest scaled score of 632 is equivalent to 5.2 instructional reading level or a 5.7 grade level which is at least 3 months below their grade level

- Seventh graders posttest scaled score of 546 which is equivalent 5.0 grade level which is two years below grade level
- Eighth graders posttest scaled score of 658 is equivalent to 5.5 instructional reading level or 5.9 grade level which also at least 2.0 years below grade level
- High school students posttest scaled score of 702 is equivalent to 5.9 instructional reading level or 6.3 grade level which is below grade level.

Stars Math Scores

The Stars math assessment is another instrument by Renaissance utilized by the Indian Education Department to assess participants who are identified for Math intervention in grades 1-5. The participants are identified through either teacher referrals or the spring PARCC assessment from the following year. Although kindergarteners too receive intervention support they are not assessed because there are no Star math assessment available for that level. The scaled scores range from zero to 824 with a grade equivalent range from 2.7 to 12.9 plus.

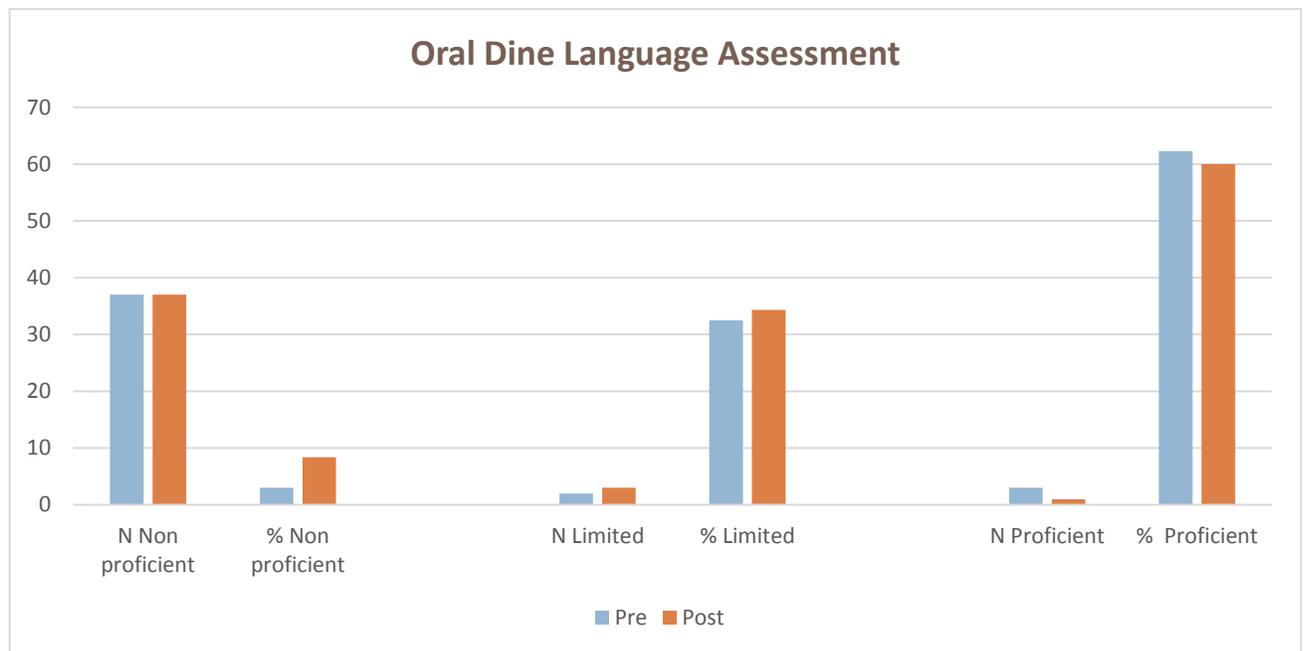


- First graders posttest scaled score at 375 is equivalent to 1.7 grade level, the pretest scaled score of 264 is equivalent to 0.8 grade level, this shows a gain of approximately 12 months of increase
- Second graders posttest scaled score at 430 is equivalent to 2.2 grade level, the pretest scaled score of 303 is equivalent to 1.1 grade level which is approximately an increase of 12 months

- Third graders posttest scaled score of 502 is equivalent to 2.9 grade level with the pretest scaled score of 418 equivalent to 2.1 grade level. These scores show an increase of 8 months
- Fourth graders posttest scaled score of 547 is equivalent to 3.3 grade level which is nine months below their grade level. The pretest score of 499 is equivalent to 2.8 grade level. The gap widens as the grade level go higher
- Fifth graders posttest scaled scores of 498 is equivalent to 2.8 grade level with the pretest of 535 equivalent to 3.2 grade level. This grade level regressed from the pretest score which was higher. The fourth graders are out performing the fifth graders.

Navajo Language Assessment

High school students from all the high schools have an opportunity to participate in Native Language Coursework (Navajo and Zuni). The curriculum utilized are the Diné Bizaad Bi nahoó aah and the Zuni Language Curricular Framework and conducted at Albuquerque High School through Career Enrichment Center, a centralized location for most high schools and additional sites at Del Norte High School, West Mesa High School and Atrisco Heritage High School Academy. All native language teachers are state certified with a 520 license which are approved by the tribe’s officials and bilingual education departments. The chart below only depicts scores for the Navajo language and not the Zuni language.

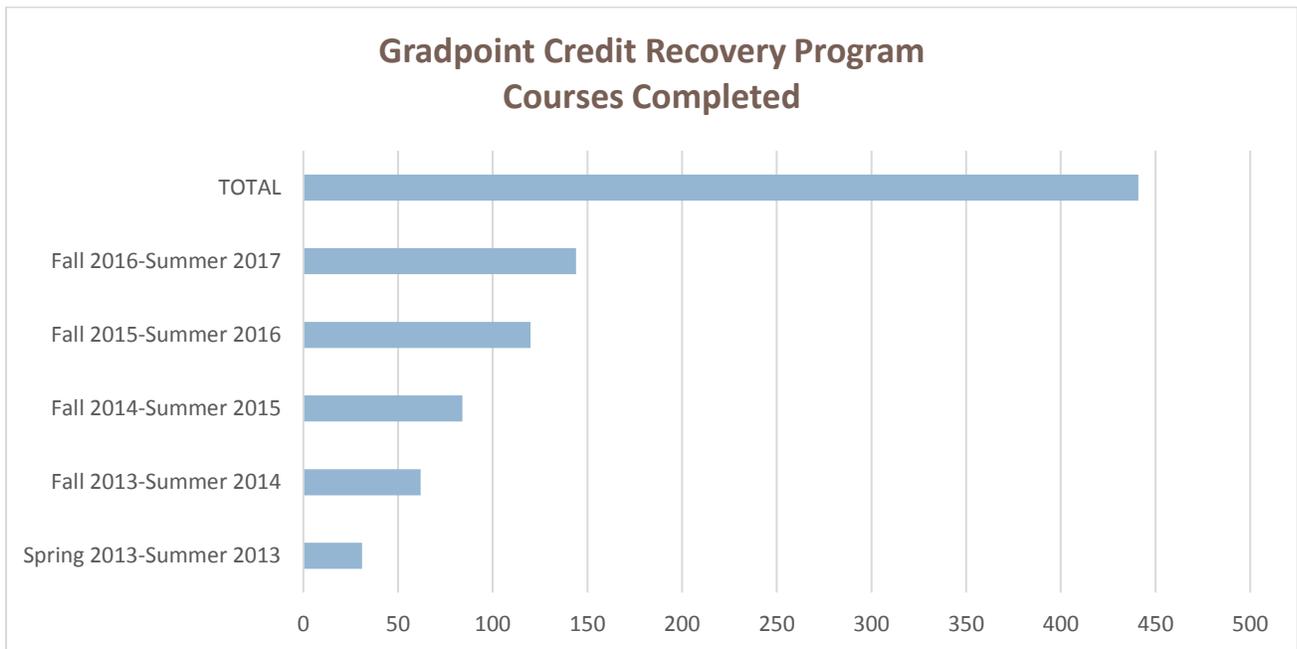


- The chart show a high percentage of students are showing *non proficient* on the pretest but show improvement after participating in the Navajo language class
- There is a small number of students that are limited in the Navajo Language however the assessments show progress for these students

- There are fewer students that were proficient when assessed with the ODLA but the scores show increase of knowledge and skills in the Navajo language

Gradpoint Credit Recovery Program

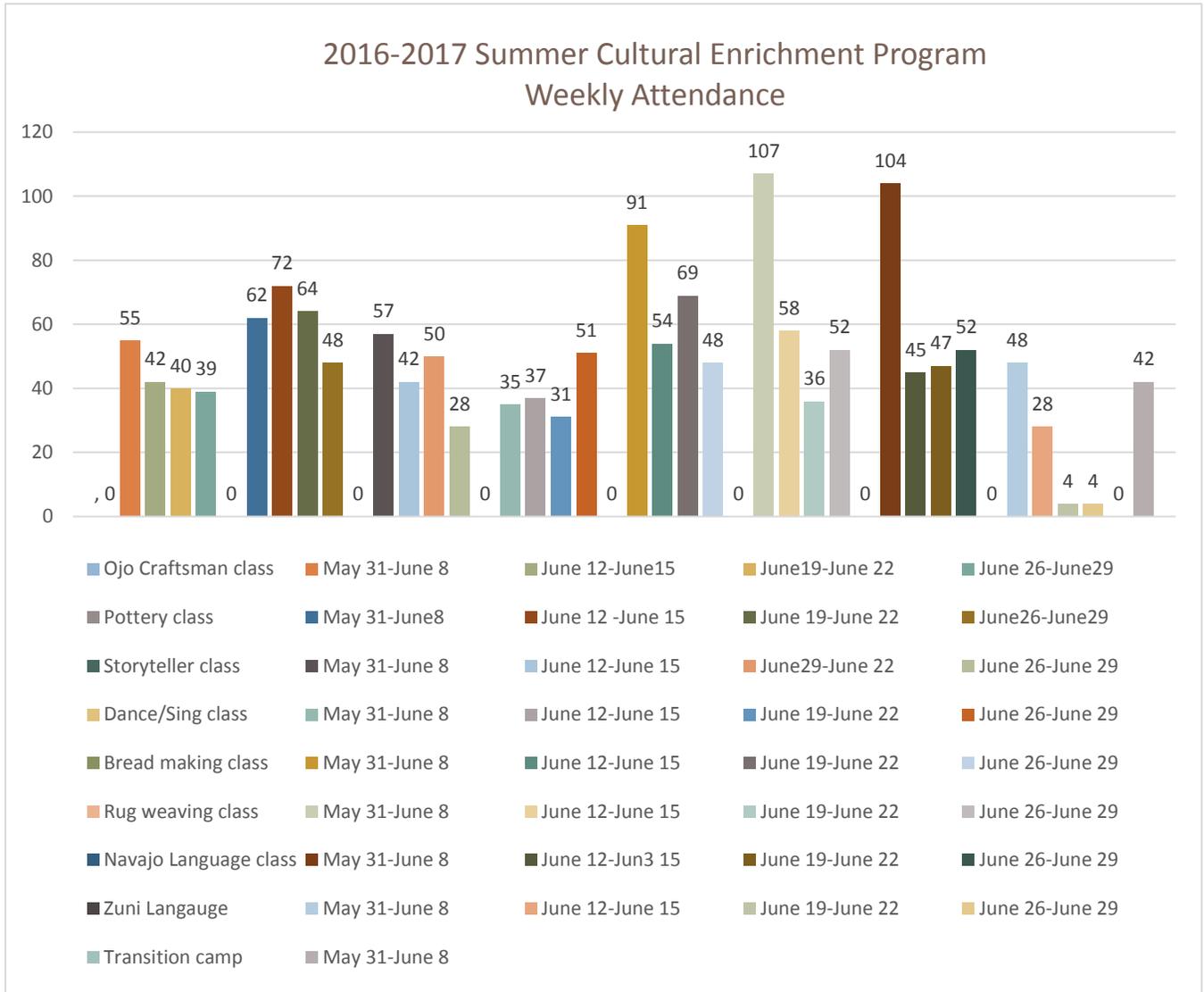
Between March 2013 and June 2017 Native American students have completed 441 courses in core subjects that include; Math, English, Social Studies, and Science with lab. The chart shows that student participation has increased each year which means more students are completing their required credits and graduating.



2017 Summer Cultural Enrichment Programs

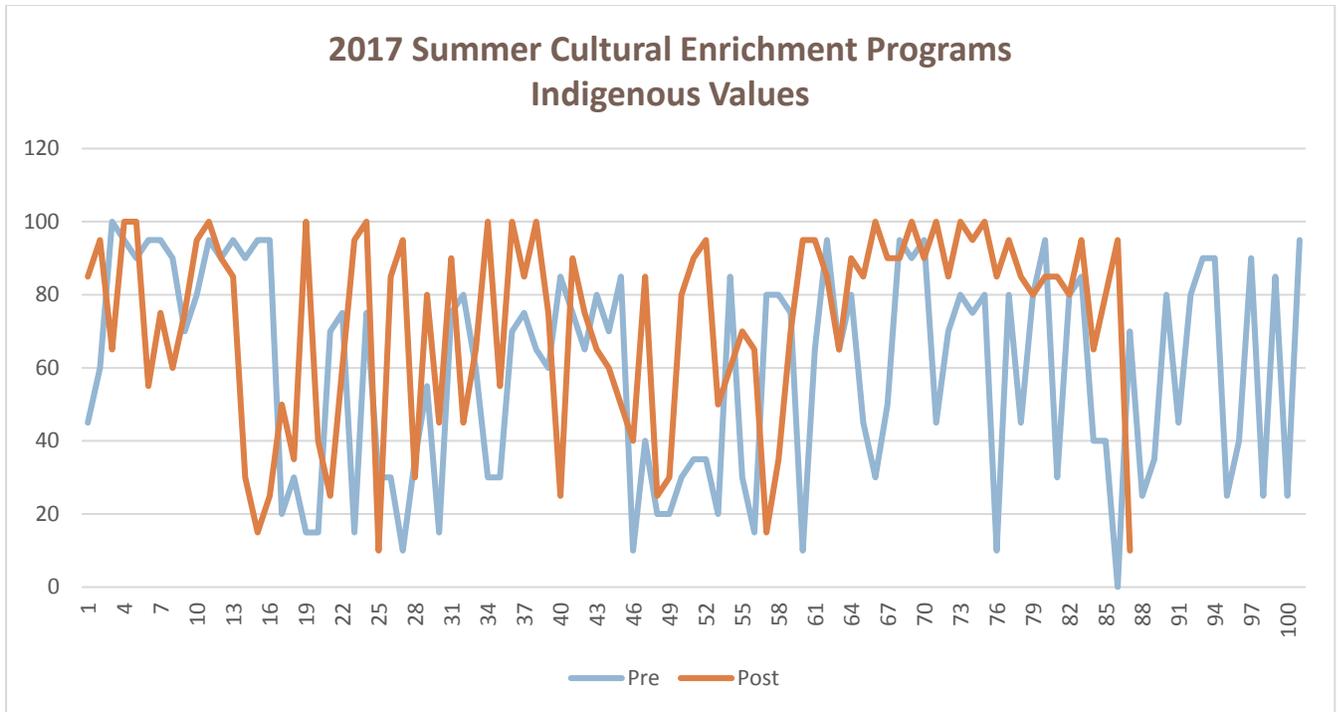
The below shows the cultural enrichment classes that were offered during the month of June, 2017 and the number of students from grades K-12 that participated. A total of 397 students participated in two of ten cultural classes offered which were taught by community experts in the particular classes which included; Ojo Crafts, Bread Making, Transition, Pottery, Rug Weaving, Storytelling, Navajo Language, Zuni Language, Cooking, Dancing and Singing. The charts shows the number of students who attended each day for a total of 1,642 participants the entire month. These totals do not include the number of participants from the Gradpoint Credit Recovery classes (morning and afternoon) and the Navajo dual language class through the Institute for American Indian Arts (IAIA). The chart depicts bread making and cooking as the most popular class with 107 students during the first week and the second popular class

was Navajo language with 104 participants during the first week. All the culture classes were well attended with large participation.



Indigenous Values 2017 Summer Cultural Enrichment Programs

The line graph below shows that summer program participants increased their knowledge about the Indigenous values in the programs offered this summer. At the initial pretest of the values only one participant received a perfect score of 100 percent, however by the end of the summer program there were increased participants who scored a perfect score and many who scored between eighty and ninety five percent. Not all participants were post tested.



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 (NEFTP) 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.

METHODS

APS submits their financial report to the state per the Public School Finance Act. The Indian Education Department team analyzed the data to determine which district may require additional assistance to maximize educational opportunities for AI/AN students. Please see table below.

RESULTS

There is a total of four funding sources that are used specially for the unique educational needs of AI/AN students. The total funds are directly utilized for support to AI/AN students. The overall district funds are utilized in each school for education of all students including AI/AN students attending district schools.

CONCLUSION

As with all funding there is not enough to meet every need (i.e., resource teachers in additional schools with high AI/AN enrollment of (+60). Students' education needs are met as well all students attending district schools.

ACTION PLAN

There is a need to continue seeking grants to support the AI/AN students. There is a need to increase effective innovative programs for the AI/AN students.

APS District Funding 2016–2017: Funds Generated by American Indian Students

					Fund:		25184	25147	25131	27150	25201	25209		
# of AI funding sources used	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total Dist. Budget	Indian Ed Formula Grant Title VII	Impact Aid Indian Ed. Title VIII	JOM	NM IEA	Navajo Program	Native American Programs	TOTAL Indian Programs	Amt. per student		
4	83,712	6,479	7.7%	1,300,018,913	1,055,485	9,158	207,301	25,000	0	0	1,296,944	\$200		

Received from APS Finance Department and STARS (2016-2017)

8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES & 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 AI/AN 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 VII Impact Aid funding requirements.

METHODS

Please see chart below of all Indian Parent committee and Indian Education committee meetings in SY 2016-17. There is a district procedural directive relating to Indian Education which includes information for compliance with the Impact aid requirements. The Indian Parent Committee are designees by their tribal officials from their respective areas that include: Pueblo of Zuni and Tohajiilee community. Others are urban at-large members with a student representative and a district teacher or counselor. The IPC review all federal documents and completed programs/activities during their annual retreat. They also review data available from parent surveys and additional information from the ending year. They develop their annual goals and objectives for the coming year including development of an annual meeting calendar and programs.

RESULTS

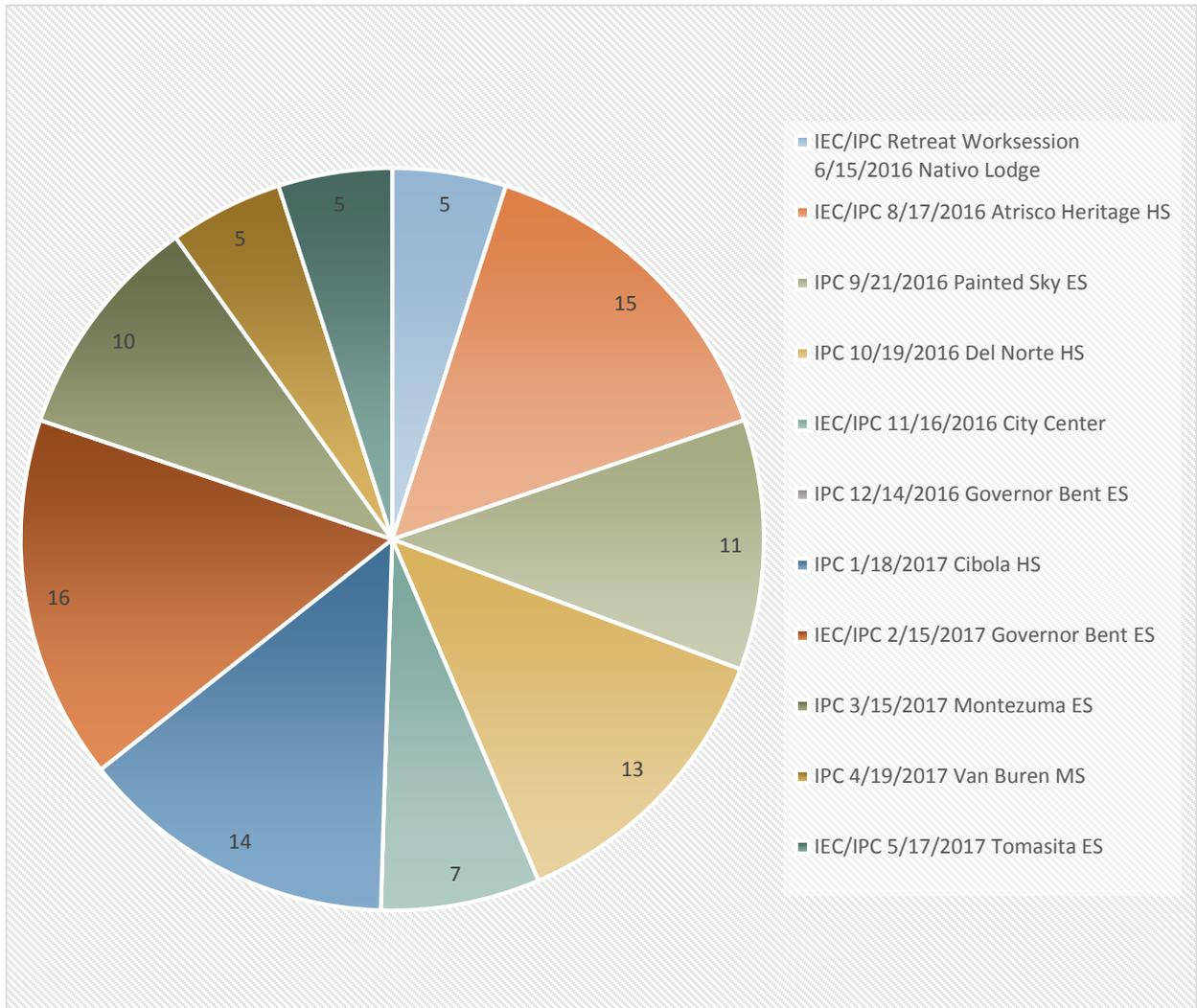
The pie chart only shows the meeting schedule for 2016-17. The preceding years would look similar as we develop an annual meeting calendar which is shared with parents and other community members at Indian Department sponsored activities. Over prior years the IPC / IEC have signed the IPP (attached) as designees of their respective tribes. A letter is sent to each parent of identified students (attached).

CONCLUSION

The IPP is reviewed annually by the Indian Parent Committee during their annual retreat. They report the results of meeting discussions and topics back to their respective communities. IPC/IEC meetings are announced on the district website to all every month.

ACTION PLAN

The process and procedures are reviewed by the parent committee and as changes are discussed they noted in official meeting minutes.



N=meeting participants

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 AI/AN 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

In 2015, the new superintendent began work on setting clear district goals, which became the *Academic Master Plan*. The *Academic Master Plan* included four goals:

- Goal 1: Early Literacy,
- Goal 2: Career and College Readiness,
- Goal 3: Developing the Whole Child, and
- Goal 4: Pathways to High Quality Schools.

Input was solicited from practitioners, families, and the public. With input from everyone, the principles and values which emerged from the discussions were incorporated into the *Academic Master Plan*. These principles and values included:

- Safe schools
- Whole child development
- Quality teaching
- Healthy, supportive relationships
- Equitable access for all
- Student voice, feedback and involvement
- Innovative learning

- Developmentally appropriate curriculum
- Community and culturally responsive curriculum
- Social and emotional growth
- Authentic assessments
- Open communication with parents and community

As the details to goals were developed, Goal 3 *Developing the Whole Child* was identified because it addressed issues that supported truancy and drop outs of students the following needs; Students develop physically, mentally, emotionally, socially and intellectually in safe and welcoming environments that remove barriers to learning, embrace individuality and connect to their community.

Focus Area

- Sustain and expand community schools
- Expand support services including nursing, counseling and social work
- Increase truancy intervention efforts; sustain/expand school-based health centers; provide poverty awareness training; improve threat assessment process
- Expand behavior expert support to serve all students
- Provide training to ensure that classroom instruction mitigates commonly exhibited behavior challenges.

Strategy 1: Fostering Safe and Welcoming Environments

Action Steps

- Improve student and staff safety through the Threat Assessment Process for APS
- Cultivating fair and equitable discipline policy

Possible Performance Indicators

- Number of formal and informal threat assessments
- Follow up measure
- Prevention measure
- Number of disciplinary actions by subgroups (ensure look at out-of-school suspension and expulsion)

Strategy 2: Remove Barriers to Learning

Action Steps

- Sustain and Expand Community Schools
- Expand the number of Social Workers that can serve all students specifically for truancy intervention
- Develop a system to serve general education students with behavioral health needs.
- Develop and research equity model for delivery of services that may

Possible Performance Indicators

- Number and percent of schools that implement a community schools framework will increase annually.
- At one community school per cluster.
- Maintain status of community schools in current community schools. (See ABC Community Schools Partnership measures)
- Number of Truancy Resource Social Workers

- include the expansion of the number of counselors.
- Expand number of school nurses based on the existing equity model
- Sustain school based health centers and explore new locations based on student and community need
- Poverty Awareness Training for Title I schools
- Behavior Experts: Expanded model for behavior expert system in order to serve the entire district
- Number of unexcused absences post intervention decreases
- Number of teachers/administrators that have been trained in evidence based systematic instruction systems (Special Ed training)
- Develop the formula for the equity model
- Determine number of nurses needed
- Number of SBHC
- Percent of student served in SBHC
- 100% of Title I schools and charters will be trained (including School Team Training and Coaching) by the end of summer after the 17/18 school year.
- The number and percent of schools implementing their Action Plan.
- The number and % of schools that show growth toward their school based Action Plan Target.
- Number of teachers who utilize Review 360 (special education resource for all teachers)
- Number of staff trained in Zones of Regulation (special education resource for all staff)
- Number of behavior experts in schools (have to define “behavior expert”- e.g.: may include teachers who have been trained and can serve as a resource)

Strategy 3: Discover and Develop Individual Gifts and Talents

Action Steps

Develop Graduate Profile

Possible Performance Indicators

- The number and percent of students who achieve the social-emotional proficiency in the APS Graduate profile will increase by ___% each year
- Increase the number of students who are meeting proficiency in Standards Based Progress Report:
 - Attendance

- Behavior – Characteristics of Successful Learner
- Poor course grades
- Decrease truancy
- Potential other goals
- Increase the number of students success in first attempt of course
- Decrease the number of students who fail a course
- Increase the number of Elementary students who are meeting proficiency

Note: look at courses in 9th grade – are we piling on too much in 9th grade

- Action plans/growth goals established in schools who have received Title I/Jensen trainings
- Number and percentage of trained school staff will increase by _____% (determine growth goal after Associates decide training model)

Utilize brain research regarding chronic stress, poverty and state of mind to ensure that all schools have staff trained to set up classroom instruction to mitigate the effectiveness of commonly exhibited behavior challenges.

Once we have trained staff in schools we would need baseline and show that behavior referrals will drop

- Number and percent of unique students that participate in extra/co-curricular activities.
- Types and number of program offerings.
- Percent of offerings that reflect student interest (pre- and post-surveys).

Develop and implement a plan to align and manage after school program resources and ensure that services and activities are targeted to meet school and district goals

Percent of parents who indicate that there is a variety of options that meet the needs of their children

RESULTS

The work is still in process with some pieces of the plan already developed and implemented. The plan is to support all students through better understanding of “why” they drop out and reasons for chronic absenteeism. With additional supports in the schools and increased knowledge about ways and methods for supporting the students who “fit” into these categories the district can begin to strengthen and increase support programs.

CONCLUSION

The Academic Master Plan will continue to be worked on and the missing pieces developed. The goals identified in the Master Plan will help support all students attending district schools. The district supports the AI/AN in the overall plan implementation as needed.

ACTION PLAN

Closer tracking of AI/AN students attendance and truancy is needed to identify potential concerns before the issues become overwhelming for AI/AN students. To work on a closer level with multiple departments to sustain support for students through consistent communication. They include: SIS department, Title 1 Department, Family and Community Engagement supports, Nursing, Homeless, Family Engagement Collaborative, and any other department as necessary.

10: PUBLIC SCHOOL USE AND 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 AI/AN students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance the students' ability attend school regularly.

BACKGROUND

New Mexico has a rich AI/AN 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 AI/AN students. AI/AN 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

The district calendar committee develop the annual calendar with community input. There aren't any particular days identified that are specific for a feast or cultural day but many families take advantage of the days when students aren't in school. In 2016-17 school year there were 25 days when students did not have school due to staff professional development days, Labor Day, Fall break, Veteran's day, Thanksgiving and Winter breaks, Martin Luther King day, Vernal holiday, and Spring break. Many culture and feast days fall on these days so students and families take advantage of the opportunity. Students are also given one day to use for religious observance.

RESULTS

The districts' proposed calendar is made available for public comment annually prior to board approval. The calendar is conducive to multiple observance in the community including AI/AN families and students. Families and students take advantage of the opportunity of one day each year as a religious observance day. The opportunity for public comment gives community members and Tribal leaders to express their wishes for the committee's consideration each year.

CONCLUSION

Twenty-seven days plus one day for a total of 28 days gives AI/AN students and their family opportunity to observe their cultural observance days and traditions. Many students and families return to their communities for feasts, dances, and ceremonies.

ACTION PLAN

The current annual school calendar development policies and processes work for the students and families. Sometimes, on special occasions, the district school principals and central office will receive a letter from a Tribal official requesting excuse for certain students if the students are involved in ceremonies or dances. Those requests are shared with the attendance department staff and counted as an excused absence. Specific cultural days in the state of New Mexico are not designated on the district calendar.

11: SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS, TRIBAL, MUNICIPAL AND INDIAN ORGANIZATION

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 AI/AN students.

BACKGROUND

Districts that claim federally identified AI/AN 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 AI/AN students.

METHODS

Monthly Indian Parent Committee meetings are conducted. The meetings are announced on the district website and other venues as well. Quarterly meetings are conducted as well with the Indian Education Committee. One annual retreat is conducted with the IPC/IEC to develop goals and objectives, review budgets, programs, data, and survey results for the coming year. Each current year is reviewed and evaluated by the committee to strengthen programs. Annual goals and objectives are developed and federal regulations related to Johnson O'Malley, Title VII, and Impact Aid are reviewed and updated by the IPC/IEC.

RESULTS

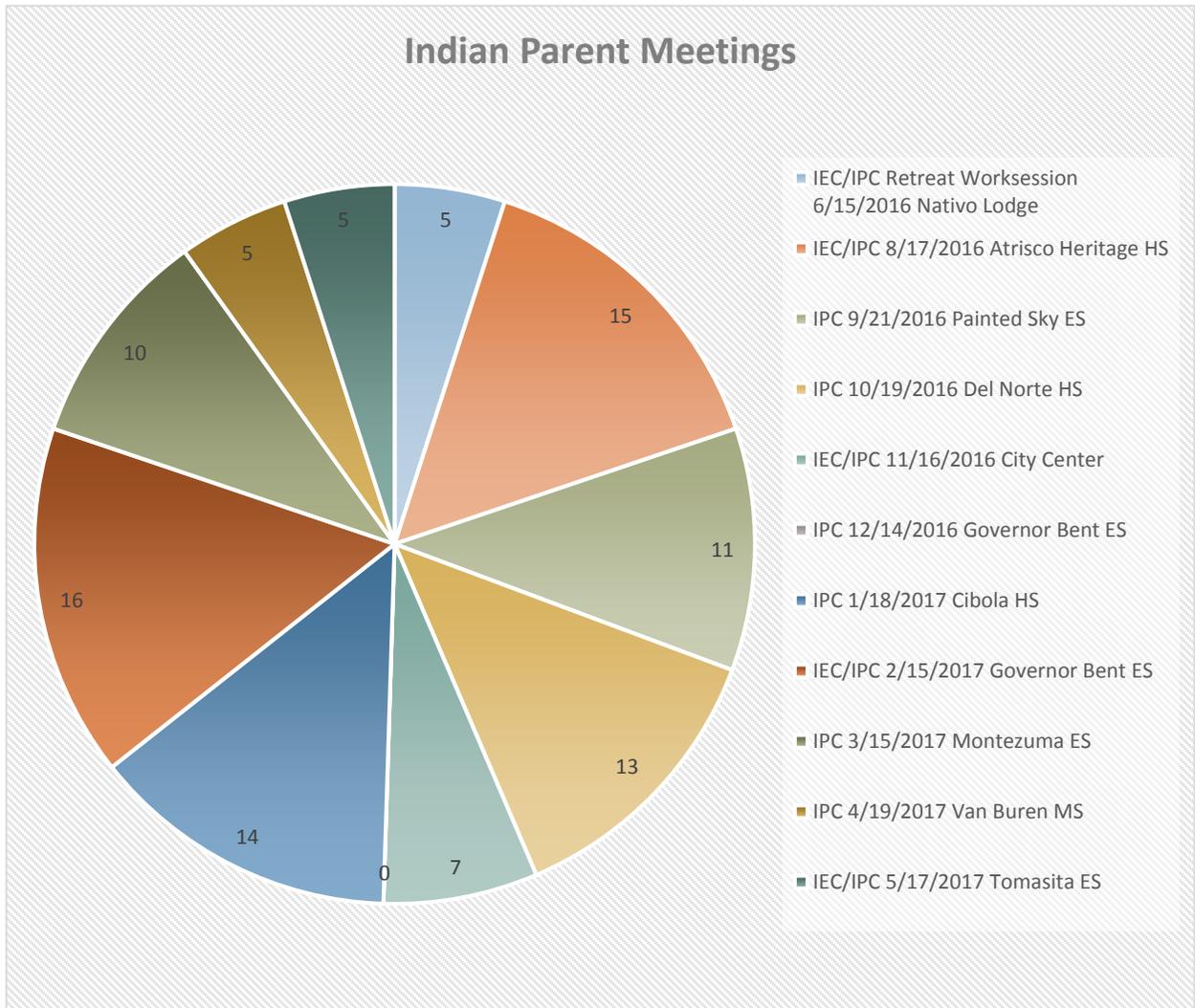
There were no official Tribal leaders meetings in 2016-17. However, there were individual consultations and conversations with tribal education officials through telephone and email. The correspondences were not maintained.

CONCLUSION

The Tribal Leaders Summits will be started again in the coming year as this is a regulation under the new Every Student Succeeds Act (ESSA) of 2016.

ACTION PLAN

Continuation of constant communication with the Indian Parent Committee and the Indian Education Committee through monthly parent meetings.



N=Participants

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 AI/AN 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 are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about natural world and Indigenous peoples.

METHODS

The Indian Education Department staff in the district have annually completed multiple activities that support the Native American child's education which include; "book studies," which were conducted with extensively researched information about instruction methods and learning by the Native American child. Curriculum that are culturally relevant have been written and implemented by the department staff and research about best practices for learning and instruction of Native languages have been undertaken by the Native language teachers. The department staff have developed an Indigenous rubric that is used as an evaluation to teach values in every department sponsored coursework or activity. Research entitled *The Support and Encouragement for Expression of the Circle of Courage Values by Special Education Teachers* by D. Thompson was conducted in the district with approval by the district research department. A comprehensive Indian Education Plan was developed with input from K-12 students through focus groups, district teachers, principals, and administrative staff.

RESULTS

The book studies conducted include book titles and authors: *Decolonizing Methodologies: Research and Indigenous Peoples* by Linda Tuhiwai Smith; *Look to the Mountain: An Ecology of Indigenous Education* by Gregory Cajete; *Igniting the Sparkle: An Indigenous Science Education Model* by Gregory Cajete; *Native Science: Natural Laws of Interdependence* by Gregory Cajete, *Critical Neurophilosophy and Indigenous Wisdom* by Gregory Cajete, and *Reclaiming Youth at Risk: Our Hope for the Future* by Brendtro, Brokenleg, and Van Bockern. The book studies equipped the department staff with knowledge about best methods and approaches for instruction in the classroom work and with AI/AN studies. The curriculum are culturally relevant and aligned to the common core standards. They are developed by the department resource teachers which include: K-8 Instructional Unit Plans that include the following topics: *Native Astronomy, The Ecology of Native American Community, Plants, Food, Medicine, and Gardening, Creation: Telling a Special Story, Animals in Native Myth and Reality, Philosophy: Thinking the Highest Thought, and A Sense of Place: Land, River, Sea, and Space*. These are topics explained in detail in *Native Science*. High School resource teachers have developed an aligned and updated curriculum entitled: *Native American and Dine' Government Curriculum Framework* which is used in the Native American studies courses. In SY2016-17 the *Curriculum Guide for Dine' Government* became the curriculum for the Navajo Government and History courses. The Native language teachers utilize the following researched based curriculum: *Dine' Bizaad Bina'hoo'aah* by Evangeline Yazzie Parsons and Margaret Speas and the Zuni language curriculum is entitled; *Zuni Language and culture Curriculum Guide* by the Zuni Language Department in Zuni Public Schools.

CONCLUSION

The APS district supports innovative programs developed with a firm research foundation. There are multiple courses specific to Native American students which are available to students in every grade level. Each course offered has a culturally relevant curriculum aligned to the common core standards. However, there is a need for increased Indigenous research specific to the instruction of the AI/AN learning styles which also include instruction differentiation for the students.

ACTION PLAN

Continue the course and seek funding to develop research that will enhance instruction methodologies of the AI/AN students attending district schools. As knowledge is increased through research there will be an increase of information sharing with district instructional staff through professional development opportunities. The district is developing a high school *Multiethnic Curriculum and course* which is to be implemented in fall of 2017.

APPENDIX

APPENDIX A: IPP FOR THE 2016-2017 SCHOOL YEAR



**ALBUQUERQUE PUBLIC SCHOOLS
PROCEDURAL DIRECTIVE
RELATING TO INDIAN EDUCATION**

The following Procedural Directive is implemented to give effect to the Board of Education of the Albuquerque Public Schools Policy IH9* and fulfill the requirements of applicable state and federal statutes and regulations relating to Indian Education.

Definitions

“Tribe” means an Indian nation, tribe or pueblo located within New Mexico.

“Tribal Official” means any official of a tribe a) any part of whose jurisdictional boundaries include areas also found within the boundaries of APS, or b) which has entered into an agreement with APS to provide education to children of that tribe, which official has been designated by the tribe to act as its agent in dealing with APS.

“Title VII” refers to 20 USC §7401, et seq.

“Title VIII” refers to 20 USC §7701 et seq.

Responsibilities of the Title VII Indian Parent Committee (IPC)

The responsibilities of the committee are as set forth in the Bylaws as may be amended from time to time. A Copy of the Bylaws is attached hereto.

Opportunity to Comment by Tribal Officials and Parents

Tribal Officials and parents of Indian children will be provided an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by APS.

The APS Superintendent and/or Director of the Indian Education Department will meet annually with Tribal Officials, parents of Indian children, and staff. The purpose of these meetings will be to inform and to address comments and concerns regarding Indian children’s equal participation in the educational programs of the District. See: 34 CFR 222.94(a) (1)

* IH9 INDIAN EDUCATION: The Board of Education of the Albuquerque Public Schools recognizes the importance of Native American students maintaining their traditions and values while obtaining educational skills to enable them to be responsible and productive students and members of society. The Board of Education desires to ensure educational opportunities for all students, including Native American students. The Board of Education shall foster cooperation and maintain an open line of communication with tribal governments whose jurisdictional boundaries include areas within the Albuquerque Public Schools boundaries to verify, in accordance with state and federal law, that these tribes agree with Albuquerque Public Schools Indian Education policies and procedures. The Superintendent, or his/her designee, shall draft appropriate Procedural Directives to implement this policy and assure compliance with state and federal Indian Education laws.

Generally, at least the following meetings will occur annually:

- APS' Indian Parent Committee monthly meetings.
- The APS Board of Education public hearing on Title VIII Indian policies and procedures (usually held in January). This meeting of the APS Board may also serve to meet the requirements of Title VII.

Other meetings may be requested or organized by the Indian Parent Committee, Tribal Officials, or parents of Indian children.

Annual Participation Assessment

APS will annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities, including extra curricular and co-curricular activities, of the District. The data to be reviewed will include the state and local accountability reports and the annual APS Indian Education Report. The Indian Parent Committee and APS Indian Education Department staff will review parent and student input and surveys prior to the preparation of the Title VII request, and Title VIII Impact Aid request, as well as other Indian Education programs. Information regarding this input will be discussed at the public hearing for the Title VII, and Title VIII, usually held in January. APS will use that information to assess the effectiveness of Indian community input regarding the participation of Indian children in the District's education program and activities and the development and implementation of the Indian Policies and Procedures, and for modifying, if necessary, the District's Indian Policies and Procedural Directive.

Modifications If Necessary to Ensure Equal Participation — Indian Parent Committee Input

When data indicates that Indian students do not participate on an equal basis with non-Indian students in the educational programs of the District, or that Indian students are not making appropriate progress, the Indian Parent Committee will:

- Recommend a plan to the APS Superintendent or Board; or
- Make suggestions to the APS Superintendent or Board to modify the educational programs or provide services in order to attain equal participation or appropriate progress.

Disseminate Timely Material Related to the Education Programs to Allow Time to Review and Make Recommendations

The following materials will annually be disseminated to Tribal Officials whose jurisdictional boundaries include areas within the boundaries of APS or which has entered into an agreement with APS to provide education to children of that tribe and parents of Indian students who attend APS:

- Title VIII Application. The complete Title VIII Application will be sent to Tribal Officials whose jurisdictional boundaries include areas within the boundaries of the APS, or which the boundaries of APS, and a summary prepared for all parents of Indian students who attend APS in conjunction with the Title VIII public hearing, which is usually held in January. The Indian Parent Committee formed pursuant to the Indian Education Act and APS Indian Education Department staff will review parent and student input and surveys prior to the preparation of the Impact Aid – Title VIII application. Information regarding this input will be discussed at the public hearing for the new Title VIII application at the public hearing usually held in January. It is expected that Impact Aid Applications will list these tribes: Acoma, Cochiti, Isleta, Jemez, Laguna, Pojoaque, Sandia, San Felipe, San Ildefonso, Santa Ana, Santo Domingo, Taos, Zia Pueblos, Jicarilla Apache and Tohajiilee (Canoncito Navajo).
- Evaluation of programs assisted with Title VII, and VIII, funds. Review of new or continuing programs is an on-going process of the Superintendent and Board of Education. Agendas will be regularly forwarded to Tribal Officials. An annual summary will be provided at the January Title VIII public hearing.
- Program plans and information related to the education programs of the District
- Assessment data for Indian students and non-Indian students in the District.

Adequate time and opportunity will be provided for Tribal Officials and the Indian Parent Committee and the parents of Indian students who attend APS to present views and comments regarding the disseminated documents. A Board meeting will be held, usually in January, for the discussion of the disseminated material as part of a regular Board of Education agenda. Tribal Officials and parents of Indian students who attend APS and staff will be notified at least ten (10) days prior to the meeting. Notice will be posted in the APS District Office and will be sent to the Tribal Council or Tribal Education Department of any tribe whose jurisdictional boundaries include areas within the APS boundaries, or which has entered into an agreement with APS to provide education to children of that tribe.

Solicitation of Indian Views

APS will solicit information from Tribal Officials and parents of Indian students who attend APS on Indian views, including views regarding the frequency, location and time of meetings.

At the Board of Education of APS meeting described in the procedure for dissemination of materials, above, members of the Indian community will be afforded the opportunity to comment and suggest alternatives to the regularly-scheduled times, locations, and frequency of pertinent meetings.

The Director of the APS Indian Education Department will designate an IPC member to attend APS budget hearings and Equity Council meetings.

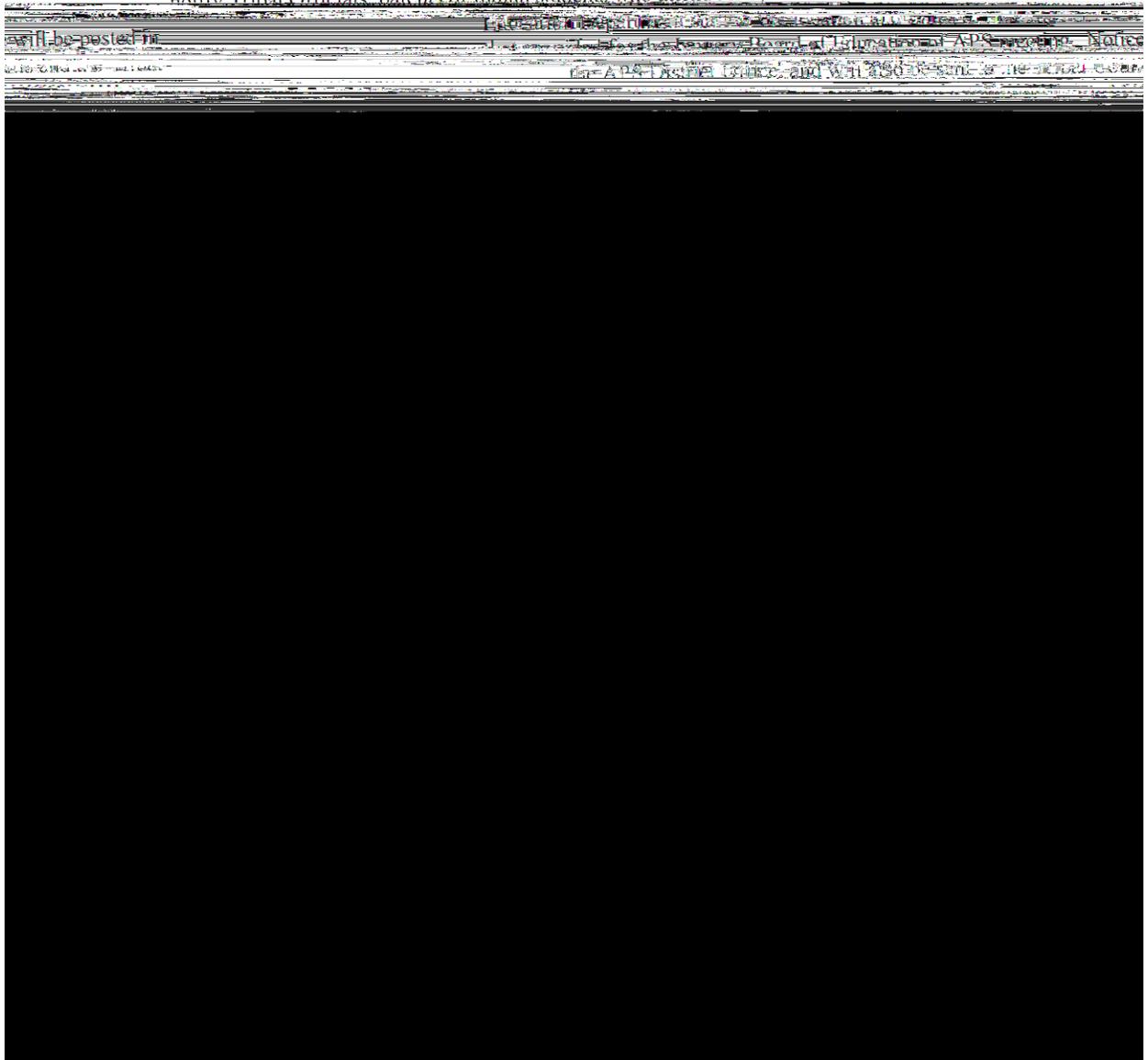
ALBUQUERQUE PUBLIC SCHOOLS-INDIAN EDUCATION DEPARTMENT

The Director of the APS Indian Education Department will assist the IPC in conducting meetings regarding Title VIII – Impact Aid, and Title VII. The APS Indian Education Department will provide opportunity for Indian tribes and parents of Indian students who attend APS to provide direct input to the Director of the Indian Education Department of APS.

The APS Indian Education Department will conduct needs assessment surveys as required to meet federal guidelines.

Notification of Meetings

In addition to issuing the public notices required by the Open Meetings Act, APS will notify Tribal Officials, parents of Indian students who attend APS, the IPC and Tribal



Members of the Indian community, tribal officials, and members of the IPC, and APS staff will be notified of modifications to programs or services which result from the review of assessment data and recommendations to the Board of Education of APS.

ALBUQUERQUE PUBLIC SCHOOLS-INDIAN EDUCATION DEPARTMENT

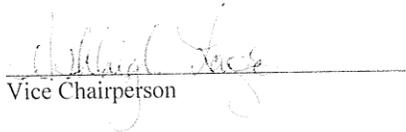
CERTIFICATION

We, the Albuquerque Public Schools and the New Mexico Indian Tribes whose students attend APS and whose jurisdictional boundaries include areas also found within the boundaries of APS, or which have entered into an agreement with APS to provide education to children of that tribe which are located in whole or in part within the boundaries of APS have reviewed the contents of the Board of Education of the APS Indian Policy IH9 and the APS Procedural Directive and adopt and approve the same, and agree that the policies conform to federal requirements.

APPROVED this 15th day of June, 2016.

CERTIFICATION:

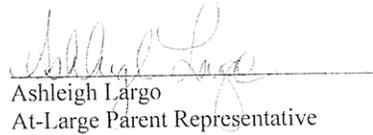

Chairperson

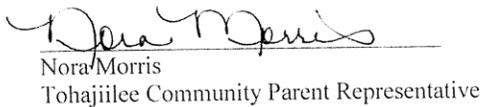

Vice Chairperson

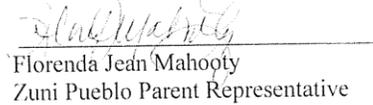
Secretary

ATTEST:

Howard Connick
At-Large Parent Representative


Ashleigh Largo
At-Large Parent Representative


Nora Morris
Tohajiilee Community Parent Representative

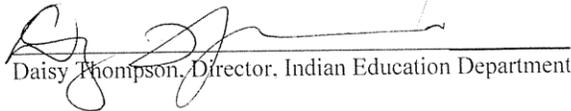

Florenda Jean Mahooty
Zuni Pueblo Parent Representative

Lauren Stewart-Brunelle
At-Large Parent Representative


Holly Blue-Sky-Rey
APS Counselor Representative

CONCURRENCE:


Raquel Reedy, Albuquerque Public Schools Superintendent


Daisy Thompson, Director, Indian Education Department

APPENDIX B: IMPACT AID LETTER TO PARENTS FOR 2016-2017 SCHOOL YEAR



ALBUQUERQUE PUBLIC SCHOOLS
Office of the Superintendent

Raquel Reedy
SUPERINTENDENT

Yvonne Garcia
Associate Superintendent for Secondary Education

September 26, 2016

Dear Parent:

The Albuquerque Public Schools district is eligible to receive financial aid from the Federal Government for the students whose parents live or work on federal, tax-free properties in Albuquerque or other New Mexico cities/tribal lands.

In order to receive the funds to which the District is entitled, your school is required to conduct a census survey after September 12, 2016 (the day of the survey). The date of September 12, 2016 indicates the student was ENROLLED in the Student Information System on that date. This date will identify those pupils whose parents work or live on federally owned property. Please see attached properties which fall in the above categories.

There should be a survey signed for ALL of your children attending Albuquerque Public Schools. If both parents/guardians work or live on federally owned properties, each parent may fill out a survey form. Please complete survey form, sign and indicate the date signed in the proper space, and return the card to the school.

If neither parent qualifies for the survey, please check the box that states no parent/guardian is employed on government property and sign the bottom of the form. Please have the student return the form to their school.

All signed completed forms should be sent back to the school no later than October 20, 2016.

Thank you,

Yvonne Garcia | Associate Superintendent over High School Education
Albuquerque Public Schools
Office of the Associate Superintendent
6400 Uptown Blvd., N.E.
Albuquerque, N.M. 87110
505.880.3705 | f: 505.872.8865
garcia_y@aps.edu | www.aps.edu

