

TRIBAL EDUCATION STATUS REPORT



CUBA INDEPENDENT SCHOOL DISTRICT

Our Mission

The Cuba Independent School District prepares diverse 21st century learners with high expectations, academic growth, community and cultural collaboration, and moral integrity to provide a bright future for the learners we serve.

SY 2016 - 2017

**CUBA INDEPENDENT SCHOOL DISTRICT
TRIBAL EDUCATION STATUS REPORT
SY 2016-2017**

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TRIBAL EDUCATION STATUS REPORT



**CUBA
INDEPENDENT
SCHOOL
DISTRICT**

**SY
2016-2017**

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TRIBAL EDUCATION STATUS REPORT
Cuba Independent School District
SY 2016-2017

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 – Cuba Independent School District

SY 2016-2017: District Enrollment = 554; Total Number of American Indian Students Enrolled = 355

The following chart provides information on the 356 IA Students enrolled in the Cuba Independent School District.

A.I.* Students	Number	Percent
Economically Disadvantaged	356	100%
Title 1 Part A - Schoolwide	356	100%
With Disabilities	63	17.6%
Title I Part C Migrant	11	3.1%
English Language Learners	76	21.3%
Female	182	51%
Male	174	49%

**A.I. = American Indian*

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.

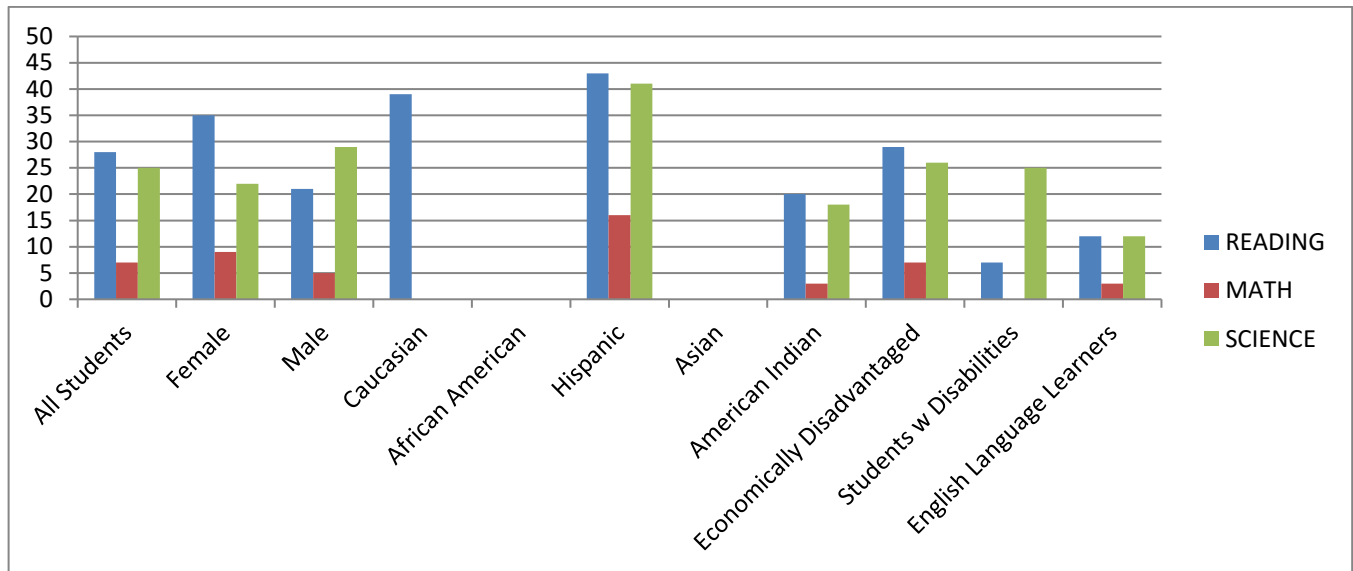
Methods

During SY 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) 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. The charts and graphs below summarize the test results for all assessments for all students.

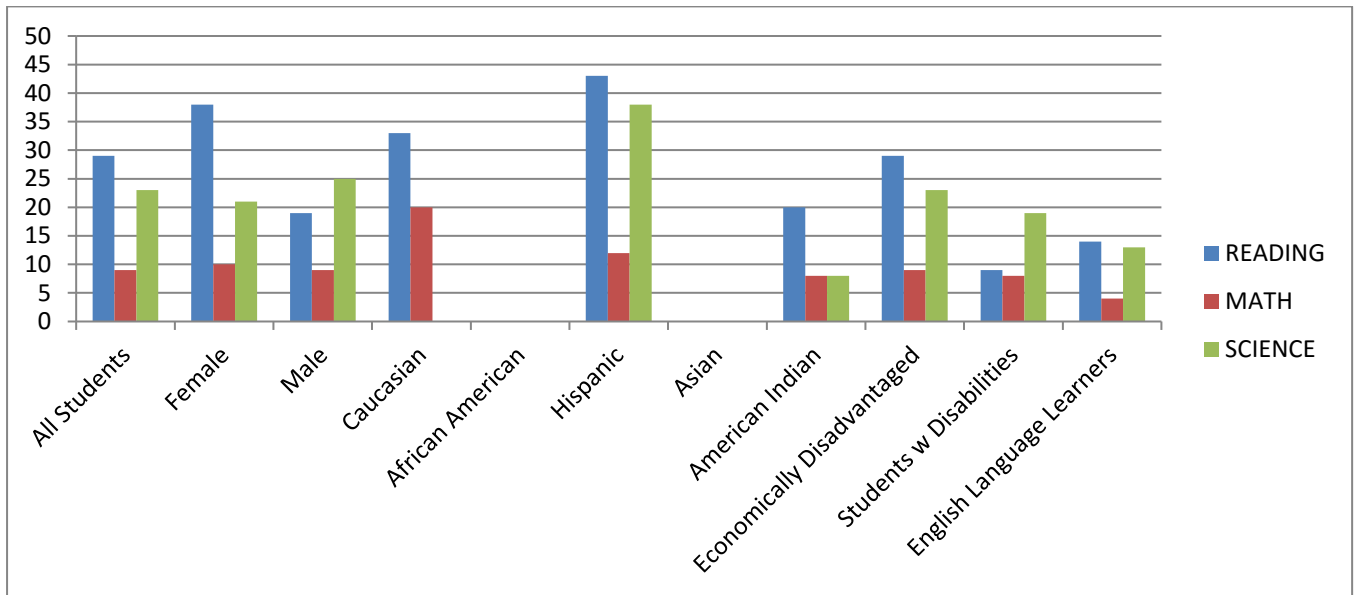
ALL ASSESSMENTS - ALL STUDENTS 2016-2017

Students	READING		MATH		SCIENCE	
	Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
All Students	484	28%	390	7%	119	25%
Female	236	35%	197	9%	64	22%
Male	248	21%	193	5%	55	29%
Caucasian	18	39%	13	≤ 20%	0	0
African American	0	0	0	0	0	0
Hispanic	141	43%	115	16%	37	41%
Asian	0	0	0	0	0	0
American Indian	320	20%	259	3%	78	18%
Economically Disadvantaged	465	29%	374	7%	114	26%
Students with Disabilities	74	7%	64	≤ 5%	16	25%
English Language Learners	194	12%	170	3%	51	12%



**ALL ASSESSMENTS - ALL STUDENTS
2015-2016**

Students	READING		MATH		SCIENCE	
	Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
All Students	476	29%	388	9%	129	23%
Female	243	38%	199	10%	80	21%
Male	233	19%	189	9%	49	25%
Caucasian	18	33%	15	20%	0	0
African American	0	0	0	0	0	0
Hispanic	160	43%	129	12%	45	39%
Asian	0	0	0	0	0	0
American Indian	291	20%	239	7%	74	8%
Economically Disadvantaged	476	29%	388	9%	129	23%
Students with Disabilities	71	9%	63	8%	21	19%
English Language Learners	181	14%	151	4%	48	13%



Results

COMPARISON AMERICAN INDIAN STUDENT RESULTS ALL ASSESSMENTS 2015-16 TO 2016-17

READING

2015-16 READING		2016-17 READING		DIFFERENCE	
Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
320	20%	291	20%	-29	No Change

MATH

2015-16 MATH		2016-17 MATH		DIFFERENCE	
Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
239	7%	259	3%	+20	-4%

SCIENCE

2015-16 SCIENCE		2016-17 SCIENCE		DIFFERENCE	
Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
74	8%	78	18%	+4	+10%

Conclusion

Reading Assessment results indicate that, although American Indian reading score results did not decrease from SY 2015-16 to SY 2016-2017, the results also did not increase. Math Assessment results, however, demonstrate a loss of 4% from SY 2015-16 to SY 2016-2017. Science Assessment results show an increase of 10% from SY 2015-16 to SY 2016-17.

Action Plan

CISD will strengthen its focus on 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. Re-evaluate the use of federal funds to ensure the needs of American Indian students are being met.
3. Continue to employ an American Indian Liaison to communicate and collaborate with American Indian families about barriers that can prevent student, who come from reservation communities, from achieving success in public schools.
4. Designate an English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for American Indian students.
5. CISD will continue to use a reading interventionist with 0.5 FTE at the Elementary School and 1.0 FTE at the Mid School
6. CISD will increase training for teachers on addressing the needs of American Indian students.
7. Middle and High School counselors work with all students and will focus more time on at-risk students.
8. Staff will explore ways to strengthen Tutoring Intervention, which is incorporated into the school day to serve at-risk students.
9. Administrator Walkthroughs: Principals will increase classroom walkthroughs designed to assess fidelity of implementation of plans by teachers to prepare students for PARCC testing.
10. Teachers will better prepare students for PARCC through interim assessment analysis.
11. Continue with summer school credit recovery and tutoring, and add after school credit recovery and tutoring.
12. Migrant Ed Liaison will continue to help American Indian Migrant Ed students in keeping up with their studies and homework while they are working in out-of-state migrant jobs.

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.

Each CISD school collected behavioral incidence data and recorded the data in the district's student information system.

Results

Profile Data Report Cuba Independent Schools

GRADE	INCIDENT	TOTAL # OF INCIDENTS	TOTAL # OF STUDENTS	F	M
K	Fighting	2	1	0	1
1	Fighting	1	1	1	0
2	Fighting	12	6	0	6
3	Fighting	1	1	0	1
4	Fighting	6	3	0	3
5	Fighting	4	4	0	4
6	None	0	0	0	0
7	None	0	0	0	0
8	Fighting	1	1	1	0
9	Fighting	4	4	1	3
10	Fighting	1	1	0	1
11	None	0	0	0	0
12	None	0	0	0	0
TOTALS		31	22	3	19

The American Indian behavioral data for the SY 2016-2017 demonstrates that male students are nearly ten times as likely to receive a discipline report compared to females. The number of reported discipline incidents was much higher in Grade 2 than in any other grade. The number of reported incidents declined at the beginning of Mid School (grades 6 and 7) and during the last two High School grades (grades 11 and 12). Of the total American Indian student population of 355, only 22 students (6%) incurred a behavioral infraction during School Year 2016-2017.

In order to ensure that CISD students attend safe, secure, and peaceful schools, the district 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

The CISD also has required district 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, each school building 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 staffs wear required identification badges and all visitors are required to sign in and must wear a visitor's nametag.

The district also has a District Safety Committee, which meets monthly and CISD works directly with Presbyterian Medical Services on campus to provide health services to all students. The district also has a Student Health Advisory Committee that meets bi-monthly to plan Health Fair and Safety Awareness Day.

CISD has three counselors in the district that work with student social and emotional needs and the district partners with Cooperative Educational Services to access ancillary social workers when needed. CISD has developed, and implements, a District Wellness Policy.

Conclusion

The policies and procedures established and implemented by CISD are successful. The district will examine possible options for lowering the incidents of "fighting" at the second grade level.

Action Plan

CISD will continue to follow established protocols and policies throughout the district. The district will research possible options for addressing the increase in "fighting" occurring at the second grade level.

Indicator 3 - Graduation Rates

Objective

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

Background

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. Detailed rates by traditional subgroups, aggregated by school and district, can be found on the PED website. 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.

Results

The charts below demonstrate:

- Districtwide 4-year graduation rates for American Indian students demonstrate a decrease from 54.2% in 2014-15 to 49.2% for 2015-16.
- In 2016-17, however, the 4-year graduation rate for American Indian students increased to 74%, which is an increase of 24.8%.

Three-Year Comparison of 4-Year Cohort Graduation Rates

4-YEAR COHORT RATES	2014-2015	2015-2016	2016-2017
All Students	61.3	58.6	74
Female	68.9	59.7	72
Male	56.8	57.7	75
Hispanic	84.3	79.7	71
American Indian	54.2	49.2	74
Economically Disadvantaged	62.8	60.6	74
Students with Disabilities	58.7	54.3	75
English Language Learners	63.6	54.4	74

Conclusion

Overall, the percentage of American Indian student graduates has increased and has surpassed the graduation rate of the next largest student ethnic group in the district - Hispanic.

Action Plan

The increase in American Indian graduates provides evidence that the strategies are succeeding. The district plans to continue implementing these strategies, which include the following.

- Continue to implement research-based instructional programs for Math and Reading.
- Continue sustained Reading Interventionist at the elementary school and mid school.
- School-site Teacher-Leader Teams will: analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups.
- Provide intervention through Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school.
- Utilization of a district-wide Teacher-Leader Team to study implementation of best practices and EPSS strategies across the district. The team meets monthly to examine instructional practices and to customize these practices at the individual school levels.
- Additional counselor for the high school and elementary school.
- Next Step Plans implemented in the 8th grade, in conjunction with a Career Inventory, that follow students through their Middle and High School Careers and use of a graduation checklist for grades 9-12.

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

CISD 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. 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

Based on the data below, the attendance rate for American Indian students lower than all other subgroups, with the following exceptions:

1. American Indian attendance rate is higher than the subgroup "Other" in grades K-5;
2. American Indian attendance rate is higher than the subgroup "Hispanic" in grades 9 – 12.

In comparing total students at the district level, the American Indian attendance rate is lower than all other sub-groups. The CISD staff is continuing to research why this is happening.

**ATTENDANCE RATE
BY SCHOOL
2016-2017**

	K-5		6-8		9-12	
RACE	# OF STUDENTS	% PRESENT	# OF STUDENTS	% PRESENT	# OF STUDENTS	% PRESENT
AMERICAN INDIAN	162	91.31%	70	92.26%	181	88.05%
ASIAN	2	99.72%	1	97.88%	2	96.45%
CAUCASIAN	13	91.42%	5	92.31%	10	89.64%
HISPANIC	83	92.54%	42	93.46%	73	87.86%
OTHER	2	89.54%	2	95.41%	3	93.67%

**ATTENDANCE RATE
BY DISTRICT
2016-2017**

	K-12	
RACE	# OF STUDENTS	% PRESENT
AMERICAN INDIAN	413	90.03%
ASIAN	5	98.02%
CAUCASIAN	28	90.92%
HISPANIC	198	91.01%
OTHER	7	93.55%

Conclusion

CISD has not yet determined the root causes for the low attendance rate exhibited by American Indian students.

Action Plan

CISD will disaggregate attendance to the individual student to determine root causes.

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

CISD identified the following top 3 impactful programs or activities tailored to supporting American Indian students, parents, and communities:

1. The use of American Indian liaisons to visit families in the more remote areas of the reservation to notify parents of deficiencies.
2. Back-to-school supplies distribution and supplemental instructional materials for American Indian teachers.
3. Indian Ed Parent Committee (IEPC)

Results

1. The use of American Indian liaisons to visit families in the more remote areas of the reservation proved very successful in keeping parents involved in their children’s education. Parents were grateful to be alerted about any difficulties their children were experiencing.
2. Students and parents were very grateful to receive assistance with obtaining school supplies for their children. In addition, American Indian teachers were able to purchase additional instructional materials that helped American Indian students to do better in the classroom.

3. The IEPC met ten times during SY 2016-2017 as follows: August 18th, 24th; October 5th; November 2nd, 25th; January 18th; February 15th; March 15th; April 13th; May 10th.

They participate in the district needs assessment process, review all federal program grants, help to create the Parent and Student Surveys that are distributed to all American Indian Families, make recommendations on the educational needs of American Indian students , as well as make recommendations on how funds are spent in support of American Indian students. The IEPC shares information with the three Navajo Chapters whose children attend the CISD: Counselor, Ojo Encino and Torreon.

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

CISD will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. The district will continue to seek ways of increasing parental 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

CISD implements various programs designed to meet the needs of American Indian students. These programs include:

1. American Indian Parent Liaison to communicate and collaborate with American Indian families regarding barriers that can prevent student, who come from reservation communities, from achieving success in public schools. Includes outreach to families in the more remote areas of the reservation;
2. Migrant Ed Liaison to help American Indian Migrant Ed students in keeping up with their studies and homework while they are working in out-of-state migrant jobs;
3. Diné Heritage Language Program designed for American Indian students to revitalize language;
4. English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for American Indian students;
5. Reading interventionist at the Elementary School and Mid School;
6. Tutoring Intervention incorporated into the school day;
7. Summer school credit recovery and tutoring;
8. American Indian Parent Committee to collaborate with CISD staff to develop Indian Policies and Procedures and discuss use of funds to ensure student success and direct beneficial educational programs for Native Americans;

Results

The intent of the CISD programs, which focus on the American Indian students, is to help students to be successful. Measures of success include reading and math test results and high school graduation. The following charts are also included in Indicators 1 and 3.

COMPARISON AMERICAN INDIAN STUDENT RESULTS ALL ASSESSMENTS 2015-16 TO 2016-17

READING

2015-16 READING		2016-17 READING		DIFFERENCE	
Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
320	20%	291	20%	-29	No Change

MATH

2015-16 MATH		2016-17 MATH		DIFFERENCE	
Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
239	7%	259	3%	+20	-4%

SCIENCE

2015-16 SCIENCE		2016-17 SCIENCE		DIFFERENCE	
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Three-Year Comparison of 4-Year Cohort Graduation Rates

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English Language Learners	63.6	54.4	74

Conclusion

Student Achievement

Reading Assessment results indicate that, although American Indian reading score results did not decrease from SY 2015-16 to SY 2016-2017, the results also did not increase. Math Assessment results, however, demonstrate a loss of 4% from SY 2015-16 to SY 2016-2017. Science Assessment results show an increase of 10% from SY 2015-16 to SY 2016-17.

Graduation

Overall, the percentage of American Indian student graduates has increased and has surpassed the graduation rate of the next largest student ethnic group in the district - Hispanic.

Action Plan

Student Achievement

CISD will strengthen programs that focus on American Indian students as follows:

1. Disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
2. Re-evaluate the use of federal funds to ensure the needs of American Indian students are being met.
3. Continue to employ an American Indian Liaison to communicate and collaborate with American Indian families about barriers that can prevent student, who come from reservation communities, from achieving success in public schools.
4. Designate an English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for American Indian students.
5. Continue to use a reading interventionist with 0.5 FTE at the Elementary School and 1.0 FTE at the Mid School
6. Increase training for teachers on addressing the needs of American Indian students.
7. Middle and High School counselors work with all students and will focus more time on at-risk students.
8. Staff will explore ways to strengthen Tutoring Intervention.
9. Continue with summer school credit recovery and tutoring, and add after school credit recovery and tutoring.

10. Migrant Ed Liaison will continue to help American Indian Migrant Ed students in keeping up with their studies and homework while they are working in out-of-state migrant jobs.

Graduation

The increase in American Indian graduates provides evidence that the American Indian programs being implemented are succeeding. The district plans to continue implementing these strategies, which include the following.

- Sustained Reading Intervention: reading interventionist - 0.5 FTE at elementary school and 1.0 FTE at mid school.
- Intervention through Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school.
- Utilization of a district-wide Teacher-Leader Team to study implementation of best practices and EPSS strategies across the district. The team meets monthly to examine instructional practices and to customize these practices at the individual school levels.
- Next Step Plans implemented in the 8th grade in conjunction with a Career Inventory that follow students through their Middle and High School Careers.
- The use of a graduation checklist for each student, grades 9-12.

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.

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

In order to ensure the needs of American Indian students are met, CISD conducts a comprehensive needs assessment to identify needs and to allocate funding that will target these needs. The process includes the following steps:

Step 1: CISD Indian Education Parent Committee (IEPC) meets with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs that are

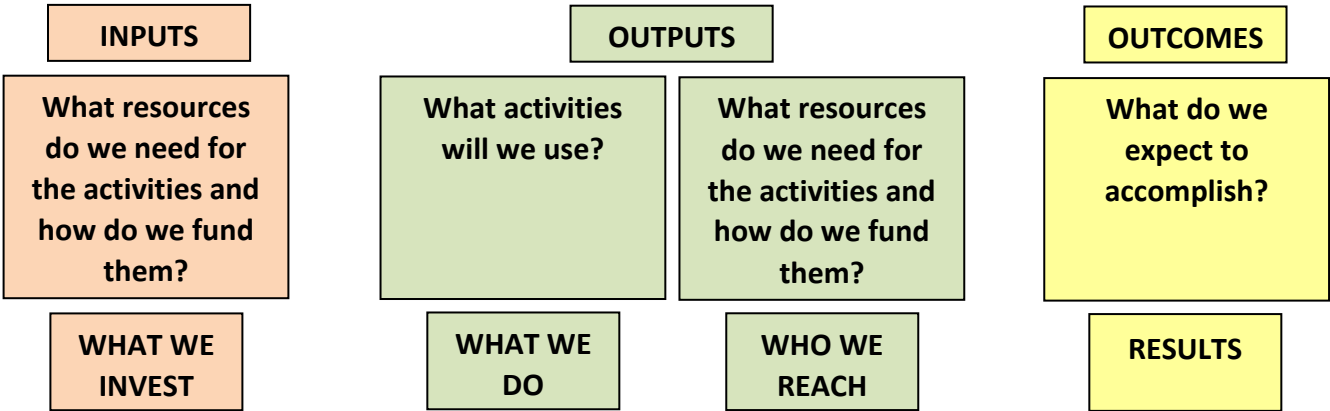
hindering the success American Indian student. This allows for the identification of needs based on both qualitative and quantitative data.

For example: principals and teachers, tend to share needs identified by quantitative data such as test scores, graduation rates, classroom work, attendance, etc.; Counselors and SPED staff tend to identify qualitative data such as behavioral needs, social needs, etc.; Parent Liaisons and parents tend to identify qualitative data pertaining to the “whole family”. Students usually identify both quantitative and qualitative data, such as tutoring help, assistance with buying supplies, paying class shop fees, transportation to higher education orientations, needs of the family, etc.

Step 2: Needs are prioritized.

Step 3: Analysis is conducted to determine the “root causes” for each prioritized need.

Step 4: A logic model approach is used to determine the following key elements.



Step 5: Create an Education Plan for the top prioritized needs: State the Need; Establish Goal(s); Identify Objectives; Describe strategies and activities; Evaluate outcomes; Identify possible funding sources and amounts.

Results

CISD 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.

Conclusion

Although CISD staff utilizes multiple sources of funding, there is not sufficient funding to meet all the needs of American Indian students. It is helpful, however to prioritize the needs in order to first address these needs.

Action Plan

CISD staff will continue to prioritize needs and address the highest need areas, as well as seek additional funding sources.

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	ALLOCATION
Johnson O'Malley (JOM) ACCT: 25131	Provides supplemental educational opportunities and advocacy for Alaska Native and American Indian students from three years of age through grade 12 in school systems. Local parent committees guide the program and emphasis is on tutorial and cultural enrichment activities.	1. Travel / Per Diem for IEC; 2. Instructional Supplies; 3. Consultant Expenses; 4. Parental Costs	356 American Indian Students	\$21,844
State Bilingual Multicultural Education Program	Goals are for all students, including English language learners, to: a) Become bilingual and biliterate in English and a second language, including Spanish, a Native American language or another language; b) Meet state academic content standards and benchmarks in all subject areas.	1. Providing services to students participating in Diné Language and Spanish Language Heritage Programs. 2. Funds focused on teacher salaries and benefits, professional development, curriculum	Districtwide: Hispanic Students and 262 American Indian Students	\$194,226
Indian Education School District Initiative ACCT: 27150	Funds are provided to the school districts, and district-chartered or state-chartered schools in New Mexico, who enroll a significant number of American Indian students for the purpose of providing effective and culturally-relevant programs, opportunities and practices which contribute to the academic and cultural success of the students.	1. Native American High School Liaison (0.50 FTE) focused on attendance on student attendance and pathways to college and/or career success by providing a support system for high school students; 2. Materials / Supplies; 3. Travel for students to attend Higher Ed orientations; 4. Travel for Liaison to visit families in remote part of reservation;	157 American Indian Students (High School)	\$25,243
Title IA ACCT: 24101	The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	1. Administration: 0.75 FTE director, 0.5 FTE admin asst; 2. Cuba Elem: 2.0 FTE teachers; 3. Cuba Mid: 2.0 FTE Lang. Arts and Math teachers, 1.0 FTE Counselor; 4. Cuba High: 1.0 FTE Lang. Arts teacher, 1.0 FTE At-risk counselor; 5. Classroom supplies, textbooks, summer school, after-school tutoring;	District-wide: All Students (554) including 356 American Indian Students	\$621,292
Title IC ACCT: 24103	Provides funds to help migrant students and youth in our state meet high academic challenges by overcoming obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.	1. Migrant Ed Liaison (0.25 FTE); 2. Supplemental Student Supplies; 3. Travel Expenses: Home visits;	15 American Indian Students	\$16,691

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	ALLOCATION
Title ID ACCT: 24101	Provides funds for youth in state-operated institutions. It also provides assistance to school districts who work with local correctional facilities. Colorado receives formula funds based on the number of students in state institutions and costs per pupil.	1. Services provided by AMI-Sandoval Center 2. Funds help to provide textbooks, supplies	19 American Indian Students	\$11,469
Title IIA ACCT: 24154	Focuses on increasing student academic achievement by improving teacher and principal quality. These funds can be used to prepare, train and recruit high-quality teachers and principals capable of ensuring that all children will achieve to high standards.	1. Teacher & Principal Training and recruiting; 2. Professional development; 3. Reading Interventionist Teacher @ Elem/MS (0.5 FTE)	Impacts District-wide: All Students (554) including 356 American Indian Students	\$64,023
Title III English Language Acquisition ACCT: 24153	Designed to improve the education of English Language Learners (ELL) students by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant students.	1. Teacher Training; 2. After School Tutor; 3. Supplies;	Districtwide: Hispanic Students and 108 American Indian Students (ELL)	\$17,023
Title VI Indian Ed Formula Grant (Formerly Title VII) ACCT: 25184	Works with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.	1. Focused on Middle School: • 0.5 FTE ELD/ELL Teacher; • 1.0 FTE Educational Asst.;	115 American Indian Students (Middle School)	\$66,817
Title VIII Impact Aid ACCT: 25147	Assists school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or due to the enrollment of federally connected children. The Impact Aid law assists school districts serving children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties. The law also, to a lesser extent, supports school districts serving children with parents in the uniformed services or employed on eligible Federal properties that do not live on Federal property.	Part of NM State Equalization Guarantee (SEG) Distribution System 1. Focused on operational expenses • Fund 25147 pays for: 2.5 FTE bilingual teachers; after-school activity bus; field trips; • Fund 25145 pays for: 2.0 FTE Educational Assistant	Impacts District-wide All Students (554) including 356 American Indian Students	\$220,858

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

The Indian Education Parent Committee (IEPC) represents the following Navajo Chapters: Counselor, Ojo Encino and Torreon. In addition, at least one member of the Committee resides in the Village of Cuba and represents American Indian families who reside there.

The IEPC collaborates with CISD staff in: developing a comprehensive needs assessment; prioritizing needs; analyzing “root causes” for each prioritized need; creating an Education Plan for the top prioritized needs; review of all federal grants and annual program reviews; developing and updating the IPP.

Results

The IEPC reviews the IPP annually and IEPC members sign the IPP and other federal program documents as representatives of the three Navajo Chapters (Counselor, Ojo Encino, Torreon) and the Village of Cuba.

Conclusion

The IEPC reviews the IPP annually.

Action Plan

The Indian Education Parent Committee will be updating the IPP during SY 2017-2018.

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

CISD implements the following strategies to keep students in an educational setting:

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

Results: SY 2015-2016 Final Drop Student List – All Students

Student ID	Grade	Race	Gender	Reason for Leaving Code	Reason for Leaving Description	Ever SPED	Ever ELL	Free/Reduced Lunch	Ever Migrant	Ever Homeless
103735825	10	C	M	D16	Other (unknown)	Y	N	F	N	N
103708368	12	AI	F	D02	Lack of Interest	N	Y	F	N	N
103707568	10	AI	F	D16	Other (unknown)	N	Y	F	N	N
103707527	09	AI	F	D06	Expelled, Did Not Return	Y	Y	F	N	N
103707048	10	AI	M	D20	No Show	N	Y	N	N	N
103705117	11	AI	M	D20	No Show	N	N	N	N	N
103705034	12	AI	M	D05	Suspended Did Not Return	N	Y	F	N	N
103704615	10	AI	M	D16	Other (unknown)	N	Y	F	N	N
103532156	09	Hisp	M	D22	Job Corps-No Secondary Education is Being Offered	Y	Y	F	N	N
103208013	11	AI	F	D20	No Show	N	Y	N	N	N
101816312	12	AI	M	D20	No Show	N	N	N	N	N
100074780	11	AI	F	D11	Parental Request	N	Y	N	N	N
Total = 12										

Results: SY 2015-2016 Final Drop Student List – American Indian Students by Grade Level

Student ID	Grade	Race	Gender	Reason for Leaving Code	Reason for Leaving Description	Ever SPED	Ever ELL	Free/ Reduced Lunch	Ever Migrant	Ever Homeless
103707527	09	AI	F	D06	Expelled, Did Not Return	Y	Y	F	N	N
103707048	10	AI	M	D20	No Show	N	Y	N	N	N
103704615	10	AI	M	D16	Other (unknown)	N	Y	F	N	N
103707568	10	AI	F	D16	Other (unknown)	N	Y	F	N	N
103208013	11	AI	F	D20	No Show	N	Y	N	N	N
103705117	11	AI	M	D20	No Show	N	N	N	N	N
100074780	11	AI	F	D11	Parental Request	N	Y	N	N	N
103708368	12	AI	F	D02	Lack of Interest	N	Y	F	N	N
103705034	12	AI	M	D05	Suspended Did Not Return	N	Y	F	N	N
101816312	12	AI	M	D20	No Show	N	N	N	N	N
Total = 10										

**Results - SY 2015-2016 Final Drop Student List – American Indian Students by Reason for Leaving:
Expelled / Suspended Did Not Return**

Student ID	Grade	Race	Gender	Reason for Leaving Code	Reason for Leaving Description	Ever SPED	Ever ELL	Free/ Reduced Lunch	Ever Migrant	Ever Homeless
103707527	09	AI	F	D06	Expelled, Did Not Return	Y	Y	F	N	N
103705034	12	AI	M	D05	Suspended Did Not Return	N	Y	F	N	N
Total = 2										

**Results - SY 2015-2016 Final Drop Student List – American Indian Students by Reason for Leaving:
No Show**

Student ID	Grade	Race	Gender	Reason for Leaving Code	Reason for Leaving Description	Ever SPED	Ever ELL	Free/Reduced Lunch	Ever Migrant	Ever Homeless
103208013	11	AI	F	D20	No Show	N	Y	N	N	N
103707048	10	AI	M	D20	No Show	N	Y	N	N	N
103705117	11	AI	M	D20	No Show	N	N	N	N	N
101816312	12	AI	M	D20	No Show	N	N	N	N	N
Total = 4										

**Results - SY 2015-2016 Final Drop Student List – American Indian Students by Reason for Leaving:
Other (Unknown); Parental Request; Lack of Interest**

Student ID	Grade	Race	Gender	Reason for Leaving Code	Reason for Leaving Description	Ever SPED	Ever ELL	Free/Reduced Lunch	Ever Migrant	Ever Homeless
103704615	10	AI	M	D16	Other (unknown)	N	Y	F	N	N
103707568	10	AI	F	D16	Other (unknown)	N	Y	F	N	N
100074780	11	AI	F	D11	Parental Request	N	Y	N	N	N
103708368	12	AI	F	D02	Lack of Interest	N	Y	F	N	N
Total = 4										

Of the twelve students listed on the Final Drop Student List, ten are American Indian. Of the ten American Indian students, one is a 9th grader, three are 10th graders, three are eleventh graders and three are 12th graders.

The category “No Show” was the most frequent reason for student dropping out, with “Other, Unknown” and “Expelled/Suspended – Did Not Return” listed the next most frequent reasons for dropping out.

Conclusion

CISD has in place a number of supports for students and, although 10 students is not a high dropout rate as compared to other districts, CISD believes that even one student dropping out is one too many.

Action Plan

CISD staff will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. Staff will also continue to research and implement best practices that have proven to lower the school dropout rate and increase attendance.

Staff will further clarify the category “Other, Unknown” to determine options for addressing this are in order to lower the dropout rate.

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

The CISD Calendar Committee develops the annual calendar with input from parents. Although local community American Indian cultural days are not specifically listed on the calendar, CISD does accommodate the observance of feasts, ceremonies and other cultural events.

Results

As part of the district calendar approval process, CISD makes available the proposed calendar for public comment.

Conclusion

Students are able to participate in their community cultural activities.

Action Plan

The district calendar development process is meeting the needs of the American Indian community.

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

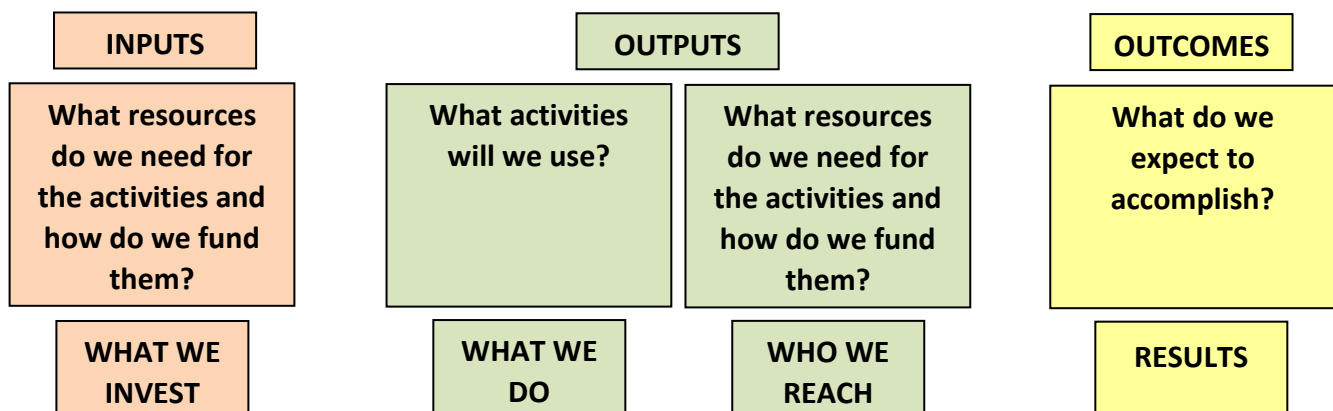
As previously explained, the CISD Indian Ed Parent Committee (IEPC) meets a minimum of ten times per year and plays a major role in conducting a comprehensive needs assessment to identify American Indian student needs and to allocate funding that will target these needs.

Step 1: CISD IEPC meets with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs that are hindering the success American Indian student. This allows for the identification of needs based on both qualitative and quantitative data.

Step 2: Needs are prioritized.

Step 3: Analysis is conducted to determine the “root causes” for each prioritized need.

Step 4: A logic model approach is used to determine the following key elements.



Step 5: Education Plan for the top prioritized needs is created that includes: Stating the Need; Establishing Goal(s); Identifying Objectives; Describing strategies and activities; Evaluating outcomes; Identifying possible funding sources and amounts.

Results

The IEPC met ten times in SY 2016-2017 and completed the collaborative Five-Step process for designing programs and services that meet the needs of American Indian students.

DATE	AGENDA FOCUS
August 18, 2016	Regular Meeting: Recruiting new members; ordering supplies for American Indian Students; discussing consultants.
August 24, 2016	Regular Meeting: Elect new officers; Discuss attending conference.
October 5, 2016	Regular Meeting: Develop Parent/Student Survey; Review Annual Report SY 2015-2016; Revise student school supply list.
November 2, 2016	Regular Meeting: JOM Mid-Year Visit; Schedule work session; monthly budget review.
November 25, 2016	Work Session: focus on federal programs, needs assessment, JOM Mid-Year Visit Report, classroom visitation tool, Diné Curriculum
January 18, 2017	Regular Meeting: Review Dual Language Education Application; Set up dates for IEPC to conduct classroom observations.
February 15, 2017	Regular Meeting: Discuss federal programs application process; discuss School Grade Report Card with principals; Discuss budget; Discuss Parent Advisory Committees.
March 15, 2017	Regular Meeting: Discussion and vote on JOM Application; Discussion: Caps and Gowns.
April 13, 2017	Regular Meeting: Voting in of new members; Discussion with JOM Staff; Approval of bylaws; Discuss State Bilingual Application; Discuss Title III Application; Discuss Indian Education District Initiative Application.
May 10, 2017	Regular Meeting: Elect secretary; Approval of budget modification; Status of JOM purchased laptops.

Conclusion

The current system of collaborating with parent groups has been successful in developing programs that address American Indian student needs.

Action Plan

CISD plans to continue with the current system of communicating with the IEPS.

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

The Diné Heritage Program Language teachers (grades K-12) met with the CISD Federal Program staff participated in a six-day training that focused on researching and adapting Diné language curriculum, assessments and instructional methods.

Results

The Diné Heritage Program Language teachers (grades K-12) adapted/adopted a draft Diné language curriculum with assessments and instructional methods.

Conclusion

The CISD Diné Language Heritage program offers an opportunity for American Indian students to study their culture and language.

Action Plan

The Diné Heritage Program Language teachers (grades K-12) will be field-testing the Diné language curriculum, assessments and instructional methods throughout SY 2017-2018.