

## DULCE INDEPENDENT SCHOOLS – INDICATOR #1 - ACHIEVEMENT

**IED Objective.** Dulce Independent School's objectives are to ensure that student achievement in our school 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 – Grades K-2 – DIBELS; PARCC- ELA and Math Grades 3-11; EOCs per semester; SBA Science – Grades 4, 7, 11; ACCESS for ELL 2.0 – Grades K-12; NMAPA for severe cognitive disabled students;

**Methods.** During SY 2015–2016, students in grades K–2 were tested in reading using DIBELS assessment, and students in grades 3–11 were tested using the New Mexico assessments. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. In SY 2015–2016, new assessments were added that precluded reporting by level or by scaled score (arrived at by a transformation applied to the raw score). Ever since, proficiencies, rather than scaled scores, have been used to categorize student progress; testing data is reported as the number of students who meet the cut-off point for proficiency, as determined for the 2015–16 school year. These proficiencies include standard-based assessment SBA science, New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science, PARCC ELA and math, and DIBELS reading. All assessment scores have been standardized to reflect proficiencies—from non- proficient to at proficient and above proficient.

Source: [http://www.ped.state.nm.us/ped/Assessment\\_index.html](http://www.ped.state.nm.us/ped/Assessment_index.html)

**Results.** The following graphs show the statewide percentage of students who are at or above proficiency by ethnicity as measured by the New Mexico assessments. The overall gains seen in student achievement are based on PARCC, and SBA Science 2016 test results.

- At Dulce Jr.-Sr. High School an average of 8.4 percent of American Indian students are proficient in reading, 2.9 percent in math, and 9.8 percent in science. The average proficiency rate of American Indian (AI) students in 2015-2016 increased significantly from 5.8 in SY 2014-2015 to 8.5 in SY 2015-2016 – Reading. Math increased significantly from <2 in SY 2014-2015 to 2.9 SY 2015 -2016. The SBA Science scores increased significantly from 5.0 in SY 2014-2015 to 9.8 in SY 2015 -2016.
- At Dulce Elementary School an average of 16.5 percent of American Indian students are proficient in reading, 2.8 percent in math, and 19.7 percent in science. The average proficiency rate of American Indian (AI) students in 2015-2016 increased significantly from 10.2 in SY 2014-2015 to 16.5 SY 2015-2016 – Reading. Math increased significantly from <2 in SY 2014-2015 to 2.8 SY 2015 -2016. The SBA Science scores increased significantly from 14.5 in SY 2014-2015 to 19.7 in SY 2015 -2016.
- Overall, the Dulce Independent School District data reflects a substantial increase between the two school years.

**Conclusion.** Native American students' data from Dulce Jr.-Sr. High School and Dulce Elementary School reflects below proficiency for much of the student population: 90% or more of the students are showing below proficiency in ELA and Math on statewide assessments for a two-year period.

## DULCE INDEPENDENT SCHOOLS – INDICATOR #1 - ACHIEVEMENT

### Action Plan.

Several Dulce Independent School initiatives are aimed at improving student performance. The Results Driven Accountability (RDA), which provides supports to teachers in effectively teaching students to read by third grade, counts participation, and a strong focus on the New Mexico RTI – Response to Intervention Model to support the tiered level of instruction among all districts in the state with a significant American Indian student enrollment. Additionally, K–3 Plus, an extended year twenty-five-day program provides learning opportunities for students entering the next grade, of economically disadvantaged, and strategic or priority schools. These two programs and others focus on improving student achievement, including that of American Indian students.

At the Dulce Jr.-Sr. High School, the Extended Learning Program supports and reinforces the opportunities for additional tutoring.

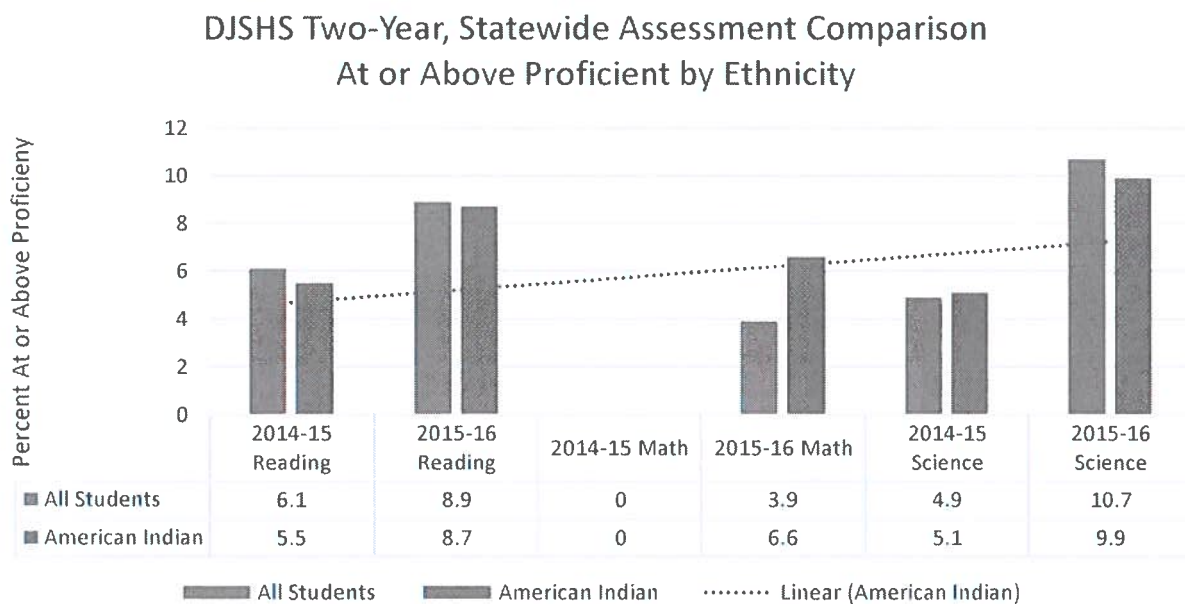
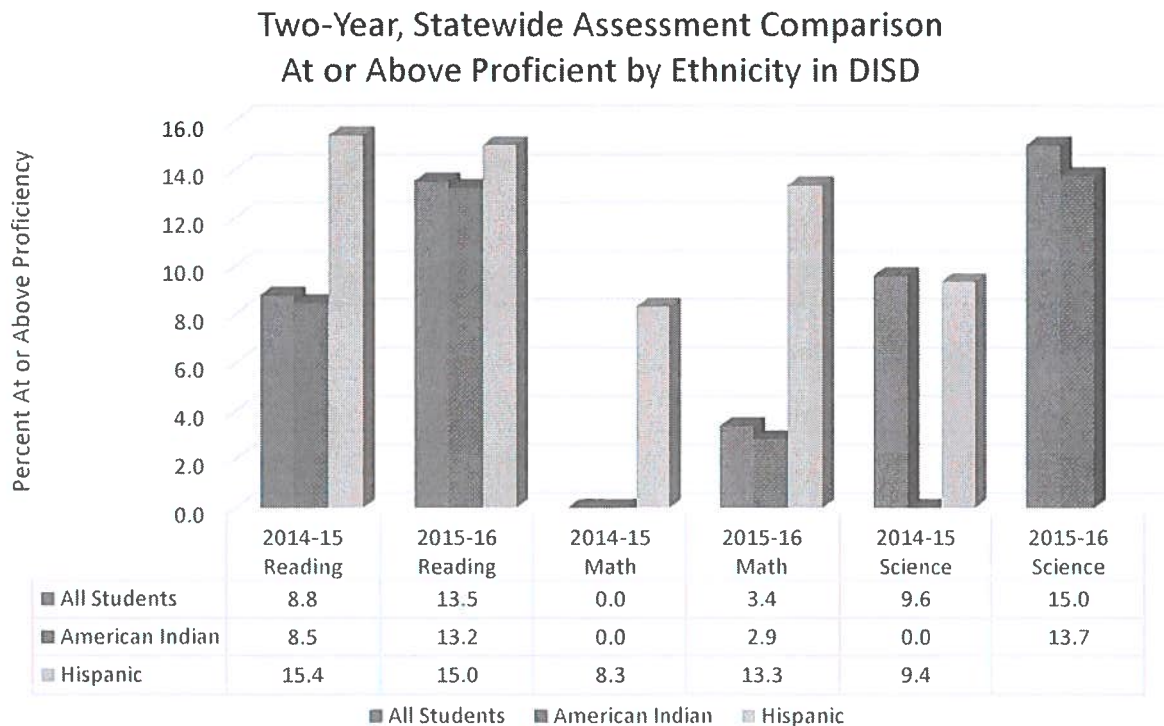
The Priority Schools Bureau (PSB) has several initiatives aimed at improving student performance in mathematics and ELA. The PSB provides districts and schools systematic, differentiated support to address low student performance. The amount of support needed is determined by federal status, the school's grade—as assessed by the A–F School Grading Accountability System—and by the subsequent status that is assigned; priority and focus.

Dulce Independent Schools Achievement Scores for: SY 2015-2016		READING		MATH		SCIENCE	
School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Elementary	<b>All Students</b>	367	16.9	222	3.2	64	21.9
Elementary	Female	169	21.3	101	1.0	30	16.7
Elementary	Male	198	13.1	121	5.0	34	26.5
Elementary	Hispanic	11	27.3				
Elementary	American Indian	352	16.5	216	2.8	61	19.7
Elementary	Economically Disadvantaged	367	16.9	222	3.2	64	21.9
Elementary	Students w Disabilities	37	8.1	28	10.7		
Elementary	English Language Learners	77	10.4	46	4.3		
Jr/Sr HS	<b>All Students</b>	248	8.5	251	3.6	96	10.4
Jr/Sr HS	Female	117	13.7	118	1.7	48	10.4
Jr/Sr HS	Male	131	3.8	133	5.3	48	10.4
Jr/Sr HS	Hispanic			10	20.0		
Jr/Sr HS	American Indian	238	8.4	240	2.9	92	9.8
Jr/Sr HS	Economically Disadvantaged	248	8.5	251	3.6	96	10.4
Jr/Sr HS	Students w Disabilities	38	2.6	39	2.6	15	6.7
Jr/Sr HS	English Language Learners	28	3.6	28	3.6	10	10.0

# DULCE INDEPENDENT SCHOOLS – INDICATOR #1 - ACHIEVEMENT

Dulce Independent Schools Achievement Scores for: SY 2014-2015		READING		MATH		SCIENCE	
School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Elementary	<b>All Students</b>	329	10.3	236	2.1	56	16.1
Elementary	Female	151	13.2	109	2.8	28	14.3
Elementary	Male	178	7.9	127	<2	28	17.9
Elementary	Hispanic	5		4		1	
Elementary	American Indian	323	10.2	231	<2	55	14.5
Elementary	Economically Disadvantaged	328	10.4	235	2.1	56	16.1
Elementary	Students w Disabilities	43	<2	32	<2	7	
Elementary	English Language Learners	35	<2	35	2.9	14	<2
Jr/Sr HS	<b>All Students</b>	217	6.5	204	<2	83	4.8
Jr/Sr HS	Female	99	9.1	92	<2	38	5.3
Jr/Sr HS	Male	118	4.2	112	<2	45	4.4
Jr/Sr HS	Hispanic	8		8		2	
Jr/Sr HS	American Indian	208	5.8	196	<2	80	5.0
Jr/Sr HS	Economically Disadvantaged	216	6.5	203	<2	83	4.8
Jr/Sr HS	Students w Disabilities	31	<2	30	<2	12	<2
Jr/Sr HS	English Language Learners	22	<2	21	<2	8	

## DULCE INDEPENDENT SCHOOLS – INDICATOR #1 - ACHIEVEMENT



- At Dulce Jr.-Sr. High School an average of nearly 9 percent of American Indian students are proficient in reading, nearly 7 percent in math, and nearly 10 percent in science. The average proficiency rate of American Indian (AI) students in 2015-2016 increased slightly from 2014-2015.

Our school is considered 95% free-reduced rate; school-wide Title I School District

## DULCE INDEPENDENT SCHOOLS – INDICATOR #2 – SCHOOL SAFETY

### **Objective.**

The objective for the Dulce Independent School District is to ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

### **Background.**

Dulce Independent Schools looks at strategies to keep students, staff, and faculty safe in the schools. The School Safety plan offers new research and 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.
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency.
- Provide training for staff and students on suicide prevention and bullying.
- Provide training for staff related to “Trauma Informed Schools” impact on family dynamics, and student learning.

The Dulce Independent School District has support plans in place 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 Dulce Independent School District has a current school safety process plan in place for SY 2015-2016.

### **Results.**

The safe schools’ indicator submission for SY 2015-2016 – reported in Dulce Independent Schools Tribal Education Status Report and was submitted to the NMPED. We have been successful in keeping most of our students and staff safe from harm. The perception of risk at these schools is often greater the actual risk incurred. Nevertheless, there are many schools that do face serious problems on & off campus involving violence and criminal activity. It is important to develop an understanding of these problems so that the best possible strategies can be devised to prevent crime and increase safety.

## DULCE INDEPENDENT SCHOOLS – INDICATOR #2 – SCHOOL SAFETY

### **Conclusion.**

The Dulce Independent Schools is supported by the Safe Schools team and has safety indicators that effectively sustain their schools' welfare. The Safe Schools Plan has key information on the Districts specific safety issues and continue to monitor and enforce.

### **Action Plan.**

Dulce Independent Schools Safe Schools team will conduct a Safety Survey and utilize the data to devise strategies to prevent crime and increase school safety. We plan on coordinating with Tribal Community entities to implement services to keep schools safe.





## DULCE INDEPENDENT SCHOOLS – INDICATOR #3 – GRADUATION RATE

### Objective.

The graduation objective for Dulce Independent School's 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.

In 2009, New Mexico implemented its first 4-year cohort graduation rate. Dulce Independent School's has adjusted the cohort graduation rate improving 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 to capture the number of students acquiring the New Mexico Diploma of Excellence at Dulce Independent Schools.

### 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. The Dulce Independent Schools continues to follow the graduation cohort regulations as set forth by PED.

### Results.

New Mexico's 5-year cohort graduation rate for the cohort of 2013 was certified in February 2015, in synchrony with the release of rates for the 4-year cohort of 2014. The 5-year cohort is now reported in the annual School District Report Card. The rates are accompanied by outcomes for students who did not graduate, including those who left to get a GED, dropped out, or continue to be enrolled. This information about non-graduates assists schools in targeting dropout prevention and in devising and providing other programs for struggling students.

During 2015-2016 school year, Dulce Independent Schools surpassed the New Mexico graduation rate at 77% for Native American students. Even though the Dulce Jr.-Sr.High School surpassed the graduation rate for 2015-2016, we recognize it is decline. Thus, Dulce Jr.-Sr High School began initial implementation of the Early Warning Systems (EWS) for SY 2016-2017. Far too many students drop out or graduate from high school without the knowledge and skills required for success in the 21st century workplace and/or post-secondary education, closing doors and limiting future options. In response, the PED has developed and phased in implementation of the Early Warning System (EWS) to provide schools with the tools to reliably identify students who have lower odds of graduating, based upon specific key indicators. Support can then be provided through effective interventions early enough in their educational experience that there is sufficient time to intervene. The EWS highlights risks utilizing an electronic dashboard. The dashboard includes the following seven key student indicators:

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

## DULCE INDEPENDENT SCHOOLS – INDICATOR #3 – GRADUATION RATE

- **Economic Disadvantaged status**, if applicable

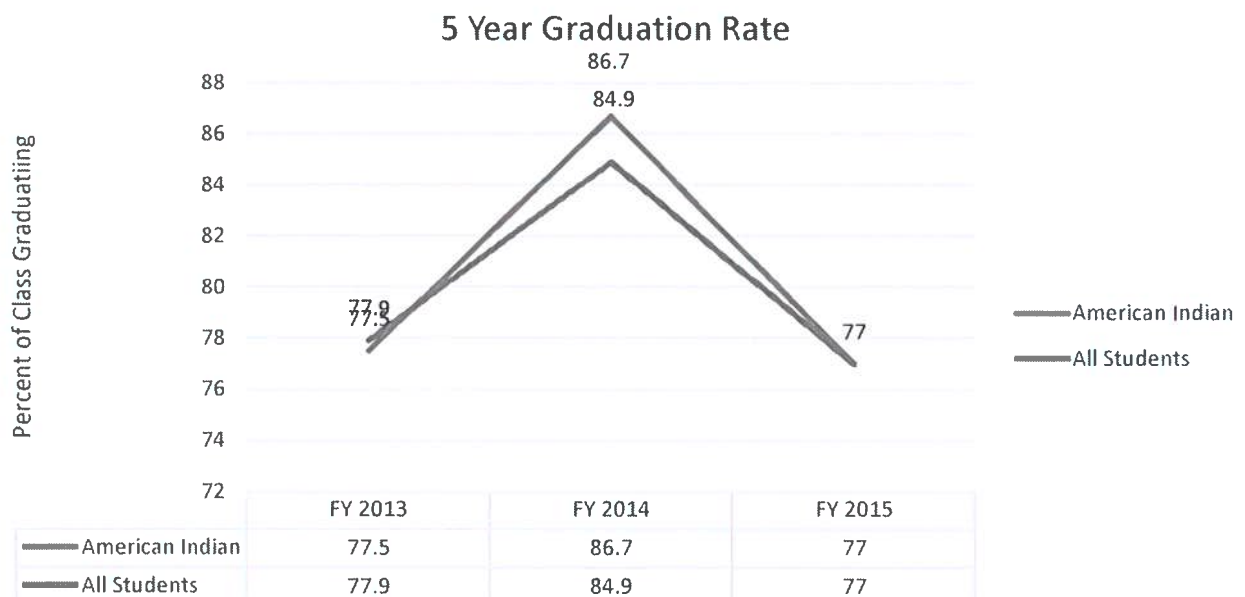
### Conclusion.

Many of the graduates that attend the Dulce Jr.-Sr. High School can graduate in the 4-year cohort. The remaining students profit most from the extra year (5-year cohort), with American Indian, and economically disadvantaged students making the greatest gains.

### Action Plan.

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

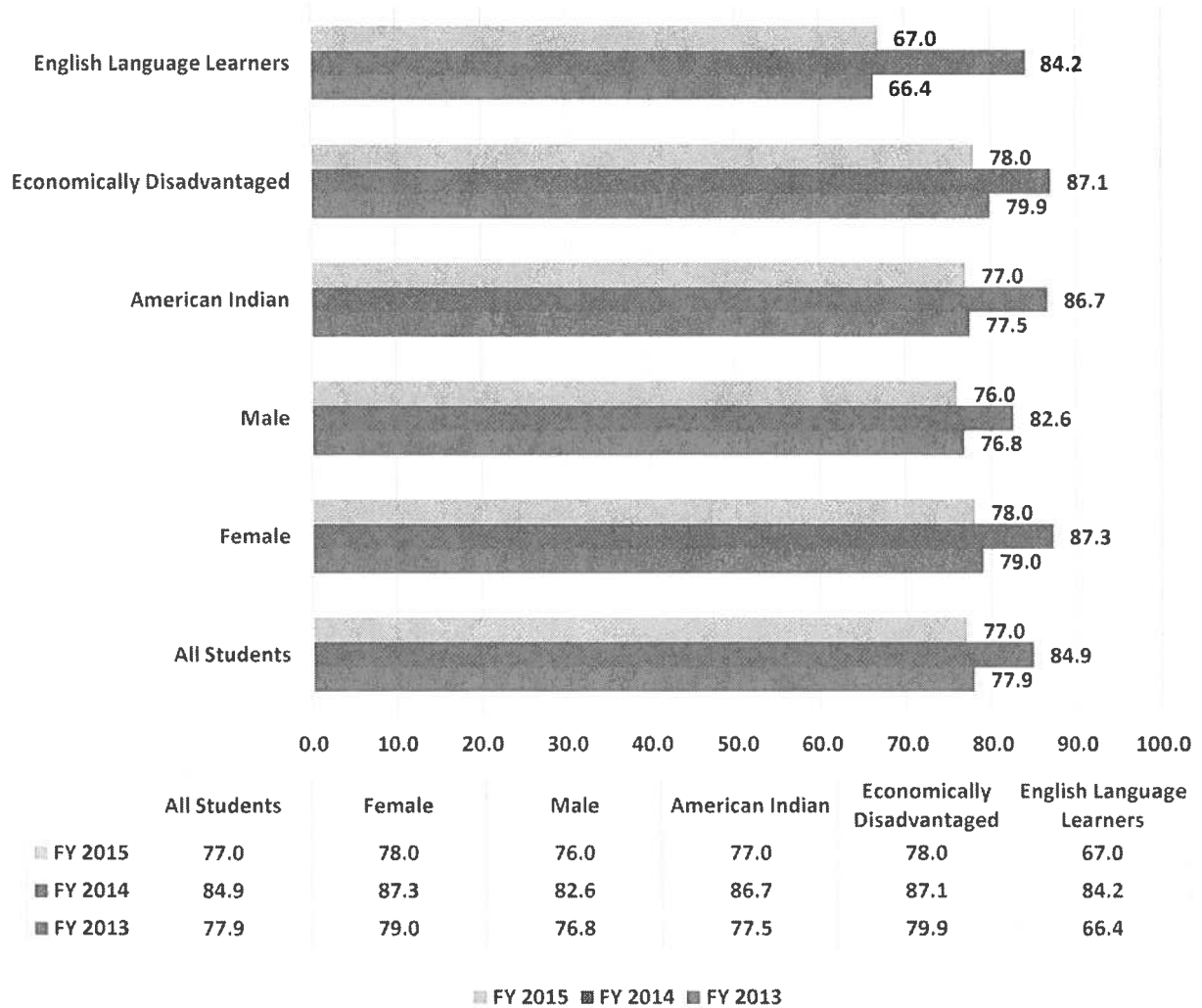
During the 2015-2016 SY, the Dulce Jr.-Sr. High began to recognize the decline of student performance through departmental data reviews. Through these findings, the Dulce Jr.-Sr. High School sought support and moved towards the beginning stages of implementation of the Early Warning Systems. For SY 2016-2017, impact teams have been established to implement and disaggregate data for attendance, behavior, discipline, and core content to review and develop potential interventions for improved student performance.





## DULCE INDEPENDENT SCHOOLS – INDICATOR #3 – GRADUATION RATE

### 3 Year Graduation Rates





## DULCE INDEPENDENT SCHOOLS – INDICATOR #4 - ATTENDANCE

**IED Objective.** The attendance objective for Dulce Independent Schools 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 Dulce Independent School district reports 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 40<sup>th</sup>-, 80<sup>th</sup>-, and 120<sup>th</sup>-day, and end-of-year in a manner as specified by the PED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 2015–2016, capturing the 80<sup>th</sup> day attendance. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

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

**Source:** STARS 80D Student Attendance Assessment Report by Subgroup.

### Results.

The results below for Dulce Independent Schools indicates that, for the school year 2015-2016, American Indian Students had a rolling average attendance of 90% based on AYP Attendance Preview.

The snapshot of district attendance for American Indian students and other ethnicities remained at an aggregate rolling average of 91%. See chart below.

**Conclusion.** For a variety of reasons, the Dulce Independent Schools students' drop-out data does not capture the underlying causes for American Indian students' dropping out of school.

## DULCE INDEPENDENT SCHOOLS – INDICATOR #4 - ATTENDANCE

### **Action Plan.**

The IED will continue to partner and collaborate with school districts to provide support in the identification of the causes underlying students dropping out of school and in the implementation of successful strategies to address dropout rates. The Dulce Independent School District will continue to enforce the New Mexico Compulsory School Attendance Rule (6.10.8.9 NMAC) and Jicarilla Apache Nation Mandatory School Attendance Code.

Non-attendance is a leading indicator of student disengagement. The PED and Dulce Independent Schools can implement interventions and continue to support interventions and encourage participation in the early warning system training program.

Early warning systems combine data systems with student response systems to identify students early and provide proactive responses to student needs. A key benefit of early warning systems is that they help educators know what to look for utilizing student data. Early warning systems can be implemented at the middle and high school levels—even as early as 6<sup>th</sup> grade using three key indicators (the ABCs):

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

**2015-2016 SY Attendance Rates for Dulce Independent Schools**

		Number of Students
Caucasian	95%	5
African American	94%	1
Hispanic	89%	23
Asian/Pacific	0	0
Native American	91%	673
<b>All Students</b>	<b>91%</b>	<b>702</b>

Source: NMPED AYP Attendance-Rolling Attendance by subgroup

**2015-2016 SY All Students Mobility Rate**

Dulce Independent Schools District Total	15%
---	-----

**A T T E N D A N C E**

DULCE INDEPENDENT SCHOOLS – INDICATOR #4 - ATTENDANCE





**Objective.** The objective for Dulce Independent Schools is to provide initiatives to increase attendance, student performance, and decrease the number of student dropouts of American Indian students.

**Background.** Dulce Independent Schools pursue programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. The implementation of culturally relevant instruction and short-cycle assessments are emphasized at Dulce Jr.-Sr. High School. Dulce Independent 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 the Jicarilla Apache Nation for input regarding academics and cultural awareness. This type of engagement has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Despite limited success, this is an area in which continuous improvement is needed.

### Methods.

Dropout statistics report the number of students dropping out in a given school year and are collected at the school district level. Student membership is also collected and reported at the school, district, and state level, including the number of pupils in each of several categories from grades K through 12.

Dropout data and rates are calculated only for grades 7–12. A student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. This means that students dropping out during the regular school term in year one, who are not re-enrolled in school on October 1 of year two, are reported as year one dropouts. This is recorded in the dropout report in year two.

**Source:** STARS Dropout Rates, 2014–2015

### Results.

The chart below illustrates school district initiatives offered to support the American Indian students within the 23 districts and 2 charters during the school year 2015–2016. In order to retain students in school, New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Even with these efforts, schools continue to be challenged

**Conclusion.** New Mexico students drop out for a variety of reasons and the data does not always capture the underlying causes. The top three reasons reported include student: 1) did not re-enroll; 2) had an invalid transfer; and 3) intends to take GED.

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

### Action Plan.

Dulce Independent Schools – Indicator #5 – Parent and Community Involvement

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

**Objective.**

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled at Dulce Independent Schools.

**Background.**

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet.

Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

**Methods.**

The Bilingual Multicultural Educational Program at Dulce Independent Schools provides a daily two-hour model of language and heritage instruction in the Jicarilla language and English Language Learner support. The data garnered from the STARS system using the 80<sup>th</sup> day 2015-2016 SY data, reflects the Bilingual Multicultural Educational Program supporting American Indian students at Dulce Independent Schools.

**Results.**

The Dulce Independent Schools educational programs targeting tribal students include culturally relevant instructional materials, tutoring services, credit recovery, and equitable learning environments.

Approximately 95% of Native American students attend the Dulce Independent Schools. Approximately 19% of the total Dulce Independent School population comprise the students in BMEPs.

The Dulce Independent Schools offers the native language – Jicarilla Apache for Grades K-6. Plans to expand to the Middle and High School are forthcoming.

**Conclusion.**

Across the Dulce Independent School District, there are activities and educational programs that target American Indian students. In order to promote the sharing of best practices and supporting program improvement efforts, the mechanisms by which these programs function successfully or break down need to be properly documented and disseminated.

**Action Plan.**

The plan is to promote participation of students in programs and coursework that leads to college and career readiness. The primary goal is to produce lifelong learners that are successful in life.

The PSB has several initiatives aimed at improving student performance in mathematics and English language arts (ELA). Based on the A–F School Grading Accountability System, which is comprised of a school grade and on an assigned status of *priority* or *focus*—depending on that grade—districts and schools receive differentiated support to address low student performance.

The support provided to districts and schools can take the form of the following: regional support from the PSB, school support, implementation of Principals Pursuing Excellence and Teachers Pursuing Excellence programs, and PD on utilizing data-driven instruction for better student outcomes.



DULCE INDEPENDENT SCHOOLS – INDICATOR #7 – FINANCIAL REPORTS

**IED Objective.** The financial objective is, through the use of public school funds, to ensure that Dulce Independent schools provide adequate operational resources to provide and improve services to its students. These services will meet the educational needs and provide opportunities to the tribal students attending Dulce 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.

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

**Methods.** The Dulce Independent School District submitted their financial report per the Public School Finance Act and receives funding as per the table below.

**Results.** See table below.

**Conclusion.** The District will continue to monitor expenditures and align department, district, and school support for the best results for New Mexico American Indian students' education.

**Action Plan.** The District will perform reviews of fund utilization to ensure fiscal expenditures are aligned with the needs of the our American Indian student population.

Total Enrollment 80th Day	AI Enrollment 80th Day	AI%	Total District Budget	Indian Ed Formul a Grant T-VII	Impact Aid Indian Ed Title VIII	JOM	NM IEA	Native American Programs	Total Indian Programs	Amt per student
686	652	95%	19,395,054.00		741,248.00	0	25,000.00		766,248.00	1,116.98

by American Indian Students<sup>1</sup>

# of AI funding sources used	Districts	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total Dist. Budget	Fund:					25131	27150	Navajo Program	Native American Programs	TOTAL Indian Programs	Amt. per student
						25184	25147	Impact Aid Indian Ed. Title VIII	JOM	NM IEA						
4	APS	91,816	4,357	5%	\$1,362,979,345	1,059,323	8,164		159,051	25,000					1,251,538	\$287
3	Aztec	3,226	437	14%	\$56,356,882	90,019			22,339	25,000					137,358	\$314
3	Bernalillo	3,139	1,358	43%	\$76,024,874	250,404	1,313,512			25,000					1,755,830	\$1,293
4	Bloomfield	3,023	1,088	36%	\$49,489,563	187,156	172,070		66,210	25,000					450,436	\$414
5	Central	6,380	5,578	87%	\$144,455,750	962,486	7,207,719		473,855	25,000		338,000			8,669,060	\$1,554
4	Cuba	563	343	61%	\$15,198,352	63,918	327,545		35,133	25,000					451,596	\$1,317
2	Dulce	699	664	95%	\$20,444,298		1,005,248			25,000					1,030,248	\$1,552
3	Española	3,941	196	5%	\$61,379,607	44,918	35,834			25,000					105,752	\$540
5	Farmington	11,623	3,612	31%	\$167,669,902	799,527	18,889		208,359	25,000			32,485		1,051,775	\$291
4	Gallup	11,947	9,375	79%	\$192,727,057	1,599,227	8,826,693		593,981	25,000					11,161,058	\$1,191
3	Grants	3,812	1,745	46%	\$54,154,471	268,360	722,942			25,000					1,016,302	\$582
4	Jemez Mtn.	267	86	33%	\$8,369,649	15,917	57,661		5,132	25,000					97,680	\$1,136
2	Jemez Valley	413	290	70%	\$13,385,936		542,166			25,000					567,166	\$1,956
3	Los Lunas	8,578	536	6%	\$117,605,384	81,260	66,181			25,000					172,441	\$322
4	Magdalena	372	171	46%	\$8,155,714	32,357	113,116		11,671	25,000					182,144	\$1,065
2	Peñasco	359	30	8%	\$8,964,545	4,812	47,908			0					53,377	\$1,779
3	Pojoaque	1,900	276	15%	\$28,100,488	61,926	204,802			25,000					291,728	\$1,057
1	Rio Rancho	16,880	597	4%	\$231,116,327	0				25,000					25,000	\$42
3	Ruidoso	1,993	355	18%	\$35,075,940	79,973	143,961			25,000					248,934	\$701
3	Santa Fe	13,494	284	2%	\$311,760,928	77,919			23,198	25,000					126,117	\$444
3	Taos	2,870	189	7%	\$47,100,029	50,680	15,774			25,000					91,454	\$484
2	Tularosa	929	288	31%	\$18,983,496	42,285	209,153								251,438	\$873
4	Zuni	1,340	1,314	98%	\$24,942,077	241,574	1,776,864		199,571	25,000					2,243,009	\$1,707
<b>TOTAL</b>		<b>189,564</b>	<b>33,169</b>	<b>17.5%</b>	<b>3,054,440,614</b>	<b>6,022,865</b>	<b>22,969,411</b>		<b>1,914,165</b>	<b>525,000</b>					<b>31,431,441</b>	<b>\$948</b>
						21.88%					68.29%	1.29%				
						% of Indian program funds					6.18%					
						# Districts funded					11	21				



DULCE INDEPENDENT SCHOOLS – INDICATOR #7 – FINANCIAL REPORTS

1 Table sorted by the amount per student  
column

DULCE INDEPENDENT SCHOOLS – INDICATOR #7 – FINANCIAL REPORTS

## DULCE SCHOOLS – Indicator #8 - Indian Education Policies and Procedures

### Objective.

The objective of Indian Policies and Procedures (IPP) is to ensure that the Dulce Independent School District provides adequate tribal consultations to support payment requirements under the federal Impact Aid regulations.

### Background.

The Dulce Independent School District claims federally identified American Indian students residing on tribal land – Jicarilla Apache Nation for Title VIII Impact Aid funding. The district shall develop and implement policies and procedures in consultation with the 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 Dulce Independent School District submitted their current IPP simultaneously with their district's Impact Aid application. The IPP information is on file with the school district and reflects five years: 2016-2017, 2015-2016, 2014-2015, 2013-2014, and 2012-2013. The process of developing and implementing an annual IPP starts each fiscal year with the involvement of the Parent Advisory Committee and further collaboration with all stakeholders.

### Results.

The chart below illustrates the IPP Signature Approval over a five-year period. The Jicarilla Apache Nation in partnership with the Dulce Independent Schools has submitted a letter of request to revert a waiver in lieu of the required IPP for school year 2016-2017 and 2015-2016.

### Conclusion.

It is important to communicate that the Jicarilla Apache Nation has provided the development and submission of the annual IPP, and supporting the Impact Aid requirements and Indian Education Act in conjunction with Dulce Independent Schools.

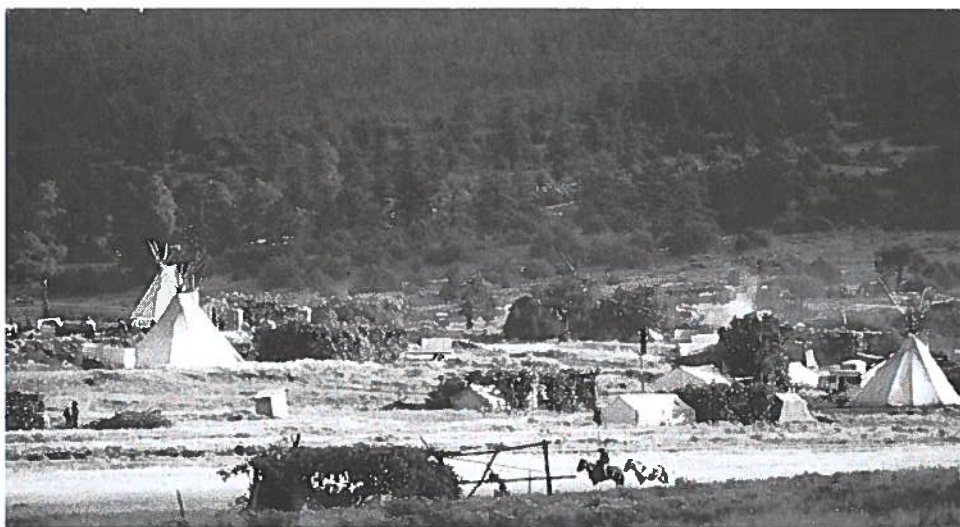
### Action Plan.

As the Jicarilla Apache Nation and the Dulce Independent Schools continue to strive for continuous improvement, both entities will continue to conduct meaningful collaborations and consultations in support of American Indian students.

	IPP Signature of Approval Over Five Years				
	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Signatures Compliant	Yes	Yes	Yes	Yes	Yes
IPP Required	Yes	Yes	Yes	Yes	Yes

## DULCE SCHOOLS – Indicator #8 - Indian Education Policies and Procedures

- Dulce Independent School District and the Jicarilla Apache Nation meets for consultation as requested by both entities. Continuous improvement needed in this area.
- Established IPPs are being used to ensure equitable services and resources at the Dulce Independent School District.
- Dulce Independent Schools resides on the Jicarilla Apache Reservation (tribal lands), and designated in Region I – School District location.
- The Dulce Independent District provides financial information impacting educational services for American Indian students - (95% - Native American students).



## DULCE INDEPENDENT SCHOOLS – INDICATOR #9 – SCHOOL DISTRICT INITIATIVES

**Objective.** The objective for Dulce Independent Schools is to ensure that all school sites and the district office, along with all stakeholders increase attendance support for and decrease the number of student dropouts of American Indian students attending the Dulce schools. parents; The tribal departments of education; community-based organizations; Native American community members; the Public Education Department (PED); 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 the public school to support the district initiatives.

**Background.** The importance of parent involvement in the Dulce Independent Schools has been documented as benefiting students, parents, teachers, and schools-whether the program is at the pre-school or at the elementary, middle or high school levels. One of the district initiatives for the Dulce Independent Schools is to pursue programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school.

The assurance of collaboration and engagement from educational systems and the Jicarilla Apache tribe are critical regarding academics and cultural awareness. This initiative has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school. 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.

The Dulce Independent Schools actively engages parent and community involvement throughout the SY 2015-2016 by including community/parent activities. The number of parental/community involvement activities and Native American initiatives is a way to support the number of students dropping out each school year. The Dulce Independent School district initiatives support the three main goals: increase student attendance, decrease the number of student dropouts, and increase academic support for Native American students.

### Results.

The table below illustrates school district initiatives offered to support the American Indian students within the Dulce Independent School District during the school year 2015–2016 in support of American Indian students and educational opportunities. Activities take place throughout the school year with parent advisory committees and various collaborative meetings with district, tribal, and Native American entities.

In order to retain students in school, the Dulce Independent Schools actively pursue programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. Even with some of these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resourcing continues to be an additional burden.

### Conclusion.

The drop-out rate for students in New Mexico present reasons that are related to social, health, and economic stresses that can affect dropout rates. Poverty presents different underlying concerns and stress factors. It is common at the Dulce Independent Schools that the following examples may impact or influence dropout rates:

- Poverty- may cause inadequate health care and nutrition; therefore, causing students to be absent from school due to poor health
- Family Economics – An older sibling may be required to take care for younger siblings who are at home. Also, affecting the student's regular school attendance.
- Experimentation with drugs

**DULCE INDEPENDENT SCHOOLS – INDICATOR #9 – SCHOOL DISTRICT INITIATIVES**

- Teen Pregnancy
- Chronic Diseases
- Victim of Bullying

**Action Plan.**

The Dulce Independent Schools objective is to encourage schools to continue to support efforts of the Native American students stay in school or become re-engaged. This can occur with the implementation of academic and cultural awareness and through collaboration with tribal government.

**SY 2015-2016 PARENT AND COMMUNITY INVOLVEMENT TO SUPPORT DROP-OUT RATES**

	August	September	October	November	December	January	February	March	April	May
DHS	3	4	1	3	5	0	1	6	9	7
DES	5	4	5	4	3	4	3	8	10	5

- Collaboration events with the community and Jicarilla Apache Nation
- Student Services; graduation meetings;
- Informational meeting for parents
- Sports Related Meeting
- Presentations to students and community



## DULCE INDEPENDENT SCHOOLS INDICATOR #10 – VARIABLE SCHOOL CALENDARS

### **Objective.**

The variable school calendar objective is to ensure that Dulce Independent Schools collaborate with the Jicarilla Apache Nation tribal government to identify the important cultural events pertinent to the Native American students. By using variable school calendars, schools directly address their Native American students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

### **Background.**

**Jicarilla Apache**, North American Indian tribe living in the southwestern United States, one of several loosely organized autonomous bands of the Eastern Apache. Their traditional lands included parts of present-day Colorado, Oklahoma, and New Mexico. The Jicarilla lived in wickiups—dwellings made of reeds or grass applied to an elliptical frame—and spoke an Eastern Apachean language. The name Jicarilla derives from a Spanish word meaning “little basket,” referring to the small sealed baskets they used as drinking vessels. (Wikipedia) Tiller or Nation Website , State of the Reservation Report

New Mexico has a rich American Indian history and culture that cultivates tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and tribes 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 students who represent the NM tribes and the Jicarilla Apache Nation in the state of New Mexico are the focus and establishment of the Indian Education Act (IEA) in 2003.

### **Methods.**

The Dulce Independent School District submitted their current Variable School Calendar that aligns with collaborative efforts to support American Indian students with their self-identity, language, culture, and provide students opportunities to participate in these activities.

### **Results.**

The chart below lists the variable school calendar days that are offered to American Indian students attending the Dulce Independent Schools. The district follows a variable calendar and have a school calendar committee involved in the decision making.

### **Conclusion.**

It is important to communicate that the Dulce Independent Schools' report the use of variable school calendars for SY 2015-2016 and 2016-2017 that support the Native American students' cultural well-being and self-awareness.

### **Action Plan.**

Through the development of variable calendar days and in collaboration with tribal governments, the objective is to encourage schools to continue to support Native American students to honor their cultural traditions while better ensuring school

## DULCE INDEPENDENT SCHOOLS INDICATOR #10 – VARIABLE SCHOOL CALENDARS

attendance.

Jicarilla Apache Tribal Feast- Go-Jii-Ya	September 14-15th
Jicarilla Culture Day	October 9th
Jicarilla Day	February 11th



**DULCE INDEPENDENT SCHOOLS- INDICATOR #12 – INDIGENEOUS RESEARCH, EVALUATION MEASURES, AND CURRICULA FOR TRIBAL STUDENTS**

**Objective.**

The research objective ensures that Dulce Independent Schools receives adequate assistance for planning, development, implementation, and evaluation of curricula to support the Jicarilla Apache language, culture, and history designed for the Dulce community.

**Background.**

The Dulce Independent School District has been working to strengthen Native education research, data, and best practices to meet the diverse needs of its students. Despite the differences in methodologies and research, indigenous challenges provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

**Methods.**

The Dulce Independent School District will work towards continuous improvement to develop effective curricula for tribal students and increase their educational opportunities, on behalf of the district's implementation of indigenous research.

**Results.**

The chart below illustrates the activities in which the Dulce district has collaborated and in which they have implemented the Indigenous research evaluation measures and curricula within our respective school and local tribal entity. The chart profiles the areas of exploration and curricula measures for student outcome to profile culturally relevant instruction within the classroom setting.

**Conclusion.**

The Dulce Independent School district has researched and evaluated the development and assessment of the Jicarilla Apache language and cultural program.

**Action Plan.**

The objective is to create an action plan, with the district supporting indigenous research. This plan ensures that comprehensive, best practice models are being utilized for language development and that opportunities for the use of indigenous research, evaluation measures, and curricula in other areas, such as culture and history are being explored.

**DULCE INDEPENDENT SCHOOLS- INDICATOR #12 – INDIGENEOUS RESEARCH, EVALUATION MEASURES, AND CURRICULA FOR TRIBAL STUDENTS**

