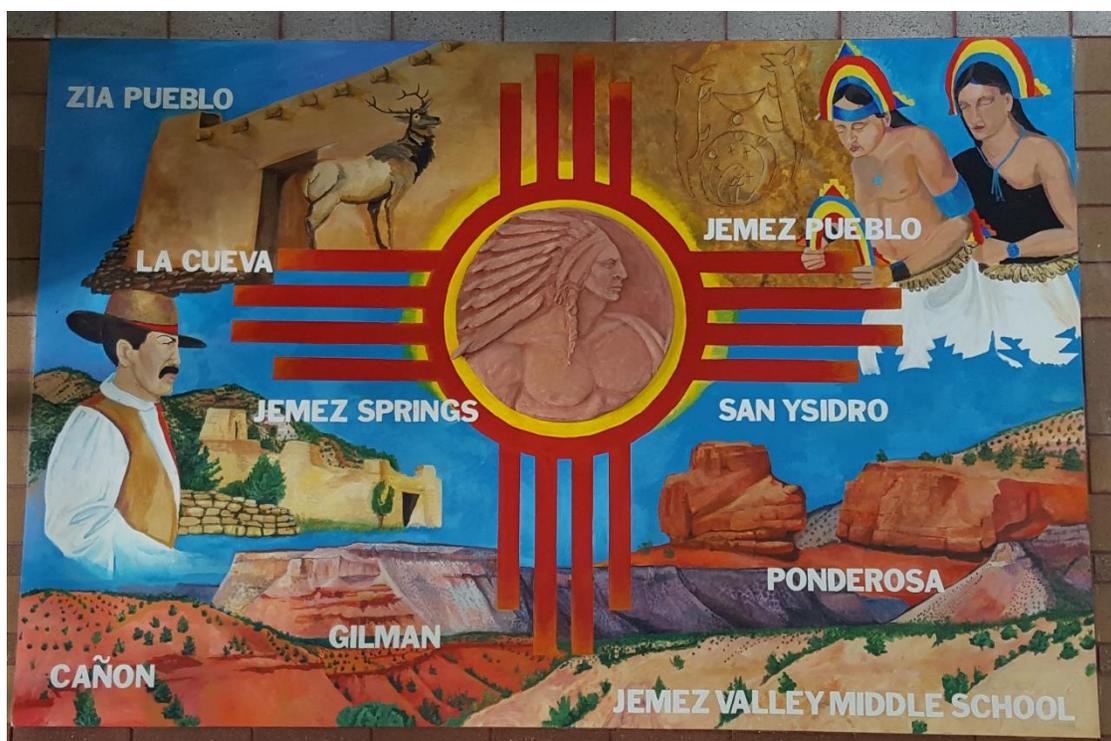


Tribal Education Status Report (SY 2015-16)



Jemez Valley Public Schools

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Jemez Valley Public Schools

Tribal Education Status Report

SY 2015–2016

(Issued May 2017)

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SUMMARY

In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform New Mexico tribes represented within the school district boundaries of Jemez Valley Public Schools' (JVPS) current initiatives specific to American Indian students and their academic progress.

JVPS has been actively engaged with Tribal entities, PED divisions and bureaus, and post-secondary institutions to identify and collaborate with those programs that lead to increases in academic success for American Indian students.

INTRODUCTION

About Us

The Jemez Valley Public School (JVPS) District, formerly known as the Jemez Springs Municipal School District, was established in 1956 as a response to the need for a local school district to serve the students of Sierra de los Pinos, La Cueva, Jemez Springs, Gilman, Cañon, Ponderosa, Jemez Pueblo, San Ysidro and Zia Pueblo. JVPS continues to serve students from these 9 communities within three of four schools.

There are four schools within the JVPS District: Jemez Valley Elementary School (JVES), grades PreK-5; Jemez Valley Middle School (JVMS), grades 6-8; Jemez Valley High School (JVHS), grades 9-12; and San Diego Riverside Charter School, grades K-8 (SDRCS). District data within this report will include all four schools. School specific data will be reported for JVES, JVMS, and JVHS.

Mission

The JVPS will ensure that all students will be inspired to succeed as lifelong learners through a collaborative and community based educational environment that embraces multi-cultural diversity.

Vision

The JVPS will be accountable for creating a culture of high academic standards, expectations and achievement based on a respect for diversity that supports individual needs and implements programs and services to cultivate student learning. JVPS will develop and maintain a sincere relationship with its families and community.

STATUTORY REQUIREMENTS

This section describes the guidelines that apply to the Tribal Education Status Report (TESR):

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.

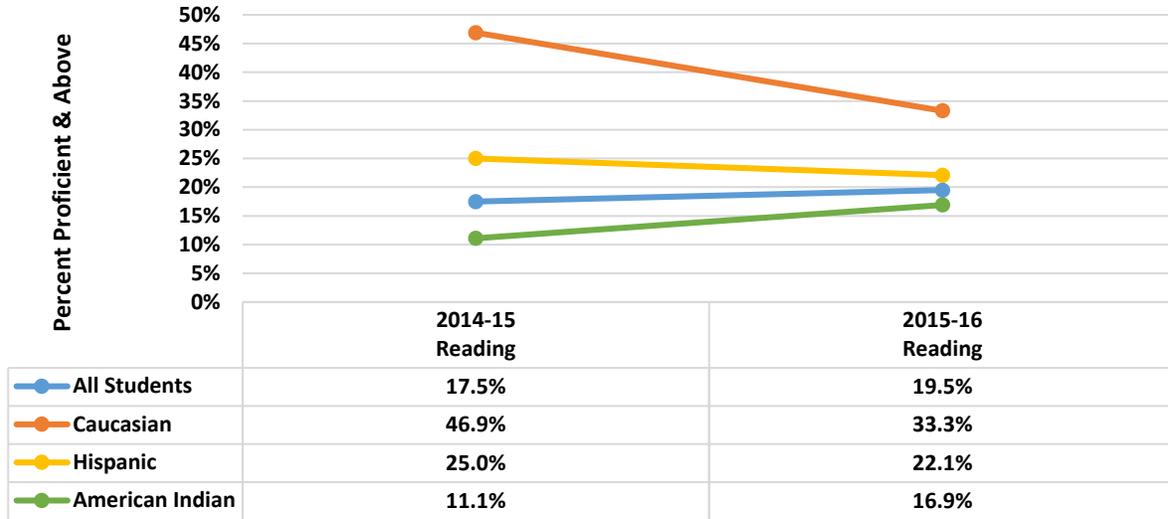
- B. The report must include the following information based upon data from the immediately preceding school year:
 - (1) Student achievement as measure by a statewide test approved by the department, with results disaggregated by ethnicity. Any cell with an n of 9 or fewer must be masked;
 - (2) school safety;
 - (3) the graduation rate;
 - (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 and variable school calendars;
 - (11) school district consultations with district Indian education committees, school-site parent advisory councils, tribal, municipal and Indian organization; and
 - (12) indigenous research and evaluation measures and results for effective curricula for tribal students.

JVPS REPORT

I. Student Achievement

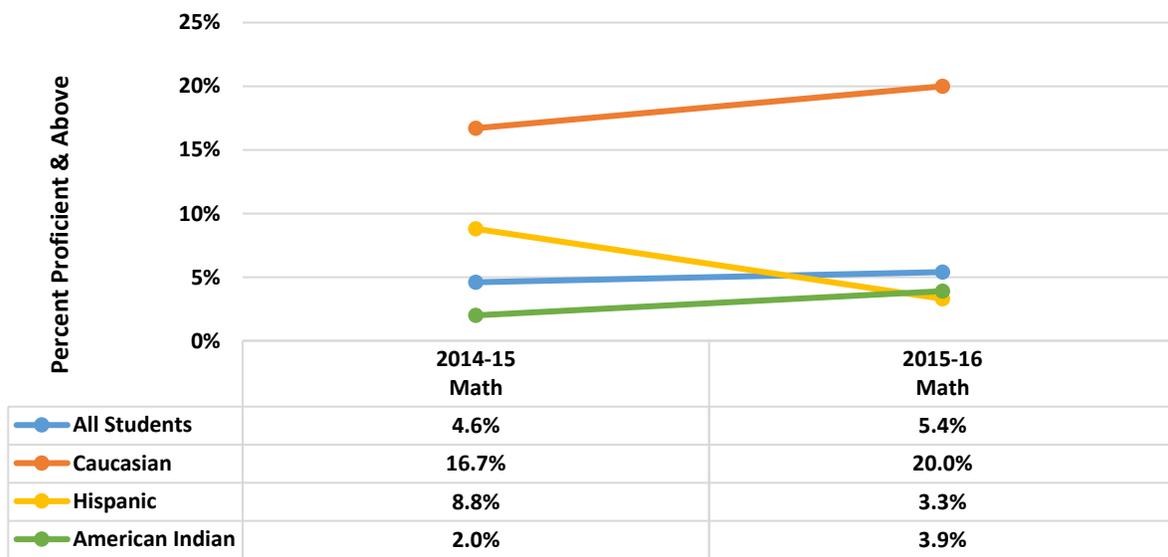
Objective	To ensure that student achievement at JVPS is measured by statewide tests that are approved by the PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities.
Background	The New Mexico assessments include the evaluation of student progress in the following areas: reading K–2; English language arts 3–11; math 3–11, which includes Algebra I (<i>may</i> be given in grade 8), Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.
Methods	During School Year (SY) 2015–2016, students in grades K–2 were tested in reading using DIBELS assessment, and students in grades 3–11 were tested using New Mexico assessments. Proficiencies, rather than scaled scores, are used to categorize student progress. Therefore, testing data is reported as the number of students who meet the cut-off point for proficiency determined for the 2015–16 school year. As a rule, proficiencies for groups with fewer than 10 students are masked to ensure student privacy is not compromised and the number is too small to determine statistical significance.
Results	The following graphs show the districtwide percentage and JVPS specific percentages of students who are at or above proficiency by ethnicity as measured by the New Mexico assessments. Districtwide includes JVES, JVMS, JVHS and SDRCS. JVPS specific includes JVES, JVMS, and JVHS.
Conclusion	American Indian (AI) students consistently scored below their peers in the core subjects of reading, math, and science. The data exhibited in the graphs will assist in identifying American Indian (AI) proficiency levels in reading, math, and science for SY 2015-2016.
Action Plan	Several JVPS initiatives are aimed at improving student performance. JVPS will assess effectiveness of existing interventions, and continue to utilize programs and services to meet the needs of the students. Interventions/programs and services for student support: Student Assistance Team (SAT), Ancillary Services (school counselor, art therapist, speech language pathologist, occupational therapist, physical therapist, and school social worker), Dreambox (math intervention), reading interventionist, Walk to Read program, Achieve 3000 (literacy intervention), Academy of Math (math intervention), tutoring, K-3 Plus.

District Assessment Comparison: Two-Year Proficient & Above by Ethnicity Reading



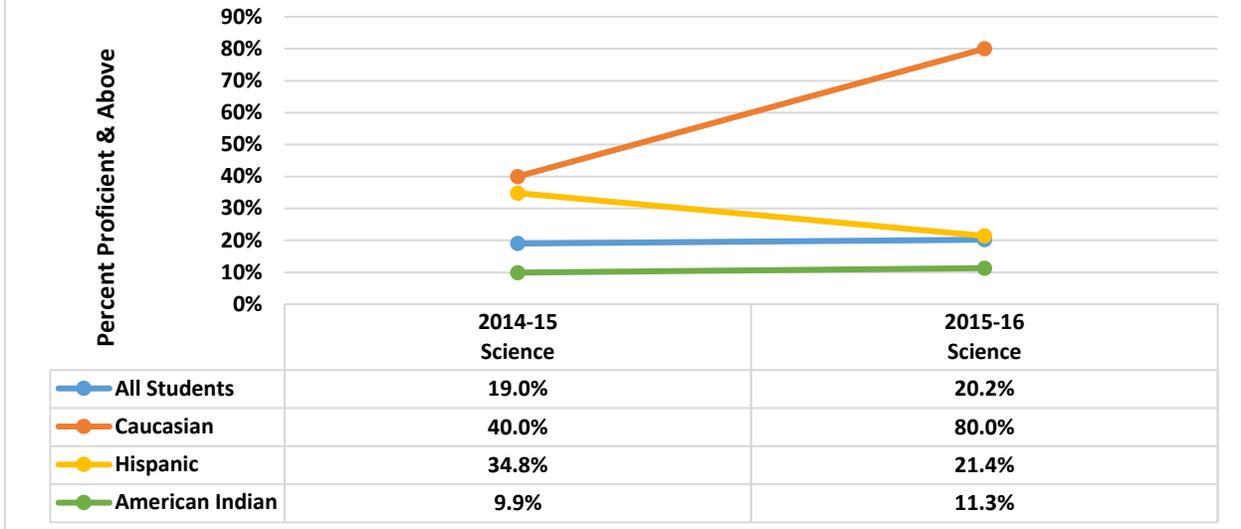
Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>. Data includes JVES, JVMS, JVHS, SDRCS.

District Assessment Comparison: Two-Year Proficient & Above by Ethnicity Math



Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>. Data includes JVES, JVMS, JVHS, SDRCS.

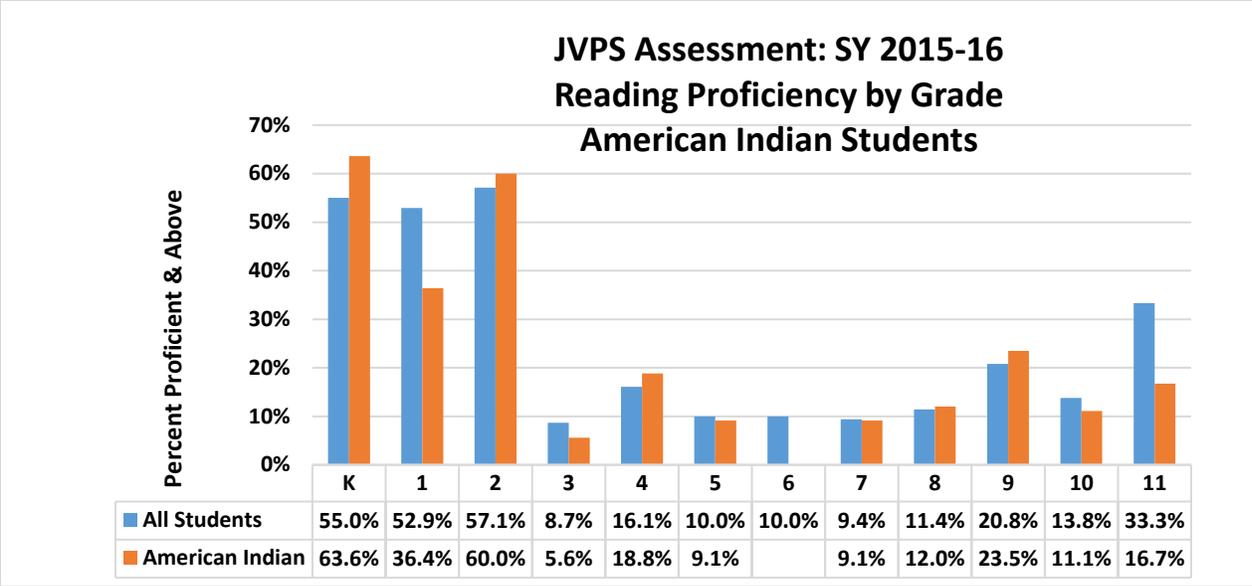
District Assessment Comparison: Two-Year Proficient & Above by Ethnicity Science



Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>. Data includes JVES, JVMS, JVHS, SDRCS.

Districtwide Assessment by Ethnicity

- For SY 2015-2016, 16.9% of American Indian (AI) students are proficient in reading, 3.9% in math, and 11.3% in science.
- Proficiency rates for AI students within the JVPS District increased slightly from SY 2014-15 in reading, math, and science.
- Proficiency rates for AI students are lower than other ethnic groups of students with the exception of Hispanic students' proficiency in math (3.3%).



Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>. Data not included for groups with few than 10 students.*

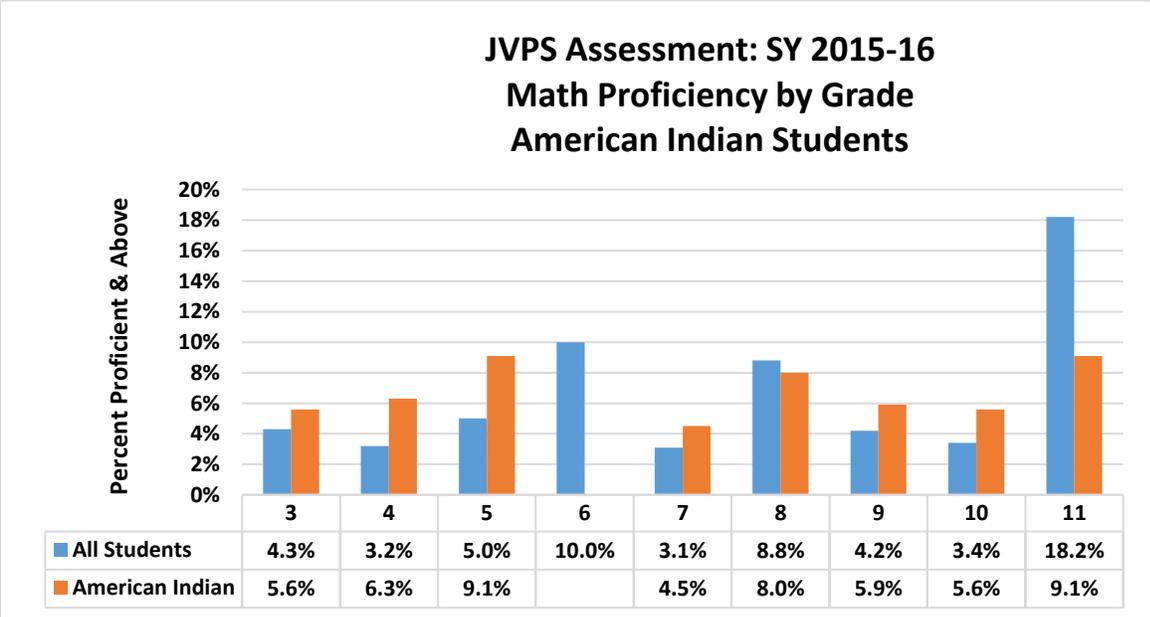
JVPS Assessment by Grade Levels for Reading

Reading proficiency levels for grades K-2 were determined using the DIBELS assessment.

- The highest level of reading proficiency for AI students is in kindergarten at 63.6%.
- Proficiency levels decrease slightly to 60% in 2nd grade.

Grades 3-11 proficiencies were determined using the PARCC assessment.

- The highest level of reading proficiency for AI students is in 9th grade at 23.5%.
- Reading proficiency is at the lowest in 3rd grade for AI students at 5.6%.

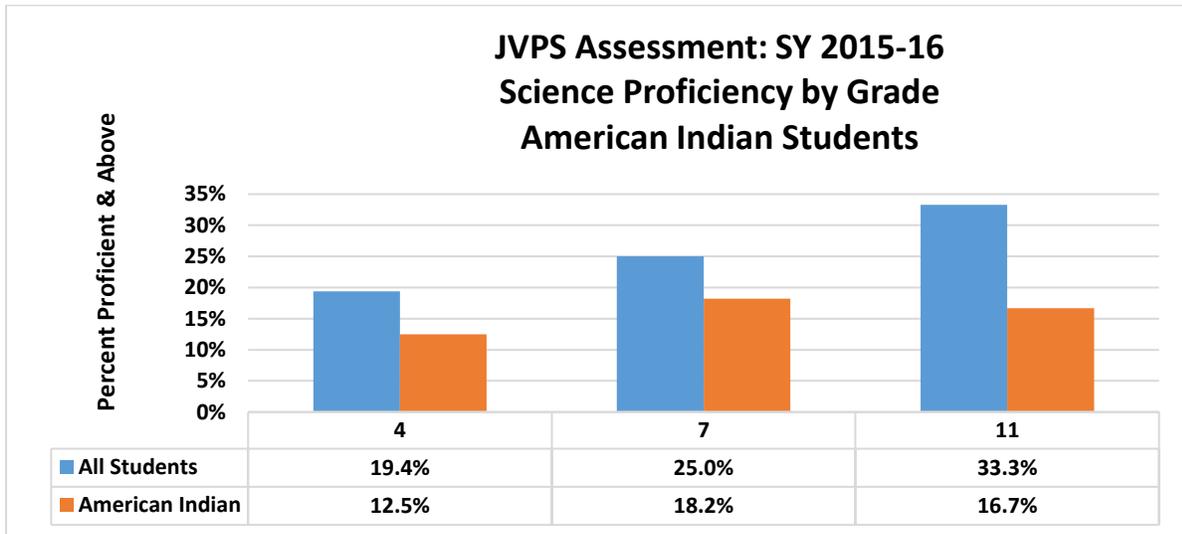


Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>. Data not included for groups with few than 10 students.*

JVPS Assessment by Grade Levels for Math

Math proficiency levels for grades 3-11 were determined using the PARCC assessment.

- All students are performing above 'all students' in grades 3-5, 7, and 9-10 in math.



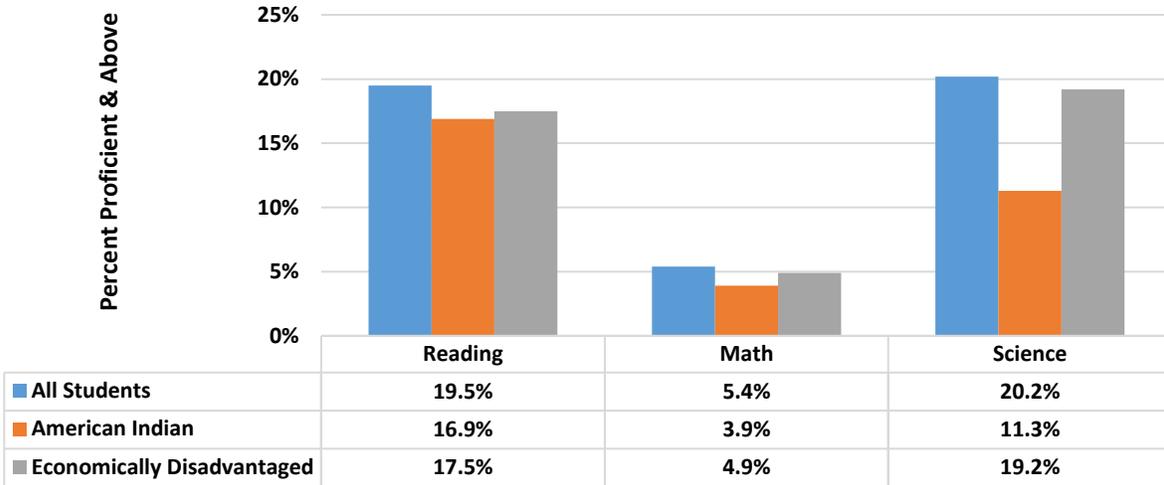
Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

JVPS Assessment by Grade Levels for Science

Science proficiency levels for grades 4, 7, and 11 were determined using the PARCC assessment.

- The highest level of science proficiency for AI students is in 7th grade at 18.2%.
- All students are performing below 'all students' in grades 4, 7, and 11 in science.

Districtwide Assessment: SY 2015-2016 Proficient & Above by Economic Status Reading, Math, Science

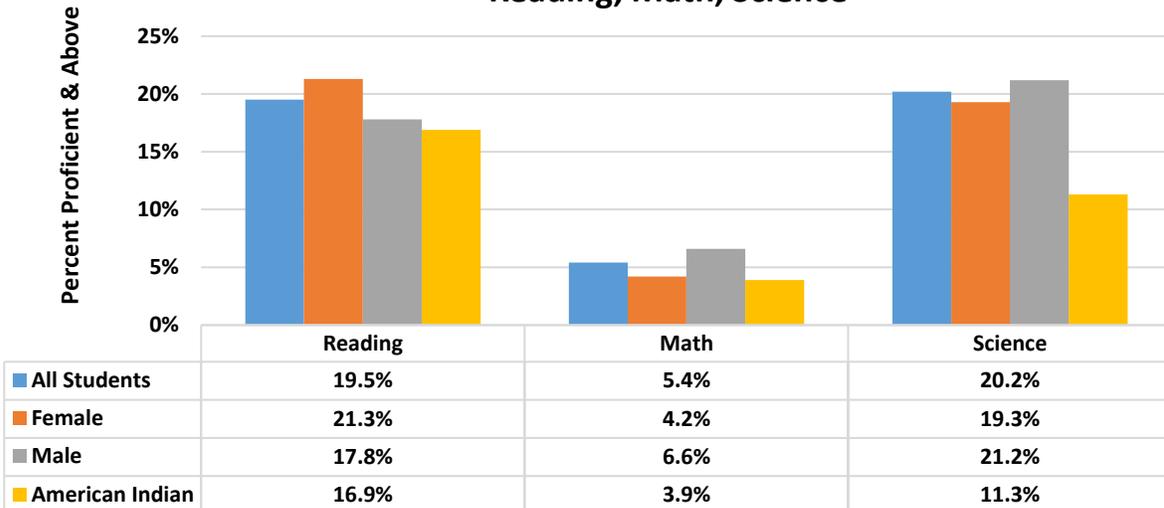


Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

Districtwide Assessment by Economic Status

- All students are not performing as well as economically disadvantaged students regardless of ethnicity in reading, math, and science.

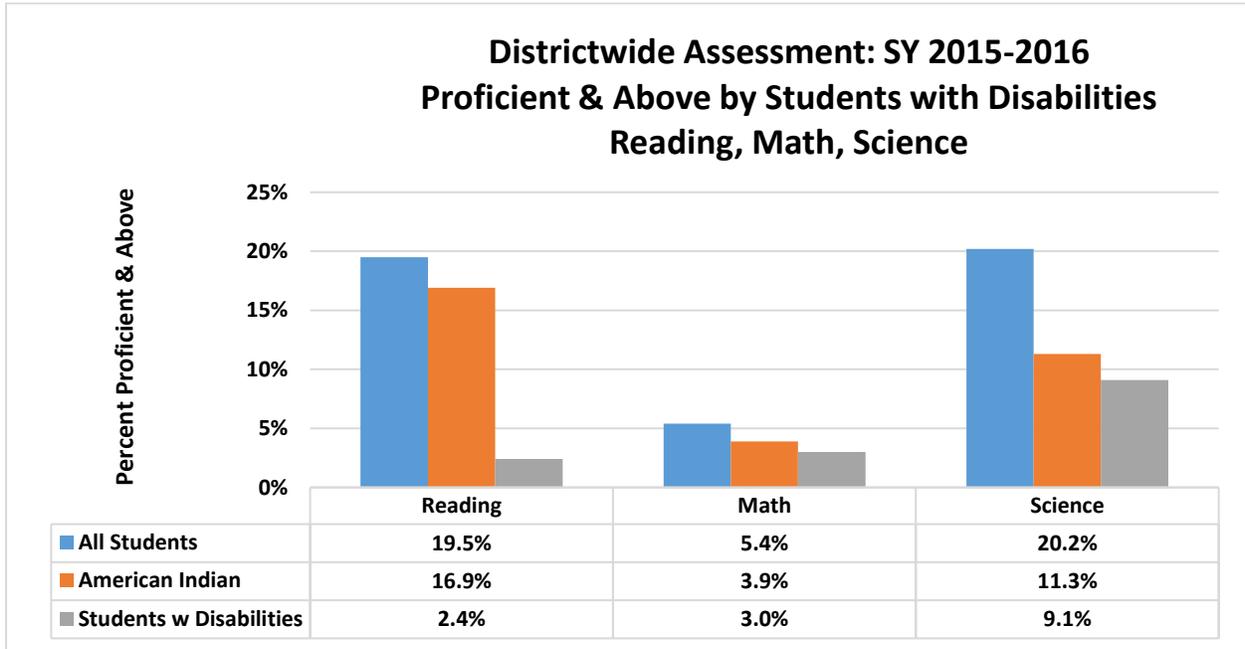
Districtwide Assessment: SY 2015-2016 Proficient & Above by Gender Reading, Math, Science



Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

Districtwide Assessment by Gender

- As a group AI students’ proficiency scores are lower than student gender groups in reading, math, and science.



Source: <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

Districtwide Assessment by Students with Disabilities

- As a group AI students’ proficiency scores are higher than students with disabilities as a group in reading, math, and science.

JVPS REPORT

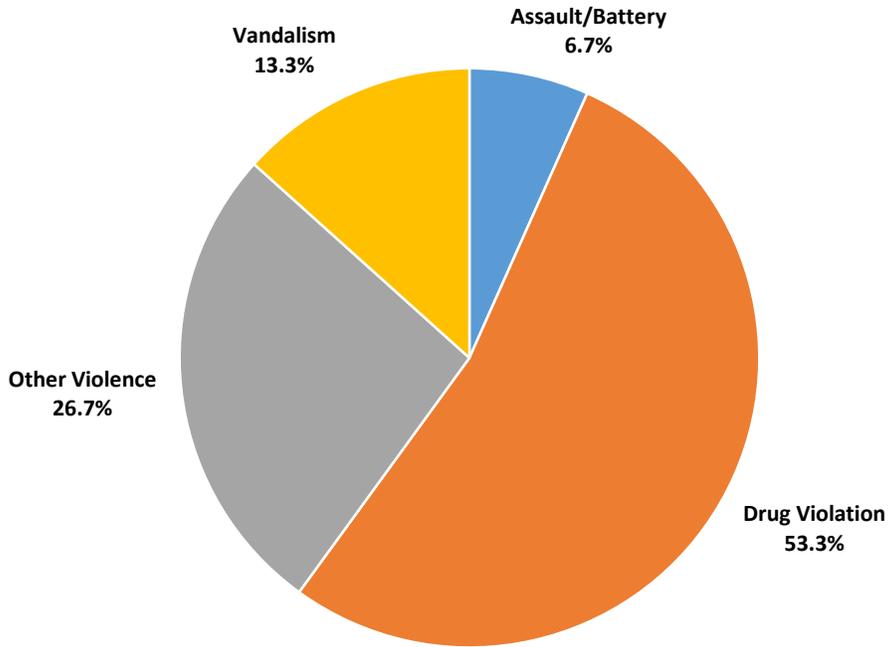
II. School Safety

Objective	To ensure that students in Jemez Valley Public School District (i.e. JVES, JVMS, JVHS) attend safe, secure, and peaceful schools.
Background	<p>JVPS looks at strategies to keep students, staff, and faculty safe in schools. The intent of the School Safety Plan is to</p> <ul style="list-style-type: none"> ➤ 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. <p>JVPS has 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, emergency response plans, safe schools reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).</p>
Methods	JVPS' safety indicators were reported in the District Survey submitted to NMPED-IED in 2016. The number of infractions consists of all student infractions reported for JVPS for the entire SY 2015-2016.
Results	JVPS is compliant with the School Safety Plan and has partnered with and invited Tribal organizations (i.e. EMS, Law Enforcement, Behavioral Health, Education Departments) to be part of a School Safety Sub-Committee.
Conclusion	JVPS has safety indicators that effectively sustain the District's welfare. The data exhibited in the chart and table will assist in identifying school crime for SY 2015-2016. 80% of infractions reported pertain to students in the middle (6 infractions) and high (6 infractions) school level.
Action Plan	JVPS will continue to submit safety documents to PED, partner with Tribal organizations, and hold School Safety Committee meetings to encourage the ongoing planning and coordination of services to keep the elementary, middle and high schools safe.

<i>JVPS Safety Indicators</i>	
School district partners with tribal organizations in response to emergencies, disasters, etc.  Yes	Submission of School Safety Report to the PED Coordinated School Health and Wellness Bureau.  Yes
School Safety Plan in place.  Yes	JVPS School Safety Committee.  Yes
School Wellness Policy compliance.  Yes	School District submission of Safe Schools Report.  Yes

Source: JVPS' District Survey (2016) submitted to NMPED-IED.

**JVPS Reported Infractions: SY 2015-2016
(n = 15)**



Number of Discipline Infractions Reported	Assault/Battery	Drug Violation	Other Violence	Vandalism
All Students	1	8	4	2
American Indian	0	3	3	2
Caucasian	0	3	1	0
Hispanic	1	2	0	0
Percentage of AI Student Discipline Infractions	0.0%	37.5%	75.0%	100.0%

Fifteen discipline infractions (n = 15) were reported for JVPS (ES, MS,HS) SY 2015-2016.

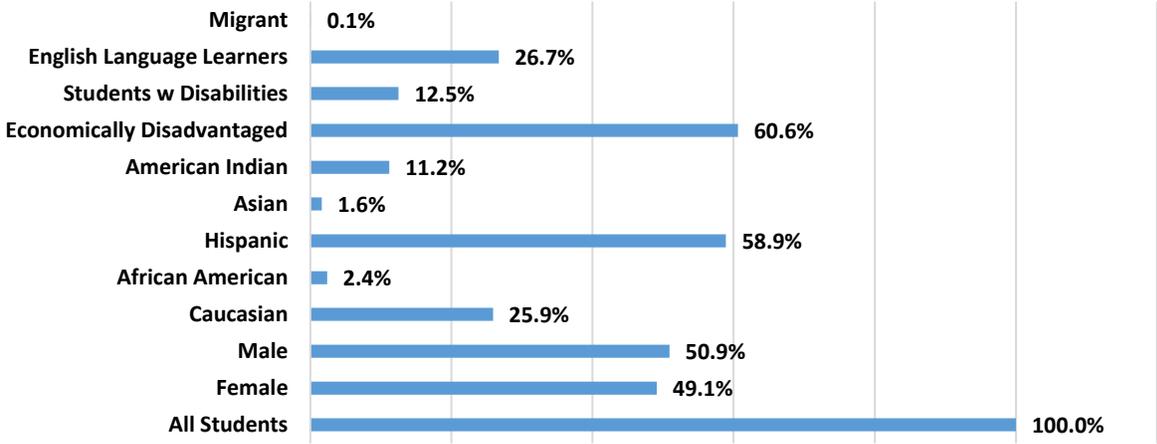
Source: STARS EOY Student Infraction and Response Detail Report

JVPS REPORT

III. Graduation Rate

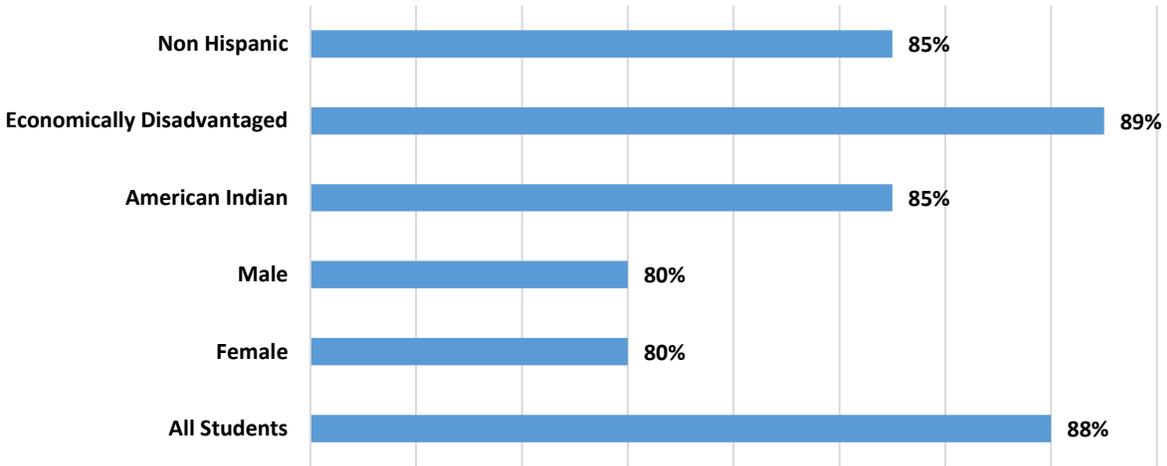
Objective	The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.
Background	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 <i>not</i> 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	New Mexico implemented its first 4-year cohort graduation rate in 2008, and rates prior to that year are not comparable. A cohort is named by students' expected fourth year of high school; for example the "Class of 2016" is also the "Cohort of 2016." Cohorts are tracked for one additional year past their expected year of graduation, yielding 5-year and 6-year graduation rates for the same cohort of students. 5-Year Cohort of 2016 will become available in 2018 and 6-Year Cohort for 2016 becomes available in 2019. The number of graduates consists of all student graduates reported for JVPS for the SY 2015-2016.
Results	The following graphs show the statewide graduation percentages and JVHS anticipated graduation percentages for Cohort of 2016. The following charts show percentages for the confirmed 30 (n = 30) JVHS graduates by ethnicity and planned post-graduate activity.
Conclusion	JVPS continues to serve a large population of American Indian students. The data shown in the chart will assist in identifying the percentage of JVHS graduates (Class of 2016) that completed their 'planned post-graduate activity.'
Action Plan	Several JVPS initiatives are aimed at improving high school graduation rates. JVPS will assess effectiveness of existing initiatives and continue to utilize programs and services to meet the needs of the students. Initiatives, programs, services for student support: GEAR UP, tutoring, AVID, credit recovery, distance learning, high school counselor, and collaboration with Tribal Education Departments.

4 Year Graduation Rates for Cohort 2016 Statewide Graduation Rate



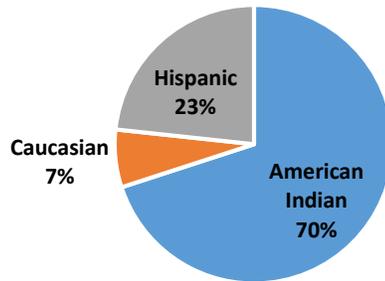
Source: http://ped.state.nm.us/ped/Graduation_data.html

4-Year Graduation Rates for Cohort 2016 Jemez Valley High School



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

**JVHS Percent of Graduates by Ethnicity
Class of 2016 (n = 30)**



	% of Students Graduates
All Students	93.8%
American Indian	70.0%
Caucasian	6.7%
Hispanic	23.3%

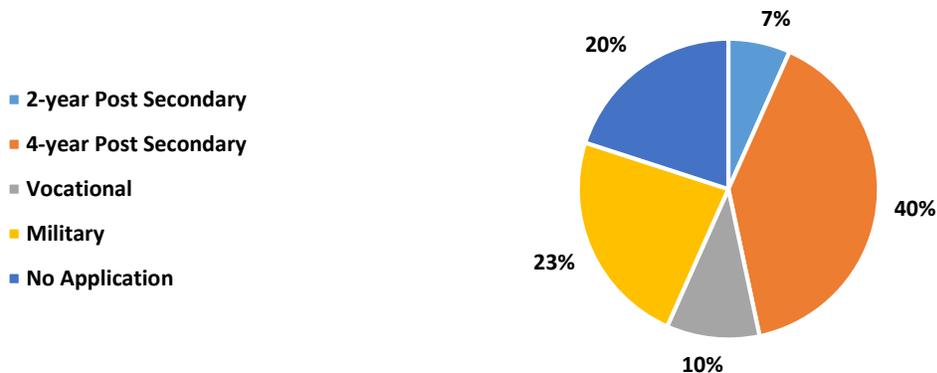
Thirty (n = 30) of thirty-two seniors reported as graduates.

Source: STARS EOY Graduation and High School Completers Validation Report

Districtwide Assessment by Students with Disabilities

- All students (70%) were the highest percentage of ‘all students’ that graduated in May 2016.

**JVHS Planned Post Graduate Activity
Class of 2016 (n = 30)**



Source: STARS EOY Graduation and High School Completers Validation Report

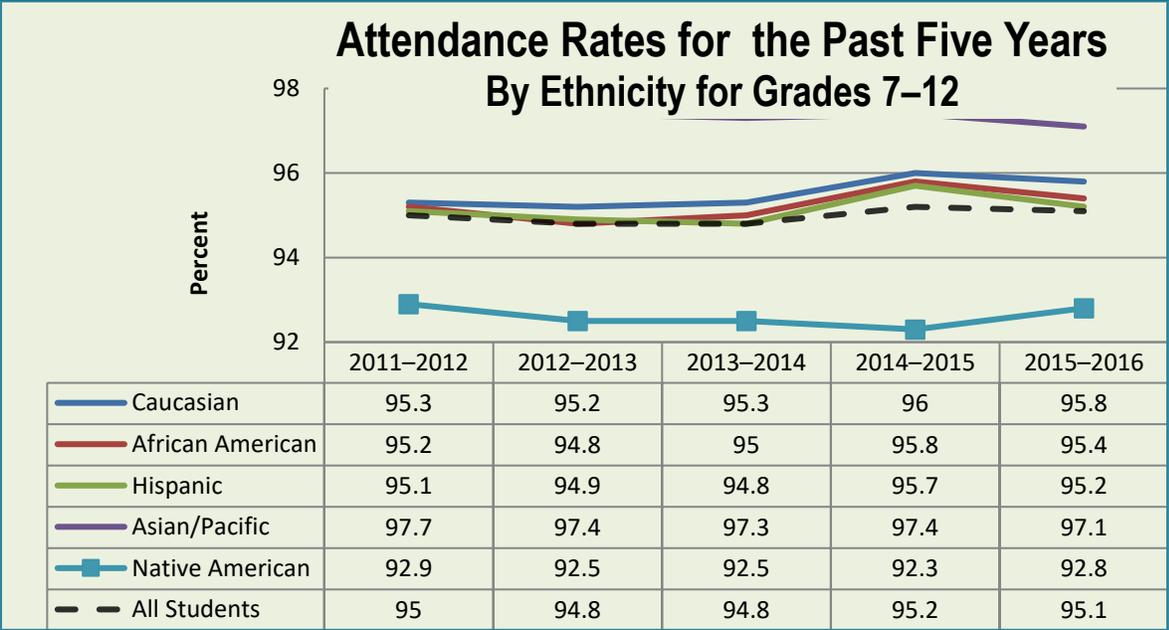
JVPS REPORT

IV. Attendance

<p>Objective</p>	<p>The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by adhering to school district initiatives addressing the decrease in dropout rate and increase in attendance.</p>
<p>Background</p>	<p>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.</p> <p>JVPS pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school.</p>
<p>Methods</p>	<p>The JVPS 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 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 2015–2016, capturing the 80th 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.</p> <p>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.</p>

	Source: STARS 80D Student Attendance Assessment Report by Subgroup.
Results	The results below indicate that, for the past four years, American Indian students consistently have a lower attendance rate than their counterparts. However, this number has increased slightly each year since 2011–12; the snapshot of district attendance for American Indian students is slightly increasing as well. The statewide, habitually truant students saw a slight decrease overall, due to clarifying the definition of <i>habitually truant</i> at the school, district, and state level provided through EWS.
Conclusion	The data shown in the graphs and tables will assist in identifying the percentage of habitually truant students over a five year period and assist in discussions regarding increase in habitually truant percentages.
Action Plan	<p>The JVPS District will continue to partner and collaborate with Tribal Education Departments to provide support in the identification of the causes underlying student habitual truancy.</p> <p>The JVPS District will utilize established early warning systems combined with data systems to identify students early and provide proactive responses to student needs.</p>

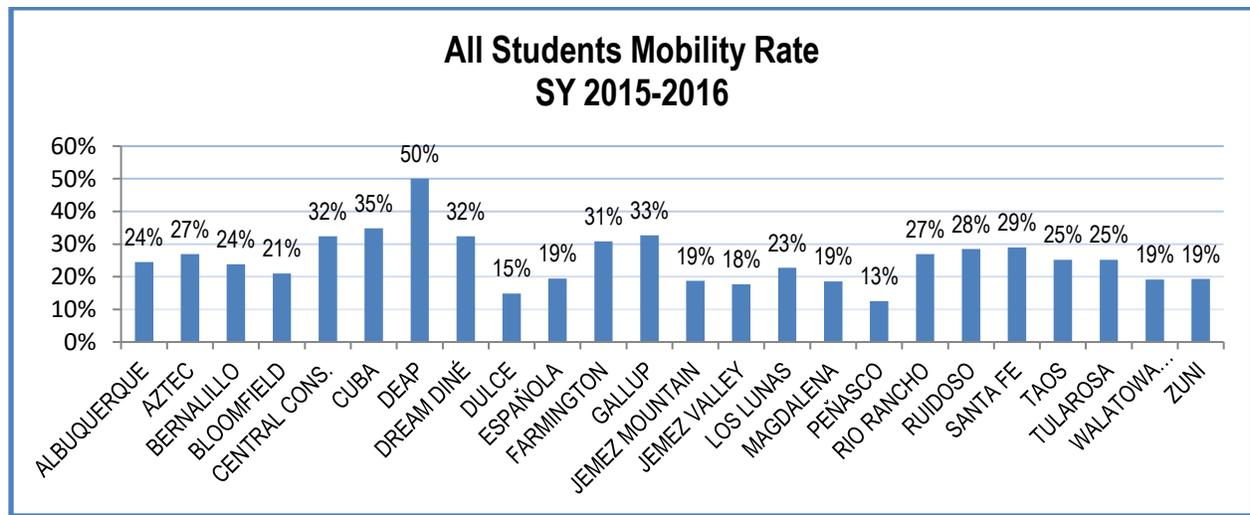
Graph 1, Table 1, and Graph 2 are adapted from the *Tribal Education Status Report for School Year 2015–2016, (November 2015)* which is a copyright-free document published by the New Mexico Public Education Department



Graph 1

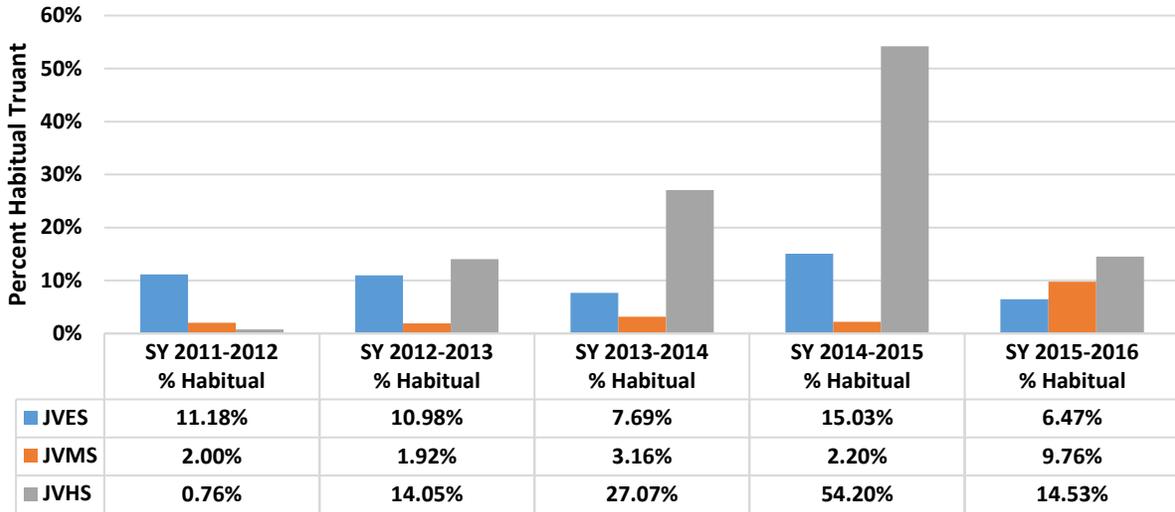
Attendance Rate for Grades 7–12 by District for 2015–2016					
District (SY 2015–2016)	% All Students	% AI Students	District (SY 2015–2016)	% All Students	% AI Students
Region I			Region III		
Aztec	93.3	93.3	Albuquerque	99.5	96.0
Bloomfield	93.3	93.4	Bernalillo	92.2	92.9
Central Consolidated	93.7	93.6	Española	94.4	95.1
Cuba	91.3	92.5	Jemez Valley	90.3	91.8
Dulce	89.6	92.5	Peñasco	96.4	97.3
DEAP Charter	93.8	95.0	Pojoaque Valley	91.8	89.5
Farmington	94.2	94.1	Rio Rancho	93.7	93.8
Jemez Mountain	98.0	96.9	Ruidoso	92.9	92.1
Region II			Santa Fe	91.2	86.5
Dream Diné Charter	93.3	94.2	Taos	94.1	91.7
Gallup-McKinley	91.5	91.1	Tularosa	94.6	88.5
Grants-Cibola	93.3	89.3	Walatowa Charter	95.4	95.2
Los Lunas	94.6	95.0	Statewide	95.1	92.8
Magdalena	92.9	90.5			
Zuni	91.9	91.2			

Table 1



Graph 2

JVPS Habitual Truant Student Percentage SY 2015-2016



Source: STARS Habitual Truant Students by District and School

JVPS Habitual Truant Students by School

- For JVES the percentage of habitually truant students decreased from 11.8% (SY 2011-2012) to 6.47% (SY 2015-2016).
- For JVMS the percentage of habitually truant students increased from 2% (SY 2011-2012) to 9.76% (SY 2015-2016).
- For JVHS the percentage of habitually truant students increased from .76% (SY 2011-2012) to 14.53% (SY 2015-2016).

JVPS REPORT

V. Parent and Community Involvement

Objective	To ensure that the JVPS District, parents/guardians, Tribal Education Departments, community-based organizations, and universities work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within JVPS.
Background	Parental involvement at all levels of education (elementary, middle, and high school levels) is imperative and has great benefits to students, parents, teachers, and schools. 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	<p>The JVPS District submitted parent and community involvement indicators through a District Survey and EOY Report submitted to NMPED-IED in 2016.</p> <p>JVPS’ activities and initiative provide opportunities for parent/guardians, Tribal entities, and community organizations to provide feedback to the JVPS District and allow the District to provide a service to parent/guardians in an effort to improve student outcomes.</p>
Results	<p>The JVPS Mobile Food Pantry is a great opportunity for the JVPS District to help JVPS families in need of food. Parents/guardians are encouraged to sign-in up in the event that they would benefit from this service during the school year. Distribution occurs once a month on a first-come-first-serve basis.</p> <p>Skyward’s “Family Access” allows parents/guardians to view their student’s grades, missing classwork and homework, lunch account, and verify if their student’s profile and contact information is correct. Parent/guardians are encouraged to request access in an effort to keep parents well informed on their student’s academic performance and attendance (i.e. absences, tardies). Skyward can be access from any computer with internet access at any time of the day.</p> <p>JVPS’ Tribal Liaison position helps in continuing collaborative efforts with Tribal entities, direct communication with parent/guardians, support for AI students, and with identifying areas of improvement for AI students.</p>

Conclusion	The JVPS District will continue to provide current organized activities and implement new activities directed toward involving families and the community in their children’s education.
Action Plan	The JVPS District will continue to develop, implement, and report on activities that demonstrate a positive impact on student achievement and well-being throughout the school year. The District will continue to collaborate with Tribal Education Departments on emphasizing the important roles that parents, families, and communities can and must play in raising student performance and closing achievement gaps.

JVPS Parent & Community Involvement	
School District conducts outreach to AI parents of students to promote parent-teacher conference at least one a year.  Yes	School District provides clear information about report cards and how grades are earned.  Yes
School District has an established two-way channel for communication from home to school and school to home.  Yes	School District provides clear information about selecting courses, programs, and activities.  Yes
School District works with local Tribes on programs to enhance student skills.  Yes	School District involves Tribal representation in revising school/district calendars.  Yes

Source: JVPS’ District Survey (2016) submitted to NMPED-IED.

JVPS Programs or Activities
Tribal Governor Visits (Spring 2016) – Student Meeting Dates <ul style="list-style-type: none"> February 2016 – Pueblo of Jemez Governor David Yepa, 1st Lt. Governor Hilario Armijo, 2nd Lt. Governor Ward Yeppa, and Assistant Fiscale Elston Yeppa March 2016 – Pueblo of Zia Governor Jerome Lucero and 1st Lt. Governor Brent Schildt
Mobile Food Pantry (Spring 2016) – Distribution Dates <ul style="list-style-type: none"> February 2016 - 104 JVPS students served. March 2016 - 132 JVPS students served, 86 JVPS families served. April 2016 - 102 JVPS students served, 89 JVPS families served.

<ul style="list-style-type: none"> • May 2016 - 77 JVPS students served, 94 JVPS families served.
PARCC Family Info Night (Spring 2016) – Community Meeting Dates <ul style="list-style-type: none"> • March 2016 – JVPS District (9 attendees) • March 2016 – Jemez Springs Public Library (2 attendees) • March 2016 – Pueblo of Zia (9 attendees) • March 2016 – Pueblo of Jemez (11 attendees)
IPP’s Public Community Meeting (Spring 2016) –Meeting Dates <ul style="list-style-type: none"> • May 2016 – Pueblo of Jemez (7 attendees) • May 2016 – Pueblo of Zia public meeting cancelled by Tribal Governors due to religious activities. JVPS was unable to reschedule a meeting within timeframe.

<i>JVPS Initiatives</i>
Tribal Liaison <ul style="list-style-type: none"> • JVPS position to serve the students of JVES, JVMS, JVHS. Tribal Liaison provides parent/guardian support regarding student attendance and behaviors; scheduling of/participating in meetings with teachers, Tribal Education Departments, Tribal Officials; conducts home visits; communicates information on tribal and district programs/services available.
Mobile Food Pantry <ul style="list-style-type: none"> • JVPS, in partnership with the Roadrunner Food Bank of New Mexico, offers a food distribution program. The JVPS Mobile Food Pantry serves students and their families by distributing food on a monthly basis.
Skyward <ul style="list-style-type: none"> • Student management system that allows “Family Access” to view student information (i.e. grades, missing class/homework assignments, lunch account).
Communication Method <ul style="list-style-type: none"> • Telephone calls, ‘robo’ call announcements, correspondence, and publications in local and school newsletters.
Education Collaborative <ul style="list-style-type: none"> • Monthly Education Collaborative meetings facilitated by the Pueblo of Jemez Education Department. Meetings provide an opportunity for the District, local schools, and Tribal entities to build partnerships and collaborative efforts.

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VI. Education Programs Targeting Tribal Students

Objective	To recognize and support the unique cultural and educational needs of American Indian students enrolled in the JVPS District.
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	<p>The JVPS District submitted education program indicators through a District Survey and EOY Report submitted to NMPED-IED in 2016.</p> <p>The American Indian student population within the JVPS District is the largest student group by ethnicity. All educational programs implemented by JVPS are offered to all students regardless of demographic background with the exception of some college and career opportunities provided by Tribal entities and/or Higher Education Institutions with the eligibility requirement of the student being American Indian.</p>
Results	<p>The JVPS District provides equitable academic programs to American Indian students including tutoring services, credit recovery, equitable learning environments, and college and career readiness.</p> <p>The American Indian students at JVPS account for approximately 75% of the total student population attend elementary, middle and high schools combined. Despite the JVPS District not providing bilingual classes in students' tribal heritage language, the District is supportive of language initiative within the Walatowa Head Start Language Immersion Program. The District is in discussion with the Pueblo of Jemez Education Department regarding transition of said children/students to the JVPS District.</p>
Conclusion	Participation of AI students in the college and career opportunities through IAIA and GEAR UP have provided the students with the experience of networking, time management, preparing for their future, accessing college/career information, awareness of importance of academic growth and success, leadership skills, and self-esteem. All skills are transferable to the classroom.

Action Plan	The JVPS District will continue to provide equitable educational opportunities to AI students that lead to their college and career readiness and success in life. JVPS will continue collaborative efforts with Tribal and outside entities to identify opportunities for AI students. JVPS will review recruitment efforts in an effort to increase AI student participation in educational programs/opportunities.
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JVPS Educational Programs	
School District supports equitable educational opportunities for AI students.  Yes	School District receives funding from NMPED-IED and Impact Aid for educational programming.  Yes
School District offers all core subject areas (Math, English, Science, and Social Studies/History) to support academic success of AI students.  Yes	School District offers after-school tutoring. (GEAR UP - Grades 7-12)  Yes
School District offers support for English Language Learner (ELL) students.  Yes	School District provides bilingual classes in the students' tribal heritage language.  NO

Source: JVPS' District Survey (2016) submitted to NMPED-IED.

JVPS Program Initiatives
<p>College & Career Readiness Program</p> <ul style="list-style-type: none"> Jemez Valley Middle School was selected by the Institute of American Indian Arts (IAIA) as a site and recipient of their College & Career Readiness Program (CCRP). IAIA CCRP facilitator utilized culturally relevant curriculum to explore the college and career process with middle school students. Program was held in June 2016. Thirteen out of sixteen AI students attended. (6th grade = 3, 7th grade = 4, 8th grade = 6)

GEAR UP Partnership

- The JVPS District is part of GEAR UP NM. GEAR UP serves middle and high school students in grades 7-12.
- AI students have benefited from collaborations between the Tribal Liaison and the GEAR UP program.
- Spring College Bus Tour (March 2016) – Three (3) AI students signed up. (10th grade = 3)
- Career Academy (June 2016) – 2 out of 3 slots (2 – AI students) (9th grade = 1, 11th grade =1)
- College Advantage Camp (June 2016) – 1 out of 4 slots (1 – AI student) (9th grade = 1)
- Summer Bus Tour (June 2016) – 2 out of 4 slots (2 – AI students) (9th grade = 1, 10th grade = 1)
- Youth Leadership Summit (July 2016) – 1 out of 1 slot (1 – AI student) (8th grade = 1)

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VII. 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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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)</p>
Methods	JVPS Business Manager’s review and verification of funding sources for SY 2015-16.
Results	JVPS District Funding for SY 2015-2016: Funds Generated by American Indian Students.

Conclusion	JVPS District will continue to monitor funds received to meet the needs of AI students and ensure funds are used per guidelines.
Action Plan	JVPS Superintendent, Business Manager, and Program Coordinator-Indian Education (Tribal Liaison) will perform reviews of fund utilization to ensure fiscal expenditures are aligned with the needs of the AI student population.

JVPS District Funding 2015–2016: Funds Generated by American Indian Students

# of AI funding sources used	Districts	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total Dist. Budget	Fund:						TOTAL Indian Programs	Amt. per student
						25184	25147	25131	27150	25201	25209		
						Indian Ed Formula Grant Title VII	Impact Aid Indian Ed. Title VIII	JOM	NM IEA	Navajo Program	Native American Programs		
2	Jemez Valley	413	290	70%	\$12,306,096.65		538,494		25,000			563,494	\$1,364
	TOTAL	413	290	70%	\$12,306,096.65		538,494		25,000			563,494	\$1,364
				% of Indian program funds			95.56%		4.44%				
				# Districts funded			1		1				

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VIII. Indian 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	IPP development process includes: 1) meet with committee (parent advisory/Indian Education); 2) Draft IPP; 3) Provide a copy of draft IPP to Tribal Education Departments for review by both the education department and Tribal Leadership; 4) meet with committee and other entities to discuss necessary changes to draft IPP; 5) submit final IPP to Tribal Education Departments for review; 6) upon verification by Tribal Education Departments submit final IPP to School Board for approval; 7) provide NMPED-IED a copy of approved IPP.
Results	The JVPS Board of Education and tribal leadership of both the Pueblo of Jemez and Pueblo of Zia approved JVPS IPP for SY 2015-2016.
Conclusion	JVPS Districts to provide the development and submission of their annual IPP, supporting the Impact Aid requirements and Indian Education Act, to NMPED-IED.
Action Plan	JVPS District to adhere to IPP to remain in compliance with appropriate tribal consultations throughout the school year. Meaningful collaborations and consultations with Tribal entities are imperative to support the American Indian students.

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IX. School District Initiatives

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	<p>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.</p> <p>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.</p> <p>Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.</p>
Methods	The JVPS District submitted school district initiative indicators through a District Survey and EOY Report submitted to NMPED-IED in 2016.
Results	<p>The JVPS District identifies student within special education who are eligible for extended school year services (i.e. occupational therapy, speech and language therapy, and/or other services per student’s Individual Education Plan.)</p> <p>The District offers family / school support through a liaison for student in grades PreK-12.</p> <p>Intervention/prevention programs offered to students to support the decrease of drop out include ancillary services (counseling/school social worker, school nurse), National School Lunch Program, after-school tutoring through GEAR UP, and partnerships with the Tribal Education Departments.</p> <p>District initiatives that support the increase of attendance for AI students include partnerships with Tribal Education Departments, District Tribal Liaison position, parent-teacher conferences, Student Assistance Team, daily</p>

	attendance check and weekly letters to regarding excess absences, advisory period for high school students, and high school counselor position.
Conclusion	The JVPS District works closely with the Tribal Education Departments regarding the needs of students (as allowed by FERPA). With parent/guardian permission, referrals are made to Tribal entities for services (i.e. support services, education services, behavioral health services).
Action Plan	Continue support efforts of American Indian students to stay in school or become re-engaged. Request the development and presentation of a cultural awareness workshop for staff by Tribal Education Departments that is relevant to the AI students attending JVPS. Continue monthly Tribal Education Department visits with high school students.

<i>JVPS School District Initiatives</i>	
School District offers extended school year services for students in special education.	School District offers family/school support through a liaison.
 Yes	 Yes

Source: JVPS' District Survey (2016) submitted to NMPED-IED.

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X. 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	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 JVPS District uses a Variable School Calendar that aligns with collaborative efforts to support American Indian students with their self-identity, language, and culture and provide students opportunities to partake in these activities.
Results	The JVPS District’s school calendar is mindful of tribal community calendars (i.e. tribal feast days, doings in January and around Easter). The District follows a variable calendar and has a school calendar committee involved in the decision-making.
Conclusion	JVPS District follows a variable school calendars that supports an American Indian student’s cultural well-being and self-awareness.
Action Plan	The JVPS District will continue to support American Indian students to develop and honor their cultural traditions while better ensuring school attendance. This will be accomplished by the development of variable calendar days and in collaboration with Tribal governments, who ensure calendar days are accurate.

<i>JVPS Variable School Calendars</i>	
School District follows a variable calendar.  Yes	School District has a school calendar committee.  Yes

Source: JVPS’ District Survey (2016) submitted to NMPED-IED.

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XI. School District Consultations

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	The JVPS District submitted school district consultations indicators through a District Survey and EOY Report submitted to NMPED-IED in 2016.
Results	Consultations with Tribal and municipal organizations, and parent committee - Review and development of the Indian Policies and Procedures (IPP) for SY 2015-2016. Attend monthly Pueblo of Jemez Education Collaborative during SY 2015-2016. Planning for Safe Schools, one per semester in SY 2015-2016.
Conclusion	The JVPS District has developed a working relationship Indian Education Committee (IEC)/parent advisory committee, Tribes, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.
Action Plan	In an effort meet the needs of American Indian students, the goal for JVPS is to continue consultations with Tribal entities and parent/guardians.

<i>JVPS District Consultations</i>	
School District has an active Indian Education/Parent Committee.  Yes	Indian Education/Parent Committee members are allowed to attend school district meetings.  Yes
School District offers public hearings, and/or consultations with parents, community, and tribal entities.	 Yes

Source: JVPS' District Survey (2016) submitted to NMPED-IED.

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XII. Indigenous Research, Evaluation, and Curricula

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	Transfer of information, obtained during professional development, from Tribal Liaison to JVPS staff. Request for information/presentations from Tribal Education Departments on culturally relevant curriculum. Encouraging family and community engagement. Begin discussion on transition efforts for students entering JVPS from Walatowa Head Start Language Immersion Program.
Results	100 Years Curriculum Project (February 2016) workshop. Request for culturally competency training facilitated by Tribal Education Departments. Request for list of culturally appropriate curriculum for Art.
Conclusion	The JVPS District would benefit from the 100 Years Curriculum Project as it can serve as a resource for culturally relevant curriculum across several content areas and includes the Common Core Standards.
Action Plan	Continue collaboration with Tribal Education Departments to meet the needs of JVPS educators in obtaining direction regarding culture awareness, curriculum, and resources. Ensure JVPS educators have access to 100 Years Curriculum Project upon completion/revisions.