

Peñasco Independent School District

Tribal Education Status Report

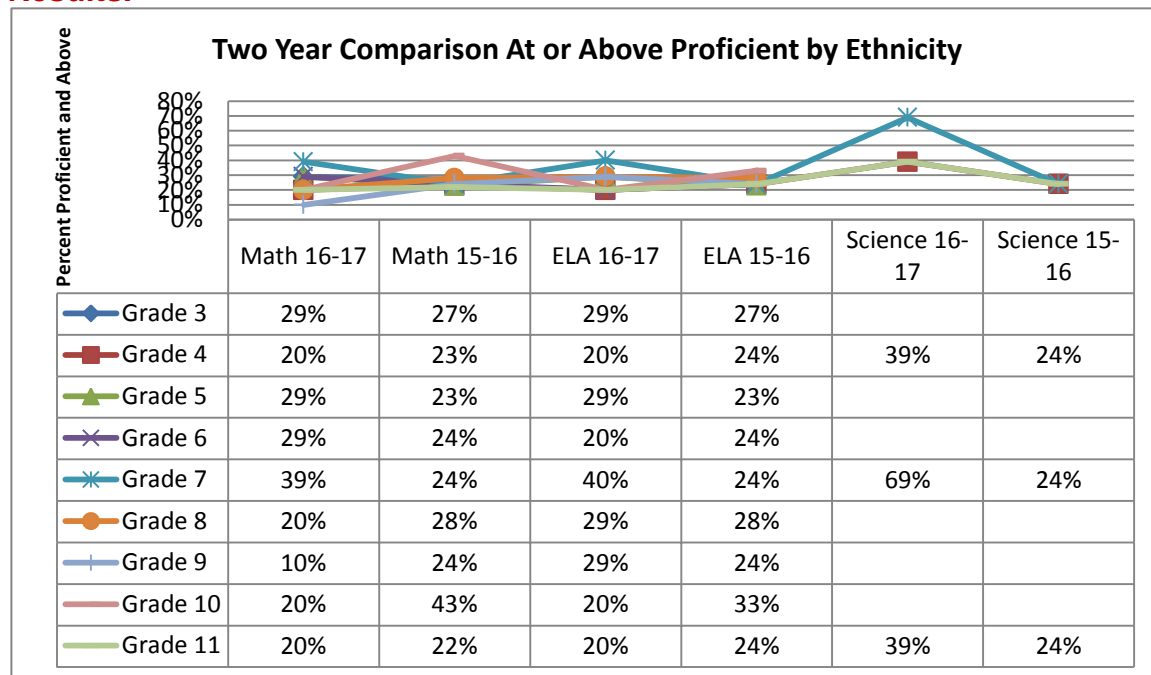
Student Achievement:

Objective. To ensure student achievement in Peñasco Independent Schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

Background. The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2, English language arts 4-11; math 4-11 which includes Algebra I grade 9, Algebra II grade 10-11, geometry 10-11, science 7 and 10, Spanish reading, reading for students with disabilities, math for students with disabilities and science for students with disabilities.

Methods. For 2016-2017 school year Peñasco Independent Schools used different assessments to measure student progress. These proficiencies included: DIEBELS assessments, Partnership for Assessment for Readiness for College and Careers (PARCC), PARCC ELA and math, standard-based assessment (SBA), Woodcock Munoz, and SBA science.

Results.



The two year comparison chart shows proficiency levels by grade level for Math, Language Arts and Science. Math and Language Arts proficiency averaged the same between 15-16 and 17-18 school years with the exception of an increase in Grade 7 and decrease in Grade 10. There was an increase in proficiency in Science in the 16-17 school year.

Due to unavailable data we are unable to compare proficiency by ethnicity.

Conclusion. Peñasco Independent School District Students averaged the same proficiency levels between the 16-17 and 15-16 school years.

Action Plan.

Date Range	Critical Action	Resources Needed	Person(s) Responsible	Person(s) Involved
08/14/2017 – 09/28/2017	<p>Teachers will use Curriculum Companion and EoC blueprints for guidance and pacing. Teachers will work on creating student friendly and measurable Objectives and will be using Exit Tickets for assessment purposes. In addition, student engagement strategies will be used in each class to improve engagement and overall passing rate.</p>	<p>Computer/Internet access Login credentials for new teachers to CC Notes and artifacts from the various PDs on engagement strategies</p>	<p>Marina Lopez Estrella Lopez Jessica Esquibel Rosa Pacheco Romero</p>	<p>Principal PLC Teams All MS/HS Staff</p>
08/14/2017 – 12/21/2017	<p>Provide a PLC structure that allows for communication to occur between PLC groups- cross curricular- at least once per month, more frequently if necessary. Teachers will study assessment and attendance data collaboratively to brainstorm how to address gaps and student needs</p>	<p>Attendance data Assessment data Time to meet in school-wide PLC groups.</p>	<p>Marina Lopez Estrella Lopez Jessica Esquibel Rosa Pacheco Romero</p>	<p>Principal Teachers Counselor(s) Truancy & Drop-Out Prevention Coach</p>
Indicator Date	Evidence of Progress	Potential Adjustments		
09/28/2017	<p>Posted Daily Objectives Alignment of lesson plans to curriculum companion. Improved, observable student engagement</p>	<p>Additional training an support for new staff members with CC</p>		
10/26/2017	<p>Cross-curricular strategies will be implemented and visible across content areas. Teachers will be knowledgeable of students' academic and attendance issues, whether in their class or not.</p>	<p>Attendance reports Additional support for new staff members</p>		

School Safety:

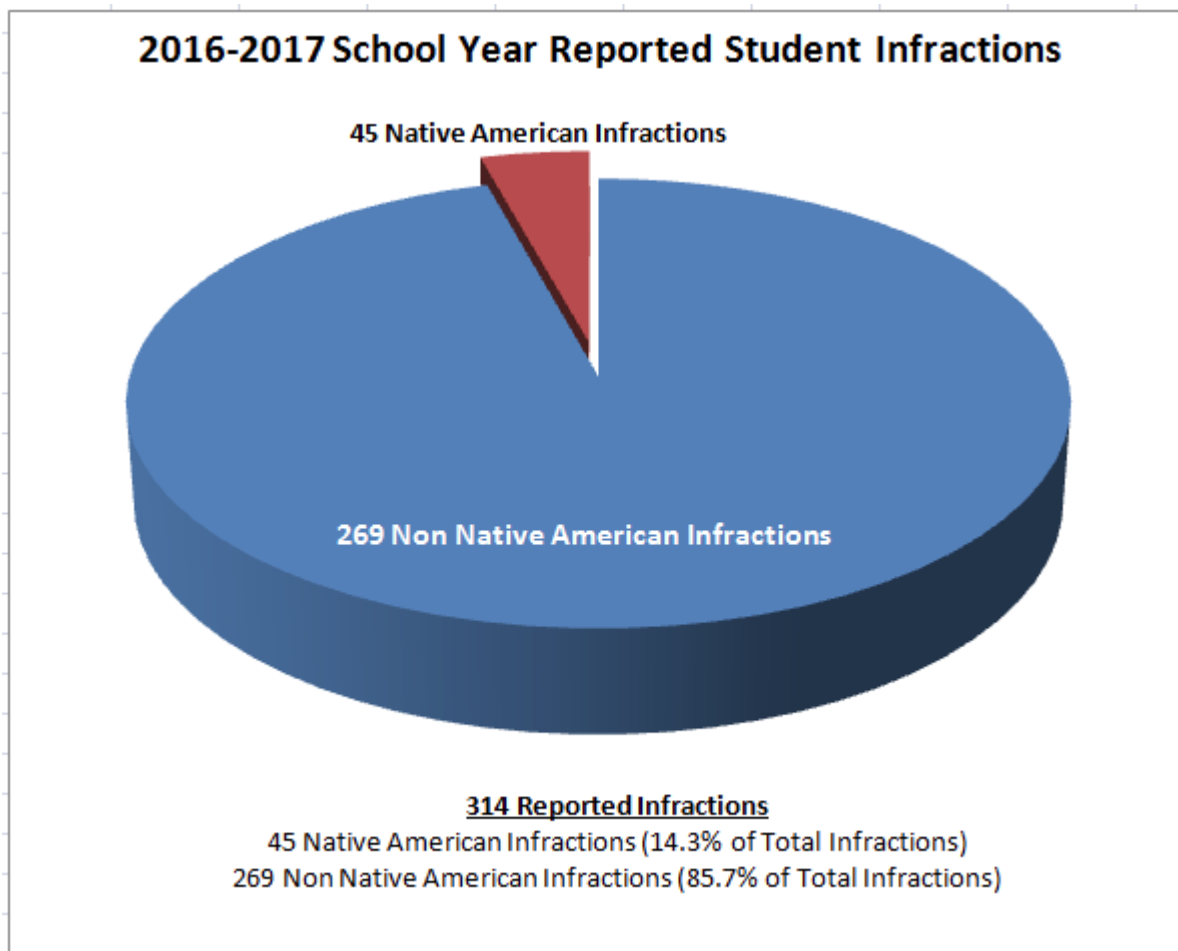
Objective. To ensure that students at Peñasco Independent School District attend a safe, secure, and peaceful school.

Background. Peñasco Independent School District has strategies to keep students, staff, and faculty safe. PISD has policies and procedures for school safety. PISD has a school safety committee, safety implementation plans, prevention plans, emergency response plans, recovery plans, safe school reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods.

To capture discipline information, Peñasco Independent Schools utilized our Student Information System (SIS) to disaggregate discipline data by ethnicity subgroups.

Results.



American Indian students were only 14.3% of the total infractions for Peñasco Independent School District. The results show that there is not a discrepancy with AI students in terms of discipline. There does not appear to be a disproportionate amount of discipline referrals for AI students.

Conclusion.

Due to not identifying a disproportionate amount of discipline referrals for AI students, we will continue to implement measures to lower discipline referrals for all students as outlined in the action plan identified below.

Action Plan.

School culture

The student culture is alarmingly unmotivated to work to their potential. While we have students who excel in all areas and have a goal for their future, they are in the minority and teachers are struggling to try to engage all students and to meet their needs. Attendance issues (poor attendance) especially with students who are already behind, also affect the school culture. Parents and students alike seem to have little regard for avoidable absences. Students who are absent from school rapidly fall behind due to a lack of instruction and academic support

We are implementing a positive behavior support system in place that will encourage students to strive to be the best student that they can be, this is being supported through our GEAR-UP grant. In addition to the positive behavior support system, we are enhancing student's educational opportunities through our early high school program. In this program, students must meet behavior and academic benchmarks to participate in college courses off campus. In addition we have also hired a Truancy and Drop Out Coordinator to assist students in coming to school and remaining on track to graduate.

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 not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

Methods. Due to the small number of American Indian students enrolled at Peñasco Independent School District, there is not any data for the AI student's graduation rate. PISD had one AI student graduate the 2015-2016 school year and that was the only AI enrolled.

Results. According to the 4-year graduation rate, Cohort of 2016, Peñasco Independent School District has a graduation rate of >90% for all students. Peñasco Independent School District's American Indian student's graduation rate in 2016-2017 is 100%.

Conclusion.

Graduation rates for Peñasco Independent Schools exceed the state average. Graduation rates for AI students have exceeded non AI students.

Action Plan.

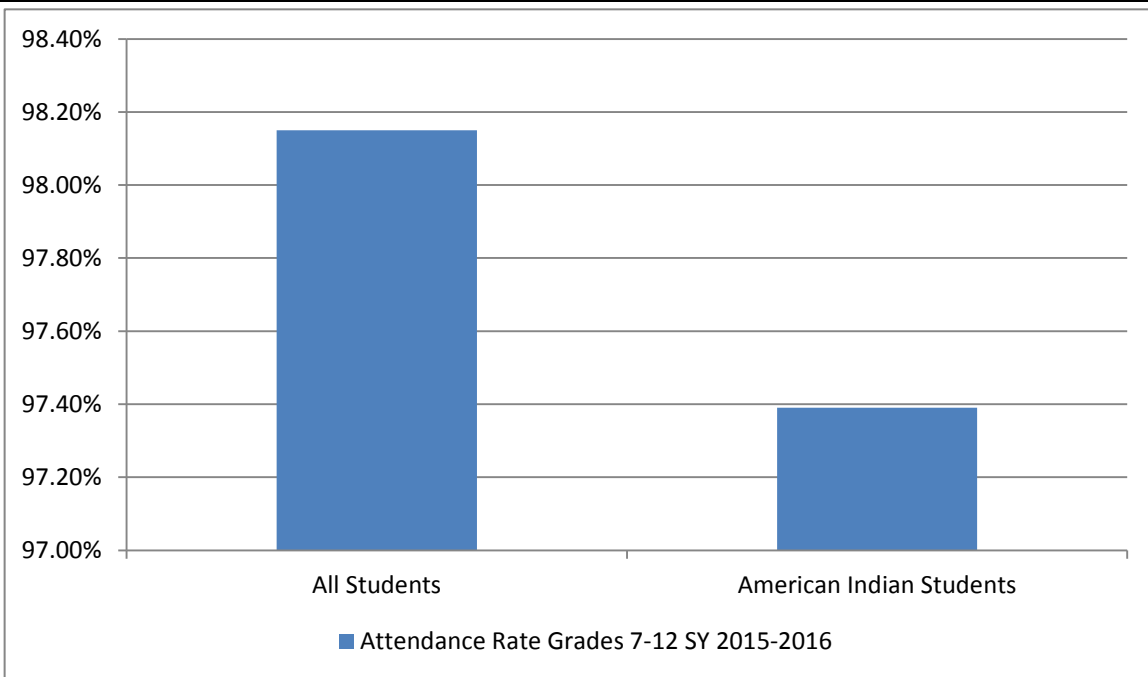
We plan to continue to ensure high graduation rates by having our GEAR-UP College and Career Readiness program in place. This program provides guidance for students to be able to succeed in high school and navigate the college entrance process. We have seen great success with this program, and our graduation rates are evidence of the success of this program. We have also hired a truancy and Drop out Coach to help students meet their graduation goals.

Attendance:

Objective. The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting Peñasco Independent School District’s initiatives addressing the decrease in dropout rate and increase in attendance.

Background. Peñasco Independent School District pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. PISD 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. Peñasco Independent School District has an attendance rate for grades 9-12 during the 2016-2017 school year of 98.15% of all students and 97.39% AI students. PISD has a habitually truant rate for all grade levels in the 2016-2017 school year of 1.31%. PISD has a mobility rate for all students during the 2016-2017 school year of 8.2%.



Results.

Conclusion. Peñasco Independent School District has a high attendance rate. American Indian student’s rate of attendance is higher than all students.

Action Plan.

We will continue to improve attendance rates for all students. For FY 18 we applied for a attendance/truancy coach to allow us to track student attendance and reduce truancy. We work closely with counselors, teachers, and parents to ensure students are in school. We also partner with the local ICWA office to assist us when attendance issues that cannot be resolved through school efforts. We have also hired a Truancy and Drop Out Coordinator to minimize student absences.

Parent and Community Involvement:

Objective. The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

Background. The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods. Peñasco Independent School District reaches out to parents through Facebook, website posting, PAC meetings, and participating in our Winter and Spring Festival.

Results. American Indian students and parents are aware and more involved with school functions. Participation in school activities has increased.

Conclusion. American Indian parents are more involved in student activities due to awareness from alerts through Facebook and posting on the school website. Peñasco Independent Schools District’s attendance in the Winter and Spring festival has increased. American Indian students and parent involvement in our festivals have increased with the addition of traditional dances performed by AI students and parents.

Action Plan. Peñasco Independent School District will continue to keep updated postings on Facebook and the school website in order to keep American Indian students and parents current on school activities and functions. PISD will continue to encourage AI students and parents to participate in their traditional dances performed during the school’s Winter and Spring festivals.

Educational Programs Targeting Tribal Students:

Objective. The tribal students’ educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

Background. The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

Methods. Peñasco Independent School District supports academic growth and achievement through the following programs: STEM, Gear Up, Dual Credit, tutoring, and TIWA language programs.

Results.

Table 8.
Student Participation in Native American Language Programs
 SY 2011–2012 to SY 2015–2016

Year	Language/Number of Students							Total
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	
SY 11–12	5,852	395	555	209	18		370	7,399
SY 12–13	4,955	45	645	195	10		796	6,646
SY 13–14	6,113	314	*	99	11		967	7,504
SY 14–15	6,164	411	331	266	32	88	665	7,957
SY 15–16	5,807	397	475	334	38	91	778	7,920

SOURCE: SharePoint Instructional Plans, 2015–2016
 *Data from relevant district(s) not submitted.

Conclusion. The number of American Indian students participating in our TEWA program has increased over the past 5 years. The number of all students and American Indian students’ participation in Dual Credit and Gear Up has increased as well.

Action Plan. Peñasco Independent School District will continue to offer the TEWA program, Dual Credit, and Gear Up. PISD will continue to encourage American Indian students to participate in all programs available to further their education.

Financial Reports:

Objective. The financial objective is, through the use of public school funds, to ensure that Peñasco Independent 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 PISD.

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 disequalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee’s work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

Methods.

Account Code	Description	Current Amount
27147-0000-32312-0000-077000-0000	Restricted Cash Balance	\$ (12,153.56)
27147-0000-43202-0000-077000-0000	State Flow-through Grant	
25147-1000-51100-4010-077000-1711	Instruction-Salaries Expense	\$ 9,000.00
25147-1000-52111-0000-077000-0000	Instruction-Educational Retirement	\$ 1,251.00
25147-1000-52112-0000-077000-0000	Instruction-ERA - Retiree Health	\$ 180.00
25147-1000-52210-0000-077000-0000	Instruction-FICA Payments	\$ 558.00
25147-1000-52220-0000-077000-0000	Instruction-Medicare Payments	\$ 130.50
25147-1000-52312-0000-077000-0000	Instruction-Life	\$ 45.12
25147-1000-52720-0000-077000-0000	Instruction-Workers Compensation Employer's Fee	\$ 8.94
25147-2400-57332-0000-077000-0000	Support Services-School Administration-Supply Assets (\$5,000 or Less)	\$ 980.00
Total		\$ -

Account Code	Description	Current Amount
25184-0000-44301-0000-077000-0000	Restricted Grants - Federal Flow-through	\$ (5,168.00)
25184-1000-55817-1010-077000-0000	Student Travel	\$ 1,438.00
25184-1000-55818-1010-077000-0000	Other Travel- Non-Employees	\$ -
25184-1000-56118-1010-077000-0000	General Supplies and Materials	\$ 1,910.00
25184-2300-53713-0000-077000-0000	Support Services-General Administration-Indirect Costs - Program Administration	\$ 320.00
25184-2100-51100-1010-077000-1511	Support Services-Students-Salaries Expenses	\$ 1,500.00
Total		\$ -

Results. Peñasco Independent School District received funds from Title VII, Impact Aid, Bilingual, Title III, and Operational to support programs for American Indian students. Title VII and Impact Aid funds were used to support Instructional staff for AI, activities, and supplies for the TIWA program.

Conclusion. Peñasco Independent Schools American Indian students are getting their educational and cultural needs met with the funding of the TIWA program.

Action Plan. Peñasco Independent School's will continue the TIWA program with Federal and Operational funding to ensure American Indian students continue to meet their educational and cultural needs.

Indian Policies and Procedures:

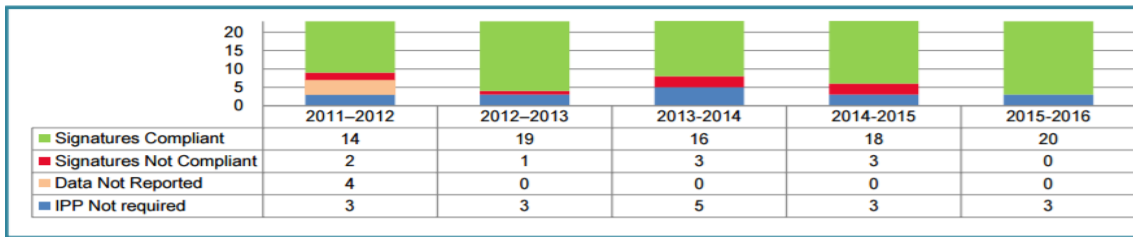
Objective. The objective of Indian policies and procedures (IPP) is to ensure that Peñasco Independent School District provides adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

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. Peñasco Independent School District meets with Picuris Pueblo government and Parent Committee to discuss the IPP once a year. See Attachment of current IPP.

Results.

IPP Signature of Approval 23 Districts over Five Years



Source: District-wide reports and surveys; 2011-2016 23 school districts

Conclusion. Peñasco Independent School District meets with the tribal council yearly or as needed to discuss and/or make changes to the Indian Policies and Procedures’.

Action Plan. Peñasco Independent School District will continue to meet with tribal council yearly or as needed to discuss and/or make any necessary changes to the Indian Policies and Procedures.

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. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods. Peñasco Independent School District’s dropout rate of American Indian students is 0%.

Results. Peñasco Independent School District’s dropout rate for American Indian students is 0%.

Conclusion. If there is an American Indian student at risk of dropout, PISD will contact the parents first and include the tribal council if necessary.

Action Plan. Peñasco Independent School District offers different options to prevent dropout in American Indian students. PISD will have the AI student meet with the Student Assistance Team, PISD offers the Credit Recovery Program, PISD has counseling available to AI students, student incentives, and after school tutoring.

Variable School Calendars:

Objective. The variable school calendar objective is to ensure that Peñasco Independent schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

Background. New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

Methods. Peñasco Independent School District acknowledges and supports the American Indian student's participation in tribal activities. PISD supports AI students to partake in tribal activities to further their cultural well-being and self-awareness.

Results. Peñasco Independent School District consults with Picuris Tribal Council to discuss which days during the school calendar they have scheduled for tribal activities. PISD's Calendar Committee is made aware of these days for cultural traditions.

Conclusion. Peñasco Independent School District accommodates the American Indian student's participation to the best of PISD's ability. PISD does not start school until after the scheduled Feast day of August 10th every year. PISD includes the Feast Day in January in part of the schools Winter Break. PISD allows the Governor of Picuris Pueblo to excuse AI students anytime they have an activity they participate in.

Action Plan. Peñasco Independent School District will continue to consult with council on days during the school calendar that American Indian students will need to be excused from school or days PISD can exclude from the school calendar to continue to support AI student's participation in cultural traditions.

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. Peñasco Independent School District schedules Parent Advisory Committee meetings in which American Indian parents are encouraged to attend. PISD meets with tribal council throughout the year and on an as need basis.

Results. Peñasco Independent School District meets with Picuris Tribal Council in the fall to discuss the start of school, curriculum, and budgets. PISD meets with council in the winter to discuss Indian Policies and Procedures, funding applications, and budgets, PISD meets with council in the spring to discuss updates and ending school. PISD meets with council in the summer to discuss updates and budgets.

Conclusion. Peñasco Independent School District meets with Picuris Tribal Council in order to ensure both entities agree on budgets and policies and procedures.

Action Plan. Peñasco Independent School District will continue to meet with tribal council to discuss budgets and policies and procedures. PISD will continue to encourage parents to attend PAC meetings.

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.

An analysis of the current Tiwa curriculum was accomplished by the Peñasco Independent Schools Bilingual Coordinator. The Bilingual coordinator and Picuris Pueblo officials looked at resources and identified elements of a curriculum that were in the class room. Picuris Pueblo Officials made a note of missing elements and suggestions were made to improve the curriculum. A determination was made to create a Tiwa curriculum that is to be housed in our Curriculum Companion Software. It was decided that housing the curriculum in the software would allow for development and growth of the curriculum.

Results.

The results of the in-depth look at the Tiwa curriculum indicated that there was not a comprehensive curriculum available. This resulted in superficial instruction that did not allow for adequate development of the Tiwa language.

Conclusion.

Based upon our findings, we determined that a sufficient curriculum was not in place to adequately prepare students in Tiwa language acquisition. A robust curriculum needs to be in place.

Action Plan.

Our action plan consists of the following:

- Creating a Master Class Template for Tiwa
- Develop units for the class
- Create essential vocabulary lists
- Create assessments both interim and formative
- Develop lesson objectives.
- Develop Depth of Knowledge questioning strategies at a minimum DOK level of 3
- Require submission of lesson plans.

The action plan will be implemented alongside our partners at Picuris Pueblo.