

Student Achievement

SFPS Objective: The student achievement results are disaggregated by ethnicity, gender, economic status, and disabilities. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

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

Methods: During SY 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. 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 2015–2016 school year. These proficiencies include standard-based assessment (SBA) Spanish reading, 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

Results: The following table lists the district wide 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 2015 test results.

	STATE	STATE NA	SFPS	SFPS NA
READING	33.3	22.4	33.3	33.8
MATH	17.6	9.0	14.3	16.7
SCIENCE	39.8	20.6	36	38.9

Conclusion: Native American students attending SFPS scored higher than statewide NA students in all subject areas. SFPS students scored higher than their SFPS non-native counterparts in all subject areas and about the same as the statewide average for all students.

Belief: Teaching and learning are at the core of our work. Everything we do must be in support of what happens in the classroom. Every adult in the system is responsible for the academic success of our children. It is our Several SFPS initiatives are aimed at improving student performance. Some of the current initiatives are Instructional Rounds PLC’s for principals and assistant principals, implementation of the CCSS, teacher evaluation, the expansion of Early Learning opportunities and expansions of extended learning opportunities including afterschool programs and summer programs.

School Safety

SFPS Objective: Ensure that students in SFPS schools attend safe, sustainable, healthy, secure, and respectful schools.

Background: Santa Fe Public Schools looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plan offers new research and new approaches with the intent to

- Assist schools and their community partners in the revision of the school-level safety plans;
- Prevent an occurrence and/or recurrences of undesirable events;
- Properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

SFPS 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, 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).

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

Methods: All SFPS schools and two charter schools submitted their current school safety process through a district-wide safety survey. The SFPS team analyzed the data to determine which districts or charter schools required additional assistance to ensure students have a safe school environment.

Source: 2015 District-Wide Survey

Conclusion: All district schools and two charter schools that are supported by SFPS team have safety indicators that effectively sustain their schools' welfare.

Action Plan: All SFPS schools have an organized, systematic Incident Response Plan in place to reduce risks or prevent, prepare for, respond to, and recover from a variety of incident or emergency situations. The types of incidents can vary from a death or accident affecting some members of the school community to a natural disaster or community crisis affecting a lot of individuals in the school. The SFPS has a School Security Department and the office of Emergency Management to coordinate all plans, training, preparation, and response. School faculty and staff are trained to assess the seriousness of incidents and respond according to the SFPS District and School Site plan's established procedures and guidelines. Each year the School Security Department and the SFPS Safety Committee review the District Incident Guidance & Response Plan, updating it to include "best practices", "lessons learned" and new industry standards. We also include resources for parents and guidance so that parents and guardians will know how best to respond when their child's school is at risk or under a threat.

Graduation Rate

SFPS Objective: The graduation objective is to ensure that all 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. SFPS has recently adopted the NM Bilingual Seal, which allows graduating seniors who are proficient in their native language and culture to receive the seal.

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: Data was obtained from the PED Graduation Webpage: http://ped.state.nm.us/ped/Graduation_data.html

Results:

2015 Graduation Rate

Statewide	68.8
Statewide NA	62.9
Santa Fe Public Schools	66.8
Santa Fe Public Schools NA	61.2

2016 Graduation Rate

Statewide	68.6
Statewide NA	62.9
Santa Fe Public Schools	71
Santa Fe Public Schools NA	76

Conclusion: Native American students attending SFPS had an increase in the graduation rate from 2015 to 2016. In 2016 the Native American students attending SFPS has a 76% graduation rate + 7.4 points higher than the statewide.

Action Plan: The SFPS district will continue to improve graduation rates for all students. The NASS program monitors student's progress quarterly and provides support for tutoring and college & career readiness.

Attendance

SFPS Objective: The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

Background: The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or on one that borders on or around tribal lands.

Methods: The SFPS school district and charter schools report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 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.

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 ADA (Average Daily Attendance) for Native American students was 89%.

Conclusion: For a variety of reasons, the dropout data does not capture the underlying causes for American Indian students' dropping out of school.

Action Plan: SFPS has truancy coaches at each school site to identify early warning signs. Schools will continue to support in the identification of the causes underlying students dropping out of school and in the implementation of

successful strategies to address dropout rates. Schools have implemented the EWS (early warning signs) that help identify students who might be at-risk for dropping out.

The 3 indicators of the EWS are (the ABCs):

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

P community Involvement

SFPS Objective: The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; 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.

Method: Parent surveys are conducted throughout the school year in order to identify additional support or opportunities for involvement. Each school site has a parent and community involvement plan that is unique to each school’s environment and needs of the community. SFPS has a Native American Parent Committee that consists of parents from diverse tribal backgrounds. This committee collaborates and advises the district on Title VI, Johnson O’Malley and NMPED SDI grant initiatives as well as in the planning of activities.

Results: Increased activities take place during the spring season of the school year with parent advisories and Indian Education Committees such as award ceremonies and student promotions. SFPS also has established School Advisory Councils (SACs) at each school site. The SAC is created to assist the school principal with school based decision-making and to involve parents in their children’s education.

Source: SBPolicy 602

Conclusion: Many schools and school districts have organized activities directed toward involving families and the community in their children’s education. Research indicates that students with highly engaged families will attend school regularly, enjoy a more positive attitude, be involved in fewer discipline problems and incidences of bullying, and exhibit greater interest in higher education.

Action Plan: SFPS seeks to support school districts and schools in developing, implementing, and reporting on activities that demonstrate a positive impact on student achievement and well being throughout the school year.

Educational Programs Targeting Tribal Students

SFPS 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

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.

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

Method: To make the process of budgeting, committing, tracking and managing district resources as easy and seamless as possible in optimizing mission effectiveness through: implementing and supporting a state-of-the-art integrated financial management system (Visions) reflecting public education best practices and automated workflow, retrieving information, executing business processes, and completing system training online from the desktop via the website and Visions, and providing timely and expert customer support plus meaningful and ongoing training.

Results: For SY 15-16 SFPS received \$83,000 from Title VII, \$21,300 from Johnson O'Malley, \$25,000 from NMPED SDI grant.

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

Current Status of Federal Indian Education Policies and Procedures

SFPS Objective: Santa Fe Public Schools does not apply for Impact Aid or Title VIII funding therefore the current status of Federal Indian Education Policies and Procedures are not created.

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.

School District Initiatives

SPPS 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 Native American 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: The 23 school districts and 2 charter schools submitted their 2016 district survey reporting school district initiatives to increase attendance, decrease the number of student dropouts, and increase academic support for American Indian students.

Source: *2016 District-Wide Survey*

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 to meet the needs of at-risk students. Adequate resourcing continues to be an additional burden.

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 are 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: 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.

Variable School Calendars

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

Background: New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students.

American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

Methods: The 23 school districts submitted their current Public School Use of Variable School Calendars that align with collaborative efforts to support American Indian students with their self-identity, language, and culture and provide students opportunities to partake in these activities.

Source: 2016 District-Wide Survey

Results: SFPS supports the use of the variable school calendar and students are allowed to participate in tribal activities.

Conclusion: The majority of the 23 districts and one charter school report the use of variable school calendars that support an American Indian student's cultural well-being and self-awareness.

Action Plan: The objective is to encourage schools to continue to support American Indian students to develop and honor their cultural traditions while better ensuring school attendance. This is accomplished by the development of variable calendar days and in collaboration with Tribal governments, who ensure calendar days are accurate.

School District Consultations

SFPS Objective: The consultations ensure that tribes and pueblos are invited to partner and collaborate with SFPS to provide a means of developing mutual understanding of educational programs and to find ways to improve educational opportunities for American Indian students.

Background: 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.

Results: SFPS will meet with tribal leaders and tribal education departments on an annual basis.

Conclusion: LEAs developed working relationships with their Indian Education Committee (IEC), parent advisory committees, Tribes, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.

Action Plan: The objective is to develop a minimum of one primary goal for consultations with each Tribe or Pueblo and, in collaboration, stakeholders determine the best method to implement and achieve that goal for the benefit of Native American students

Indigenous Research and Evaluation Measures

SFPS Objective: To increase the knowledge and awareness of school staff in Native American culture and ways to effectively implement native core values into all subject areas.

Background: SFPS NASS 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.

Results: There are currently no Indigenous Research and evaluation measures implemented district wide. However, there are numerous teachers and programs that teach a correct history and teach about current issues affecting Native American people and their tribes. The teachings acquaint students with the historical, cultural,

and contemporary issues significant to the experience of Native American people while addressing false images, stereotypes, and inaccurate myths.

Conclusion: On going effort is underway to increase the cultural awareness of SFPS staff and to enrich the knowledge and understanding off all people about Native American issues from a NA perspective.