

**BOARD OF EDUCATION**  
SHARON HARRIS, President  
CHAD PERKINS, Vice President  
LYNN MAJOR, Secretary  
KELBY STEPHENS, Member  
JEREMIAH APACHITO, Member

**ADMINISTRATION**  
DR. GLENN HAVEN, Superintendent  
LESLIE CLARK, Principal, MS/HS  
KERI JAMES, Curriculum and  
Instruction/Fed-State Programs  
R. DOROTHY ZAMORA, Business Manager



## Magdalena Municipal Schools

P.O. BOX 24  
MAGDALENA, NEW MEXICO 87825  
PHONE 854-2241, FAX 854-2531

“OUR STUDENTS ARE OUR NUMBER ONE PRIORITY”

### Tribal Education Status Report Magdalena Municipal School District 2016-2017

#### 3.1 Student Achievement

**Objective.** The Magdalena Municipal School District (MMSD) ensures student achievement in each school is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

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

**Methods.** The following assessment data is included below for this report:

- iStation Reading Data (Baseline) K-2
- PARCC Reading 3-11 (3 yrs)
- PARCC Math 3-11 (3 yrs)
- SBA Science 4, 7, 11 (2 yrs)

**Results.** Over the past three years, all our students grades 3-11 have completed the PARCC assessments for ELA and Math. The district now has three years of data to compare to determine if our students are making gains across grade, school, and district.

- iStation: Since this is the first year of iStation, the data provided will become the baseline data.
- PARCC ELA: In analyzing the last three years of PARCC data (except for 3<sup>rd</sup> and 4<sup>th</sup> grade), the data shows:
  - The AI students across 5<sup>th</sup>-11<sup>th</sup> grade are not closing the gap between their non-AI counterparts. Where an overall grade will show positive growth, disaggregation of AI scores show negative growth or less growth than all students overall.

**Conclusion.** The district must focus on EL and AI student achievement in all 90-Day plans for each school across the district. Teachers will need additional PD in the culturally and linguistically diverse needs of our AI and EL students to support increased achievement in both math and reading. RtI processes must be refined and implemented with fidelity to support increased achievement of our students scoring below proficiency in order to close the achievement gap.

**Action Plan.** According to the 90-Day plan for each school, PD will be provided for all staff in CLRI strategies, EL strategies, and DI strategies. A new reading intervention program is being implemented at both the elementary and a new reading program is being implemented at the middle school. Training for both curricula will be provided at the beginning of the school year for teachers and EAs. Additionally, the district has hired a new Superintendent who is AI who will also serve as the Elementary Principal and has had many years of success turning around schools. There will also be a new SPED coordinator and a new RtI coordinator who will both be trained in August and ongoing to implement more compliant and structured supports for our AI student population.

District	School	Grade	2017 iStation ISIP Assessment	Level 1 %	Level 2 %	Level 3 %
Magdalena Municipal Schools	Districtwide	KN	Reading	40-49	30-39	30-39
Magdalena Municipal Schools	Districtwide	1	Reading	^	40-49	60-69
Magdalena Municipal Schools	Districtwide	2	Reading	20-29	30-39	40-49

District	School	2016 PARCC Assessment	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %
Magdalena Municipal Schools	Districtwide	ELA	29	31	23	15	*
Magdalena Municipal Schools	Districtwide	Mathematics	26	43	19	12	*

District	School	2017 PARCC Assessment	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %
Magdalena Municipal Schools	Districtwide	ELA	34	29	21	13	≤ 2
Magdalena Municipal Schools	Districtwide	Mathematics	26	45	22	6	≤ 2

District	Grade	2016 SBA Science Assessment	Level 1 %	Level 2 %	Level 3 %	Level 4 %
Magdalena Municipal Schools	4	Science	45	*	*	*
Magdalena Municipal Schools	7	Science	*	*	*	*

Magdalena Municipal Schools		11	Science	*	58	*	*
-----------------------------	---	----	---------	---	----	---	---

District	Grade	2017 SBA Science Assessment	Level 1 %	Level 2 %	Level 3 %	Level 4 %
Magdalena Municipal Schools	4	Science	20-29	40-49	20-29	≤ 10
Magdalena Municipal Schools	7	Science	≤ 10	30-39	40-49	11-19
Magdalena Municipal Schools	11	Science	20-29	40-49	20-29	≤ 10

PARCC Reading		All Students	Female	Male	White	Hispanic	American Indian	Econom Disadv	Stud with Disabil
Proficient/Advanced	2016	29.4	30.6	28.6	75.0	35.4	10.0	29.6	5.0
Proficient/Advanced	2015	31.7	30.2	32.8	42.9	43.2	21.3	31.7	<2
Proficient/Advanced	2014	31.1	14.8	44.1		41.2	14.7	31.7	<2
PARCC Math		All Students	Female	Male	White	Hispanic	American Indian	Econom Disadv	Stud with Disabil
Proficient/Advanced	2016	10.3	5.6	14.3		14.3	<2	10.3	<2
Proficient/Advanced	2015	15.3	9.1	20.5	42.9	21.1	2.6	15.3	<2
Proficient/Advanced	2014	31.1	25.9	35.3		52.9	20.6	31.7	6.3

### 3.2 School Safety

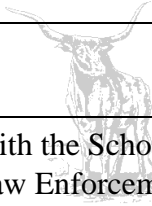
**Objective.** Magdalena Municipal Schools believes it is imperative that everyone supports maintaining a safe, secure environment for students and staff.

**Background.** Magdalena Municipal School District looks at strategies to keep students, staff, and faculty safe in school. The Magdalena Schools Safety Plan offers research and approaches with the intent to:

- Assist MMSD and the community in the revision of the school-level safety plans;
- Prevent 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

**Methods.** MMSD and its stakeholders review and submit their safety plans and data to PED annually, as required. The district and each school also review the number of infractions and infraction response at the beginning of each year in order to be proactive about safety each

year.

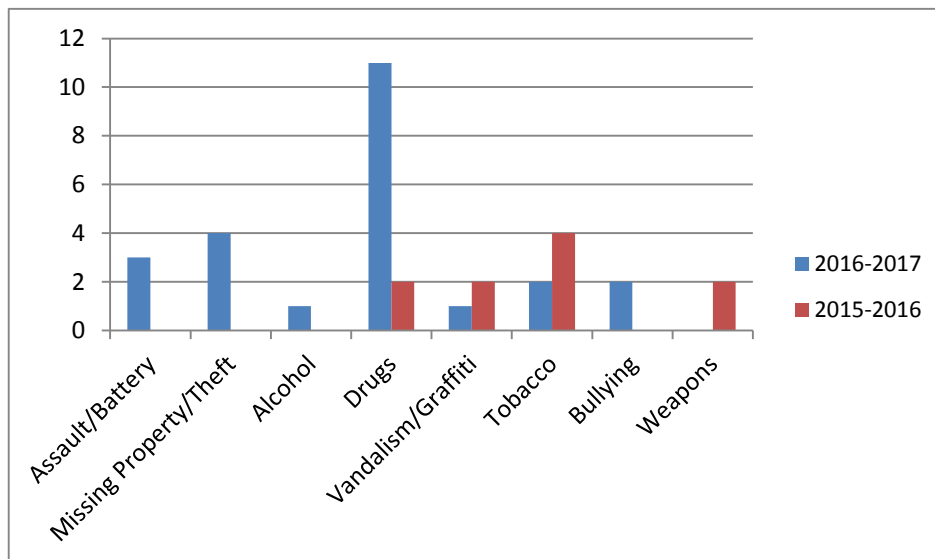


**Results.** MMSD is compliant with the School Safety Plan and has partnered with and invited organizations (Alamo, EMS, Law Enforcement both local and state, Behavioral Health, PMS Clinic, Magdalena Catholic Church) to participate in the actual drills including fire, earthquake, active shooter, and mass evacuation drills. The school safety plan is submitted annually and revised as requested by the PED Coordinated School Health and Wellness Bureau, has a school safety committee in place at each school, submits the annual Safe Schools Report, and submits all incidents and incident responses through STARS at the EOY.

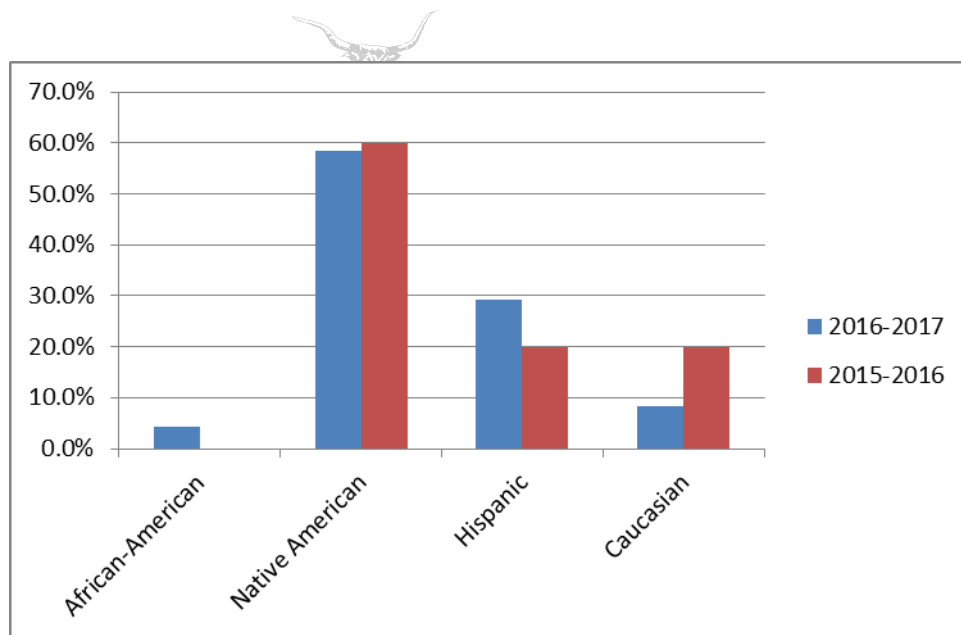
**Conclusion.** The District saw an increase in assault/battery, theft, alcohol, and bullying in 2016-2017 over the prior year. However, the district saw a decrease in vandalism, tobacco, and weapons in 2016-2017 as compared to 2015-2016. Additionally, we saw a decrease in the number of Native American students involved in incidents from 15-16 to 16-17 but saw an increase in Hispanic student incidents.

**Action Plan.** The District is focused on school culture, PBIS, and trauma-informed schools for 2017-2018. The District will take steps toward more preventative measures around bullying, drug and alcohol use in an effort to decrease the number of incidents involving drugs, alcohol, and tobacco. Administration will share this information with our Native American parents at the first JOM/IEAC meeting of 2017-2018 to gain input from our Native American parents in strategies and supports we can provide to students and families to decrease the number of Native American students involved in high risk behaviors.

**Magdalena EOY Incidents-STARs Report Data 2015 and 2016**



**EOY STARS Incident Report by Ethnicity**



### **3.3 Graduation Rate**

**Objective.** MMSD’s 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.** Magdalena Municipal School District implements strategies to support all high school students in earning all necessary credits for graduation, increase passing rates for EOC exams, increase proficiency rates on PARCC Math and ELA, and increasing the number of core courses students are passing. High school student assessment data is closely tracked and interventions before and after school, on Fridays, and within the school day are provided to the most at-risk students. Additionally, the Early Warning System (EWS) data is compiled and updated each quarter by the Secondary Principal in an effort to identify students at-risk of not graduating. For 2015-16 and 2016-17, the district was awarded the College Initiator Grant which allowed for the hiring of an additional staff member focused completed on Next Step Plans, college visits, FAFSA preparation, career interest inventories, college test prep, and career fairs. Magdalena High School is an AVID Secondary Site and the AVID elective is offered to all grades 9-12 and focused specifically on college readiness.

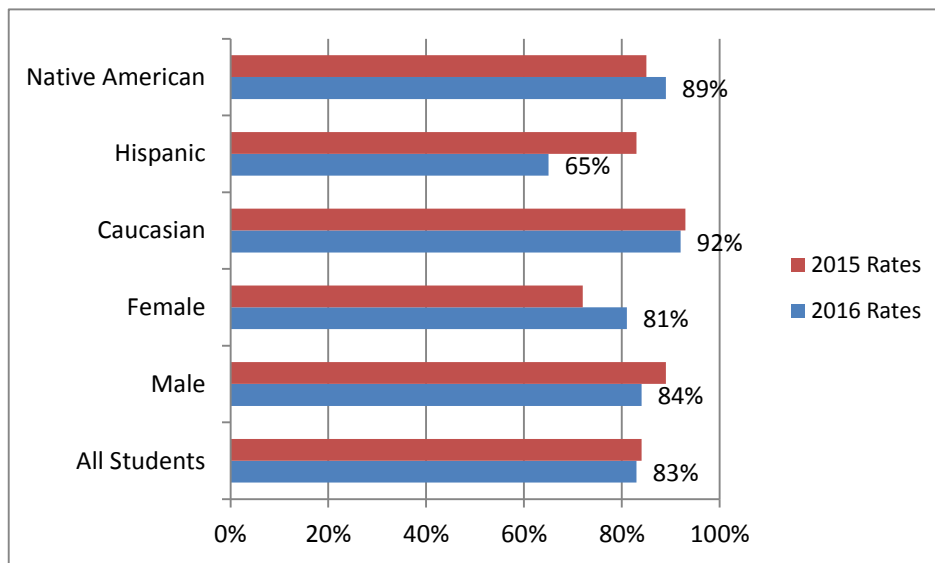
**Methods.** MMSD uses the PED Cohort Model, first implemented in 2008 to track Magdalena High School graduation rates. The College Initiator meets with every single 8<sup>th</sup>-12<sup>th</sup> grade student and their families to update the Next Step Plan and develop action plans toward each student’s goals. The College Initiator works closely with the District Counselor in reviewing student data and determining which students need added supports to meet all graduation requirements.

**Results.** Magdalena High School’s graduation rates are well above the state average at 83% compared to the state average of 71%. For the 2015-2016 school year, all of the subgroup graduation rates were above 80% except the Hispanic subgroup. The gap between our Native American students and other subgroups is minimal.

**Conclusion.** Magdalena High School is proficient at ensuring all students graduate with a New Mexico Diploma of Excellence. At the end of the 2016-2017 school year, only two students had not applied to a two- or four-year postsecondary institution. The work of the College Initiator in conjunction with the District Counselor proved highly successful in supporting our graduating Seniors’ decisions for college and career.

**Action Plan.** MMSD will continue the AVID program promoting AVID strategies schoolwide which are specifically geared to effectively prepare all students for college and career. The district will continue the support for the College Initiator in leading students and families through the Next Step Plan so all students in Magdalena High School graduate from high school and are college and career ready.

Graduation Rates of 4-Yr Cohorts for 2015 and 2016



### **3.4 Attendance**

**Objective.** MMSD’s attendance objective is to ensure that all students attend school every day and on schedule. This is accomplished by adhering to the Compulsory School Attendance Policy for the State of New Mexico and through school district initiatives aimed at decreasing truancy rates, dropout rates, and increasing attendance.

**Background.** Magdalena Municipal School District implements strategies to support all students in increasing attendance and decreasing truancy. The District was awarded the Truancy and Dropout Prevention Coach (TDPC) Program in 2016-2017 and again for 2017-2018. The Student Advocate formed strong partnerships with the Alamo Navajo and other

community agencies and the District Navajo-Home School Liaison to support students and families identified at-risk due to low attendance rates, high truancy rates, and low academic performance resulting from a lack of or inconsistent schooling. The Student Advocate implemented a variety of positive and supportive attendance programs to support students and families identified as at-risk and for all students in general including visible attendance charts at each school, monthly and quarterly attendance incentives and end of year celebrations for students who had perfect or faithful attendance.

**Methods.** MMSD uses the PED Habitually Truant reports; Summary Attendance Reports, EWS data and the district's SIS system-Powerschool-to continually monitor student attendance. The Student Advocate began case management for families and students identified during the 2015-2016 school year and began home visits and root cause analysis to determine the barriers students and families face around school attendance.

### **Results**

- At the high school, the unexcused absence rate decreased from 41% at 120D in 15-16 to 28% at 120D 16-17.
- 15-16 120D Magdalena Middle School Attendance rate was 92.43% and it increased to 16-17's 120D rate of 94.47%.
- 15-16 120D Magdalena High School Attendance rate was 91.87% and it increased to 16-17's 120D rate of 94.47%.
- 2014-2015 Magdalena's overall habitual truancy rate was at 21.67% with a total of 88 students (47 at the high school) who were habitually truant.
- 2015-2016 Magdalena's overall habitual truancy rate was at 23.66% with a total of 93 students (50 at the high school) who were habitually truant.

**Conclusion.** The TDPC program and the Student Advocate were instrumental in improving attendance and habitual truant rates. The District has been awarded that grant again for the 2017-2018 school year and the Student Advocate for the district was asked by NMPED to join a Truancy and Dropout Prevention Task Force for the State. This taskforce will play a strategic role with other leaders across the state to support initiatives and strategies to be implemented in all schools that are effective in increasing attendance.

**Action Plan.** The District will continue the TDPC program and the Student Advocate is working closely with the administration and leaders at each school to identify students with attendance issues from the 2016-2017 school year to put proactive plans in place with these students and their families in an effort to support those students through case management, home visits, weekly grade checks, daily attendance checks, and communication with necessary agencies in supporting the family to removing barriers to attendance.

### **3.5 Parent and Community Involvement**

**Objective.** MMSD's parent and community objective is to ensure that all parents, community members, Alamo and Magdalena organizations and agencies work together to find ways to improve educational opportunities for Native American students by encouraging and fostering parental and community involvement within the school district.

**Background.** Magdalena Municipal School District implements numerous parental and community involvement activities annually. These events include but are not limited to:

- Monthly JOM/Indian Education Advisory Council Meetings at the Alamo Chapter House
- Monthly School Board of Education Meeting
- Monthly Parent Advisory Council Meeting
- Annual Fall Open House
- Annual Thanksgiving Feast
- Annual Spring Fling
- Monthly Early Childhood Education Nights
- Annual Fall and Spring Parent-Teacher Conferences
- Spring FAFSA and Scholarship Workshops
- 6<sup>th</sup> and 9<sup>th</sup> Grade Orientation at beginning of year
- Annual Federal and State Programs Public Hearing
- AVID Student Recruitment Parent Meeting

**Methods.** Our Native American parents participate in all the activities offered across the school year; however, the most impactful opportunity for Native American parents to be involved are the monthly Indian Education Advisory Council meetings held in the Alamo Community at the Alamo Chapter House. Every Native American parent/guardian across the district, as well as Alamo community members and Chapter officials can attend. This monthly meeting focuses specifically on Native American funding programs within the district, disaggregated Native American student data, the specific cultural and linguistic needs of our NA students, and the evaluation of each specific Native American program at MMSD. Parents/community members play an active role in the monitoring of these programs and there are seven Alamo community members who serve on the IEAC as Navajo Bilingual Program members, Title VI members, and JOM members.

### **Results**

- JOM/IEAC Parent Participation increased 18% from 15-16 to 16-17.
- There was an increase in the number of Indian Education needs assessments submitted from 15-16 to 16-17 from 38 to 47.
- (2) JOM/IEAC Council members served on the hiring committee for the Superintendent for the 2017-2018 school year.

**Conclusion.** MMSD parents/guardians have numerous opportunities to engage and participate in school district parent nights and events. The district strives to truly inform parents and provide meaningful information that help all stakeholders make determinations about the effectiveness of the district's educational goals and programs and provides opportunities for parents through needs assessments and quality of education surveys to provide input to the school to make improvements for all students.

**Action Plan.** The District is focused on school culture and one main component is parental/community involvement. The District is exploring the Dual Capacity-Building Framework for Family-School Partnerships developed by the US Department of Education and SEDL to plan more engaging and relevant parent trainings for the 2017-2018 school year. The staff at



Magdalena Schools was to help parents support their students in increasing academic achievement. This framework will be reviewed in PLCs at each school and Parent Nights will be implemented that give greater tools and strategies to parents in supporting their children and give school greater tools and strategies to build trusting and strong relationships with parents and the community.

### **3.6 Educational Programs Targeting Tribal Students**

**Objective.** MMSD’s objective and the Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of Native American students through district and district partnerships. Native American 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 Native American students and their families can meet and take advantage of those academic opportunities.

**Background.** MMSD has numerous program dedicated to serving the cultural and linguistic needs of our Native American student population. These programs include JOM, Title VI Indian Education, the School District Initiative, the Demonstration Grant for Indian Children and the Navajo Bilingual program K-12. District staff also have participated in the past two years in PED’s Culturally and Linguistically Responsive Instruction (CLRI) PD both onsite and through online modules. After school tutoring programs are provided for all students in the district every Wednesday from 4:00-5:30 pm and transportation for all Alamo students is provided daily so students can fully engage and participate in all after school extracurricular and educational activities.

**Methods.** Navajo Bilingual-The Navajo Bilingual program was implemented at the district in 2003-2004. The program began at the high school but became district-wide, with the support of state bilingual funding in 2006-2007. Today, all Navajo and their non-Navajo peers can participate in Navajo bilingual classes which build cross cultural understanding for the students across our district.

Demonstration Grant for Indian Children-The Demo grant is a four-year grant which sunsets June 30, 2017 and focused on school readiness for Native American 3Y and 4Y students and college readiness for Native American high school students. This program supports AVID in the high school and 50% of the students served in the AVID elective are Native American.

School District Initiative-This state Indian education grant serves all Native American students across the district in STEM education as Native Americans are underrepresented in STEM fields. These grant funds support exciting and engaging hands-on learning STEM activities that include building, testing, and gathering data for rockets, high-altitude balloons, and submarines; Aviation Camp and Space Camp; STEM week and science fair at the elementary and middle schools; and Robotics, SeaPerch, LegoLeague and Aeronautic competitions.

**Results.** Navajo Bilingual-Every Navajo students who participates in the Navajo Bilingual program is assessed annually on the Oral Navajo Language Assessment which measures not only oral language but also culture. From 2015-2016, there was a 12% increase on the scores of students who were served in the program both years moving toward proficiency.

Demonstration Grant-All 3Y and 4Y Native American students were assessed at the beginning of the year and end of year on the DIAL-4 early childhood assessment which measure language and communication, social/emotional, and behavior indicators. 100% of the students served in the PreK program at Alamo and Magdalena showed increased at end of year in each of the domains.

School District Initiative-All students served by this program deepened their critical thinking and problem solving skills. Students begin to think like scientists and truly develop a deep understanding of the scientific method. Last year's science fair projects were the strongest they have been in years. Additionally, one Native American student at the middle school competed in the SeaPerch State competition along with a non-Native peer and their team beat 61 other teams across the state. They were provided the opportunity and participated in SeaPerch Nationals in Atlanta, GA in May 2017.

**Conclusion.** The Demonstration grant and the STEM grant have had a tremendous impact on providing engaging and hands-on learning activities for our NA students and for increasing college and career readiness and awareness for our students. For the graduating class of 2017 every single Native American student applied and was accepted into a two- or four-year postsecondary institution.

**Action Plan.** All of the Native American program are in place for next year except the Demonstration Grant for Indian Children. This fund has been put on hold at the Federal level until a budget can be developed at the USDE; however, the AVID program is now funded by Title I and will continue its services to the Native American students in the AVID program toward a path to college and career readiness. The district is always looking at research-based and proven programs that meet the needs of Native American students and increase academic achievement levels of our NA students.

### **3.7 Financial Reports**

**Objective.** MMSD's financial objective is to ensure that the District provide adequate operational resources to provide and improve services to Native American students. These services will meet the education needs and provide opportunities to NA students attending Magdalena schools.

**Background.** MMSD has numerous funds dedicated to serving the cultural and linguistic needs of our Native American student population. These funds include JOM, Title VI Indian Education, Impact Aid Indian Education and Special Education, School District Initiative, and the Demonstration Grant for Indian Children. Additionally, funds are generated through SEG for the Navajo Bilingual program K-12.

**Methods.** All funds for Native American students are disaggregated below by Fund, Function, and Object. These charts were pulled directly from the OBMS Actual Expenditures Report from 4<sup>th</sup> quarter of 2016-2017.

**Results.** These funds are generated based upon actual enrollment of Native American students who are registered members of their tribe and have a CIB on file in the District office or as outlined in the grant application based upon the schools that can be served by the grant.

**Conclusion.** The total, dedicated Indian Education funds available for the unique cultural and linguistic needs of our NA students totaled \$460,987.39. The 40D count of Native American students for 2016-2017 totaled 161 students which breaks down funding at \$2,863.28 per NA student.

**Action Plan.** All of the Native American funding sources are in place for next year except the Demonstration Grant for Indian Children. This fund has been put on hold at the Federal level until a budget can be developed at the USDE. The district is always looking for additional funds and supports to ensure our Native American students have equitable access to funding that directly supports their unique needs.

**2016-2017 OBMS Actuals 4<sup>th</sup> Qtr Expenditure Report-OBMS**

<b>Fund</b>	<b>Func</b>	<b>Obj</b>	<b>Job</b>	<b>Description</b>	<b>YTD</b>
<b>25131</b>				<b>Johnson O'Malley</b>	
25131	1000	51100	1622	Bus Drivers	\$4,019.89
25131	1000	51300	1621	Summer School/After School	\$40.00
25131	1000	51300	1622	Bus Drivers	\$2,807.17
25131	1000	52111		Educational Retirement	\$373.48
25131	1000	52112		ERA - Retiree Health	\$53.74
25131	1000	52210		FICA Payments	\$393.08
25131	1000	52220		Medicare Payments	\$91.86
25131	1000	52710		Workers Compensation Premium	\$4.78
25131	1000	52720		Workers Compensation Employer's Fee	\$0.00
25131	1000	55817		Student Travel	\$825.32
25131	1000	56118		General Supplies and Materials	\$2,492.68
25131	2300	53713		Indirect Costs – Program Administration	\$540.00
25131	3300	53711		Other Charges	\$645.75
25131	3300	55915		Other Contract Services	\$680.00
<b>25131</b>				<b>Total</b>	<b>\$12,967.75</b>

<b>Fund</b>	<b>Func</b>	<b>Obj</b>	<b>Job</b>	<b>Description</b>	<b>YTD</b>
<b>25145</b>				<b>Impact Aid Special Education</b>	
25145	1000	51100	1712	Instructional Assistants-Special Education	\$4,720.44
25145	1000	52111		Educational Retirement	\$656.16
25145	1000	52112		ERA - Retiree Health	\$94.44
25145	1000	52210		FICA Payments	\$209.14
25145	1000	52220		Medicare Payments	\$48.90
25145	1000	52311		Health and Medical Premiums	\$2,925.03

25145	1000	52312		Life	\$23.50
25145	1000	52313		Dental	\$176.80
25145	1000	52314		Vision	\$30.70
25145	1000	52315		Disability	\$0.00
25145	1000	52500		Unemployment Compensation	\$0.00
25145	1000	52710		Workers Compensation Premium	\$6.90
25145	1000	52720		Workers Compensation Employer's Fee	\$118.00
25145	1000	55813		Employee Travel - Non-Teachers	\$0.00
25145	2100	51100	1211	Coordinator/Subject Matter Specialist	\$9,589.44
25145	2100	52111		Educational Retirement	\$1,332.80
25145	2100	52112		ERA - Retiree Health	\$191.80
25145	2100	52210		FICA Payments	\$487.09
25145	2100	52220		Medicare Payments	\$113.83
25145	2100	52311		Health and Medical Premiums	\$2,104.24
25145	2100	52312		Life	\$14.04
25145	2100	52313		Dental	\$93.36
25145	2100	52314		Vision	\$18.84
25145	2100	52500		Unemployment Compensation	\$0.00
25145	2100	52710		Workers Compensation Premium	\$3.42
25145	2100	52720		Workers Compensation Employer's Fee	\$312.00
25145	2300	53713		Indirect Costs – Program Administration	\$971.98
<b>25145</b>				<b>TOTAL Impact Aid Special Education</b>	<b>\$24,242.85</b>

<b>Fund</b>	<b>Func</b>	<b>Obj</b>	<b>Job</b>	<b>Description</b>	<b>YTD</b>
<b>25147</b>				<b>Impact Aid Indian Education</b>	
25147	1000	51100	1711	Instructional Assistants-Grades 1-12	\$13,844.08
25147	1000	51100	1712	Instructional Assistants-Special Education	\$8,573.89
25147	1000	51100	1713	Instructional Assistants-Early Childhood Education	\$0.00
25147	1000	51300	1621	Summer School/After School	\$8,479.36
25147	1000	51300	1622	Bus Drivers	\$553.30
25147	1000	52111		Educational Retirement	\$4,084.53
25147	1000	52112		ERA - Retiree Health	\$587.65
25147	1000	52210		FICA Payments	\$1,595.47
25147	1000	52220		Medicare Payments	\$362.14
25147	1000	52311		Health and Medical Premiums	\$9,482.99
25147	1000	52312		Life	\$61.10

25147	1000	52313		Dental	\$980.96
25147	1000	52314		Vision	\$182.70
25147	1000	52315		Disability	\$30.14
25147	1000	52500		Unemployment Compensation	\$0.00
25147	1000	52710		Workers Compensation Premium	\$20.89
25147	1000	52720		Workers Compensation Employer's Fee	\$603.00
25147	1000	53711		Other Charges	\$125.00
25147	1000	55813		Employee Travel - Non-Teachers	\$1,613.62
25147	1000	55817		Student Travel	\$1,216.70
25147	1000	56118		General Supplies and Materials	\$1,987.05
25147	2100	51100	1215	Registered Nurses	\$0.00
25147	2100	51100	1218	School/Student Support	\$17,884.43
25147	2100	51200	1218	School/Student Support	\$1,041.45
25147	2100	51300	1218	School/Student Support	\$623.70
25147	2100	52111		Educational Retirement	\$2,614.87
25147	2100	52112		ERA - Retiree Health	\$376.22
25147	2100	52210		FICA Payments	\$1,131.60
25147	2100	52220		Medicare Payments	\$264.70
25147	2100	52311		Health and Medical Premiums	\$250.00
25147	2100	52312		Life	\$65.80
25147	2100	52313		Dental	\$48.88
25147	2100	52500		Unemployment Compensation	\$0.00
25147	2100	52710		Workers Compensation Premium	\$11.50
25147	2100	52720		Workers Compensation Employer's Fee	\$398.00
25147	2100	55813		Employee Travel - Non-Teachers	\$33.77
25147	2100	56118		General Supplies and Materials	\$2,066.57
25147	2300	53713		Indirect Costs – Program Administration	\$3,438.67
25147	2400	51100	1613	Separation Pay	\$6,760.40
25147	2400	52210		FICA Payments	\$419.12
25147	2400	52220		Medicare Payments	\$98.02
25147	2400	52710		Workers Compensation Premium	\$2.30
25147	2400	55813		Employee Travel - Non-Teachers	\$437.40
25147	3300	55915		Other Contract Services	\$160.00
<b>25147</b>				<b>TOTAL Impact Aid Indian Education</b>	<b>\$92,511.97</b>

<b>Fund</b>	<b>Func</b>	<b>Obj</b>	<b>Job</b>	<b>Description</b>
<b>25184</b>				<b>Indian Ed Formula Grant</b>

25184	1000	51100	1711	Instructional Assistants-Grades 1-12	\$23,409.13
25184	1000	51300	1621	Summer School/After School	\$445.00
25184	1000	52111		Educational Retirement	\$3,315.76
25184	1000	52112		ERA - Retiree Health	\$477.16
25184	1000	52210		FICA Payments	\$1,478.91
25184	1000	52220		Medicare Payments	\$346.00
25184	1000	52312		Life	\$42.24
25184	1000	52500		Unemployment Compensation	\$0.00
25184	1000	52710		Workers Compensation Premium	\$6.67
25184	1000	52720		Workers Compensation Employer's Fee	\$410.00
25184	1000	55819		Employee Travel - Teachers	\$0.00
25184	1000	56118		General Supplies and Materials	\$93.95
25184	3300	55915		Other Contract Services	\$240.00
<b>25184</b>				<b>TOTAL Indian Ed Formula Grant</b>	<b>\$30,264.82</b>

<b>25194</b>				<b>Special Projects Demonstration USDE</b>	
<b>Fund</b>	<b>Func</b>	<b>Obj</b>	<b>Job</b>	<b>Description</b>	
25194	1000	51100	1411	Teachers-Grades 1-12	\$66,055.00
25194	1000	51100	1412	Teachers- Special Education	\$16,518.56
25194	1000	51100	1413	Teachers-Early Childhood Ed	\$12,282.56
25194	1000	51100	1713	Instructional Assistants-ECE	\$10,184.22
25194	1000	51300	1411	Teachers-Grades 1-12	\$355.29
25194	1000	51300	1621	Summer School/After School	\$27,370.15
25194	1000	51300	1622	Bus Drivers	\$757.50
25194	1000	52111		Educational Retirement	\$17,166.96
25194	1000	52112		ERA - Retiree Health	\$2,460.97
25194	1000	52210		FICA Payments	\$7,761.56
25194	1000	52220		Medicare Payments	\$1,815.22
25194	1000	52311		Health and Medical Premiums	\$10,666.17
25194	1000	52312		Life	\$174.05
25194	1000	52313		Dental	\$643.96
25194	1000	52314		Vision	\$142.92
25194	1000	52315		Disability	\$103.17
25194	1000	52500		Unemployment Compensation	\$0.00
25194	1000	52710		Workers Compensation Premium	\$69.13
25194	1000	52720		Workers Compensation Employer's Fee	\$1,976.00
25194	1000	53330		Professional Development	\$3,739.25

25194	1000	53711		Other Charges	\$44.00
25194	1000	55817		Student Travel	\$5,461.93
25194	1000	55819		Employee Travel - Teachers	\$3,101.37
25194	1000	55915		Other Contract Services	\$10,214.00
25194	1000	56118		General Supplies and Materials	\$863.06
25194	2300	53713		Indirect Costs – Program Administration	\$6,738.00
25194	2400	51100	1211	Coordinator/Subject Matter Specialist	\$47,619.18
25194	2400	51300	1211	Coordinator/Subject Matter Specialist	\$4,300.00
25194	2400	52111		Educational Retirement	\$7,217.44
25194	2400	52112		ERA - Retiree Health	\$1,038.47
25194	2400	52210		FICA Payments	\$3,089.65
25194	2400	52220		Medicare Payments	\$722.55
25194	2400	52311		Health and Medical Premiums	\$2,734.60
25194	2400	52312		Life	\$33.05
25194	2400	52313		Dental	\$343.63
25194	2400	52314		Vision	\$59.54
25194	2400	52500		Unemployment Compensation	\$0.00
25194	2400	52710		Workers Compensation Premium	\$4.14
25194	2400	52720		Workers Compensation Employer's Fee	\$852.00
25194	2400	53330		Professional Development	\$0.00
25194	2400	55813		Employee Travel - Non-Teachers	\$1,326.75
<b>25194</b>				<b>Total</b>	<b>\$276,006.00</b>

<b>27150</b>				<b>Indian Education Act</b>	
<b>Fund</b>	<b>Function</b>	<b>Object</b>	<b>Job</b>	<b>Description</b>	
27150	1000	51300	1621	Summer School/After School	\$5,839.23
27150	1000	51300	1622	Bus Drivers	\$2,538.75
27150	1000	52111		Educational Retirement	\$1,048.66
27150	1000	52112		ERA - Retiree Health	\$150.93
27150	1000	52210		FICA Payments	\$514.80
27150	1000	52220		Medicare Payments	\$131.38
27150	1000	53330		Professional Development	\$0.00
27150	1000	53711		Other Charges	\$0.00
27150	1000	55813		Employee Travel - Non-Teachers	\$537.15
27150	1000	55817		Student Travel	\$0.00
27150	1000	56118		General Supplies and Materials	\$14,239.10
<b>27150</b>				<b>TOTAL Indian Education Act</b>	<b>\$25,000.00</b>

### **3.8 Indian Policies and Procedures**

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

**Background.** MMSD claims federally identified Native American student residing at the Alamo Navajo Reservation for Title VIII Impact Aid funding and therefore, has developed and implemented policies and procedures in consultation with tribal official and parents.

**Methods.** MMSD annually reviews the IPP prior to the submission of the Impact Aid application due each year in January. The IPPs are reviewed at the beginning of the year with numerous opportunities for input, specifically on the equitable access of Native American students, to the education programs of the district. The IEAC council and the Alamo community members and Chapter officials are encouraged to provide input throughout the Fall semester for IPPs can be finalized and approved by the IEAC council by December of each year. Once the IPPs are approved by the IEAC, they are taken to the School Board of Education meeting in January for School Board approval. The Superintendent, Alamo Chapter President, IEAC Chairperson, and the School Board President all sign on the district's IPP. These are then submitted each year with the District's Impact Aid application and also submitted to the state along with the application for state review.

**Results.** MMSD was audited by the Impact Aid program in the 2014-2015 school year and found that the IPPs met all the requirements of the Impact Aid program at that time.

**Conclusion.** MMSD has fully executed and supported Indian Policies and Procedures in place with all stakeholders involved in the process, signatures by each stakeholder, and are in compliance with the requirements of the Federal Impact Aid Program Staff.

**Action Plan.** MMSD will begin reviewing the IPPs at the first JOM/IEAC meeting of the school year scheduled for September 2017.

### **3.9 School District Initiatives**

**Objective.** MMSD employs various initiatives to increase Native American attendance rates and decrease Native American dropout rates.

**Background.** MMSD pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. Although, these areas are challenges for MMSD, the district is making great strides in addressing these issue through new programs implemented in 2016-2017. One of the most important factors is the development of deeper relationships between the school-families-and Alamo Community agencies which have resulted in positive response around the implementation of practices to reduce school dropouts and increase students' success in school.

**Methods.** MMSD uses the PED Habitually Truant reports and Dropout reports, Summary Attendance Reports, EWS data and the district's SIS system-Powerschool-to continually identify at-risk students. Through the Truancy and Dropout Prevention Coach Program, the



Coach/Student Advocate began case management for families in the 2016-2017 school year and focused on students identified as at-risk during the 2015-2016 school year. The Student Advocate partnered with the Navajo Home-School Liaison and began home visits and root cause analysis to determine the barriers students and families face around school attendance and dropout.

**Results.**

- Magdalena High School's graduation rates is well above the state average at 83% compared to the state average of 71% and our Native American graduation rate for 2016-2017 was above the school average at 89%.
- At the high school, the unexcused absence rate decreased from 41% at 120D in 15-16 to 28% at 120D 16-17.
- 15-16 120D Magdalena Middle School Attendance rate was 92.43% and it increased to 16-17's 120D rate of 94.47%.
- 15-16 120D Magdalena High School Attendance rate was 91.87% and it increased to 16-17's 120D rate of 94.47%.
- 2014-2015 Magdalena's overall habitual truancy rate was at 21.67% with a total of 88 students (47 at the high school) who were habitually truant.
- 2015-2016 Magdalena's overall habitual truancy rate was at 23.66% with a total of 93 students (50 at the high school) who were habitually truant.

**Conclusion.** The TDPC program and the Student Advocate were instrumental in improving attendance and habitual truant rates and preventing dropouts. The District has been awarded that grant again for the 2017-2018 school year and the Student Advocate for the district was asked by NMPED to join a Truancy and Dropout Prevention Task Force for the State. This taskforce will play a strategic role with other leaders across the state to support initiatives and strategies to be implemented in all schools that are effective in increasing attendance.

**Action Plan.** The District will continue the TDPC program and the Student Advocate is working closely with the administration and leaders at each school to identify students with attendance issues from the 2016-2017 school year to put proactive plans in place with these students and their families in an effort to support those students through case management, home visits, weekly grade checks, daily attendance checks, and communication with necessary agencies in supporting the family to removing barriers to attendance.

### **3.10 Variable School Calendars**

**Objective.** The variable school calendar objective is to ensure that MMSD collaborates with the Alamo Navajo community to identify the important cultural events in their students' and community members lives. By using variable school calendars, schools directly address their Native American students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

**Background.** New Mexico has a rich American Indian history and culture. The assurance of collaboration and engagement from educational systems and tribes for input regarding academics and cultural awareness has positive effects on the educational success of Native American students.

<p><b>Methods.</b> MMSD collaborates annually with the Alamo BIA school to coordinate Spring Break, Alamo Indian Days, and Graduation.</p>
<p><b>Results.</b> Less of our Alamo students miss school due to participation in Alamo cultural or Alamo school events.</p>
<p><b>Conclusion.</b> MMSD and Alamo both see positive effects on the educational success of the Alamo students when the schools collaborate on the calendar.</p>
<p><b>Action Plan.</b> MMSD will continue to collaborate and communicate with Alamo school employees and administration annually before approval of each District’s calendar.</p>

**3.11 School District Consultations**

<p><b>Objective.</b> MMSD consultations provide a means of developing mutual understanding of educational program sand collaboration with Alamo to find ways to improve educational opportunities for all our Alamo Navajo students, whether they attend Magdalena or Alamo.</p>
<p><b>Background.</b> MMSD claims federally identified Native American student residing at the Alamo Navajo Reservation for Title VIII Impact Aid funding and therefore, has developed and implemented policies and procedures in consultation with tribal official and parents.</p>
<p><b>Methods.</b> MMSD collaborates annually with the Alamo BIA school to coordinate Spring Break, Alamo Indian Days, and Graduation. Monthly JOM/IEAC meetings are held at the Alamo Chapter House with all Alamo stakeholders invited to attend. MMSD holds an annual Federal and State Programs Public Hearing in which all community members are invited to attend. At this hearing, all participants are provided a needs assessment to complete to gain input on specific programs and needs of their students. This assessment data is analyzed to guide funding decisions for the following school year.</p>
<p><b>Results.</b></p> <ul style="list-style-type: none"> <li>• JOM/IEAC Parent Participation increased 18% from 15-16 to 16-17.</li> <li>• There was an increase in the number of Indian Education needs assessments submitted from 15-16 to 16-17 from 38 to 47.</li> <li>• (2) JOM/IEAC Council members served on the hiring committee for the Superintendent for the 2017-2018 school year.</li> </ul>
<p><b>Conclusion.</b> MMSD parents/guardians and Alamo community members and families have numerous opportunities to engage and participate in school district parent nights and events. The district strives to truly inform parents and provide meaningful information that help all stakeholders make determinations about the effectiveness of the district’s educational goals and programs and provides opportunities for parents through needs assessments and quality of education surveys to provide input to the school to make improvements for all students.</p>
<p><b>Action Plan.</b> MMSD will continue to collaborate and communicate with the Alamo community to support the needs of our Native American students.</p>