



Aztec School District Tribal Education Status Report SY 2015-2016

KIRK CARPENTER, SUPERINTENDENT

Federal Program Offices

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AZTEC SCHOOLS STUDENT ACHIEVEMENT

AMSD Objective Aztec School objective is to ensure that student achievement in our district is measured by statewide tests that are approved by the PED, and results are disaggregated by ethnicity. 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 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, and Science.

Methods During SY 2015-2016, students in grade K-2 were tested in reading using DIBELS assessment, and students in grades 3-11 were tested using the New Mexico assessments. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. In SY 2015-2016, new assessments were added that precluded reporting by level or by scaled scores, have been used to categorize students progress; 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, Partnership for Assessment for Readiness for College and Careers (PARCC) English Language Arts (ELA) and math, and DIBELS reading. All assessment scores have been standardized to reflect proficiencies- from *non-proficient to at proficient and above proficient*. Reporting by level or by scaled score can be found in spreadsheets specific to each assessment. Proficiencies for groups with fewer than 10 students are not shown. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.

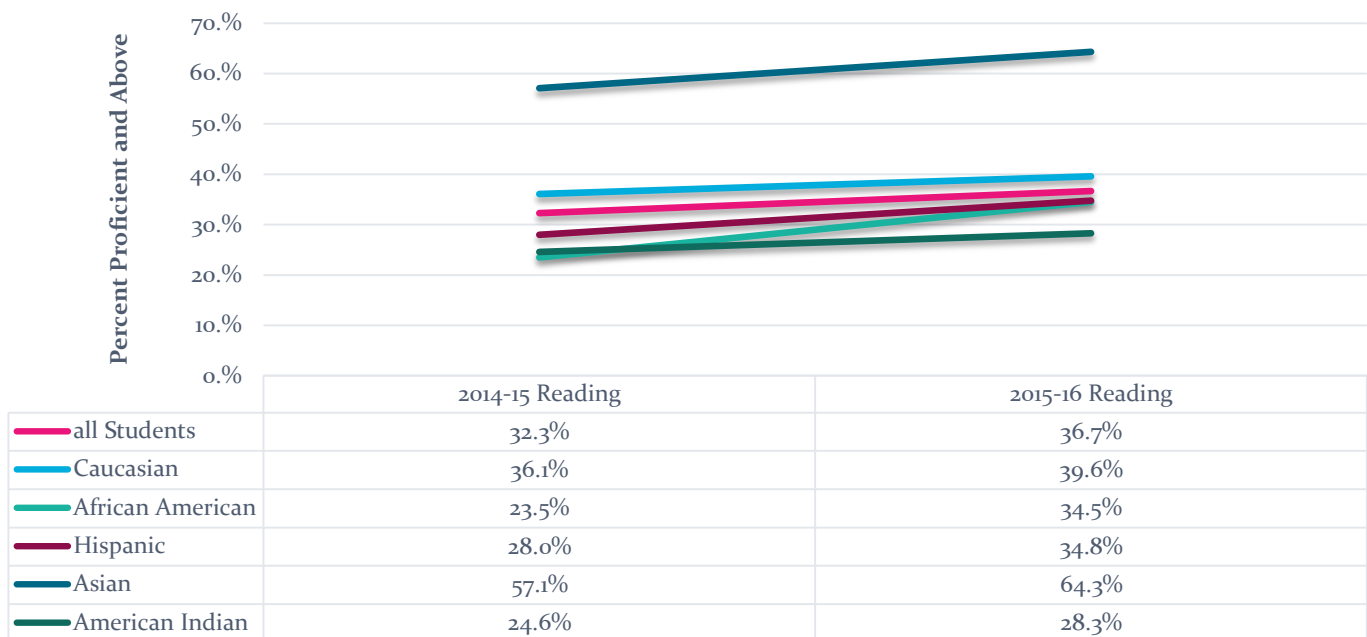
Results The following graphs show Aztec school district percentage of students who are at or above proficiency by ethnicity as measured by the New Mexico assessments. The overall gains seen in student achievement are based on PARCC 2016 test results.

- American Indian students showed a 63.2% reading proficiency for 2nd grade compared to 52.3% of all students in the same grade.
- Math proficiency for all students is at 35.4% and American Indian students is at 35.3%, for 3rd grade students.

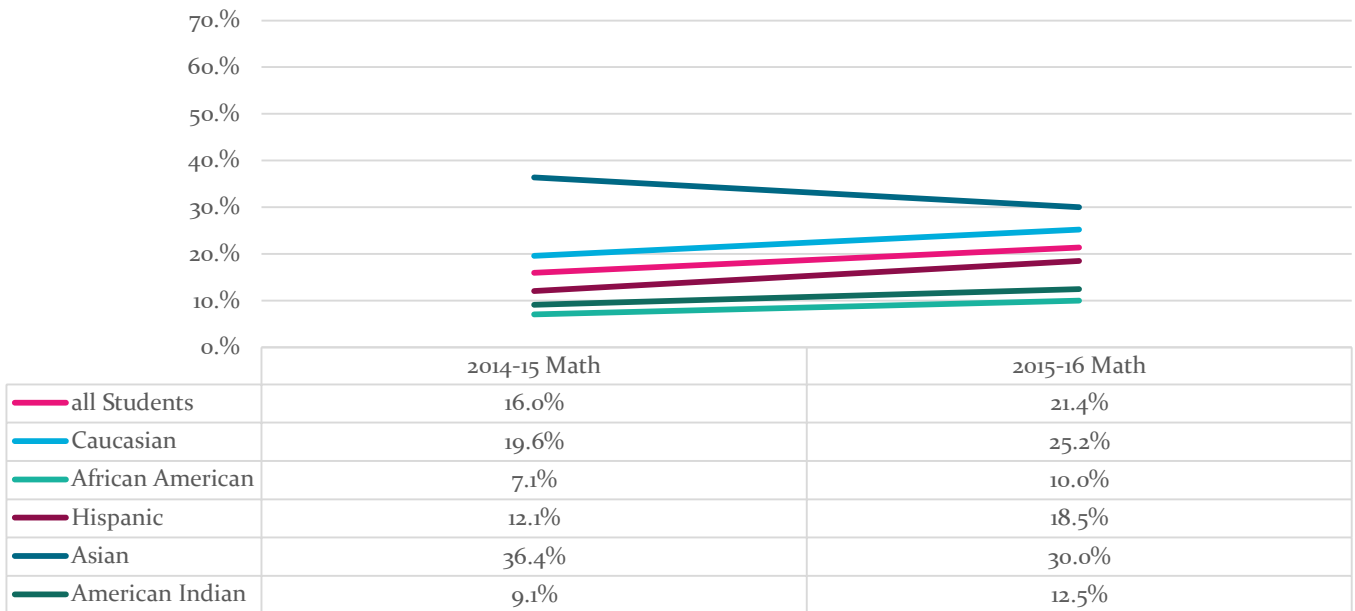
Conclusion American Indian students scored below their counterparts in the core subjects of math and science. Reading score indicates the American Indian students were the second lowest proficiency for school year 2015-2016. Achievement gaps between all students and American Indian students show a difference of 8.3% in reading; 8.1% difference in math and an alarming 17.9% difference in science.

Action Plan Aztec district plans for each school site in implementing an intervention program targeting students who are not performing at proficient levels. The Federal programs office plans to use funds in providing an afterschool tutoring program specifically for American Indian high school students, two days a week for an hour at each meeting time for students who have less than a 2.0 grade point average, to increase grades and to have a lower number of teacher to student ratio; provide educational assistants at most times that provide one to one ratio in working with American Indian students in reading and math for kindergarten through fifth grade; provide enrichment courses in English and Math taught by certified teachers at Aztec high school for American Indian students who were assessed and scored low in English and Math.

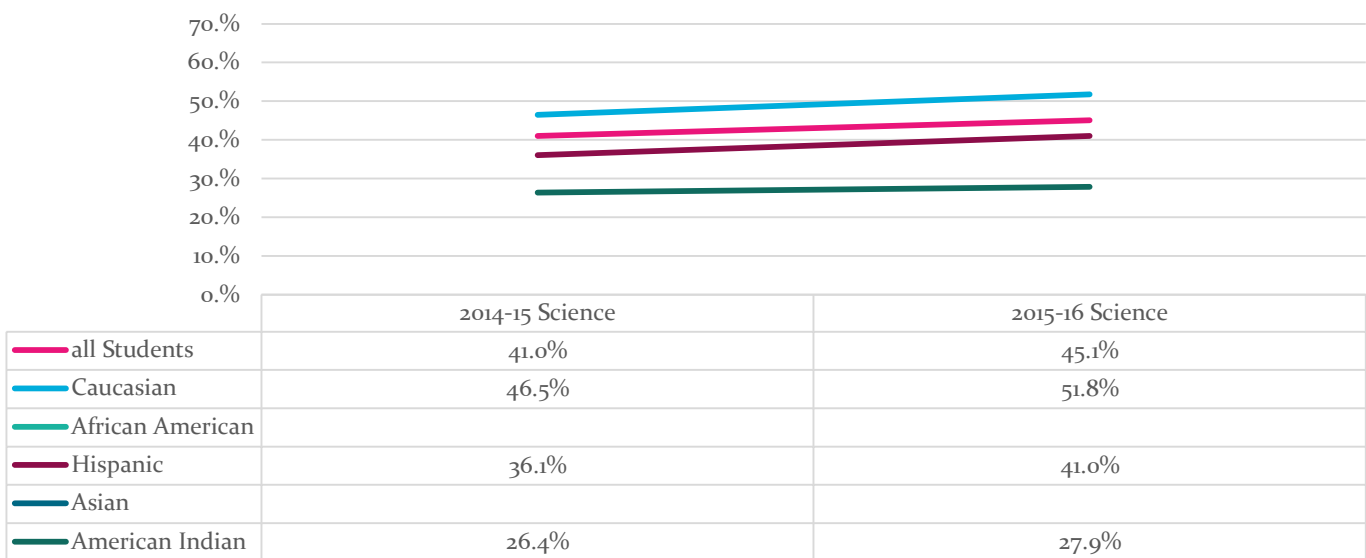
Two-Year, Reading Statewide Assessment Comparison At or Above Proficiency by Ethnicity



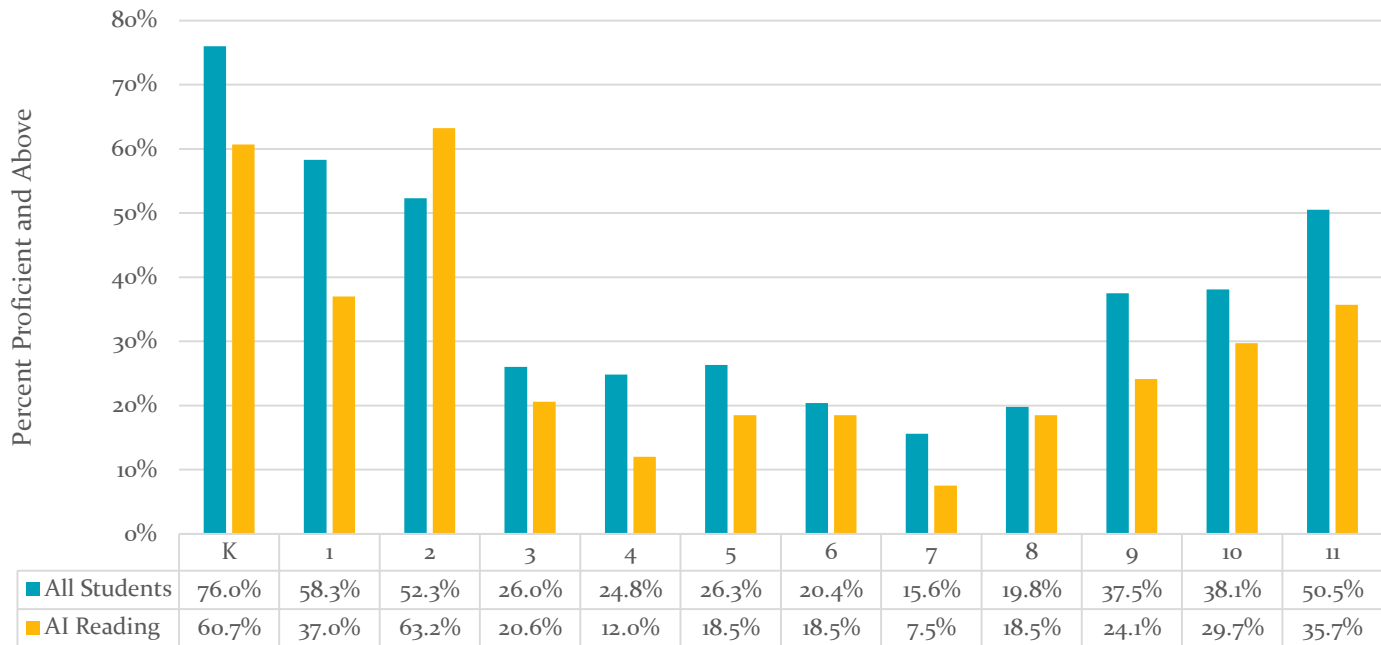
Two-Year, Math Statewide Assessment Comparison At or Above Proficient by Ethnicity



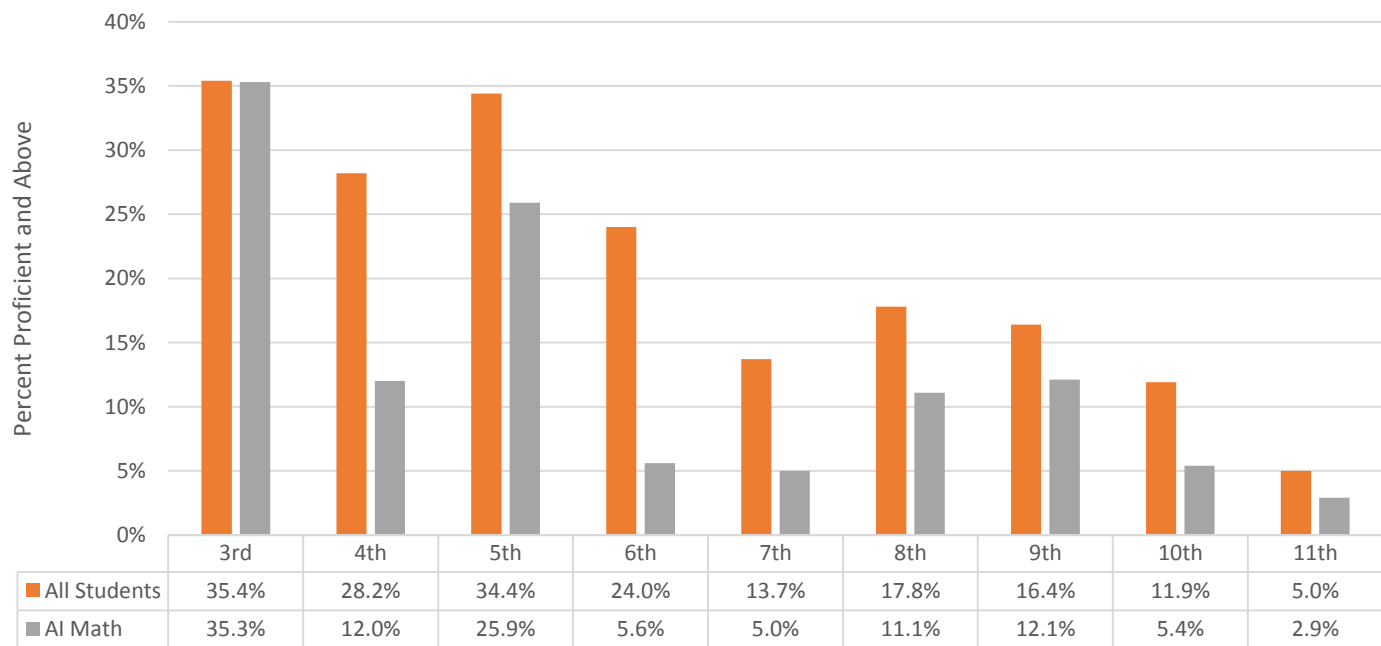
Two-Year, Science Statewise Assessment Comparison At or Above Proficient by Ethnicity

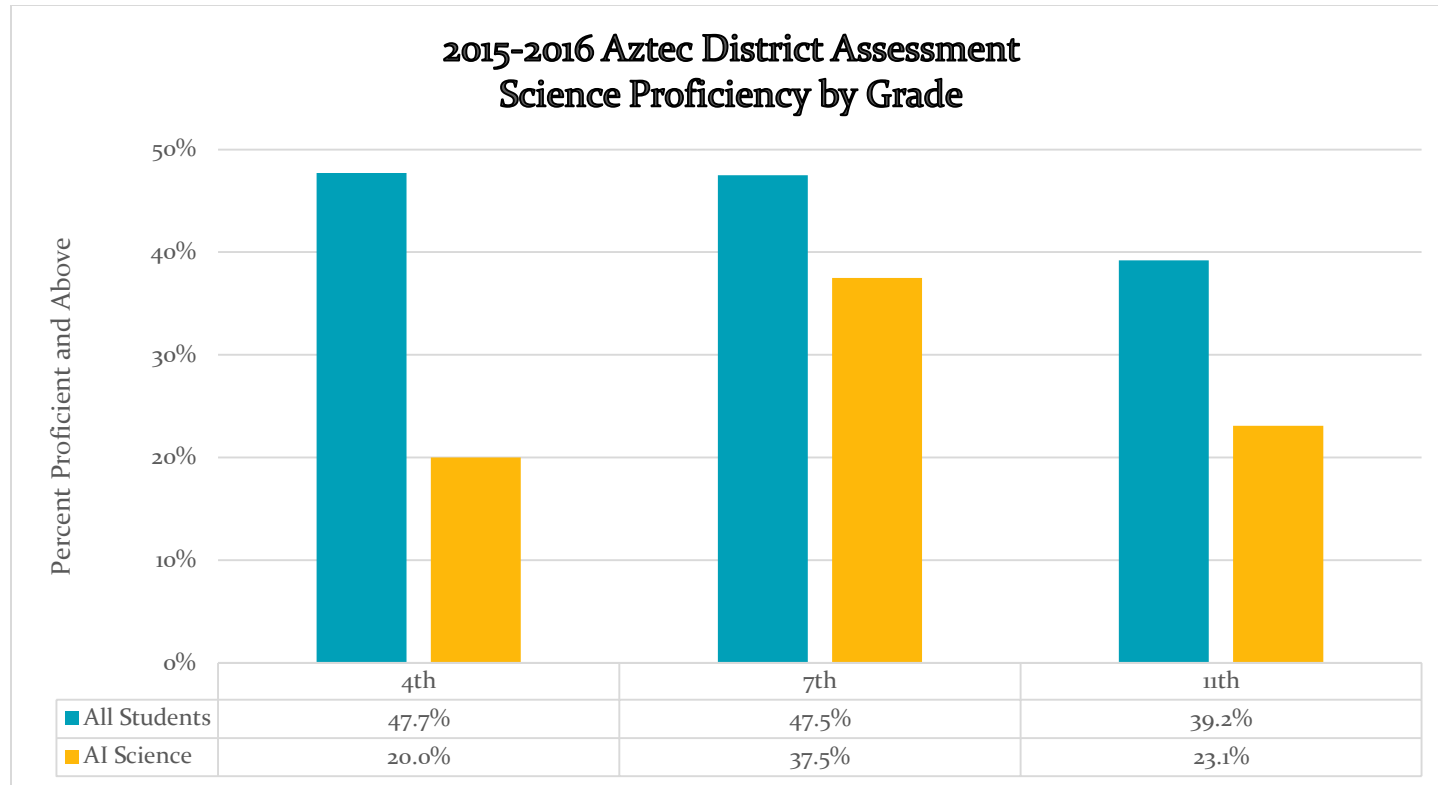


2015-2016 Aztec District Assessment Reading Proficiency by Grade



2015-2016 Aztec District Assessment Math Proficiency by Grade

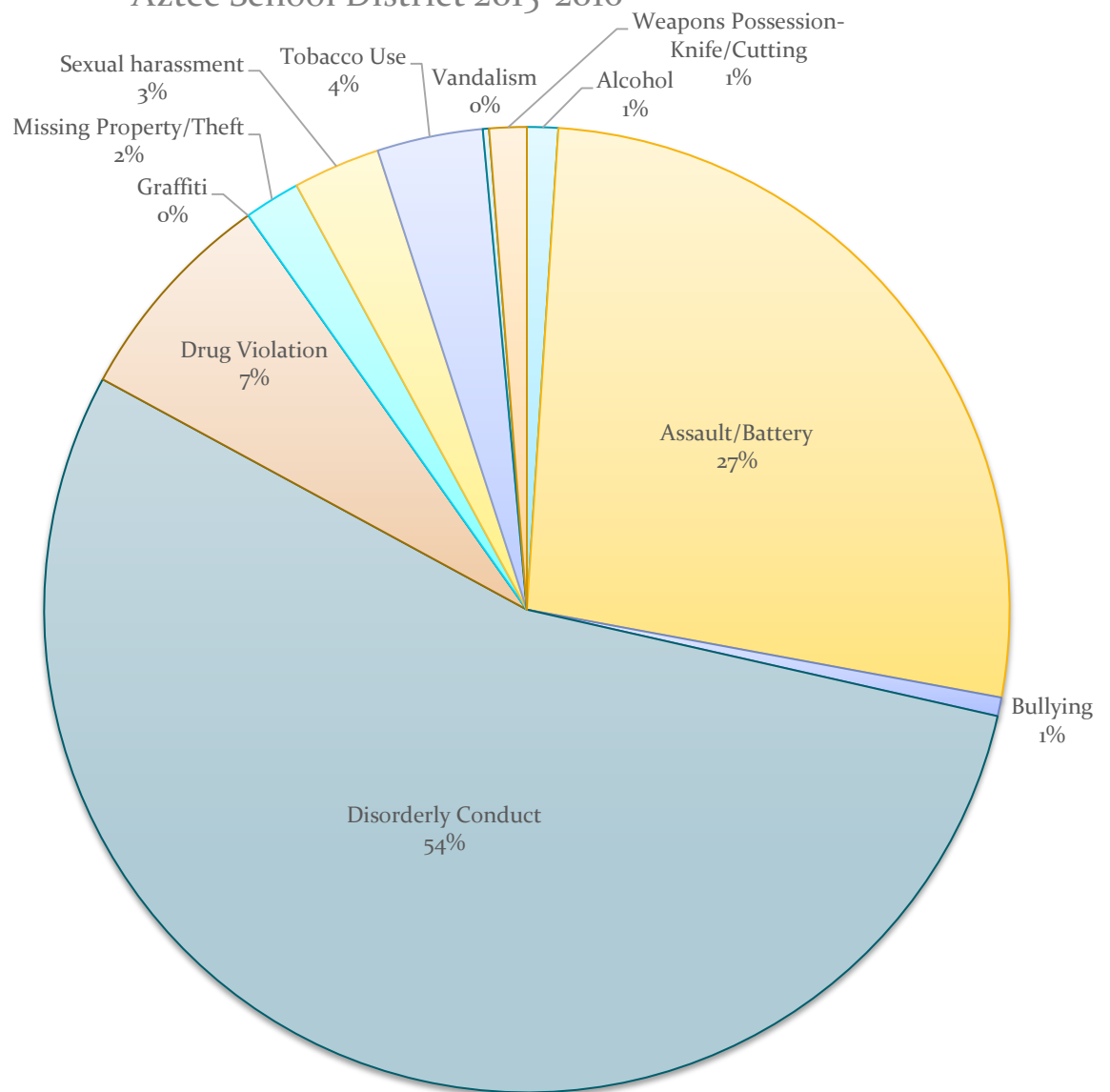




AZTEC SCHOOLS SAFETY

<p>AMSD Objective Ensure Aztec students that attend our seven schools are safe, secure, and peaceful schools.</p>
<p>Background Aztec looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plans are intended to:</p> <ul style="list-style-type: none"> • Prevent an occurrence and/or recurrence of undesirable events; • Properly train school staff, faculty, and students to assess, facilities, and implement response action to emergency events; and • Provide the basis for coordinating protective actions prior to, during, and after any type of emergency. • Include our community safety partners in our safety efforts.
<p>Methods During SY 2015-2016, all reported incidents were sourced from Student Teacher Accountability Reporting System (STARS) end of year (EOY) Student infraction and response detail report as reported by Principals from Aztec district schools and charter school.</p>
<p>Results The safe schools indicator submissions-as reported on the STARS EOY Student infraction and Response detail report indicate a 54% of all discipline infarctions are for disorderly conduct. The percentages of American Indian students with discipline infractions is 10% while the district enrolls 16% of the Aztec population, which indicates that our American Indian students have fewer discipline infarctions than the overall population.</p>
<p>Conclusion Aztec schools along with one charter school have safety indicators that effectively sustain their schools' welfare. In this, document, key information on safety issues has been collected from a variety of surveys and reports. This data will assist to examine various aspects of school crime and violence and also to consider trends over time. Most of the information included here pertains to students at the middle or high school level.</p>
<p>Action Plan Aztec schools will continue to partner with the community to identify and target schools and charter school that will benefit from working with the community of Aztec to complete and operationalize all of the safe schools indicators. The Aztec schools, charter school and the community will partner in planning bodies to encourage the ongoing planning and coordination of services to keep schools safe.</p>

Percentage of ALL Discipline Infractions for
Aztec School District 2015-2016



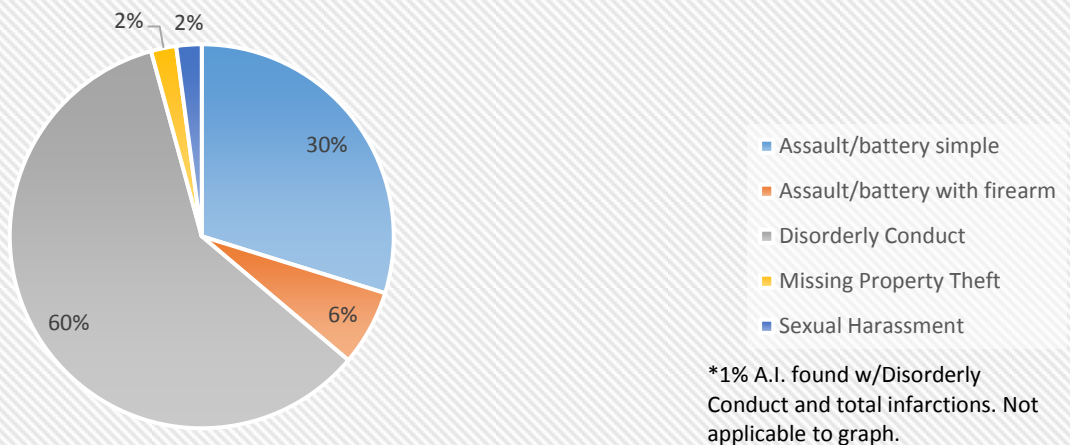
AZTEC MUNICIPAL SCHOOL DISTRICT

Number of Discipline Infractions Reported in Aztec	Alcohol	Assault/Battery	Bullying	Disorderly Conduct	Drug Violation	Graffiti	Missing Property/Theft	Sexual harassment	Tobacco Use	Vandalism	Weapons Possession-Knife/Cutting
All Students	5	129	3	261	35	0	9	14	17	1	6
A.I. Students	1	14	2	21	10	0	0	2	1	1	0
Percentage of A.I. student Discipline Infractions	too few data point	11%	too few data point	8%	29%	0	0	14%	6%	100%	0

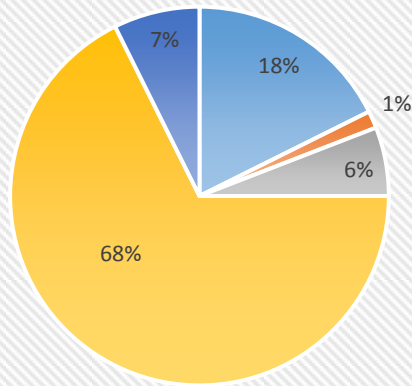
ALL Kindergarten



ALL First Grade



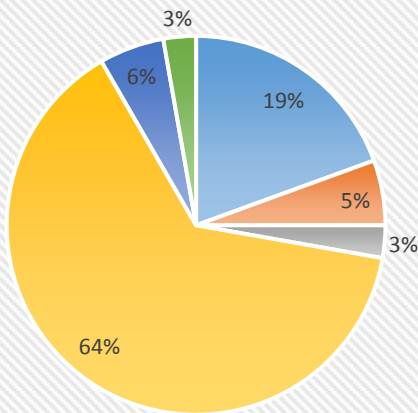
All Second Grade



- Assault/battery simple
- Assault/battery w/hands, feet, fist
- Assault/battery with firearm
- Disorderly Conduct
- Sexual Harassment

2% A.I. with disorderly conduct; 1% A.I. with sexual harrasment.
Too minimal to graph.

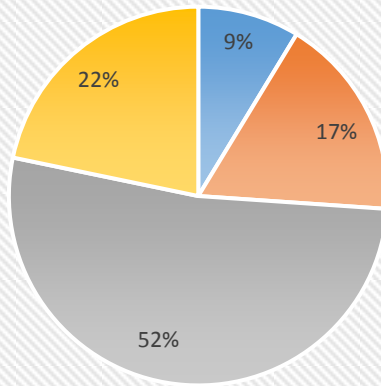
All Third Grade



- Assault/battery simple
- Assault/battery w/hands, feet, fist
- Assault/battery with firearm
- Disorderly Conduct
- Drug Violation
- Missing Property Theft

*1% A.I. found with assault/battery. A.I. students data too minimal to graph.

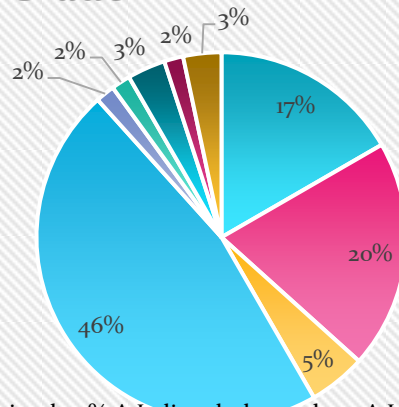
All Fourth Grade



- Assault/battery simple
- Assault/battery w/hands, feet, fist
- Disorderly Conduct
- Missing Property Theft

*Fourth grade A.I. students do not have discipline infarctions.

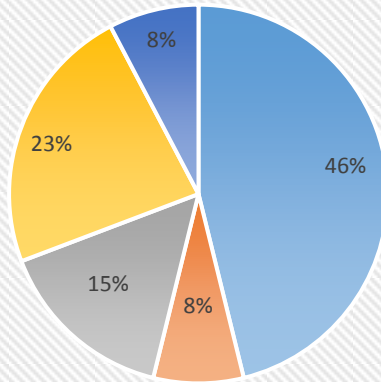
All Fifth Grade



- Assault/battery simple
- Assault/battery w/hands, feet, fist
- Assault/battery with firearm
- Disorderly Conduct
- Drug Violation
- Missing Property Theft
- Sexual Harassment
- Tobacco Use
- Weapons Possession Knife/Cutting

*1% A.I. assault/battery simple, 1% A.I. disorderly conduct. A.I. students data too minimal to graph.

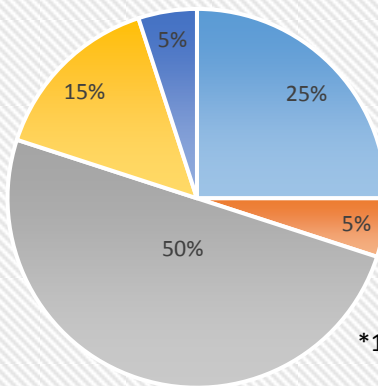
All Sixth Grade



- Assault/battery simple
- Assault/battery w/hands, feet, fist
- Assault/battery with firearm
- Disorderly Conduct
- Other Vandalism

*1% A.I. assault/battery w/hands, feet, fist; 1% A.I. disorderly conduct; 1% A.I. other vandalism out of all discipline infarctions. A.I. students data too minimal to graph.

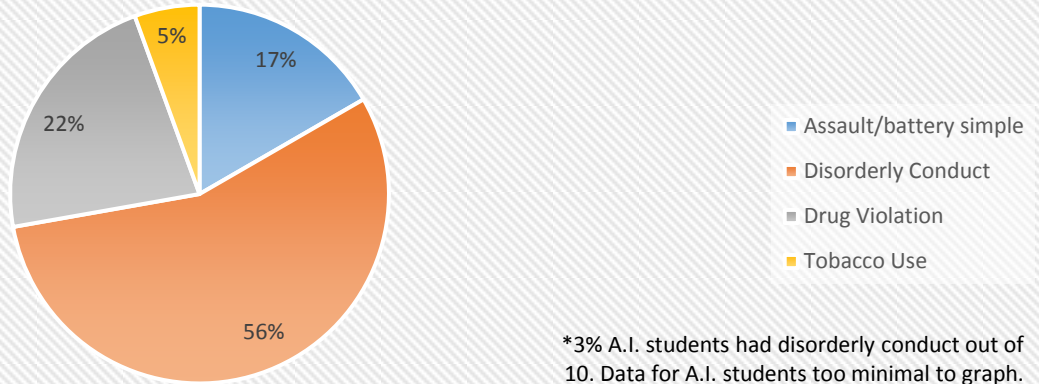
All Seventh Grade



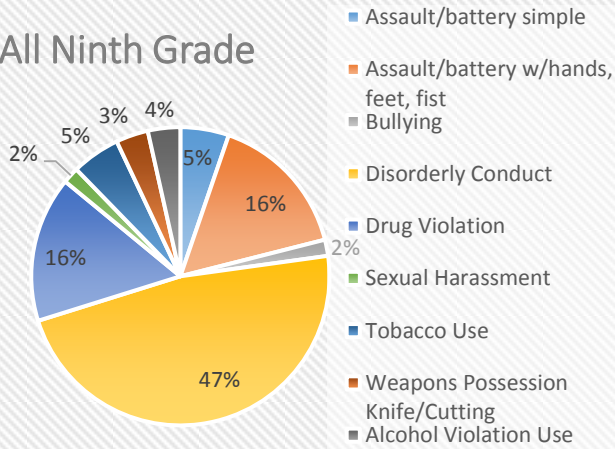
- Assault/battery simple
- Bullying
- Disorderly Conduct
- Drug Violation
- Sexual Harassment

*1% A.I. found with assault/battery simple, 1% A.I. with drug violation. Data for A.I. too minimal to graph.

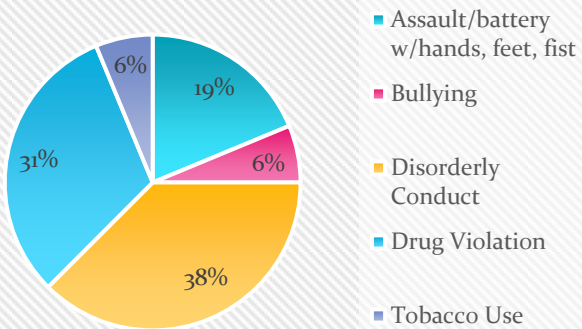
All Eighth Grade



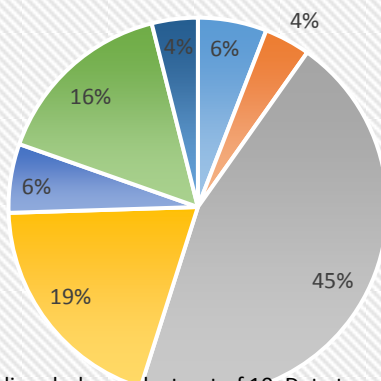
All Ninth Grade



All A.I. Ninth Grade



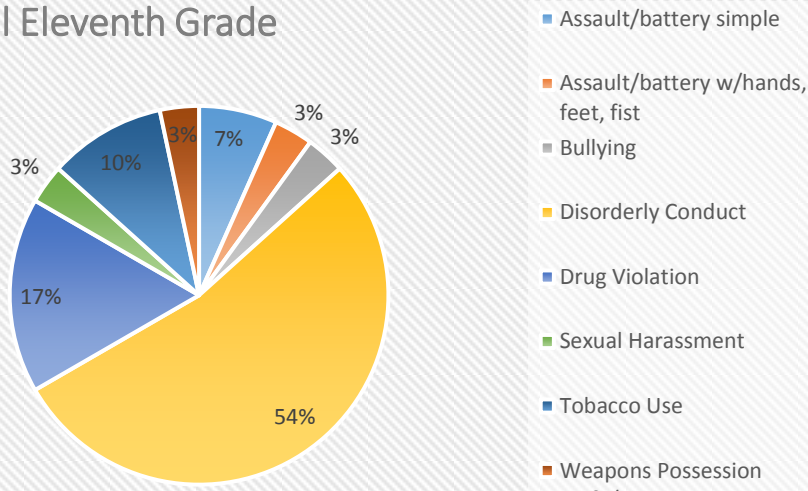
All Tenth Grade



*1% A.I. student with disorderly conduct out of 10. Data too minimal to graph.

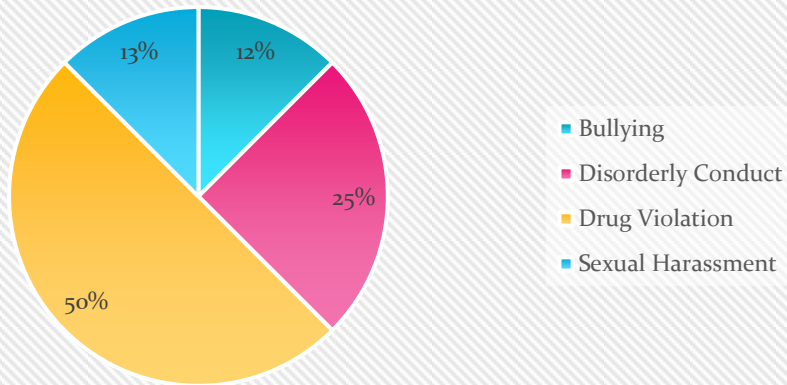
- Assault/battery simple
- Assault/battery w/hands, feet, fist
- Disorderly Conduct
- Drug Violation
- Sexual Harassment
- Tobacco Use
- Alcohol Violation Possession

All Eleventh Grade

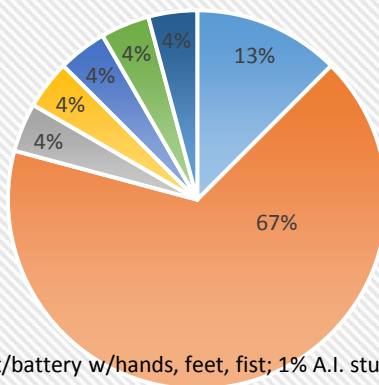


- Assault/battery simple
- Assault/battery w/hands, feet, fist
- Bullying
- Disorderly Conduct
- Drug Violation
- Sexual Harassment
- Tobacco Use
- Weapons Possession Knife/Cutting

All A.I. Eleventh Grade



All Twelfth Grade



*1% A.I. student with assault/battery w/hands, feet, fist; 1% A.I. student alcohol violation use. Data too minimal to graph.

- Assault/battery w/hands, feet, fist
- Disorderly Conduct
- Drug Violation
- Missing Property Theft
- Tobacco Use
- Weapons Possession Knife/Cutting
- Alcohol Violation Use

AZTEC SCHOOLS GRADUATION RATE

AMSD Objective The graduation objective is to ensure that all Aztec 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 adjust 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.

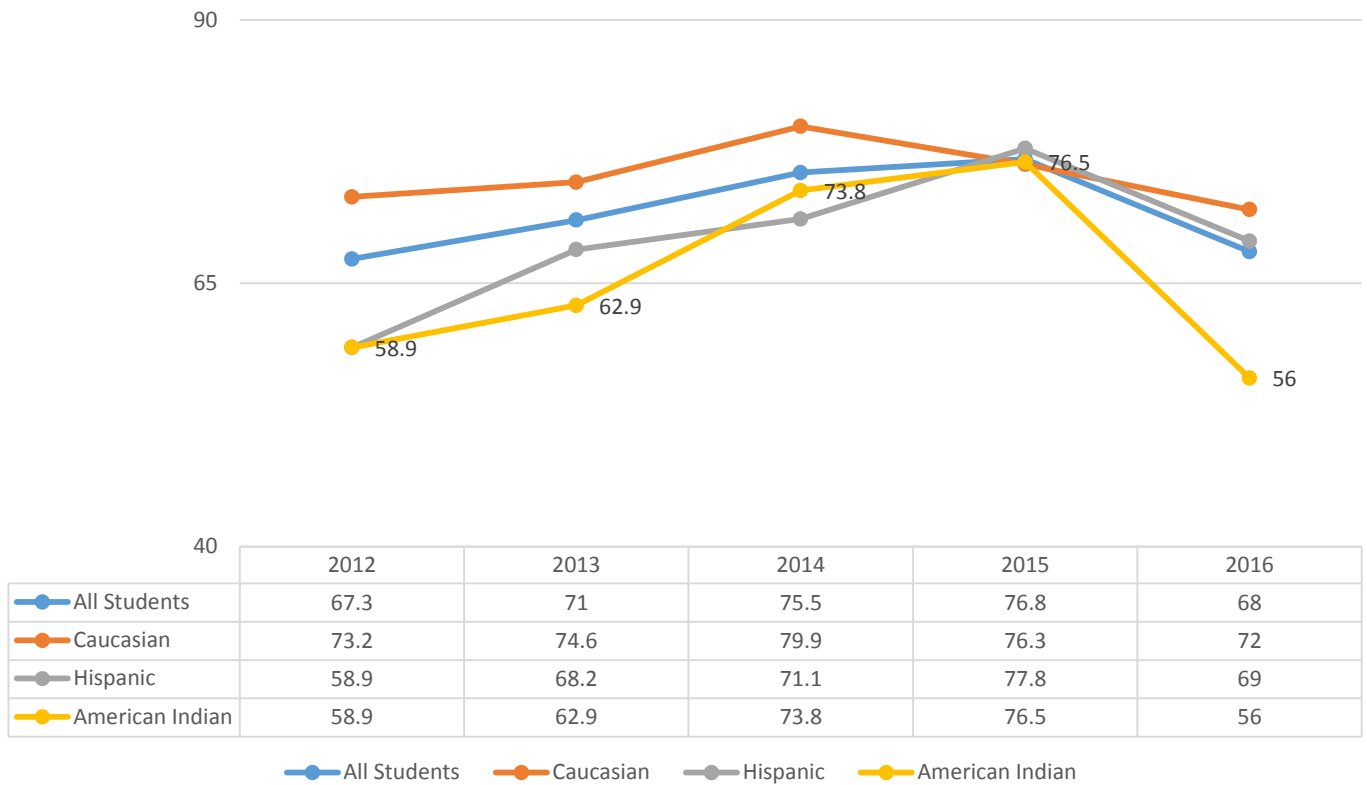
Methods The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation-called School Growth Targets or SGT's- were reset and approved by the USDOE in the spring go 2012. These targets are 4-year graduation cohort graduation rates, which are anticipated to reach 85 percent by 2020.

Results The graduation rate for American Indian students, as well as for most other groups, has steadily increased over the last several years until the cohort of 2016 when the graduation rate for all groups dropped significantly.

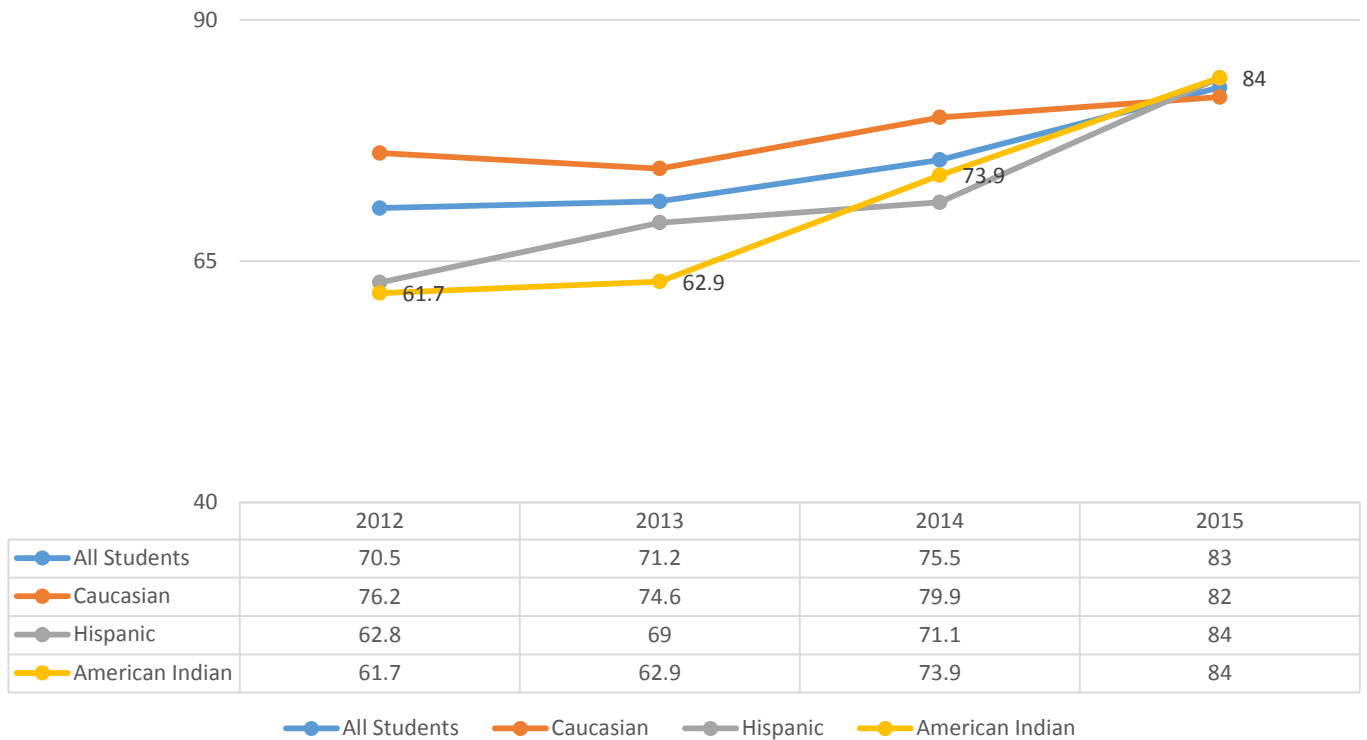
Conclusion The 2016 graduation rate for American Indian students had a steeper decline than the other groups. Data also indicates that more students are requiring 5 years to graduate.

Action Plan The Indian Education Coordinator will provide individualized monitoring of grades and consultation with students. Many of our high school students reside at the Kinteel Residential Campus, that board students whose primary address is on the Navajo Nation reservation. The Kinteel Home Living Supervisor has made it the mission of Kinteel students to improve attendance that reside on campus by delaying check out of students on Fridays and reasons for absent on Mondays.

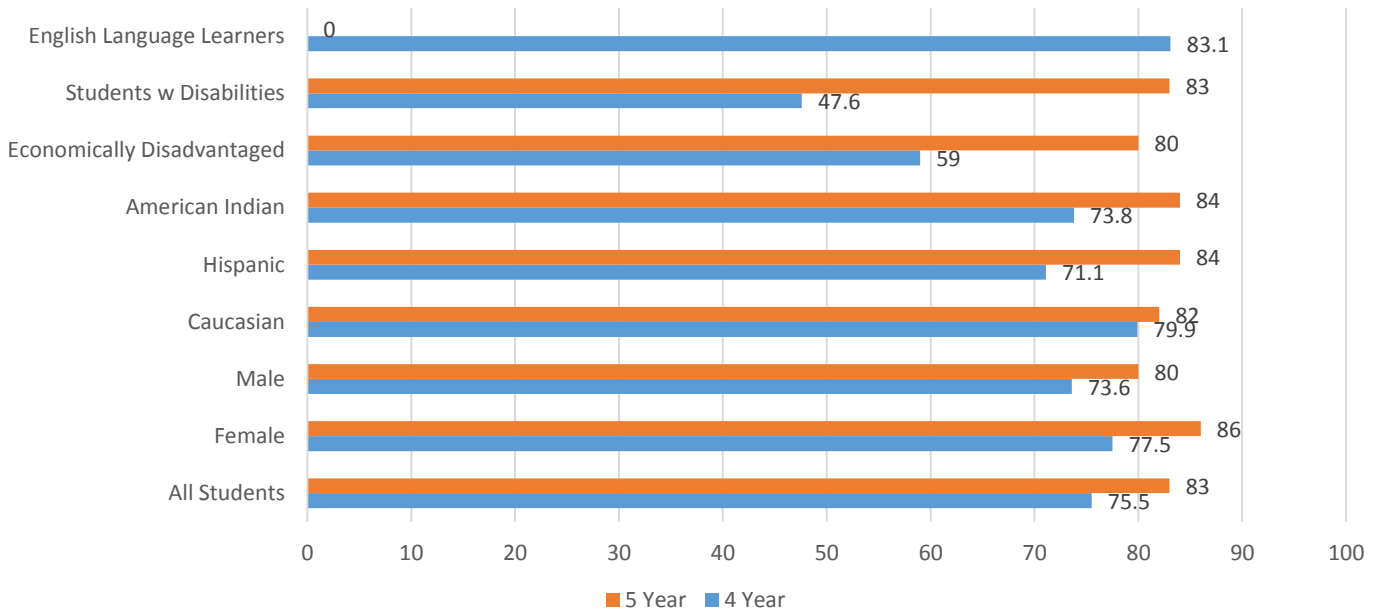
4 Year Graduation Rate by Ethnicity Over Time



5 Year Graduation Rate by Ethnicity Over Time



4 and 5 Year Graduation Rates for Aztec Cohort 2015



AZTEC SCHOOLS ATTENDANCE & INITIATIVES

AMSD Objective The attendance objective is to assure that all students attend school every day and on schedule. The objective of Aztec school initiative is to ensure that the 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. 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 they are of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and

schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshmen) cohort graduation rate for the state, which results in a lower graduation rate.

The assurance of collaboration and engagement from educational systems and the Navajo Nation Department of Education 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 (freshmen) cohort graduation rate for the state, which results in a lower graduation rate.

Methods Aztec district reports absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). The information being reported is consistent at interval times at the 40th, 80th, 120th day and end-of-year in a manner specified by PED. 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.

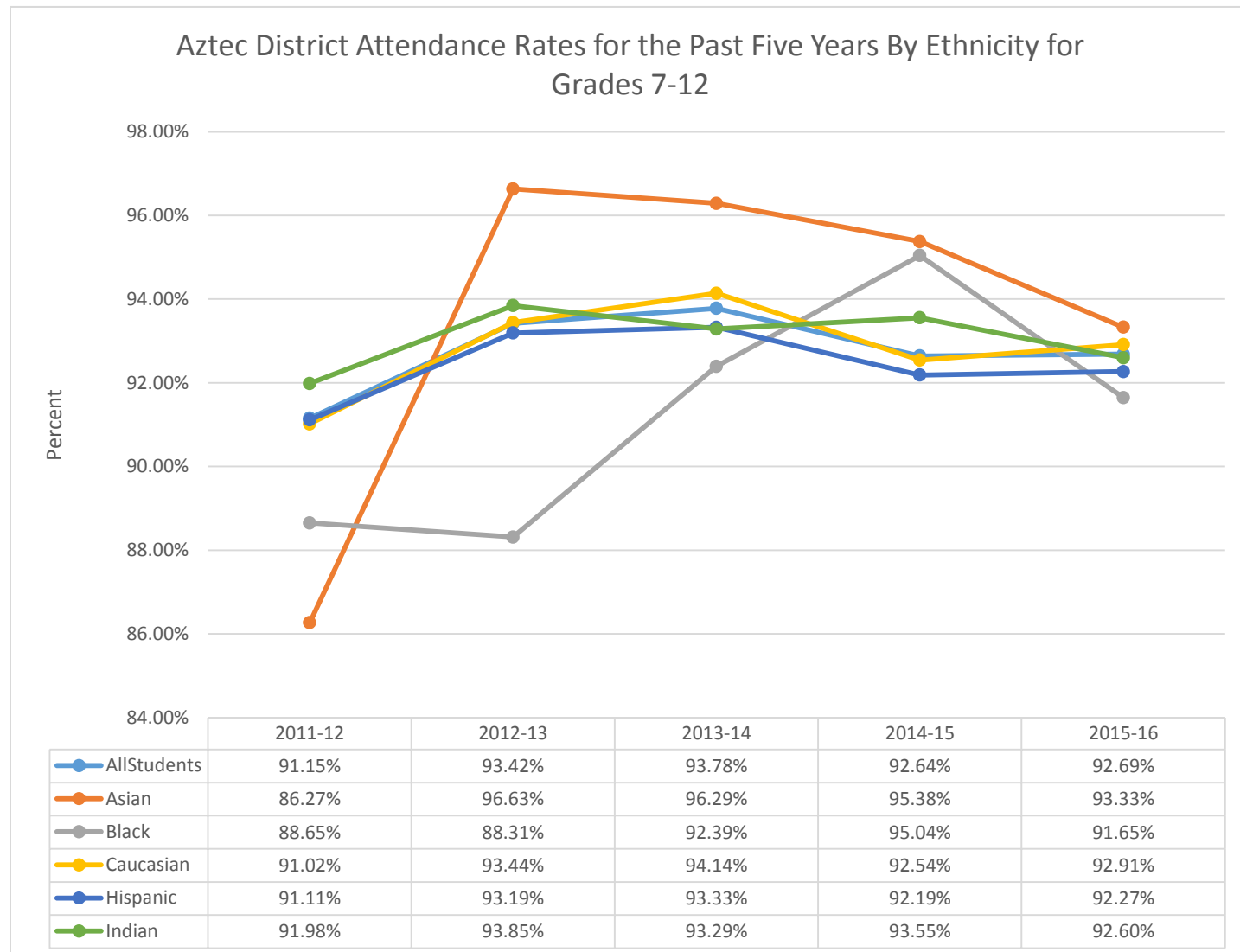
Dropout statistics report the number of students dropping out in school year 2015-2016 using STARS. Student membership is also collected and reported at the school and district level. Dropout data and rates are calculated only for grades 7-12. A student is considered a dropout if he or she was enrolled 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.

Results Data indicates that attendance rates over the past several years in the all students category has hovered between 91% and 94%. American Indian student attendance rates have been in line with all students rates, but a few 10th of a percentage point higher than the all students rate each year. American Indian students reasoning for dropout rates: two did not re-enroll; two unknown; one invalid transfer, no transcript request; one valid transfer request, transcript request.

Conclusion American Indian student attendance is not an area of concern as compared with other subgroups. Generally, attendance in all groups will be addressed. Some school sites do a better job of monitoring and addressing attendance issues.

Action Plan Schools which are not providing adequate monitoring and intervention will be required to improve their methods. Principals have been directed to address concerns

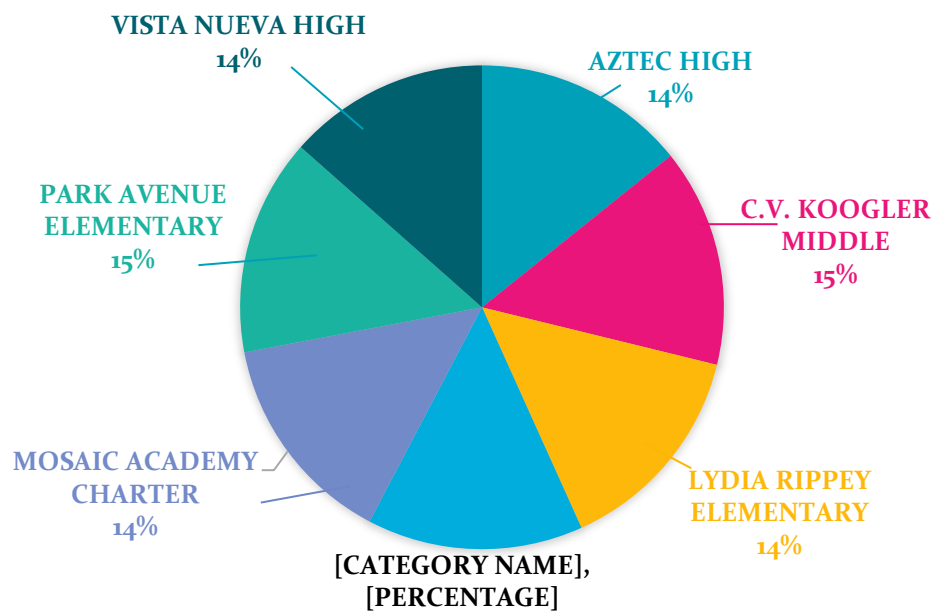
so that referrals to the juvenile justice system can be made for students who have poor attendance.



DROP OUT RATES FOR AMSD SCHOOL YEAR 2015-2016

Hal

AZTEC ATTENDANCE RATE BY SCHOOLS



School Name	2015-2016 Membership (Unduplicated) Grade 7-12	2015-2016 DROP Grade 7-12	2015-2016 Overall % Rate
Aztec High	950	24	2.5
C.V. Koogler Middle	479	2	0.4
Mosaic Academy Charter	41	0	0
Vista Nueva High	59	5	8.5
	1529	31	
American Indian	565	6	1

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; colleges; 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 The following gives the top impactful programs that tailor to American Indian students, parents and their communities for school year 2015-2016:

- 1) Cultural and Educational presentations
- 2) Parental Cost in assisting parent and students with educational expenses
- 3) Navajo School Clothing program
- 4) Potluck gatherings for meetings and an end of school year award event

Results In providing cultural and educational presentation, the parents and students in attendance were given insightful information, such as the Navajo stick game, cultural identity presentation, Navajo songs presentation, etc. The attendees were given the creation of the significance of this game and allowed to play the game. The cultural identity worked in collaboration with three area schools to present to the Aztec American Indian students in attendance. Parental cost aid the students and parents that are in need of supplies and/or fees to be paid for. In school year 2015-2016, about 125 students along with their parents participated in this program. The clothing program served approximately 75 American Indian students from PreK to 8th grade. The potluck gatherings for the end of year awards gathered 125 students and parents from the Aztec district to honor the students for their success for school year 2015-2016.

Conclusion The programs that were provided prove to be beneficial and insightful to the attendees in educating about their Navajo cultural which aid in students identity as American Indians. The parental cost program allowed for academic advancement such as paying for students ACT and/or SAT fees, one of the many fees that aid the families. The positive wellness and participation in school attendance is an attribute when providing a program that aids in clothing. Social gatherings boost parents and students self-esteem therefore creating positive attitudes.

Action Plan Aztec district seeks to support the American Indian students, parents and community in engaging programs that demonstrate positive impact towards well-being, academics, home setting and behaviors. The, “all in, all the time,” attitude proves to be beneficial for the Aztec educational community.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective The tribal students' educational programs objective is to recognize support for the unique and educational needs of American Indian students enrolled in Aztec public schools and Charter school.

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 Tailored programs that meet the American Indian student population have a high impact for career and college readiness such as:

- 1) After school tutoring
- 2) Freshmen Academy
- 3) First United Nations Klub
- 4) Student educational and cultural travel

Results The after school tutoring served approximately 40 American Indian high school students for each quarter, throughout school year 2015-2016 in working with students that had a 2.0 or less grade point average. In the fall of 2015, a Freshmen Academy was implemented for students that reside at a dormitory in the community of Aztec. There was approximately 31 freshmen high school that attended, taught by a certified teacher of Aztec High school. The first quarter of school year 2015, the formation of an American Indian club called First United Nations Klub (F.U.N.K.) was formed by Aztec 10th, 11th and 12th graders. The average attendance held at meetings were 10 members who met every other week. The student educational and cultural travel that attended range from two to forty students, whom attended educational institutions, career events, Navajo language festivals, conferences such as American Indian Science and Engineering Society, and the National Johnson O'Malley association.

Conclusion The after school tutoring is going on its second year and the American Indian students who partake of this program indicated the program to be beneficial when receiving tutoring services with a low teacher to student ratio. Another benefit was access to internet and computers to complete assignments. The Freshmen Academy was on its second year held on the Kinteel Residential campus. The program prove to be beneficial to students that learned about financial responsibilities, time management, study skills, etc., but due to residential time events and building use conflicted with this program therefore the program disbanded in February 2017. The FUN Klub allowed for students to culturally identify with other American Indian students creating positive collaborations and creating positive change in themselves and their peers. Student travel allowed for Aztec American Indian students to begin networking with associations for future college and career endeavors and to recognize their cultural identity in speaking their language therefore a lasting positive impact imprinted on the students that attended such events.

Action Plan Aztec district will continue to support American Indian students and the programs associated for the well-being, positive cultural-identity and the opportunity for the students to become successful in their future career and higher education endeavors. Aztec district planned to hire a part time 520 Teacher to teach Navajo Government for SY 2016-2017, particularly for 12th grade students, in applying for the Chief Manuelito scholarship through the Navajo Nation Department of Education.

FINANCIAL REPORTS

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

Background The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 190s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.

The goal of the new formula, therefore was clear: to equalize educational opportunity at the highest possible revenue, 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 a 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.

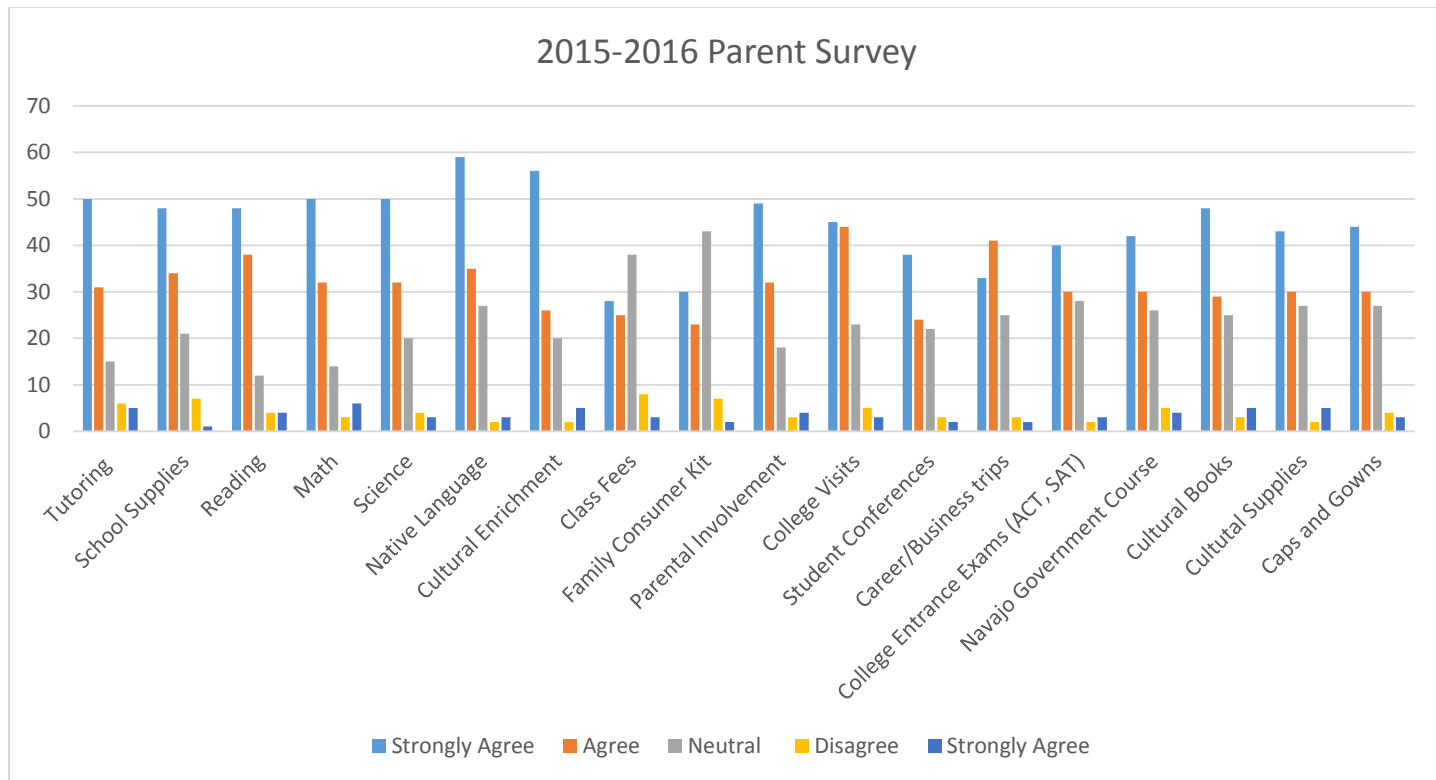
<p>Methods The financial information is for school year 2015-2016.</p>
<p>Results The financial report indicate a majority of funding is applied to personnel to serve the American Indian students for Aztec district in providing such services as English Language Arts, Math, afterschool tutoring, Freshmen Academy, American Indian club, etc. Students activities and student travel also use a majority of funds that is provided to be associated with organizations such as American Indian Science and Engineering Society, the National Johnson O'Malley association and representing Aztec district in the Navajo language festivals held within San Juan County schools.</p>
<p></p>
<p>Conclusion Aztec district continues to monitor the allocation of funds according to contracts agreed upon from Johnson O'Malley, Title VII and Student District Initiative Grant for the American Indian students best interest.</p>
<p>Action Plan Aztec will continue to adhere to contracts and align with the needs assessment surveys the parents and students are requesting for such programs to be held in the district.</p>

Aztec District Funding 2015-2016: Funds Generated by American Indian Students

DESCRIPTIONS	Johnson O'Malley 25131	Title VII 25184	School District Initiative Grant 27150
Personnel	\$ 4,067.52	\$63,356.00	\$ 5,600.00
Fringe Benefits	\$ 1,581.32	\$17,027.00	\$ 1,319.00
Professional Development-Travel- Admin.	\$ 1,377.74		\$ 6,075.00
Indian Education Committee Mileage/Stipend	\$ 1,870.00		
Indian Education Committee Training/Parent Travel	\$ 1,825.19		\$ 3,300.00
Student Activities/Travel	\$ 7,830.28		\$ 3,080.61
Instructional Supplies	\$ 5,524.64	\$ 1,200.00	
General Supplies- Students			\$ 1,650.00
General Supplies-Indian Education Committee	\$ 150.00		
Parent Cost (school supplies, fees, etc.)	\$ 3,845.16		
Administrative Supplies	\$ 100.00	\$ 259.00	
Consultant Fees	\$ 418.34		\$ 3,000.00
Indirect Cost	\$ 1,205.65	\$ 3,463.00	\$ 975.39
TOTAL	\$29,695.84	\$85,305.00	\$25,000.00

SCHOOL CONSULTATIONS DISTRICT

<p>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.</p>
<p>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.</p>
<p>Methods For school year 2015-2016, consultation takes place with the Indian Education Committee in the decision-making of the Johnson O'Malley programs such as student activities, instructional supply, presenters and personnel. The district also has the Parent/Teacher/Student advisory committee which advises program funding used to be known as, Title VII. The committees along with the coordinator have compiled surveys from parents and students in regards to programs for school year 2016-2017 and the funds that would benefit these programs for American Indian students. The collaboration with Kinteel Residential and the students they board has collaborated in supporting the Freshmen Academy and Afterschool tutoring program as well as student educational travel that have taken place.</p>
<p>Results A needs assessment survey was given in winter 2016 to parents and students with a handout of approximately 400. The number of surveys that were returned was 30% so about 160 surveys returned. The results from this needs assessment survey concluded that the parents and students were in strong agreement to including a Native language being taught in Aztec schools, followed by college visits and cultural enrichment.</p>
<p>Conclusion Aztec district continues to strive for the success of American Indian students with consultations from parents, guardians, staff, and students in implementing the needs as requested fro the stakeholders.</p>
<p>Action Plan Aztec will continue to adhere to contracts and align with the needs assessment surveys the parents and students are requesting for such programs to be held in the district.</p>



INDIGENOUS RESEARCH, EVALUATION MEASURES,
AND CURRICULA FOR TRIBAL STUDENTS

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: Aztec district recognizes the loss of cultural knowledge and language for the American Indian students that attend the schools, that been termed urban American Indians. Aztec district recognition of loss has begun implementing: cultural presentations, an Indian club called, “First United Nations Klub” at Aztec High school, recognition of a successful academic year, and competing in the Navajo Language festivals held at two schools in San Juan County to promote and sustain the Navajo culture and language as well as other tribes that are part of the Indigenous community in the Aztec district.

Results The results of implementing such programs for the parents, students and community has shown to have positive outcomes when promoting the Navajo culture.

Conclusion Aztec district will continue supporting the positive outcomes for the American Indian students, the community, the parents and staff.

Action Plan Aztec district plans to implement a Navajo Government class for high school students to be eligible for the Chief Manuelito scholarship as well as continue and support the American Indian students in building their foundation of success.