

**Tribal Education Status Report  
Farmington Municipal Schools  
District Wide  
2015-16**

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The Farmington Municipal Schools (FMS) has implemented district wide initiatives to meet and impact the educational needs of all students. The FMS Office of Indian Education specifically focuses on supporting the educational needs and cultural development of Native American students. The work of the FMS Office of Indian Education is aligned to the district-wide strategic goals:

1. Achieve and continuously improve academic excellence and prepare all students for college, career and life success.
2. Recruit, retain, and develop exceptional teachers, leaders and support staff.
3. Engage members of our community including families, businesses, and post-secondary partners in the education of our children.
4. Promote a culture based on mutual respect, integrity, a commitment to excellence and the recognition of success throughout the District.
5. Prioritize resources and align them with strategic plan goals.

This report provides information gathered in School Year 2015-16 for Native American students enrolled with Farmington Municipal Schools.

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**2015 – 16 Native American Student Count**

<b>SCHOOL</b>	<b>TOTAL NATIVE AMERICAN STUDENTS</b>	<b>NON-CERTIFIED STUDENTS</b>	<b>CERTIFIED STUDENTS</b>
CATE Pre-K	59	20	39
FARM PRE-SCHOOL	57	22	35
ANIMAS	240	45	195
APACHE	369	64	305
BLUFFVIEW	155	25	130
COUNTRY CLUB	83	17	66
ESPERANZA	263	60	203
LADERA	135	31	104
McCORMICK	228	30	198
McKINLEY	184	49	135
MESA VERDE	150	36	114
NAVAJO MISSION	8	3	5
NORTHEAST	232	48	184
HEIGHTS	203	30	173
HERMOSA	167	28	139
MESA VIEW	207	21	186
TIBBETTS	310	41	269
FARMINGTON HIGH	545	38	507
PIEDRA VISTA HIGH	419	41	378
ROCINANTE HIGH	76	5	71
<b>TOTAL</b>	<b>4090</b>	<b>654</b>	<b>3436</b>

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1. School Achievement

Objective: To support the effort of the Farmington Municipal Schools to meet the unique educational and cultural academic needs of Native American students.

Background: The assessments evaluated to determine achievement are PARCC: Math grades 3-11, English Language Arts (Grades 3-11), Science (Grade 3-11), ACCESS (English Proficiency).

Methods: In 2015-16, students were tested in grades 3-11 for PARCC.

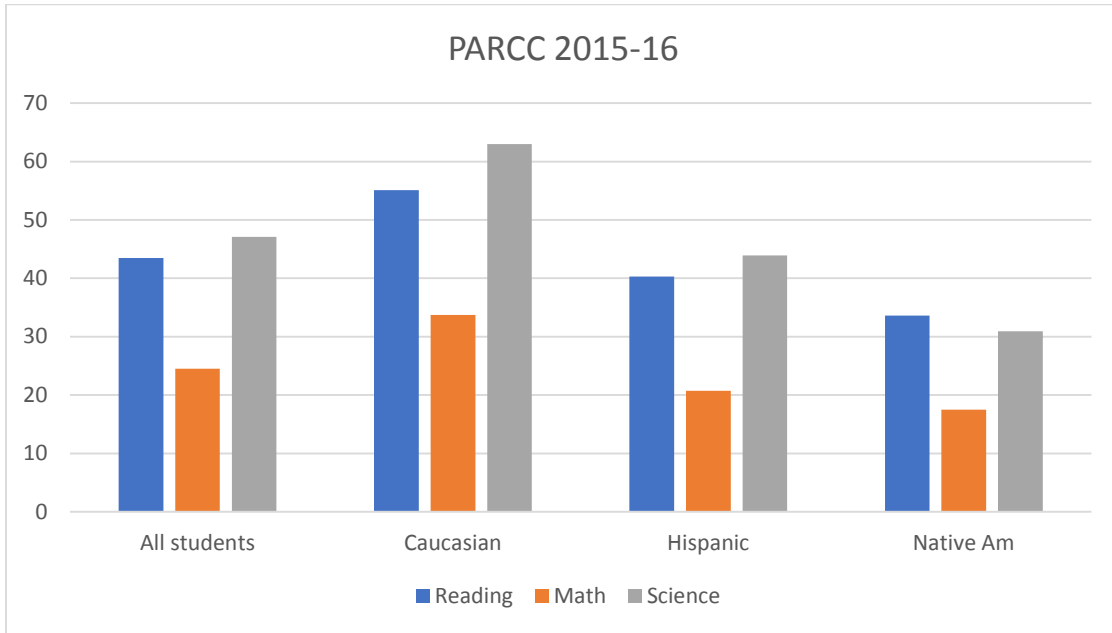
Results: The graph below demonstrates the results of our Native American students compared to the two groups, \*Caucasian and Hispanic, who have similar to numbers of students tested. Native Americans are scoring well below the other two groups in reading, math, and science. Additionally, our Native American students are scoring below ALL Students overall.

Conclusion: Native American students score below the core subject areas: Reading, Math, and Science

Action Plan: Increase academic growth in reading, math, and science throughout the year.

	READING		MATH		SCIENCE	
Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
<b>All Students</b>	10,211	43.5	7,445	24.5	2,434	47.1
Caucasian	3,598	*55.1	2,626	*33.7	884	*63.0
African American	107	36.4	86	16.3	25	36.0
Hispanic	3,104	*40.3	2,299	*20.7	747	*43.9
Asian	98	59.2	70	48.6	34	67.6
American Indian	3,303	*33.6	2,364	*17.5	744	*30.9

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2. School Safety To provide a safe environment for all stakeholders to promote a culture based on respect, integrity, a commitment to excellence and the recognition of success throughout the district.

Objective: To provide a safe environment for all stakeholders to promote a culture based on respect, integrity, a commitment to excellence and the recognition of success throughout the district.

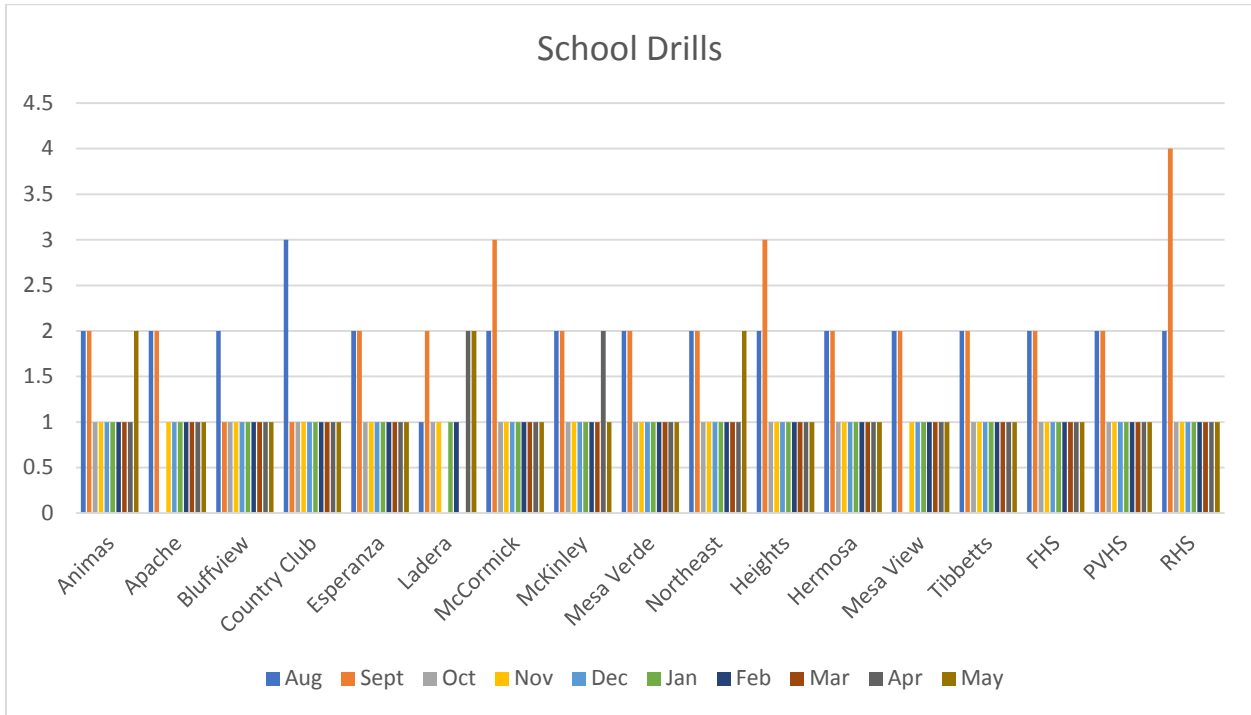
Background: Each school within Farmington Municipal Schools have a school safety plan and the district provides a school safety report to PED Coordinated School Health and Wellness Bureau. FMS, through San Juan County Emergency Management, partners with the Navajo Nation and other agencies in Four Corners, county, and state.

Methods: All FMS safety plans are reviewed and updated yearly and data is submitted to PED.

Results: Each school site maintains a safety committee to carry out and enforce the safety plan. The site committees review the safety plan on a yearly basis or as needed after a drill. Each site conducts the following: emergency drill once a week during the first four weeks of the school year, once each month thereafter until the end of the school year. Two of the drills throughout the year have to be shelter-in-place drills and one drill in the school year has to be an evacuation drill.

Conclusion: Because Farmington Schools conduct drills as outlined in the State of New Mexico Public Schools Code under Fire Drill Law, FMS does meet the criteria for NMPED.

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**3. Graduation Rate**

**Objective:** Achieve and continuously improve academic excellence and prepare all students for college, career, and life success.

**Outcome:** Meet or exceed the national graduation rate.

**Background:** In 2015-16 School Year, we had 267 potential Native American graduates who were enrolled in Farmington High School, Piedra Vista High School, Rocinante High School, New Mexico Virtual Academy, and in the Juvenile Services Center. Of the 267, 190 received met all New Mexico graduation requirements. Of the 77 Seniors who did not receive a graduation diploma, four attained a GED, twelve Seniors withdrew from FMS, and went elsewhere, fourteen Seniors were dropped due to non-attendance, and ten Seniors were unaccounted for.

**Methods:** Data on seniors is maintained in the student information system, Power School. Credits are reviewed with each senior by counselors at each site. Credit recovery classes/night classes and summer school are made available to all students lacking credits. The FMS Office of Indian Education provides reimbursement for fees associated credit recovery and summer school to encourage students to stay on track for graduation.

**Results:** See graph below

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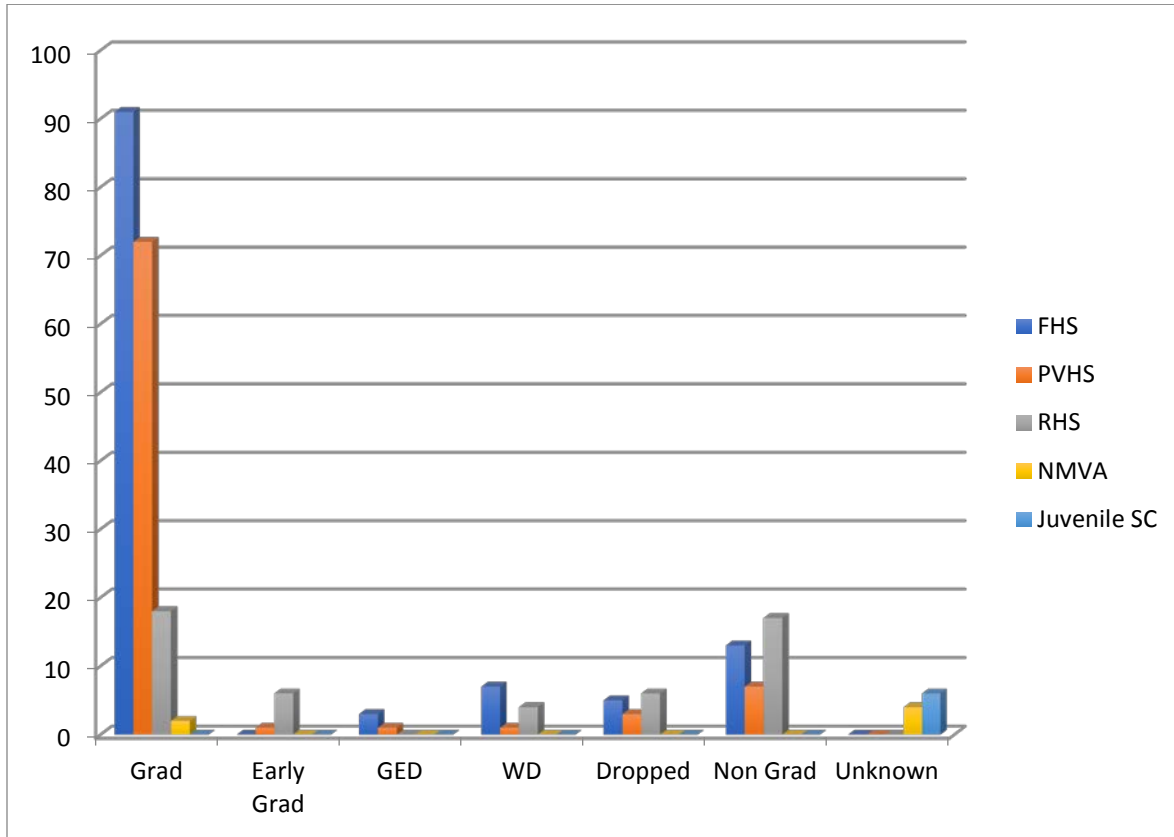
	FHS	PVHS	RHS	NMVA	Juvenile SC	
Grad	91	72	18	2	0	
Early Grad	0	1	6	0	0	
GED	3	1	0	0	0	
WD	7	1	4	0	0	
Dropped	5	3	6	0	0	
Non Grad	13	7	17	0	0	
Unknown	0	0	0	4	6	
	119	85	51	6	6	267

65	Farmington Municipal Schools	Districtwide	<b>All Students</b>	71
65	Farmington Municipal Schools	Districtwide	Female	75
65	Farmington Municipal Schools	Districtwide	Male	65
65	Farmington Municipal Schools	Districtwide	Caucasian	77
65	Farmington Municipal Schools	Districtwide	African American	39
65	Farmington Municipal Schools	Districtwide	Hispanic	66
65	Farmington Municipal Schools	Districtwide	American Indian	68
65	Farmington Municipal Schools	Districtwide	Economically Disadvantaged	61
65	Farmington Municipal Schools	Districtwide	Students w Disabilities	56
65	Farmington Municipal Schools	Districtwide	English Language Learners	64
65	Farmington Municipal Schools	Districtwide	Non Hispanic	73

Conclusion: The 2015-16 FMS data indicated a graduation rate of 71%. According the NMPED Data and Statistics, the FMS Native American graduation rate in 2015-16 was at 68%. The 2015-16 national graduation rate was 82% so we are well below the national rate.



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Action Plan: FMS Office of Indian Education will continue to support Farmington Municipal schools goal of meeting or exceeding the National graduation rate. Based on the graph below, we are progressing toward our goal.

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4. Attendance

Objective: FMS strives to ensure that all students arrive on time to school every day. OIE will continue to support all school site initiatives to increase attendance.

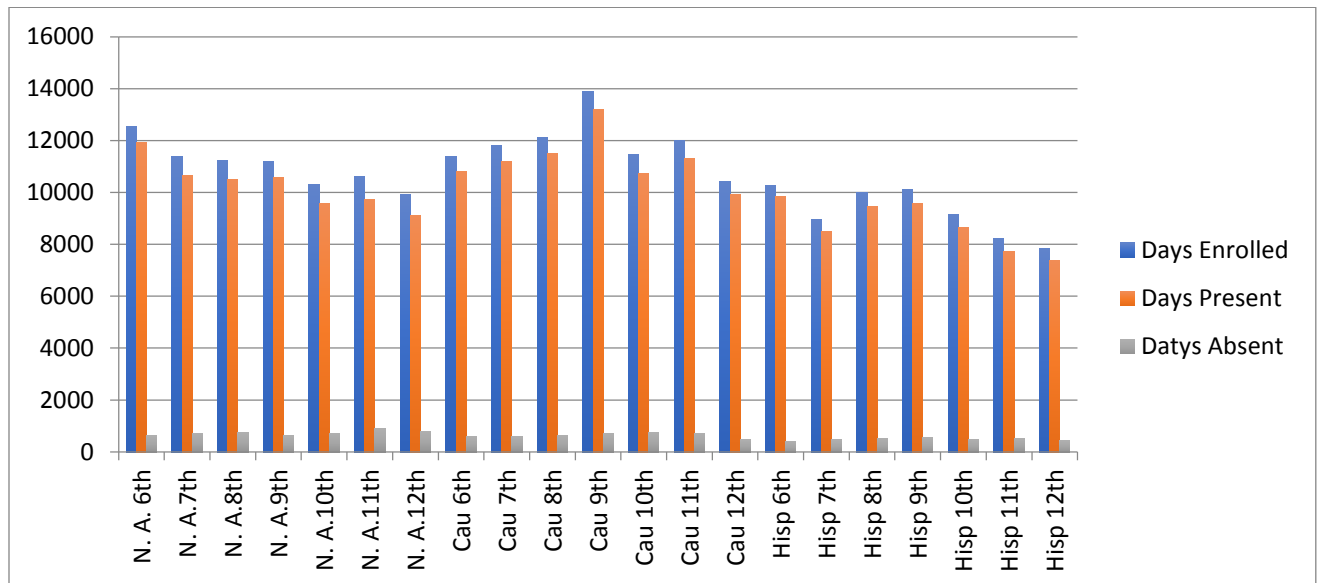
Background: FMS provides the district wide home/school liaison who works with all students. FMS OIE provides the district with a Native American home/school liaison who addresses all attendance concerns that involve Native American students.

Methods: The district and Native American liaison both conduct home visits to inquire about students and their attendance challenges. Additionally, OIE also provides Native American Youth Advisors at the two larger high school, Farmington High and Piedra Vista High, who work with students with attendance issues. They also work with their feeder middle schools. The Youth Advisors provided transitional support services on a daily basis to address the personal, social, emotional, and cultural needs to impact attendance and academics.

Results: The chart below indicates that our Native American students have a steady absence rate slightly lower than Caucasians and Hispanics. The higher absence rate occurs with our Juniors and Seniors.

Conclusion: Emphasis should be placed on at risk students who exhibit apathy for school and those who are missing school due to familial challenges.

Action Plan: The FMS OIE will continue its work supporting district initiatives to address attendance. OIE will support all school sites by emphasizing the importance of attendance and academic success at all public hearings and meetings.



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5. Parent and Community Involvement

Objective: To increase parental involvement districtwide.

Background: Each FMS school site has a Parent/Teacher Advisory (PTA) that includes parents and teachers. FMS OIE has a district Indian Education Committee (IEC) and Parent Advisory Committee (PAC) comprised of parents of FMS students. IEC has seven parent members while PAC includes six parent members. OIE hosts public hearings for all Native American community members and chapter houses within our boundaries.

Methods: The school site PTA meet as needed. The district IEC and PAC meet monthly throughout the year. OIE holds two public hearings per year: one in the Fall and another in the Spring.

Results: Eleven IEC and PAC meetings and two public hearings are held during the school year. The meetings are advertised through the district Facebook page, Twitter, and Websites. Flyers are sent to all school sites for students to take home to their parents.

Conclusion: FMS OIE will continue to identify community needs and provide parental support through IEC, PAC, and Public Hearings.

Action Plan: FMS OIE will work the community to seek additional Native American parents to become involved with IEC and PAC.

6. Educational Programs Targeting Tribal Students

Objective: FMS OIE will support the identified unique and specialized needs for Native American students in our district.

Background: FMS OIE provides two Native American Youth Advisors, four teachers who specialize in providing cultural responsive teaching, four Educational Assistants who provide academic support for Native Americans, fourteen Navajo bilingual teachers, a district Navajo Language Coach, a Native American district home/school liaison, and a district Assistant Director of Indian Education.

Methods: The Native American Youth Advisors provide daily supplemental transitional services at their respective schools for eligible Native American students in grades 9<sup>th</sup> – 12<sup>th</sup> as well as at their feeder middle schools. Each NAYA has two feeder middle schools that they work with. The advisors provide culturally responsive mentoring to support students to continue and maintain adequate school attendance and decrease the number of disciplinary incidents. The four teachers and provide culturally responsive teaching utilizing Native American resources while the educational assistants provide

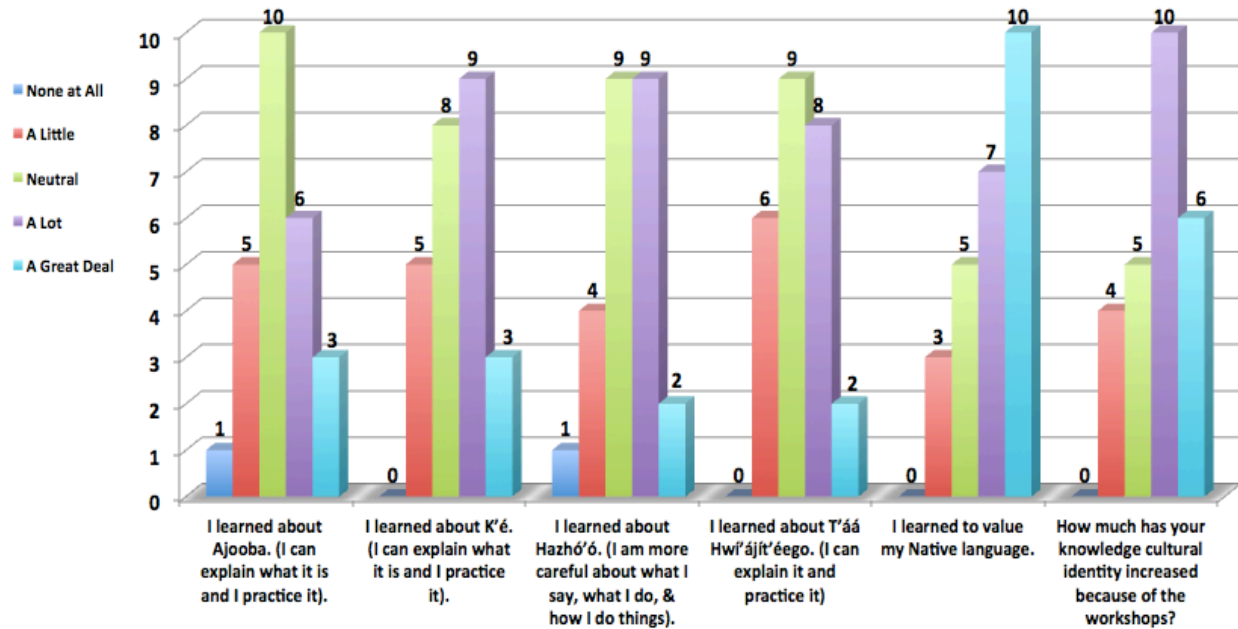
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support. The Navajo bilingual teachers provide instruction in Navajo utilizing the district performance measures and topic scales. The Navajo Language Coach provides curriculum support for all Navajo bilingual teachers. The home school liaison supports the youth advisors and all schools with attendance, home visits, and interpretation of school business. The Assistant Director of Indian Education oversees all programs provided by Title VII, Johnson O'Malley, and School District Initiative grants that provide programs for Native American students enrolled in FMS.

Results: Our results were sporadic. In all areas, advisors and teachers were turning in data primarily containing numbers of students they interacted with in relation to various categories; the data was inconsistent and lacked control groups; therefore, the validity and reliability of the data was compromised. The graph below demonstrates on data set from the youth advisors. The data was gathered from students who participated in cultural workshops provided for students. It does not capture all workshops to see if it had any impact on their cultural knowledge of the Navajo pillars/concepts and does not correlate with their attendance or academic improvement.

Conclusion: FMS OIE grants is providing many programs for Native American students; however, the data gathered does not reliably inform the programs of their successes or failures.

Action Plan: FMS OIE will create a more cohesive data set to be gathered for each program offered throughout the district.



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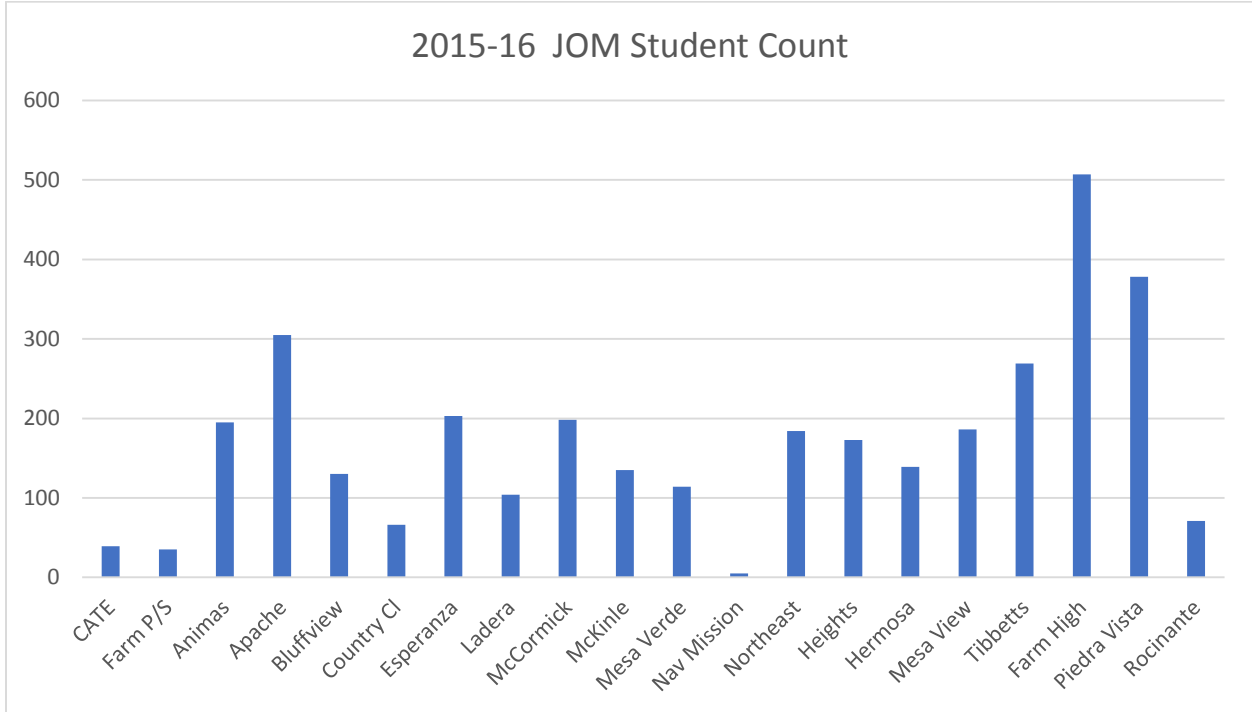
**7. Financial Reports**

**Objective:** All funds received belonging to FMS will be utilized effectively and equitably to support and provide FMS Native American students opportunities for academic success by meeting their unique educational needs.

**Background:** FMS receives the Johnson O'Malley Grant, Title VII Grant, and the School District Initiative Grant.

**Methods:** Funds are determined by our student count per year. For the Johnson O'Malley Grant, the total number of students eligible is determined by the number of valid Certificate of Indian Blood (CIB) we collect per student. Title VII funds are determined by the total number of correctly completed 506 forms we collect per student. The School District Initiative Grant is a flat amount received from the state of New Mexico.

**Results:** The graph below indicates the number of CIBs we collected from each FMS school site in 2015-16 school year. We collected a total of 3,436 CIBs. Our total Native American enrollment was 4,090. We were not able to collect 654 or 16% of CIBs. For the Title VII Grant, we collected 3,422 or 59% of 506 forms.



**Conclusion:** Although, we collected 3,436 Certificates of Indian Blood, we fell short of collecting 654 CIBs. There are a variety of challenges we face when we seek CIBs. We

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have many parents who withdraw their students before, on or after the 40<sup>th</sup> day, as well as throughout the year. Many parents have PO boxes and do not provide us a physical addresses, some parents opt not to provide their child's CIB, some students are not enrolled due to birth certificate errors for child or parent, some parents have not attempted to seek a CIB for their child, some students are not eligible for a CIB due to blood quantum required by their tribe, etc. In relation to the Title VII 506 forms, many of the same challenges outlined above hinder us from collecting from all potential students. Furthermore, the 506 form requires parents to fill out the form with can be a deterrent for some parents even though we ask them to seek our help.

Action Plan:

**8. Current Status of Federal Indian Education Policies & Procedures**

Objective: The district consultations act as a safeguard to ensure New Mexico schools provide a means of developing a shared understanding of educational programs and collaborate with Tribal entities to identify ways to improve opportunities for Native American students to be successful academically.

Background: Districts that claim federally recognized 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 asserts that parent(s), families, tribal departments of education, community-based organizations, the Public Education Department, universities, and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

Methods: FMS was not eligible to receive the Title VIII Impact Aid funding for the school year 2015-16 due to the low number of Native American students living on reservation lands enrolled in FMS. Monthly Indian Parent Committee meetings are conducted. The meetings are announced on the district website and other venues as well. Public Hearings are also held in the Fall and Spring to inform the community of Indian Education programs.

Results: Indian Education Committee Meetings the third Wednesday of each month with special meetings held as needed.

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Conclusion: Consultations with the Navajo Tribe were not conducted in the school year 2015-16.

Action Plan: Consultations with the Navajo Tribe and local tribal leaders. will begin in the school year 2016-17.

**9. Indigenous Research and Evaluation Measures/Results for Effective Curricula for Tribal Students**

Objective: To align the Navajo Bilingual Language curriculum to the FMS district proficiency scales and topic measures and begin to implement aligned curriculum throughout the district.

Background: Each elementary, middle, and high school within FMS has a Navajo Bilingual class. In the past, Navajo Bilingual classes were autonomously conducted. They were instructed to utilize the Diné Language Standards.

Methods: The summer of 2015-16, K-12 Navajo Language teachers volunteered to align the Navajo curriculum using the already established proficiency scales and topic measures taught in Tier I instruction district wide. Navajo Language teachers initially developed themes for each quarter. They then sequenced proficiency scales and topic measures into meaningful chunks into a pacing guide. The revised curriculum was then released to all elementary, middle, and high school. It was implemented in classrooms the beginning of school year 2016-17.

Results: Secondary schools still have work to do to fully revise the curriculum and is currently work in progress. Although all elementary Navajo Bilingual classrooms have the revised curriculum, there remains to challenges with lesson planning, utilizing differentiated instructional strategies, classroom management, and following the pacing guide. Some classrooms observations were conducted by the Assistant Director of Indian Education but the process needs improvement.

Conclusion: Professional Development opportunities are needed to support teachers requiring assistance with effective instruction, lesson planning, etc. Professional Learning Communities need to be refined and targeted to improve and strengthen the revised curriculum to impact achievement.