

Tribal Education Status Report Zuni Public School District

2017-18

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Tribal Education Status Report

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New Mexico Student Achievement

IED's Objective. IED's objective is to ensure that student achievement in New Mexico public schools is measured by statewide tests that are approved by the PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

Background. The New Mexico assessments include the evaluation of student progress in the following areas: Reading K–2; English Language Arts 3–11; Math 3–11, Science, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

Methods. During SY 2016–2017, students in grades K–2 were tested in reading using the Istation/DIBELS assessment, and students in grades 3–11 were tested using the New Mexico Assessments such as PARCC. All ELL students were given the ACCESS test.

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.

Results. The following graphs show the statewide percentage of students who are at or above proficiency in the core subject areas. The overall gains seen in student achievement are based on PARCC 2016 test results. ZPSD student data is included in the graphs.

Conclusion. Our Native American students continue to score below in the (3) core subjects of math, reading and science, in comparison to statewide results.

ZPSD Action Plan.

- ❖ Increase the student attendance/graduation rate over the next three years.
- ❖ Decrease student truancy rates at each school site over the next three years.
- ❖ Students will demonstrate academic growth in literacy, math and science (K-12) by 5-10% growth in Reading and Math for school year 2017-18.

The Priority Schools Bureau (PSB) has several initiatives aimed at improving student performance in mathematics and ELA. The PSB provides districts and schools systematic, differentiated support to address low student performance. The amount of support needed is determined by federal status, the school's grade—as assessed by the A–F School Grading Accountability System—and by the subsequent status that is assigned; priority and focus. ZPSD's district grade is a D

The support provided to districts, schools, and staff can take the following forms:

- Opportunity for school educators to apply to, and be selected into, the Principals Pursuing Excellence (PPE) and Teachers Pursuing Excellence (TPE) programs.

- Regional support from the PED's PSB staff to include tools to use for needs assessment and instructional audits.
- Technical assistance.
- Students in K-12 will show growth in the core subject areas for reading, math and science during the school year.

Achievement - Proficiency Summaries by School

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Shiwi Ts'ana Elementary	38	62	5	95	14	86
Twin Buttes High	≤ 10	≥ 90	≤ 5	≥ 95	≤ 10	≥ 90
Zuni High	24	76	≤ 2	≥ 98	12	88
Zuni Middle	11	89	3	97	13	87

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data.

Source: PED Accountability Bureau

School Grading Summary

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade F

	Total Number	Percent
Schools Rated in District	4	100.0
Schools in Priority Status	1	25.0
Schools in Focus Status	1	25.0
Schools in Strategic Status	1	25.0
Schools in Reward Status	2	50.0

Source: PED Accountability Bureau

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	1,402	0.4	336,326	100.0
Female	650	46.4	164,089	48.8
Male	752	53.6	172,237	51.2
Caucasian	35	2.5	81,394	24.2
African American	0	0.0	7,600	2.3
Hispanic	3	0.2	206,348	61.4
Asian	16	1.1	4,457	1.3
American Indian	1,345	95.9	35,884	10.7
ED	1,402	100.0	249,348	74.1
SWD	170	12.1	52,927	15.7
ELL	424	30.2	45,669	13.6
Migrant	0	0.0	428	0.1
Recently Arrived	146	10.4	16,801	5.0

Source: LEA 120th-day submission to the PED

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	27	73	30	70		
3	State Prior	25	75	30	70		
3	LEA Current	19	81	7	93		
3	LEA Prior	18	82	8	92		
4	State Current	26	74	23	77	40	60
4	State Prior	25	75	23	77	43	57
4	LEA Current	9	91	5	95	14	86
4	LEA Prior	12	88	8	92	18	82
5	State Current	30	70	24	76		
5	State Prior	25	75	26	74		
5	LEA Current	9	91	4	96		
5	LEA Prior	18	82	13	87		
6	State Current	26	74	20	80		
6	State Prior	24	76	20	80		
6	LEA Current	≤ 5	≥ 95	≤ 5	≥ 95		
6	LEA Prior	6	94	≤ 5	≥ 95		
7	State Current	27	73	17	83	45	55
7	State Prior	23	77	18	82	45	55
7	LEA Current	≤ 5	≥ 95	≤ 5	≥ 95	13	87
7	LEA Prior	6	94	≤ 5	≥ 95	21	79
8	State Current	29	71	21	79		
8	State Prior	26	74	20	80		
8	LEA Current	26	74	≤ 5	≥ 95		
8	LEA Prior	14	86	≤ 5	≥ 95		
9	State Current	26	74	17	83		
9	State Prior	27	73	18	82		
9	LEA Current	27	73	4	96		
9	LEA Prior	≤ 5	≥ 95	≤ 5	≥ 95		

10	State Current	32	68	15	85		
10	State Prior	32	68	13	87		
10	LEA Current	15	85	≤ 5	≥ 95		
10	LEA Prior	7	93	≤ 5	≥ 95		
11	State Current	43	57	9	91	35	65
11	State Prior	45	55	10	90	39	61
11	LEA Current	20	80	≤ 5	≥ 95	8	92
11	LEA Prior	30	70	≤ 5	≥ 95	13	87

Blanks or missing rows indicate too few students to report (N<10)

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	37	63	20	80	40	60
All Students	LEA Current	28	72	3	97	12	88
Female	State Current	42	58	20	80	39	61
Female	LEA Current	32	68	3	97	12	88
Male	State Current	32	68	20	80	42	58
Male	LEA Current	25	75	3	97	12	88
Caucasian	State Current	52	48	33	67	61	39
Caucasian	LEA Current						
African American	State Current	34	66	15	85	37	63
African American	LEA Current						
Hispanic	State Current	33	67	16	84	34	66
Hispanic	LEA Current						
Asian	State Current	61	39	50	50	66	34
Asian	LEA Current	≥ 80	≤ 20	60	40		
American Indian	State Current	26	74	11	89	22	78
American Indian	LEA Current	27	73	3	97	11	89
Economically Disadvantaged	State Current	31	69	15	85	32	68
Economically Disadvantaged	LEA Current	30	70	4	96	14	86
Students w Disabilities	State Current	19	81	9	91	18	82
Students w Disabilities	LEA Current	12	88	4	96	≤ 10	≥ 90
English Language Learners, Current	State Current	20	80	10	90	16	84
English Language Learners, Current	LEA Current	14	86	2	98	8	92

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Results 2016 - State, Districts, and Schools

District	School	Assessment	Count of Students N	Level 1 %	Level 2 %	Level 3 %
ZPSD	A Shiwi Elementary	ELA Grade 2	100	24	15	61
ZPSD	All schools	ELA Grade 2	100	24	15	61
ZPSD	A Shiwi Elementary	ELA KN	108	8.3333	10.185	81.481
ZPSD	All schools	ELA KN	108	8.3333	10.185	81.481
ZPSD	A Shiwi Elementary	ELA Grade 1	119	15.966	6.7227	77.311
ZPSD	All schools	ELA Grade 1	119	15.966	6.7227	77.311

IStation Early Reading Assessment 2017

Shiwi Ts'ana Elementary School

District	School	Grade	Level 1 %	Level 2 %	Level 3 %
Zuni Public Schools	Shiwi T'sana Elementary	KN	15-19	25-29	55-59
Zuni Public Schools	Shiwi T'sana Elementary	1	15-19	30-34	50-54
Zuni Public Schools	Shiwi T'sana Elementary	2	5-9	15-19	75-79

Partnership for Assessment of Readiness for College and Career (PARCC)

Results 2016 - State, Districts, and Schools

District	School	PARCC Assessment	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %
Zuni Public Schools	Districtwide	ELA	24	34	29	12	*
Zuni Public Schools	Districtwide	Mathematics	30	47	17	6	*
Zuni Public Schools	Dowa Yalanne Elementary	ELA	23	30	30	16	*
Zuni Public Schools	Dowa Yalanne Elementary	Mathematics	27	41	22	9	*
Zuni Public Schools	Twin Buttes High	ELA	*	37	37	*	*
Zuni Public Schools	Twin Buttes High	Mathematics	35	65	*	*	*
Zuni Public Schools	Zuni High	ELA	22	32	32	14	*
Zuni Public Schools	Zuni High	Mathematics	23	54	19	*	*
Zuni Public Schools	Zuni Middle	ELA	29	39	24	7	*
Zuni Public Schools	Zuni Middle	Mathematics	38	48	10	4	*

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School Safety

IED Objective. Ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

Background. New Mexico—as do other states —looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plan offers new research and new approaches with the intent to

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

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods. The school districts including ZPSD submitted their current Safety plans and data to PED for review; changes will be made as PED reviews and requests any changes to be made.

Results. The safe schools' indicator submissions—as reported on the 2016 district survey and in PED STARS data—illustrate the positive effect of collaboration and identification of support systems for schools and tribes. NM schools have been successful in keeping most of their students and employees safe from harm.

Conclusion. All school sites in ZPSD continue to work with staff, emergency personnel, and the tribe to review data for school infractions to see where improvements need to be made. Fire drills are conducted at the beginning of the school year and continue into the new school year. Evacuation/lockdowns all become part of the school environment geared at ensuring safety.

Action Plan. ZPSD will continue to partner with CSHWB to identify and work with school personnel to complete all of the safe schools indicators. ZPSD will identify key persons to partner with other tribal agencies/programs to encourage the ongoing planning and coordination of services to keep schools safe.

ZPSD Staff will:

- Review Safety plans yearly
- Train district-wide staff, faculty and students to assess, facilitate and implement response to emergency/evacuation/lockdown drills
- Ensure each school site has a Safety Committee in place

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Graduation Rate

Graduation Rate

IED Objective. The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

Background. Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. 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. Attached are charts for graduation rates for ZPSD.

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 SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. For detailed rates by traditional subgroups, aggregated by school and district, view the PED website (*A-Z Directory* → *Graduation* → *Data & Statistics*). The results of the extended years' graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

Results. New Mexico's 5-year cohort graduation rate for the cohort of 2013 was certified in February 2015, in synchrony with the release of rates for the 4-year cohort of 2014. The 5-year cohort is now reported in the annual School District Report Card. The rates are accompanied by outcomes for students who did not graduate, including those who left to get a GED, dropped out, or continue to be enrolled. This information about non-graduates assists schools in targeting dropout prevention and in devising and providing other programs for struggling students.

Currently, far too many students drop out or graduate from high school without the knowledge and skills required for success in the 21st century workplace and/or post-secondary education, closing doors and limiting future options. In response, the PED has developed and phased in implementation of the Early Warning System (EWS) to provide schools with the tools to reliably identify students who have lower odds of graduating, based upon specific key indicators. Our two ZPSD high schools are using ESW in the schools. Support can then be provided through effective interventions early enough in their educational experience that there is sufficient time to intervene. The EWS highlights risks utilizing an electronic dashboard. The dashboard includes the following seven key student indicators:

- **Attendance**— less than 90 percent attendance is flagged as *at risk*
- **Behavior**—one or more unsatisfactory behaviors that are written up is flagged as *at risk*
- **Course Performance**—any report card grade of *D* or *F* in mathematics or English is flagged as *at risk*

- Student Demographics
- State Assessment Scores
- Economic Disadvantaged status, if applicable
- Special Education Services Summary, if applicable

Conclusion. Minority groups continue to profit most from the extra year (5-year cohort), with African American, American Indian, and economically disadvantaged students making the greatest gains. The American Indian graduation rate is consistent with these other two student demographics, increasing their 5-year graduation rates nine percent over the past three years.

Action Plan. The statewide EWS electronic dashboard became available in January 2016. The dashboard is a tool that administrators, counselors, and SAT members can use to obtain an overall picture of their students. The College and Career Readiness Bureau (CCRB) provides opt-in professional development (PD) opportunities to schools for the EWS. This PD trains student assistance team (SAT) members to evaluate student data and respond with tiered interventions. Early reports from the two cohorts that are participating suggest that the SATs and Response to Intervention (RTI) format—when coupled with the dashboard information—prove to be powerful tools for schools to use in their support of at-risk students.

ZPSD will:

- ✓ Utilize this tool for the 2018-19 school year to ensure that all American Indian students are given the opportunity to graduate from high school with a diploma, or college readiness skills.
- ✓ Continue to apply for the Carl D. Perkins Career and Technical Education Act grant to offer funding to schools in support of their career technical education. Twin Buttes Cyber Academy takes advantage of this funding.
- ✓ Have school sites work with parents to meet the needs of students and identify why all students are not accomplishing in core subject areas.

Graduation - 4-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four-years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	71	76	61	71	81	63	67	62	67
LEA Current	61					61	68		63
Twin Buttes High	28					28			
Zuni High	66					65	73		67

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, and either graduated on time or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	75	79	68	74	84	71	72	68	73
LEA Current	76					76	79	67	75
Twin Buttes High	44					44	46		
Zuni High	81					80	83		81

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required up to two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
State Current	79	83	76	78	91	75	75	72	76
LEA Current	75					75	67	≥ 80	74
Twin Buttes High	50					50			50
Zuni High	78					78	71	≥ 80	77

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2016, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2016, but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Cohort Graduation Rate Technical Manual on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html.

	Certificate	Status Unknown	Exit Out	Still Enrolled
	Completed coursework	Dropped out	Exited with intent to	Continued high school but did not
		get GED or enrollment	pass exit exam	vocational credential
			unknown	past 4th year
			%	%
			<2	16
				4
				15
State Current		23.0		24.0
LEA Current				
Twin Buttes High				
Zuni High			17.0	22.0

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2015 (College Going) and 2013 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

- Eligible** Students earning a regular high school diploma.
- Enrolled** Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.
- Credits Earned** Students who enrolled and earned one year of college credit within two years of enrollment.

	All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Zuni Public Schools									

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		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Zuni Public Schools	Eligible	78					76	67		46
Zuni Public Schools	Enrolled in state	37					36	32		21
Zuni Public Schools	Enrolled out of state									
Zuni Public Schools	Credits Earned	33					33	28		
Twin Buttes High	Eligible									
Twin Buttes High	Enrolled in state									
Twin Buttes High	Credits Earned									
Zuni High	Eligible	72					70	63		43
Zuni High	Enrolled in state	32					31	29		18

Zuni High	Enrolled out of state			
Zuni High	Credits Earned	30	30	25
Blanks indicate too few students to report (N<10).			Source: Clearinghouse	National Student

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Attendance

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

Background. The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public 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 (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods. All school districts including ZPSD report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. STARS tables were sorted by the attendance rates of American Indian students within the districts for the SY 2016–2017, capturing the 80th day attendance. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS. Student membership is collected and reported at the school, district, and state level—including the number of pupils in each of several categories from grades K (kindergarten) through 12. Dropout data and rates are calculated only for grades 7–12. Dropout statistics provide the number of students dropping out in a given school year and are collected at the school district level. These statistics are then reported to the PED. Additional information can be found for dropout rates on the PED website.

Results. American Indian students consistently have a lower attendance rate than their counterparts. The statewide, habitually truant students saw a slight decrease overall, due to clarifying the definition

Attendance

Attendance

of *habitually truant* at the school, district, and state level provided through EWS.

Conclusion. For a variety of reasons, the New Mexico students' drop-out data does not capture the underlying causes for native students' dropping out of school.

Action Plan. The IED will continue to partner and collaborate with school districts to provide support in the identification of the causes underlying students dropping out of school and in the implementation of successful strategies to address and ameliorate dropout rates. As indicated in the graduation section, the EWS is an effective tool for schools to use in identifying struggling students who exhibit signs of not persisting to graduation.

Non-attendance is a leading indicator of student disengagement. The PED, local education agencies (LEAs), and BIE can support recipient schools by teaching them interventions and encouraging their participation in the EWS training program. Both national, evidence-based practices and NM EWS participant experiences suggest that RTI intercessions are tremendously effective at supporting students who struggle with attendance. RTI Tier 1 interventions within the EWS often target school-wide attendance issues.

Early warning systems combine data systems with student response systems to identify students early and provide proactive responses to student needs. EWS use readily available data to alert teachers and administrators about students who are on the pathway to dropping out of school. A key benefit of early warning systems is that they help educators know what to look for amid the mountains of student data. Early warning systems can be implemented at the middle and high school levels—even as early as 6th grade. Researchers from the Everyone Graduates Center found that more than 50 percent of students who dropped out could be identified as early as the 6th grade by using three key indicators (the ABCs):

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

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Parent and Community Involvement

Parent and Community Involvement

IED Objective. The parent and community objective is to ensure that parents; community-based organizations; 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 the public 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. Parent involvement helps students have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods. The 23 school districts including ZPSD schools submitted their parent and community involvement indicators through a district-wide survey issued by IED. The IED team analyzed the data to determine which districts require assistance or additional support for parental and community involvement initiatives.

Results. The charts and tables below indicate the number of programs and activities held for community and parents as reported by the 23 districts and in support of American Indian students and educational opportunities. Increased activities take place during the spring season of the school year with parent advisories and Indian Education Committees. The graphs below indicate various methods of parent and community submitted by districts.

Source: 2016 District-Wide Survey

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

Action Plan. The IED seeks to support school districts and schools in developing, implementing, and reporting on activities that demonstrate a positive impact on student achievement and well-being throughout the school year. The division provides technical assistance and training in order to strengthen their support of continued collaboration and consultation on allied efforts that lead to improvements in students’ academic achievement and well-being. The IED believes that significantly more emphasis must be placed on the important roles that parents, families, and communities can and must play in raising student performance and closing achievement gaps. The IED has long advocated for policies to assist and encourage parents, families, and communities to become actively engaged in their public schools and become an integral part of school improvement efforts.

ZPSD continues to schedule monthly meetings to involve parents/community members to attend so that academic information as well as funding sources are shared and how the district utilizes the funding for programs in all the schools. The JOM/IEC parent group is highly visible in the community for evening activities

to gather input needed for future federal/state applications.

The following Parent Survey was issued out along with the respondents information

Parent Survey on the Quality of Education

- Q1 My child is safe at school.
- Q2 My child's school building is in good repair and has sufficient space to support quality education.
- Q3 My child's school holds high expectations for academic achievement.
- Q4 School personnel encourage me to participate in my child's education.
- Q5 The school offers adequate access to up-to-date computers and technologies.
- Q6 School staff maintain consistent discipline, which is conducive to learning.
- Q7 My child has an adequate choice of school-sponsored extracurricular activities.
- Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Agree and Strongly Agree (%Respondents) Survey										
	Count	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	623	93	91	90	91	79	76	79	89	85	91
Shiwi Tsana Elementary	402	96	97	92	97	83	78	79	94	89	92
Twin Buttes High	20	100	100	100	100	100	100	89	100	100	100
Zuni High	104	88	83	88	71	61	68	77	77	73	90
Zuni Middle	97	87	74	85	82	76	74	77	85	78	86

Source: PED anonymous survey collected from parents annually

Tribal Education Status Report

Zuni Public School District

2017-18

Educational Programs Targeting Tribal Students

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

Background. The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian 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. The Bilingual Multicultural Educational Program provides an annual report that includes data garnered from the STARS system and analyzed. For additional information or inquiries regarding bilingual multicultural education programs (BMEPs), please see the Bilingual Multicultural Educational Program annual report on the PED website. Additional PED bureaus provide assistance and input into the education programs supporting American Indian students statewide.

Results According to ZPSD' 2016-17 District Report Card, Native American students accounted for 98.1 percent (1,273) of the total population attending New Mexico's public schools.

Conclusion. Across the state, there are activities and educational programs that target American Indian students. In order to promote the sharing of best practices and supporting program improvement efforts, the mechanisms by which these programs function successfully or break down need to be properly documented and disseminated.

Action Plan. The plan is to develop an equity tool of key indicators. This formula will allow districts to reflect on equitable distribution of resources and equitable participation of students in programs and coursework that leads to college and career readiness and success in life.

The PSB has several initiatives aimed at improving student performance in mathematics and English language arts (ELA). Based on the A-F School Grading Accountability System, which is comprised of a school grade and on an assigned status of *priority* or *focus*—depending on that grade—districts and schools receive differentiated support to address low student performance.

The support provided to districts and schools can take the form of the following: regional support from the PSB, school support, implementation of Principals Pursuing Excellence and Teachers Pursuing Excellence programs, and PD on utilizing data-driven instruction for better student outcomes.

ZPSD currently operates the Dual Language program in Kindergarten - First Grades based on research indicating that these are the formative years when children are at their peak for learning new languages. It is the foundational years when students go through the "breakthrough phase" and move on up to the progression of learning and building proficiency in a new language. ZPSD is working with

an outside consultant to develop a revised Zuni Curriculum which should be finished by the next school year, and will go before the ZPSD School Board for approval.

Tribal Education Status Report Zuni Public School District

Financial Reports

IED 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 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

Prior to the creation of the current formula, school funding methods had created a high degree of 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 level, while minimizing the financial loss to the richest districts. As a result of the committee’s work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country.

The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students. (<http://ped.state.nm.us/div/fin/school.budget/index.html>)

Methods. The 23 school districts submitted their financial report per the Public School Finance Act. The IED team analyzed the data to determine which districts or charter schools may require additional assistance to maximize educational opportunities for American Indian students. (<http://ped.state.nm.us/div/fin/school.budget/index.html>)

Results. The financial reports indicator submissions are illustrated below, which includes the schools and charters that receive federal funds such as Title VII, Title VIII, and Johnson O’Malley (JOM) funds. The schools and charters use operational resources to ensure that resources are applied to American Indian students’ educational opportunities.

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

Action Plan. The IED will perform reviews of fund utilization to ensure fiscal expenditures are aligned with the needs of the New Mexico American Indian student population.

Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school.

The district summary includes its locally authorized charter schools.

	Amount	Percent
	\$	%
Capital Outlay	\$554,796	2.9
Central Services	\$1,155,334	6.0
Community Services	\$0	0.0
Debt Service	\$699,300	3.6
Food Services	\$859,130	4.5
General Administration	\$1,175,412	6.1
Instruction	\$9,085,983	47.3
Instruction Support Services	\$287,002	1.5
Operations & Maintenance	\$2,572,459	13.4
Other Support Services	\$875	0.0
School Administration	\$806,404	4.2
Student Support Services	\$1,524,916	7.9
Student Transportation	\$484,801	2.5

Source: PED School Budget and Financial Analysis Bureau

ZPSD 2016 – 17 Funding Sources	
JOM	\$140,034
Title VI	\$248,198
District Initiative	\$11,500
Title VIII (Sped)	\$165,115
Title VIII (Indian Ed)	\$1,827,601

Tribal Education Status Report

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Current Status of Federal Indian Education Policies and Procedures

IED Objective. The objective of Indian policies and procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

Background. Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

Methods. The 23 school districts submitted their current IPP simultaneously with their district’s Impact Aid application. Each district’s process of developing and implementing an annual IPP starts each fiscal year with the involvement of the district’s Indian Education Committee/Parent Advisory Committees.

Results. ZPSD and the Pueblo of Zuni developed their IPP which was submitted along with their Title VIII Impact Aid application.

Conclusion. The 23 school districts provided the development and submission of their annual IPP, supporting the Impact Aid requirements and Indian Education Act.

Action Plan. The objective is to ensure that New Mexico school districts’ and charter schools’ IPP are in compliance with appropriate tribal consultations throughout the school year. To this end, both entities are encouraged to continue to conduct meaningful collaborations and consultations in support of American Indian students.

ZPSD ensures that parent/community input is sought at their Johnson O’Malley and Indian Education Committee monthly meetings. Public input is on the agenda for every meeting for parents, students and Tribal officials to engage in and provide their feedback on spending of funds.

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Zuni Public School District

School District Initiatives

IED Objective. The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

Background. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue.

The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school.

Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods. Dropout statistics report the number of students dropping out in a given school year and are collected at the school district level. Student membership is also collected and reported at the school, district, and state level, including the number of pupils in each of several categories from grades K through 12.

Dropout data and rates are calculated only for grades 7–12. A student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. This means that students dropping out during the regular school term in year one, who are not re-enrolled in school on October 1 of year two, are reported as year one dropouts. This is recorded in the dropout report in year two.

Results. In order to retain students in school, New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Even with these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resourcing continues to be an additional burden.

Conclusion. New Mexico students drop out for a variety of reasons and the data does not always capture the underlying causes. The top three reasons reported include student: 1) did not re-enroll; 2) had an invalid transfer; and 3) intends to take GED.

What is not reflected in the reported reasons are the social, health, and economic stresses that can affect dropout rates. Poverty is an underlying stress factor. For example, without adequate health care and nutrition, students may be absent more often from school due to poor health. Sometimes, family economics may require an older sibling to care for younger siblings who are at home, thereby affecting the student’s regular school attendance. Students may leave school to help support their families. Some other factors that can influence dropout rates are: experimentation with drugs, teen pregnancy, chronic diseases, and being the victim of bullying.

Action Plan. The objective is to encourage schools to continue to support efforts of American Indian students stay in school or become re-engaged. This can occur with the implementation of academic

and cultural awareness and through collaboration with tribal governments.

ZPSD provides an initiative for the high schools to hold a one-day Career Fair in the Fall and Spring for career readiness. Both district and tribal programs, as well as military recruiters set up booths and do presentations for 9-12 grades. It is held in the gym due to the large number of participants. The schedule allows students to participate during their regular school day.

Tribal Education Status Report Zuni Public School District

Public School Use of Variable School Calendars

Variable School Calendars

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

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

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

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

Results. The chart below lists the variable school days that are offered to American Indian students within the 23 districts. This list serves as a guide to days of Native importance during the school year 2016–2017. Per the 2016 District Survey, 48 percent of the districts follow a variable calendar and have a school calendar committee involved in the decision making.

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

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

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VARIABLE CALENDAR DAYS IN NEW MEXICO	
All Souls Day (November 1 st)	Pueblo of Nambe Feast Day
Alamo Indian Days	Pueblo of Pojoaque Feast Day
Cultural Day, Pueblo of Acoma	Pueblo of San Ildefonso Feast Day
Gathering of Nations	Pueblo of Santa Ana Feast Day
Jicarilla Apache Tribal Feast, Go Jii Ya	Pueblo of Santa Clara Feast Day
Mescal Harvest and Roast	Pueblo of Santo Domingo Feast Day
Native American Senior Day	Pueblo of Tesuque Feast Day
Navajo Sovereignty Day	Pueblo Taos Feast-San Geronimo Feast Day
Ohkay Owingeh Corn Dance	Pueblo of Zia Feast Day
Ohkay Owingeh Feast Day	Pueblo of Zuni-Shalako
Pueblo of Acoma Feast Day	Shiprock Northern Navajo Fair (Professional Development Day)
Pueblo of Cochiti Feast Day	Tribal Governor's Irrigation Day
Pueblo of Isleta Feast Day	Winter and Spring Break extended to accommodate dances
Pueblo of Jemez Feast Day	Zuni Appreciation Day
Pueblo of Laguna Feast Day	

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School District Consultations

School District Consultations

<p>IED 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. Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.</p>
<p>Methods. The school districts submitted responses on district-wide surveys that provided input into the number of times districts met and discussed American Indian students’ educational opportunities with the district’s Indian Education Committee, parent advisory committees, Tribes, Indian organizations, and other tribal community organizations.</p>
<p>Results. The dates listed below are the start of meetings by ZPSD and the Zuni Tribe for consultations with tribal stakeholders in the local decision-making process during the 2016–2017 school year.</p>
<p>Conclusion. LEAs developed working relationships with their Indian Education Committee (IEC), parent advisory committees, Tribes, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.</p>
<p>Action Plan. The objective of ZPSD is to continue to work collaboratively with our parent advisory groups (JOM/IEC), district staff, and our tribal leaders. All stakeholders will be invited to attend public hearings, JOM monthly meetings, School Board monthly meetings to share data, listen to parent input/recommendations and strengthen the relationship among the district/schools, parents, and community.</p>

Date	Purpose of Meeting
May 3, 2017	ZPSD/Tribal Consultation
May 17, 2017	ZPSD/Tribal Consultation
June 13, 2017	ZPSD/Tribal Consultation
October 5, 2017	ZPSD/Tribal Consultation
November 20, 2017	Public Hearing for Title VIII
November 29, 2017	Public Hearing for Title VIII
October 17 & 19, 2017	Public Hearing for Title VI
October 19, 2017	Public Hearing for Title VI

