

Tribal Education Status Report

Hozho Academy

2018-2019

Student Achievement Data

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 2018–2019, students in grades K–2 were tested in reading using the Istation assessment, and students in grades 3–11 were tested using the New Mexico Alternative Assessments which took the place of PARCC. All ELL students were given the ACCESS test.

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 the Istation Assessment and the New Mexico Alternative Assessment 2018 test results. Hozho Academy student data is included in the graphs.

Conclusion. Our Native American students continue to score

Hozho Academy's Action Plan.

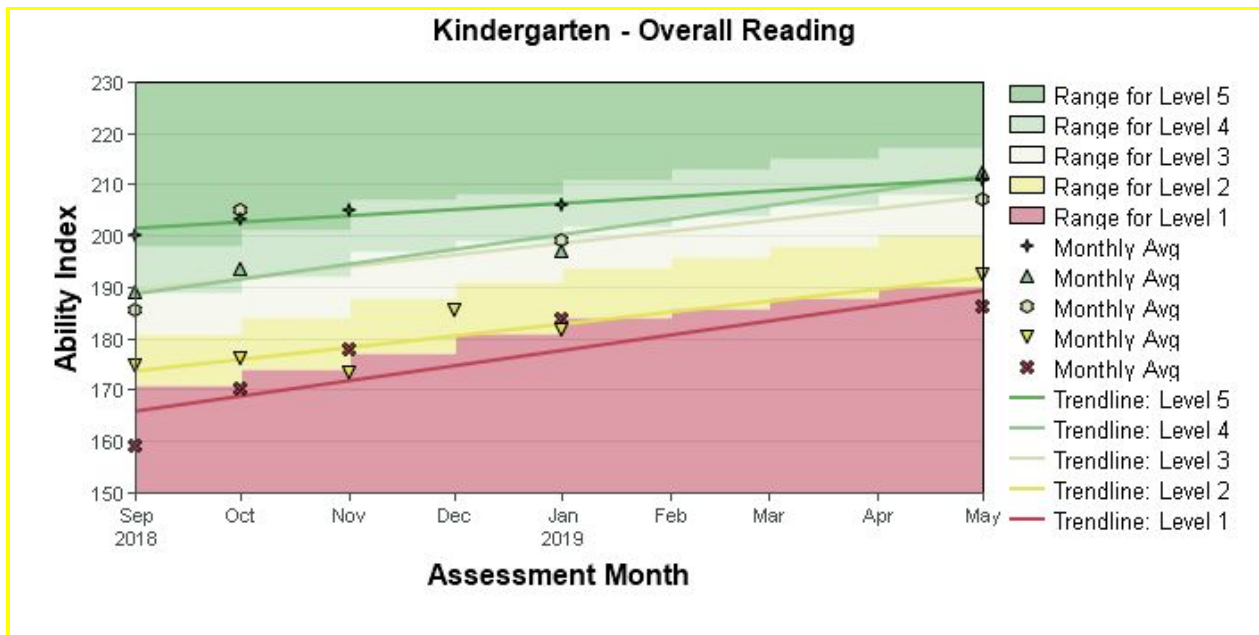
- ❖ Increase the student attendance/graduation rate over the next three years.
- ❖ Decrease student truancy rates at each school site over the next three years.
- ❖ Students will demonstrate academic growth in literacy, math and science (K-6) by 5-10% growth in Reading and Math for school year 2019-20.

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. Hozho's district grade has not been determined since this is the first year the school has been in operation.

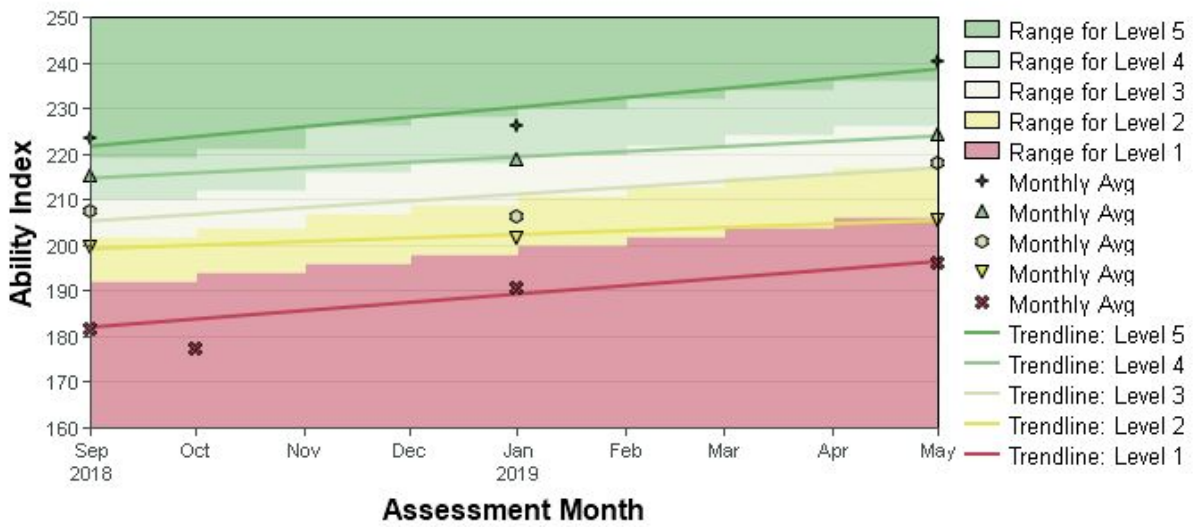
The support provided to districts, schools, and staff can take the following forms:

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

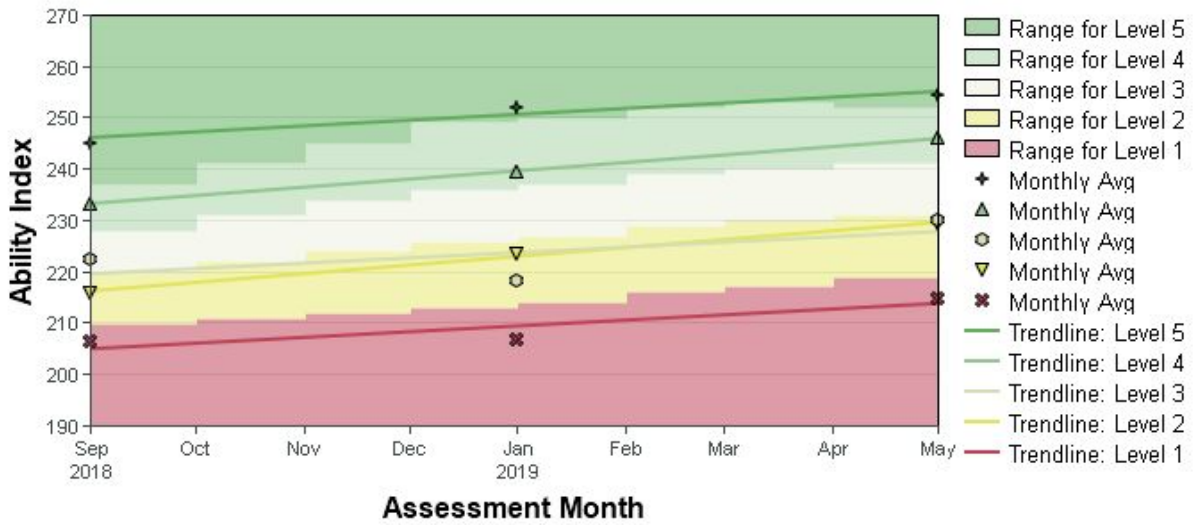
IStation 2018-2019



1st Grade - Overall Reading



2nd Grade - Overall Reading



New Mexico Science Assessment 2018-2019

			Percent of students who scored in each Proficiency Level				Percent of students who scored Proficient & Advanced	
	Students Tested	Average Scaled Score	Beginning Steps	Nearing Proficiency	Proficient	Advanced	School/District	State
School	22	438	0%	27%	45%	0%	45%	44%
Gender								
Female	12	443	0%	33%	67%	0%	67%	43%
Male	9	-	-	-	-	-	-	44%
Ethnicity								
AI/AN	10	432	50%	40%	10%	0%	10%	25%
Asian/Pac	0	-	-	-	-	-	-	62%
Black	0	-	-	-	-	-	-	38%
White	11	445	0%	18%	82%	0%	82%	63%
Hispanic	0	-	-	-	-	-	-	39%

**New Mexico Alternative Assessment (PARCC)
2018-2019**

3rd Grade		
	ELA	Math
Exceeds	0	0
Meets	7	1
Approaching	6	9
Partially Met	6	12
Did Not Meet	6	3
Total Students Tested: 40		

4th Grade		
	ELA	Math
Exceeds	1	0
Meets	9	6
Approaching	9	6
Partially Met	5	7
Did Not Meet	2	5
Total Students Tested: 50		

5th Grade		
	ELA	Math
Exceeds	0	0
Meets	7	5
Approaching	3	1
Partially Met	8	3

Did Not Meet	3	11
Total Students Tested: 41		

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School Safety

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

Background. New Mexico 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 Hozho Academy has submitted their current Safety plans and has been approved by the NMPED.

Results. The safe schools' indicator submissions 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. Hozho Academy continues to work with staff, and emergency personnel 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. Hozho Academy will continue to partner with CSHWB to identify and work with school personnel to complete all of the safe schools indicators. Hozho will identify key persons to partner with other tribal agencies/programs to encourage the ongoing planning and coordination of services to keep schools safe.

Hozho 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

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. Hozho Academy is a State Charter School that serves students in Kindergarten through 5th grade. Every new school year Hozho will be adding a grade in hopes of having a K-12 grade school. Currently, **Hozho has no data to report on graduation rates.**

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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 Hozho Academy 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 2018–2019, 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 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

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 benefiting 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. Hozho Academy sent out a parent survey at the end of the school year.

Results.

Q1. What aspect of Hozho prompted your enrollment? Top 2 choices curriculum and teaching of virtues

Q2. How do you want to receive news? top answer (85%) email

Q3. How welcome do you feel at Hozho? top answer (93%) Very welcome

Q4. How safe do you/your child feel at Hozho? (80% very safe 20% safe most of the time)

Q5. How satisfied are you with the curriculum (94% either satisfied or very satisfied)

Q6. How satisfied are you with your child's teacher (91% satisfied or very satisfied)

Q7. How satisfied are you with the leadership (96% satisfied or very satisfied)

Q8. How do you feel Hozho is preparing your child for college/career (97% either to some to to a great extent)

Q9. Overall how satisfied are you with Hozho (97% satisfied or very satisfied)

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. Hozho Academy 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.

Hozho Academy will continue to send parent surveys and respond to the information shared through appropriate action plans.

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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. Last year, the population of Native American students at Hozho Academy was 55%. A majority (more than 90%) of those students are Navajo.

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.

Hozho Academy currently offers Dine Culture and Language program in Kindergarten - sixth grade 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.

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Financial Report

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 disequalization 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 noncategorical 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.

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.

The only funding received during the fiscal year was SEG funding and the State Fine Arts Grant. Title 1,2,4 and IDEA funding was not allocated until after June 30, 2019.

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.

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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 principal of Hozho Academy reached out by email and telephone to the PED and to members of the Navajo Nation who were designated for school and budget consultation including Dmitriy Neezhoni and Alan Blacksheep.

Results. Alan Blacksheep indicated that since no Title One funds had been allocated to the school for the 2018-19 school year and no information was available on the Title funding for the fiscal year 2019-20 at the time of the budget planning.

Conclusion. Mr. Blacksheep decided not to meet but decided we should meet next year.

Action Plan. Hozho Academy will reach out to members of the Navajo Tribal Consultation Committee throughout the 2019-20 school year. In addition, Hozho Academy hired an instructor in Navajo language and culture as well as an administrator who also serves on the Zuni School Board to provide additional support and direction. She will be incorporating Restorative Justice Practices for all Hozho students as well.

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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. Since Hozho Academy is an elementary school, attendance is required and drop out intervention plans have not been established.

Results. n/a

Conclusion. n/a

Action Plan. n/a

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Public School Use of Variable 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 2018–2019. Despite the fact that Hozho Academy follows the Gallup McKinley County Schools' calendar, Hozho Academy make a decision to continue to honor Navajo Sovereignty Day with a day off from school, even though GMCS has decided to hold school on this day.

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. Hozho will continue to honor Navajo Sovereignty Day with a day off from school.

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School District Consultations

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.

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.

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.

Results. Hozho Academy Principal has directly contacted the Navajo Nation Department of Education to schedule a consultation meeting with the department. Because this was the first year of Hozho's existence a consultation was not needed.

Conclusion. Hozho Academy was not able to meet in person with anyone from the Denie Education Tribal CONsultation Committee but contacts were made and a plan for further consultation was established for the upcoming school year.

Action Plan. The objective of Hozho Academy 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.