

TRIBAL EDUCATION STATUS REPORT – 2018-2019

Ruidoso Municipal School District

OBJECTIVE

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.

The Indian Education of Ruidoso School District has implemented measures to strengthen Apache culture and language, increase attendance and address challenges that exist across the school system.

These initiatives are collaborative efforts of all principals and Native American liaisons in consultation with community leaders and families, district administrators, and teachers in order to increase Native American proficiency in the state mandated tests.

BACKGROUND

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

METHODS

During school year (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 assessments. These New Mexico assessments include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; Partnership for the Assessment of Readiness for College and Careers (PARCC) English language arts (ELA) and math.

In SY 2018–2019, proficiencies, rather than scaled scores, were used to categorize student progress, with testing data reported as the number of students who met the cut-off point for proficiency. All assessment scores have been standardized to reflect proficiencies, and *proficient* and *above proficient* were combined. Masking rules were applied to all data to prevent identification of students in small groups (fewer than 10). This is known as suppression and is used to comply with the Family Educational Rights and Privacy Act (FERPA).

RESULTS

The data in this section show the schoolwide percentage of students who are at or above proficiency by ethnicity, as measured by the New Mexico assessments. 2018-2019 achievement data has just been released, and it has not been demographically released yet.

ACTION PLAN

1. Student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity. Any cell with an N of 9 or fewer must be masked.

RUIDOSO MUNICIPAL SCHOOL DISTRICT - STUDENT ACHIEVEMENT DATA										
Note: Numbers are in percent proficient.										
Year	School	Grades	Subject	ALL Students	White	Hispanic	Native American	Econ. Disadv	Students w/Disabilities	English Learners
17-18	Sierra Vista Primary	K-2	RDG	64	75	63	44	64	27	63
16-17	Sierra Vista Primary	K-2	RDG	59	70	52	62	59	26	42
17-18	White Mountain Elem	3--5	Parcc RDG	26	37	18	22	26	15	10
16-17	White Mountain Elem	3--5	ParccRDG	22	35	16	10	18	18	22
17-18	White Mountain Elem	3--5	ParccMTH	29	42	21	19	29	13	7
16-17	White Mountain Elem	3--5	ParccMTH	21	32	16	14	18	15	16
17-18	Ruidoso Middle School	6--8	Parcc RDG	36	49	30	22	36	9	10
16-17	Ruidoso Middle School	6--8	ParccRDG	27	42	23	10	25	14	8
17-18	Ruidoso Middle School	6--8	ParccMTH	26	34	21	17	26	5	10
16-17	Ruidoso Middle School	6--8	ParccMTH	19	31	14	10	17	10	5
17-18	Ruidoso High School	9--11	Parcc RDG	38	55	34	20	33	9	9
16-17	Ruidoso High School	9--11	ParccRDG	37	52	30	25	25	9	12
17-18	Ruidoso High School	9--11	ParccMTH	3	9	2	5	3	6	5
16-17	Ruidoso High School	9--11	ParccMTH	7	13	5	5	6	6	5
17-18	Ruidoso High School	9--12	CCR Succ.	73	80	71	56	69	59	71
16-17	Ruidoso High School	9--12	CCR Succ.	83	85	87	71	78	45	90

2. School safety

School safety is our first priority in the schools. The following are among our safety practices:

- In depth safety plan developed and revisited each school year.
- Emergency drills practiced throughout the school year –fire drills, severe weather drills, invader drills are examples.
- Limited access campuses. Doors remain closed and locked. Entry through a primary entry point where visitor is identified before entry is granted.
- Routine inspections of the site.
- Monitor fire extinguishers for serviceability.
- Identification cards and visitor’s pass for all adults on campus.
- Staff have undergone a background check.
- Trained staff perform supervision during dismissal and arrival to school.

Schools have developed safety plans that address the special needs of their campus. The plan includes many of the items listed above, but also may contain items not listed here.

3. The graduation rate

Graduation rates for the 4-year cohorts in the last three years for Ruidoso Municipal School District:

RUIDOSO MUNICIPAL SCHOOL DISTRICT - GRADUATION RATE										
Note: Numbers are in percent.										
Year	School	Grades	Subject	ALL Students	White	Hispanic	Native American	Econ. Disadv	Students w/Disabilities	English Learners
17-18	Ruidoso High School	9--12	Graduation Rate	82	84	81	78	77	64	82
16-17	Ruidoso High School	9--12	Graduation Rate	87	88	85	90	77	78	93
15-16	Ruidoso High School	9--12	Graduation Rate	86	87	84	90	76	74	80

Graduation rates are not yet available for School Year 2018-2019.

4. Attendance

Average daily attendance for students in the Ruidoso Municipal School District:

RUIDOSO MUNICIPAL SCHOOL DISTRICT - ATTENDANCE RATE										
Note: Numbers are in percent.										
Year	School	Grades	Subject	ALL Students	White	Hispanic	Native American	Econ. Disadv	Students w/Disabilities	English Learners
18-19	Sierra Vista Primary	K-2	Attendance	93	93	93	92	92	92	92
17-18	Sierra Vista Primary	K-2	Attendance	94	94	94	94	94	92	95
16-17	Sierra Vista Primary	K-2	Attendance	94	93	94	94	94	93	96
18-19	White Mountain Elem	3--5	Attendance	94	94	94	94	93	93	94
17-18	White Mountain Elem	3--5	Attendance	93	93	93	93	93	93	93
16-17	White Mountain Elem	3--5	Attendance	93	94	94	92	93	91	95
18-19	Ruidoso Middle School	6--8	Attendance	92	93	92	91	90	91	92
17-18	Ruidoso Middle School	6--8	Attendance	93	93	93	92	93	89	94
16-17	Ruidoso Middle School	6--8	Attendance	93	95	93	91	93	91	94
18-19	Ruidoso High School	9--11	Attendance	91	91	90	91	88	89	91
17-18	Ruidoso High School	9--11	Attendance	91	91	91	92	91	88	90
16-17	Ruidoso High School	9--11	Attendance	91	92	91	91	90	90	93

5. Parent and community involvement

- Indian Club Trip - Gathering of the Nations, Albuquerque, New Mexico
- ENLACE - Native American students present cultural research project to parents and Tribal Council members at the Inn of the Mountain Gods
- Pow Wow - Indian Club presents the Pow Wow for the entire school to learn about Native Culture
- Brave/Princess Pageant - students represent the school and tribe as RMS Brave/Princess
- Native American (NA) Liaison with Parent Action Committee (PAC), members of the SAC committee (school leadership team)

6. Educational programs targeting tribal students

- Staffed attendance clerk directly supports tribal students
- Tribal member visits campus to teach native American language
- Connections to the Tribal offices to collaborate on issues
- STEM/Robotics program, tutoring
- MESA
- One Book One Community
- Knowledge Bowl, One Book One Community

7. Financial reports

Objective: The financial objective is, through the use of public school funds, to ensure that Ruidoso Municipal Schools provide adequate operational resources to provide and improve services to tribal students.

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 more wealthy 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.

Methods and Results: The District provides services for one-on-one individual and specialized tutoring and addresses potential needs of Native American students in the core subjects of Reading, English and Math. The District provides transportation for after school activities including all sports programs, and after School Tutoring at the Ruidoso High School and Middle School. Elementary students regularly receive awards for outstanding attendance and achievement to encourage engagement in academic programming. Apache Language classes are available for interested students at Sierra Vista Primary and White Mountain Elementary. Native American Activity Clubs are active at each school site to share and promote cultural activities, and field trips are taken to the Mescalero Apache Reservation to enhance cultural awareness with the Tribal Elders. Native American Liaisons work closely with Native American community representatives to protect and enhance security for our Native American students by providing information at every meeting both in the School District and at the Tribal Offices. Each year the Native American Liaisons coordinate trips to the Gathering of Nations in Albuquerque, New Mexico, and to the White Sands National Monument for activities related to the Native American culture including uses for the "Sage" or the "Ghost Weed" – Tribal Elders often accompany the students to teach about this valuable tradition.

Native American students are involved in various fund raising activities with their school clubs. Selections are made by local judges for a Native American Princess Representative to be recognized annually. This Princess travels to Native American functions around New Mexico, and wears traditional native attire. Select students are awarded "Native American Student of the Year" as determined by the RMSD Instructional Staff. The students are awarded plaques

for this distinction, and this event receives strong parental involvement. Liaisons conduct phone calls, home visits or parent conferences on a regular basis. Academic achievement is always a strong focus area to increase attendance rates and decrease the drop-out rate.

8. Current status of federal Indian education policies and procedures

The District's Indian Education policies and procedures are current and agreed to as of December 6, 2018.

9. School district initiatives to decrease the number of student dropouts and increase attendance

- Staffed attendance clerk directly supports tribal students
- Contact with parents made to offer available support
- Nurse present on campus to reduce unnecessary early dismissal
- Native American Liaison calls and conducts home visits with families about tardies and absences (sends 5-10 day attendance letters) and makes referrals to Tribal Court for truancy, if necessary
- Weekly attendance drawing to encourage perfect attendance
- Local field trip for students with Perfect Attendance or High Honor Roll status

10. Public school use and variable school calendars

- The schools provide school calendars that address the needs of our school community.
- Draft copies of school calendars are often provided a year ahead of the current calendar.
- Lists of students and sponsors provided to school officials in order to prepare materials for students when they are absent for ceremonies or feast days.
- Cultural absences designated in PowerSchool (excused absence)

11. School district consultations with district Indian education committees, school-site parent advisory councils, tribal, municipal and Indian organizations

- Schools embrace Parent Advisory Councils (PACs). Most hold monthly meetings that engage the public decision making, festivals, or other activities for the students.
- Ruidoso Municipal School District meets with the Tribal leaders regarding offering of Apache Language to the primary school students

12. Indigenous research and evaluation measures and results for effective curricula for tribal students

These measures are currently not in place. However, Ruidoso Municipal School District is a partner with the NMPED in the creation of new and appropriate cultural and linguistic curricula for both our Native and non-English speakers.

CONCLUSION

The District will continue to work to provide American Indian students with programming to improve academic success, improve attendance, and reduce the dropout rate, while making all programming available to American Indian students.