



# TAOS MUNICIPAL SCHOOLS

## “Where Education Matters”

### TRIBAL EDUCATION STATUS REPORT SY 18-19

## STUDENT ACHIEVEMENT

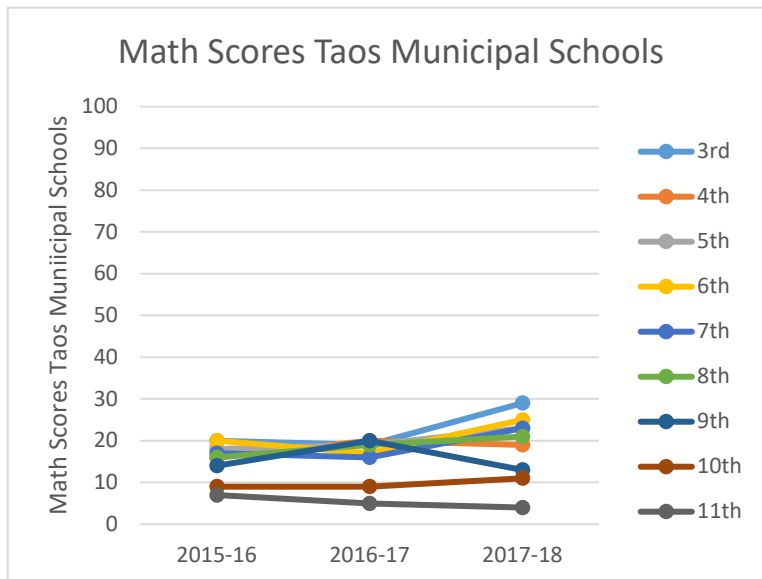
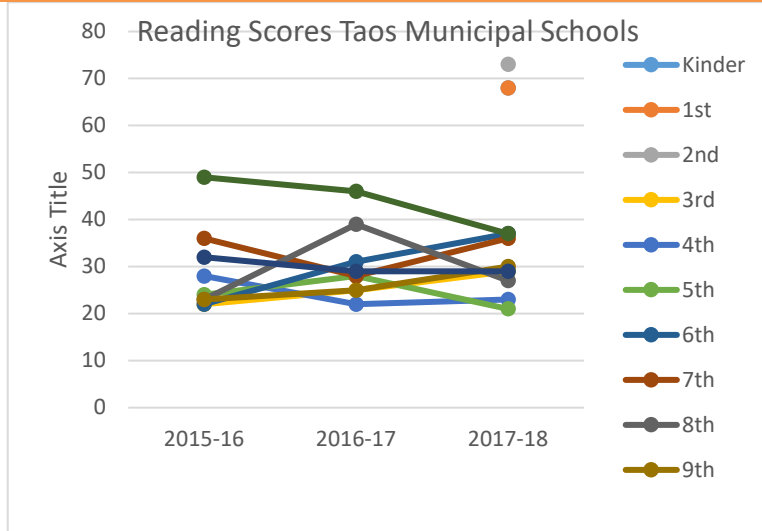
**OBJECTIVE:** to ensure students achievement in Taos Municipal Schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

### BACKGROUND:

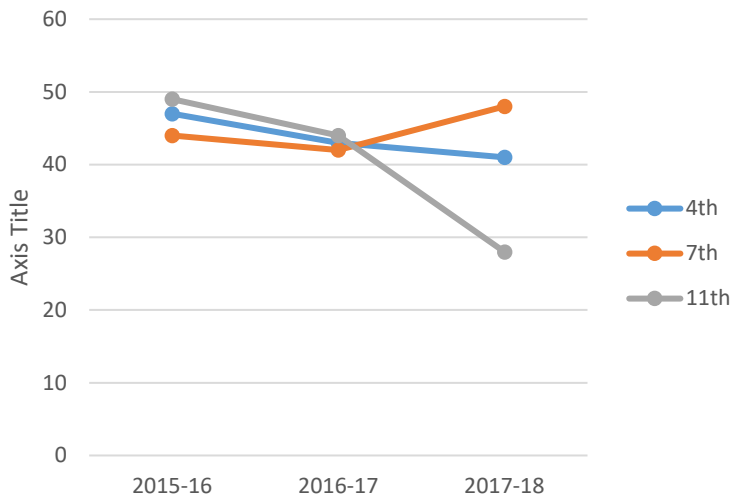
The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2; English language arts 3-11, math 3-11, which includes Algebra I, Algebra II, Geometry, Science, Spanish, Reading, Spanish reading, reading for students with disabilities, and science for students with disabilities.

**Methods:** For the 2018-19 school year Taos Municipal Schools used multiple assessments to measure student progress. Measures include NMSBA, SBA Science, I-Station,

### RESULTS:



### Science Scores Taos Municipal Schools



	Female			Male			Caucasian			African American		
	R	M	S	R	M	S	R	M	S	R	M	S
Proficiency Reading(R) Math(M) Science(S)												
2015-16	34	15	42	23	16	48	49	34	65	na	na	na
2016-17	45	16	39	32	16	38	58	33	63	53	na	na
2017-18	45	20	38	32	17	36	60	36	63	36	na	na
2018-19												

	Hispanic			Asian			American Indian			Economically Disadvantaged			Students w Disabilities		
	R	M	S	R	M	S	R	M	S	R	M	S	R	M	S
Proficiency Reading(R) Math(M) Science(S)															
2015-16	22	11	39	58	33	na	17	4	38	23	12	41	10	9	23
2016-17	33	16	34	69	39	na	23	8	22	34	13	35	21	8	13
2017-18	33	14	29	48	38	na	25	10	37	33	15	31	17	8	15
2018-19															

**CONCLUSION:** Taos Municipal Schools demonstrated some growth in the area of reading however, math continued to be an area of struggle for all including all subgroups and in all grade levels.

- ACTION PLAN** For the 2019-20 school year:
- Teachers will use unpacked standards to ensure that high priority standards are taught in all grade levels. Resources: CCSS, PD Time,
  - Teachers will create common formative assessments to monitor student progress in grade level standards.
  - Taos Municipal School district will provide Professional Development in TESOL strategies, literacy strategies, as well as Number Talks.
  - All TMS schools will implement AVID strategies in all classrooms. School sites will determine areas of implementation to promote student achievement. Resources: AVID trained teachers, AVID resources, Admin monitoring of implementation
  - TMS schools will provide Native American Students and families with Imagine Learning Math software program to provide support in mathematics. Resources: Imagine Learning Math, Native American Tutors to monitor program, computer access at home and school.
  - TMS will provide Native American students with tutors to help support classroom learning and monitoring of progress in school. Resources: Native American tutors
  - TMS will begin the implementation of a Tiwa language class for Taos Pueblo students at Enos Garcia Elementary school. Resources: Tiwa language teachers, classroom space, materials, collaboration with school staff.

# SCHOOL SAFETY

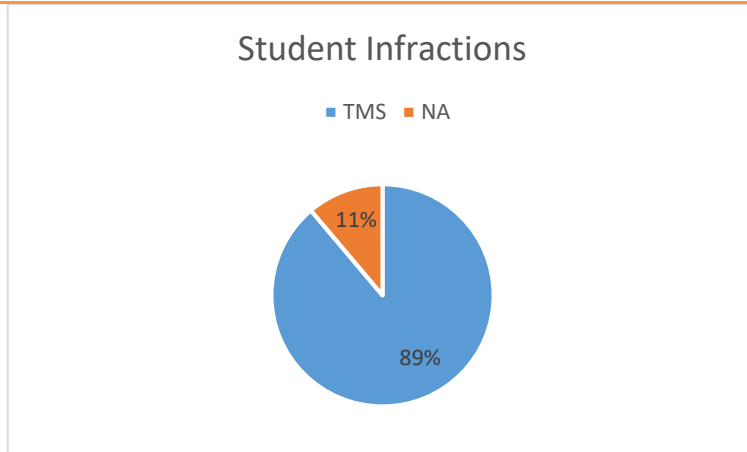
**Objective:** To ensure that students at Taos Municipal schools attend safe secure, and peaceful schools.

**Background:** TMS has a written policy for preventing and addressing harassment and bullying. The policy can be accessed on the TMS webpage (<http://www.taoschools.org/index.php/students-parents>).

**Method:** To gather data for students in sub groups Taos Municipal schools gathers data from

1. School Climate:
  - a. Taos Municipal Schools is a member of the Indian Education Committee which meets monthly to discuss goals and needs of Native American students.
  - b. TMS collaborates with Taos Pueblo Education Board to provide Cultural training for all TMS staff once a year.
  - c. School safety plans are implemented at all school sites.
2. Student Infractions: Student infractions include all school sites in the schools district.

## RESULTS:



Taos Municipal schools is implementing EWS to provide students and families with supports on attending school. Social Emotional development has been identified as a high priority area for all school sites. It is has been found that students are in need of emotional supports to help them navigate the the school systems and structures in order to be successful.

## CONCLUSION:

Taos Municipal Schools reported 5504 infractions that were at all levels of concern.

## ACTION PLAN:

- Taos Municipal Schools implements school safety plans that have been reviewed and approved by NMPED.
- School Social Workers have been employed at TMS high school, mid-school, and elementary schools to provide added supports to students in facing trauma.
- Enos Garcia elementary and Ranchos Elementary are working with community sources to become Community Schools to help support all students and families.
- TMS will work with tribal government

# GRADUATION RATE

**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. The adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

**METHOD:** Data includes graduation rates

TMS provides side by side academic tutoring, attendance support, college visits (Trinidad State Junior College and Ft. Lewis College), plus traditional and cultural activities (K-12).

- Moccasin Making
- Traditional Sewing
- Bandelier

**Results:**

	All Students %	Caucasian%	Afr Amer%	Hispanic%	Asian%	Amer Indian%	ED%	SWD%	ELL%
2015	69	65		71			65	61	
2016	78	77		78		75	77	76	65
2017	68	77		69		53	64	56	55
2018									

• Blanks indicate to few students to report      **Data to be reported when provided to district**

Taos Municipal Schools data includes graduation rates from all schools.

**Conclusion:**

American Indian graduation rates for the 2016 and 2017 cohort show that students were approximately at the same level as other subgroups.

**Action Plan:**

Taos Municipal schools will implement GEAR UP to help increase the graduation rate of students. AVID will be implemented at all grade levels to promote and begin students on the path to college and career readiness. Credit recovery is provided to Taos High School students to ensure that all Native American students are on the path to graduation. TMS collaborates with the Red Willow Education Center TPETD to provide a space and computer access for Native American students to work on credit recovery.

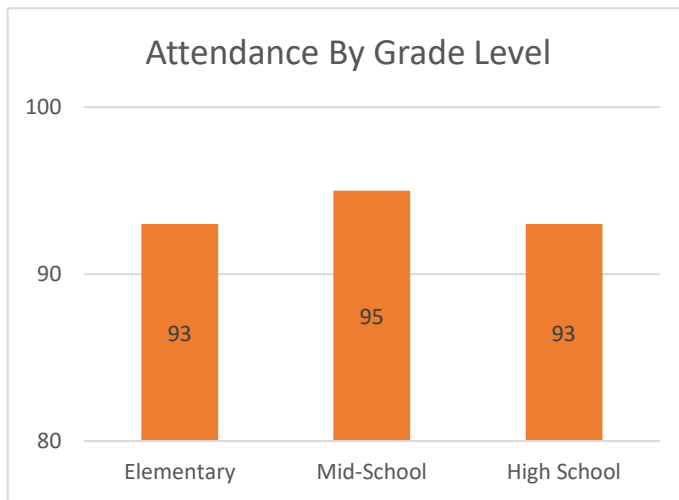
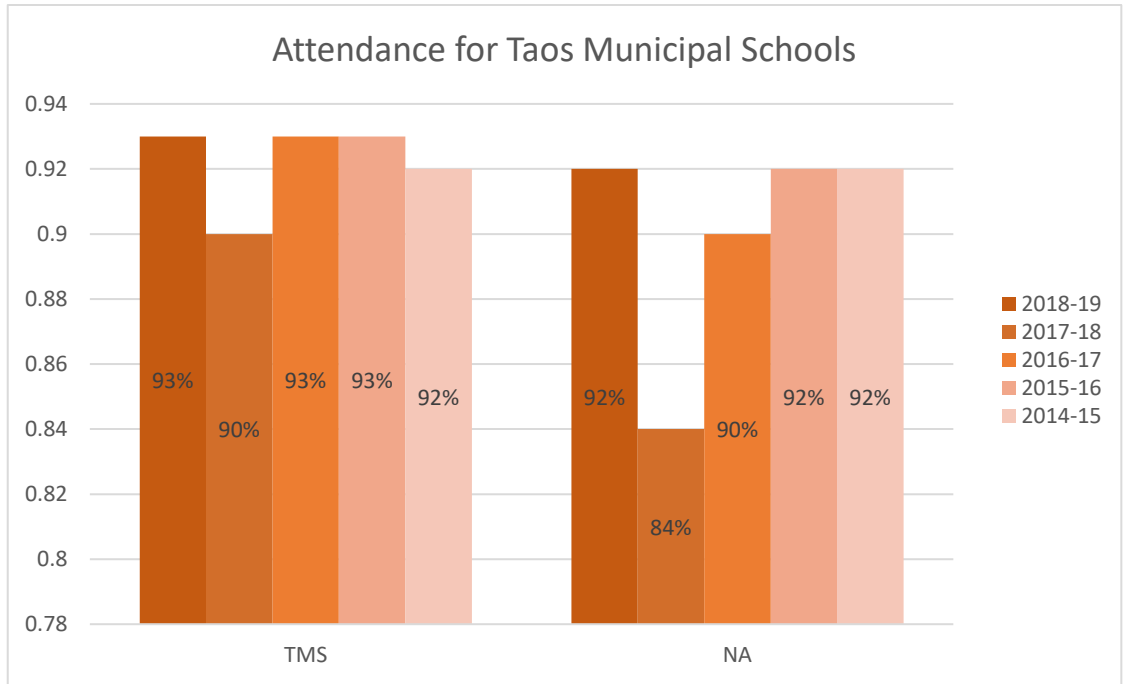
# ATTENDANCE

**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

**METHOD:** Taos Municipal Schools utilizes Power School and STARS to maintain and monitor attendance.

## RESULTS:



## Conclusion:

Taos Municipal Schools Indian Education Tutors review attendance of Native American students on a weekly basis. Tutors contact students and parents as needed when issues or concerns arise. Tutors follow up on school-generated attendance letters (3, 5, 7, and 10 day letters) and intervention meetings as needed. TMS has implemented an Early Warning System at secondary to proactively identify at-risk students for failure. Further, Indian Education Tutors and the College Liaison work with students to increase attendance, increase college readiness and decrease drop outs. Programs to support this work include college visits, and credit recovery summer school at Taos Pueblo Education and Training Division, and meetings to offer support to students and families.

<b>ACTION PLAN:</b>	<ul style="list-style-type: none"> <li>• Implement attendance and early warning system initiatives to ensure that students have access to school and educational supports.</li> <li>• Establish baselines for school attendance and increase rates to 92% or greater for Native American students at each school.</li> <li>• Establish baselines for students below grade level at each school and communicate with families strategies for increasing achievement.</li> <li>• Increase parent communication regarding next steps for student success (attendance and academics).</li> <li>• Increase awareness of Seal of Bi-literacy and support implementation for Taos Pueblo process for Taos Pueblo students</li> <li>• Continue to deepen collaboration with Tribal partners and families.</li> <li>• Support implementation of Tiwa Language program in Enos Garcia Elementary School.</li> </ul>
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## PARENT AND COMMUNITY INVOLVEMENT

**OBJECTIVE:** The parents and community objective is to ensure that parents; tribal departments of education/ community-based organizations; urban American Indian community members/ the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public an charter schools.

**BACKGROUND:** The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools-whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children's education, the result is an increase in student's academic achievement and an improvement in the student's overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhances interest in science among adolescents, increased language achievement, and sustained achievement gains.

**METHOD:** TMS Indian Education designees (Superintendent and Director of Federal Programs)1. meet monthly with the Indian Education Committee, the Taos Pueblo Board of Education, and the Taos Pueblo Education and Training Division. The purpose of these meetings is to share information, updates, initiatives, and to seek input to improve Indian Education programs. We 2. meet periodically with the Taos Pueblo Governor's Office to review TMS Indian Policies and Procedures, current and proposed programming, and to seek approval for grants. 3. Provide Tiwa language classes to students at Enos Garcia Elementary.

<b>Results:</b>	A parent survey is given to all families at the the back to school event at the start of the school year. Parents are surveyed on services that are needed and best dates to meet for the Indian Education Committee.
<b>Conclusion:</b>	Taos Municipal schools will continue to implement the program above. Parent involvement will be facilitated at each school site utilizing Native American tutors, School Social Workers, staff and administration.
<b>Action Plan:</b>	Taos Municipal Schools will meet with the Indian Education Committee monthly on the second Thursday of every month. Adjustments to the calendar will be made as needed. Meeting times will be adjusted for students to

## EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

**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 and Native Alaskan 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:** Taos Municipal schools provides Native American tutors to all American students in grades K-12. Tiwa language classes are provided to Enos Garcia elementary students.

<b>RESULTS:</b>	<p>TMS provides side by side academic tutoring, attendance support, college visits (Trinidad State Junior College and Ft. Lewis College), plus traditional and cultural activities (K-12).</p> <ul style="list-style-type: none"> <li>• Moccasin Making</li> <li>• Traditional Sewing</li> </ul> <p>Bandelier Field Trip for all Native American students</p>
<b>CONCLUSION:</b>	Taos Municipal schools is working to implement Native American studies to all students.
<b>ACTION PLAN:</b>	An American Indian program is being piloted in the curriculum at Taos Schools. Classrooms will be required to implement the following year.

## FINANCIAL REPORTS

**OBJECTIVE:** The financial objective is, through the use of public school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students.

**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

**RESULTS:** The Indian Education Office in TMS receives funding from four sources (Operational, Impact aid- Regular Education and Special Education, Title VI Formula Grant, and the NM SDI and Cultural Inclusion Grant). Indian Ed provides various levels of support to students in all TMS schools including locally authorized charters. Funding supports direct services to students through basic school supplies, side by side tutoring, college campus visits, and cultural activities.

- **TITLE VI - Indian, Native Hawaiian and Alaska Native Education-**Support the efforts of school districts in serving Native American students, so that they can meet the same challenging state student academic achievement standards that all other students are expected to meet.
- **TITLE VIII – Impact Aid Regular & Special Education-** Supports school districts burdened by the presence of nontaxable federal lands, installations and housing authorities to make up for lost revenues and additional costs associated with federal presence. School districts are also responsible for educating children of federal personnel who live and/or work on these properties.

**NM PED SDI Grant Funds-** Provided to 23 school districts and district-chartered schools who enroll a significant number of American Indian students for the purpose of providing effective culturally-relevant programs, opportunities and practices which contribute to the academic and cultural success of the Native students.

**CONCLUSION:** Taos Municipal Schools supports the funding of Native American tutors which has shown to support students within the program.

**ACTION PLAN:** Taos Municipal Schools will continue to utilize funds to support Native American programs that promote the cultural development of students, support them in the curriculum, builds their social emotional skills, and supports the growth of the Tiwa language development.

## INDIAN POLICIES AND PROCEDURES

**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:** TMS Indian Policies and Procedures are reviewed, updated, and approved annually by the Taos Pueblo Governor's Office, the Taos Pueblo Board of Education, the Indian Education Committee, the Superintendent of TMS, and the TMS Board of Education. The IPP includes agreements for the implementation of the seal of biliteracy whereby the Taos Pueblo Governor's Office certifies students for their accomplishments in Tiwa. A data sharing agreement was approved and signed by Taos Municipal Schools and Tribal Government in the last year that enables us to communicate across entities to better support students.

**RESULTS:** IPP attached to TESR

**CONCLUSION:** Taos Municipal Schools works extensively to promote the the collaboration between the Taos Pueblo tribe and the school district. This is demonstrated in the IED grants that are submitted for, the data sharing agreement between Taos Pueblo government as well as the IPP that is reviewed and resigned yearly.

**ACTION PLAN:** Taos Municipal Schools will continue to review and revisit the IPP with tribal government yearly, and resign the data sharing agreement.

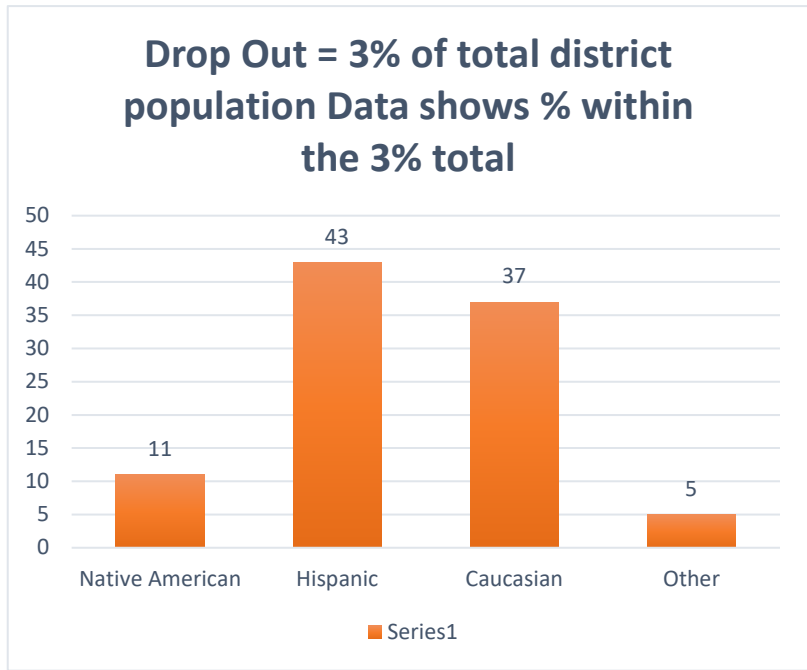
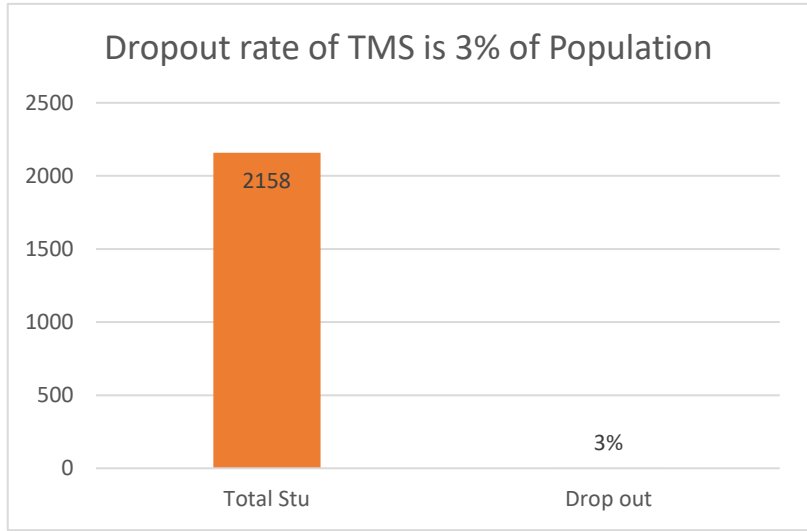
## SCHOOL DISTRICT INITIATIVES

**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 students 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 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:** TMS has implemented an Early Warning System at secondary to proactively identify at – risk students for failure. Further, Indian Education Tutors and the College Liaison work with students to increase attendance, increase college readiness and decrease drop outs. Programs to support this work include college visits, and credit recovery summer school at Taos Pueblo Education and Training Division, and meetings to offer support to students and families.

**RESULTS:**



**CONCLUSION:**

Taos Municipal Schools provides students with opportunities for credit recovery to help ensure that students are meeting graduation requirements. Alternative school settings as well as credit recovery services are provided to students.

**ACTION PLAN:**

Taos Municipal Schools will continue to collaborate with Red Willow education setting to provide credit recovery to Native American students.

**VARIABLE SCHOOL CALENDARS**

**OBJECTIVE:** The Taos Municipal Schools 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 AI 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 collaborations 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 district calendar is generated annually via a committee which includes representation from Taos Pueblo Tribal Government. The calendar denotes the largest cultural days for Taos Pueblo and all Taos Pueblo students are excused. Individual absences for other cultural activities are excused by the Taos Pueblo Governor's Office upon the request of parents.

**RESULTS:** Native American cultural days are worked into the school calendar throughout the school year. For example, September 30<sup>th</sup>, Taos Pueblo's San Geronimo Feast Day is included in the school calendar as Taos Pueblo Day, and all schools are closed for that day or a day attached to the weekend so that everyone can attend.

**CONCLUSION:** Collaboration between tribal government and Taos School District has created an inclusive calendar. Communication between school and Taos Pueblo is open to feedback from the Indian Education Board.

**ACTION PLAN:** Taos Municipal Schools will continue to have a representative from Taos Pueblo and the Indian Education Board to ensure that the cultural needs of Native American students and families are taken into consideration.

## SCHOOL DISTRICT CONSULTATIONS

**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:** TMS Indian Education designees (Superintendent and Director of Federal Programs) meet monthly with the Indian Education Committee, the Taos Pueblo Board of Education, and the Taos Pueblo Education and Training Division.

**RESULTS:** The purpose of these meetings is to share information, updates, initiatives, and to seek input to improve Indian Education programs. We meet periodically with the Taos Pueblo Governor's Office to review TMS Indian Policies and Procedures, current and proposed programming, and to seek approval for grants.

**CONCLUSION:** TMS schools maintains an open line of communication between Tribal entities and the school district.

**ACTION PLAN:** Taos Schools will continue to meet monthly with the Indian Education Committee, the Taos Pueblo Board of Education, and the Taos Pueblo Education and Training Division.

## INDIGENOUS RESEARCH, EVALUATION, AND CURRICULA

**OBJECTIVE:** The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.

**BACKGROUND:** Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

**METHODS:** TMS collaborates with Taos Pueblo annually to provide professional development to TMS teachers regarding the history and values of Taos Pueblo. In SY 2017-18, 7<sup>th</sup> grade Native American students participated in an special cohort to increase academic achievement and growth for Native American students in mathematics at Taos Middle School.

**RESULTS:** In SY 2017-18, 7<sup>th</sup> grade Native American students participated in an special cohort to increase academic achievement and growth for Native American students in mathematics at Taos Middle School. Credit recovery classes were implemented for Native American students.

**CONCLUSION:** TMS continues to seek improvements in strengthen and evaluate the curricula of native languages, culture, and history designed for tribal and non-tribal students within the school district.

**ACTION PLAN:** TMS will work with Taos Pueblo Board of Education to and Taos Pueblo Education and Training Division to provide support Tiwa language teachers. TMS is providing teachers with opportunities to participate in district trainings to strengthen and support classroom management skills and teaching strategies skill sets.

Resources: Indian Policies and Procedures, (2018-19 DRC and SRC data not available yet- to be added when available)  
 District and School Report Cards 2018-2019, TMS 18-19 School Calendar, Grant Applications & Budgets. See School Report Cards for additional performance info Total Student Enrollment K-12: 2569  
 Total Indian Student Enrollment: 278  
 Total Taos Pueblo Student Enrollment: 165

Total Native American Students Enrolled From Other Tribes= 113