

Aztec Municipal School District

DEPARTMENT OF INSTRUCTION AND FEDERAL PROGRAMS



Tribal Education Status Report

For School Year 2019-2020

Issued September 2020

Kirk Carpenter, Superintendent

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EXECUTIVE SUMMARY

Aztec Municipal School District Tribal Education Status reports on American Indian students enrolled in the district for school year 2019-2020. On the 120th day, attendance reported American Indian students represented at 18.4%. The school year began as successful as any other year, however the last quarter had our school district close to in-person learning due to the COVID-19 pandemic. Our students persevered and finished the school year with on line learning at home. Our students that resided in Kinteel Residential Campus, Inc. prove more difficulties due to lack of resources such as internet access and lack of computer/laptop/tablet equipment. Our focus were on our high school American Indian senior students in giving them access to laptops that were available from our district, to graduate on time. We did face a lack of computers so school work were printed and delivered to students that were in contact with their teacher, the Indian Education Coordinator and the Aztec High Schools Dean of Students.

The data and its impact on Aztec American Indian students have been compiled within this report. The major points in this report for our American Indian students include:

- Regression in academic achievement in Reading at 4%, Math at 3% and Science 16%
- American Indian females have higher proficiency in Reading
- Not economically disadvantage A.I. students indicates a -20% difference in Science
- A.I. English Language Learners report a higher proficiency rate in Reading
- A.I. students with disabilities also shows a higher proficiency rate in Reading
- Safety continues to be valued throughout the district
- Regression in our graduation data at 7.8%
- Attendance on average daily attendance at 94%
- Parent and community involvement continues as shared responsibility for students growth
- Of the 18.4% A.I. students, the majority are enrolled members for the Navajo Nation at 89%
- Navajo language, culture and government classes continues for its second year in the district
- Aztec district had an Aztec HS senior, member of the Navajo Nation receive the Bilingual Seal
- Tribal consultation with Navajo Nation Department of Dine' Education

INTRODUCTION

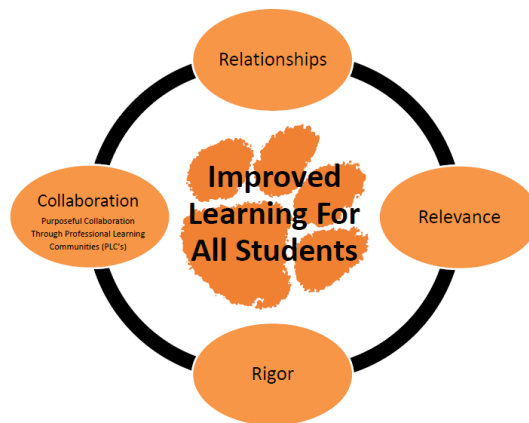
2019-2020

AZTEC MUNICIPAL SCHOOL DISTRICT MISSION

In a safe, caring environment, we will partner with our community to improve learning for all students.

AZTEC MUNICIPAL SCHOOL DISTRICT VISION

Become an exemplary school district which prepares our students to fulfill their highest potential.



Aztec Municipal School District has been actively engaged as a subcontractor with the Navajo Nation Johnson O'Malley program, the US Department of Education-Office of Indian Education-Indian Education Formula Grants and the New Mexico PED-Indian Education Division-Indian Education School District and Cultural Inclusion Initiative Grant, in serving American Indian students in order to identify and support effective programs that lead to increases in academic success. Identification and program support are accomplished by maximizing the use of available resources, collaborating with stakeholder entities, creating communication pathways, incorporating language and culture into academic programs, expanding academic options, and involving parents and communities in building capacity. These crucial interactions positively influence American Indian students' academic and cultural achievement.

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

22-23A-7. Report.

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

(1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;

(2) school safety;

(3) graduation rates;

(4) attendance;

(5) parent and community involvement;

(6) educational programs targeting tribal students;

(7) financial reports;

(8) current status of federal Indian education policies and procedures;

(9) school district initiatives to decrease the number of student dropouts and increase attendance;

(10) public school use of variable school calendars;

(11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

(12) indigenous research and evaluation measures and results for effective curricula for tribal students.

STUDENT ACHIEVEMENT

Objective. Aztec Municipal School District strategic plan addresses student achievement by focusing on academic achievement and rigor by expanding opportunities to meet the unique needs for individual students; personalize learning and ensure future ready skills by utilizing digital skills, teaching, learning and resources; and provide social/emotional learning to ensure success. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

Background. Aztec district American Indian students are measured by statewide assessments that are approved by PED to determine achievement and results are disaggregated by specialized groups that include: all students; American Indian students; American Indian economically disadvantaged; American Indian not economically disadvantaged; American Indian male; American Indian female; American Indian English Language learners; American Indian English Language proficient; economically disadvantaged; English Language learners; not economically disadvantaged; Non English Language learners; American Indian Students with Disabilities; American Indian Students without Disabilities; Non American Indian Students with Disabilities; and non-American Indian Students without Disabilities.

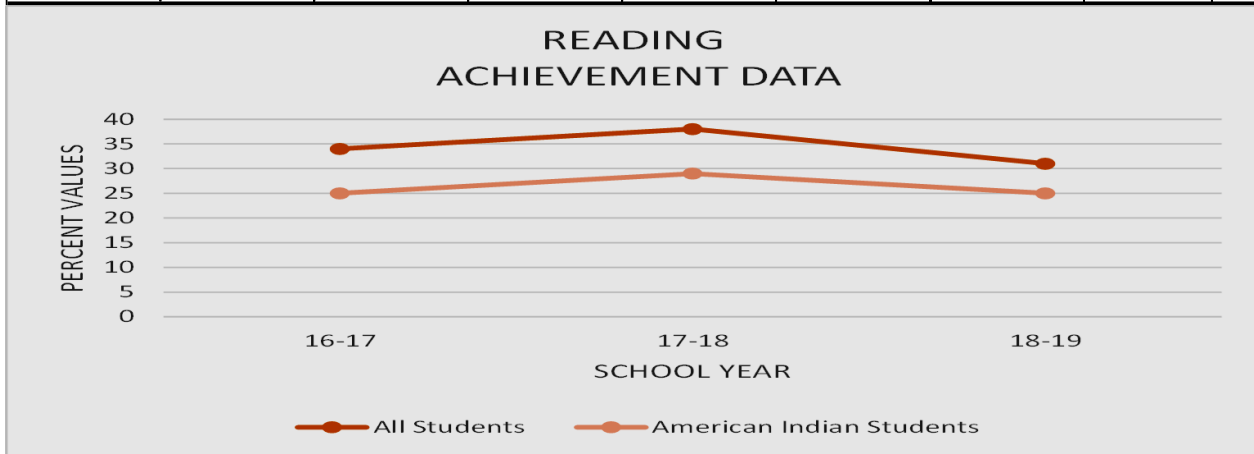
Methods. For school year 2016 through 2018, the PARCC test was used for assessing student achievement, and school year 2018 – 2019 the TAMELA test was used.

Results. The data presented indicates significant regression for both groups in the subject area of science with a difference of 15%-16% from the previous year. Reading shows a regression of -7% for all students and American Indian students indicates -4%. Math test results indicate for both populations a -3% regression from the previous school year. Gender comparisons for American Indian students in reading indicate that females have better reading scores by 14%. However, in the area of science, the genders are similar with a 1% advantage point in favor of females. The subgroups for economically disadvantaged indicate a 5% difference in reading and math, however in science there is a -12% difference between all students and A.I. students. Not economically disadvantaged data for science again shows a -20% difference not in favor for A.I. students. Reading proficiency for ELL American Indian students indicates higher percentage at 15% compared to all ELL students at 9%. Our non-ELL subgroups demonstrate a smaller difference at 4% between A.I. and all students while in science there is a huge 15% difference. Data for subgroup for students with disabilities indicate the A.I. students with a 2% higher percentage compared to all students with disabilities in the area of reading. There is a major difference between subgroups in the subject area of science at -19% but in math the difference is not as significant at 7%.

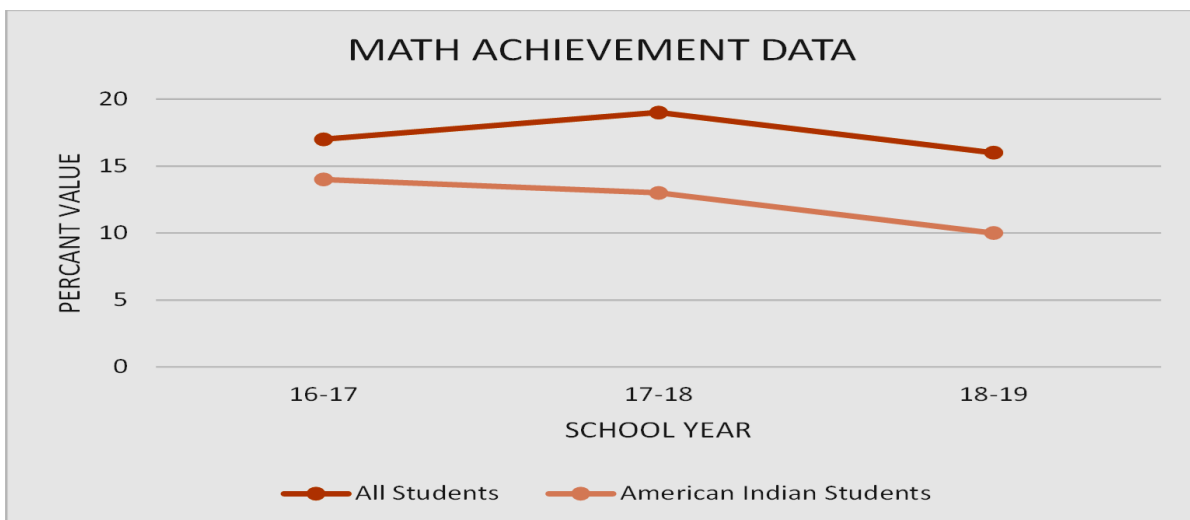
Conclusion. The data indicates a regression for all students and American Indian students in reading, math and science when comparing data over a three year period from school year 2016-2017 to 2018-2019, including the increase of American Indian students tested for SY18-19. Overall the subgroup data for American Indian students indicates in the subject area of science, there are huge differences compared to non-Indian students the highest difference at -20%. On the positive side, the American Indian students in ELL surpass by 6% when compared to all ELL students in the subject of reading as our A.I. students with disabilities surpass by 2% comparing all students with disabilities. Our A.I. females are proving proficient more so then A.I. males.

Action Plan. Aztec district will continue on working on strategic plans for all students including American Indian students through teacher teams, site leadership, aligning to Common Core State Standards, as well as students being responsible for learning, collaboration with parents, and the use of data in closing the academic achievement gap.

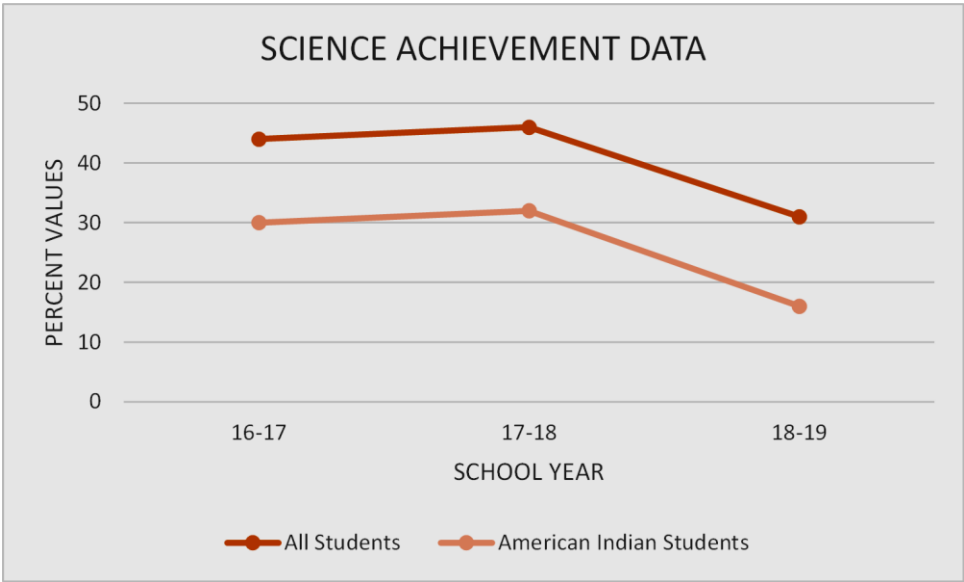
READING ACHIEVEMENT DATA								
	16-17		17-18			18-19		
Group	READING	PCT READING	READING	PCT READING	PCT Diff	READING	PCT READING	PCT Diff
All Students	2864	34	2756	38	4	2636	31	-7
American Indian Students	407	25	403	29	4	464	25	-4



MATH ACHIEVEMENT DATA								
	16-17		17-18			18-19		
Group	Math	PCT Math	Math	PCT Math	PCT Diff	Math	PCT Math	PCT Diff
All Students	2131	17	2116	19	2	1986	16	-3
American Indian Students	317	14	326	13	-1	363	10	-3



SCIENCE ACHIEVEMENT DATA								
Group	16-17		17-18			18-19		
	SCIENCE	PCT SCIENCE	SCIENCE	PCT SCIENCE	PCT DIFF	SCIENCE	PCT SCIENCE	PCT DIFF
All Students	712	44	835	46	2	760	31	-15
American Indian Students	90	30	132	32	2	152	16	-16



Subgroup	Reading Total	Reading Percent Proficient	Math Total	Math Percent Proficient	Science Total	Science Percent Proficient
All Students	2636	31	1986	16	760	31
American Indian	464	25	363	10	152	16
American Indian Male	209	17	157	7	62	16
American Indian Female	255	31	206	13	90	17
Economically Disadvantaged	2020	28	1436	15	519	27
American Indian Economically Disadvantage	386	23	289	10	117	15
Not Economically Disadvantaged	616	38	550	18	241	40
American Indian Not Economically Disadvantaged	78	33	74	12	35	20
English Language Learners	96	9	73	5	25	16
American Indian English Language Learners	34	15	25	≤10	14	≤20
Non English Language Learners	2540	31	1913	16	735	32
American Indian Not English Language Learners	430	25	338	11	138	17
Non-American Indian Students with Disabilities	329	7	285	7	97	16
American Indian Students with Disabilities	77	9	65	≤5	30	≤10
Non-American Indian Students without Disabilities	1843	36	1338	19	511	39
American Indian Students without Disabilities	387	28	298	12	122	20

≤ indicates masking rules used, results cannot be more specific

SCHOOL SAFETY

Objective. The Aztec Municipal Schools, “value safety and strive to have an internalized awareness of safety in our district. We cannot educate students in unsafe environments or situations, so it is imperative that we look at things through the safety lens. We do our best to train staff and students, raise awareness, and cooperate with other agencies to ensure that all of our students and staff are safe.” www.aztecschools.com/safety

Background. The Aztec Municipal Schools recognize that each school community has unique needs and resources which must be addressed to enhance the School-Level Safety Plan. The school safety plan reflects FEMA’s five mission areas: Prevention, Protection, Mitigation, Response and Recovery for before, during and after if an incident or emergency were to occur. Part of the school safety plan is to properly train school staff, faculty, and students to assess, facilitate, and implement response action to emergency events. We collaborate with community safety partners such as San Juan County Emergency management, San Juan Safe Communities, Department of Public Safety, San Juan County Sheriff, local community responders, health officials, and other outside entities, agencies, organizations and individuals in our safety efforts. Aztec district includes a voluntary notification system that includes attendance, announcements, and safety related notifications. In the fourth quarter of SY 19-20, COVID-19 pandemic closed all schools after following protocol from the NM Governor and NMPED.

Methods. Aztec School district safety plan is reviewed annually by each school’s safety committee in the five mission areas: Prevention, Protection, Mitigation, Response and Recovery for before, during and after if an incident or emergency were to occur. The safety report is submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB). Aztec district followed orders from NM Governor and NMPED on the COVID-19 pandemic that meant no schools were to be in session and students, staff were to work and learn from home.

Results. The school’s safety committee carries out and enforces the safety plan at each school site and building. This includes fire drill protocols, shelter in place drills more so when school starts at the beginning of the school year in August and September. The COVID-19 pandemic stay at home orders dictate our students and staff were kept safe.

Conclusion. As a district we value safety and strive to address our School-Level Safety plan, promote a school environment of learning for all students, staff, parents and stakeholders.

Action Plan. Aztec Municipal school district will continue to value safety and review our safety plan for areas of improvement while continuing to partner with entities, local community, agencies, organizations, incorporations and individuals for the benefit of students, staff, parents and stakeholders.

GRADUATION RATES

Objective. Ensure that all Aztec 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. Aztec district schools; Aztec High School and Vista Nueva High School, provide the opportunity for our American Indian students to attain the NM Diploma of Excellence certificate.

Methods. Our district follows the definition of a graduate as per NMPED's graduation cohort program. The cohort dictates when a student enters high school in 9th grade, the individual should be graduating in the fourth year. NMPED does include five and six year cohorts. The graduate is given the summer of their graduating year to fulfill requirements to attain their diploma. Therefore, our data will be behind a year when data is presented.

Results.

4 Year Graduation Rate 2017-2018, 2018-2019			
Group	SY 17-18	SY 18-19	Difference in Graduation Rate
All Students	76.9	75.6	-1.3
American Indian Students	76.4	68.6	-7.8

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

Conclusion. Our American Indian student population has a difference of 7% from all students within Aztec district between school year 17-18 and 18-19 when using the four year cohort.

Action Plan. Aztec district will continue to follow NMPED's guidelines by developing relevant pathways and opportunities for students to be college and career ready. The Indian Education coordinator will continue to provide after school tutoring for all American Indian students, parents, guardians and provide support by offering information leading to career and college planning.

ATTENDANCE

Objective. The Aztec Municipal Schools take steps to improve student attendance rates by developing prevention strategies and targeted interventions.

Background. Aztec district strategies for students to attend school include providing transportation, teacher teams in communicating to students and parents their progress, site leadership communicate expectation to staff; attendance team to implement an attendance improvement plan; district development of an attendance improvement plan; provision of intervention and enrichments targeted toward students that align with Common Core State Standards; students will have ownership in responsibility for their learning, setting goals; data that is analyzed, and collaboration with parents in building relationships for student learning; and report the attendance improvement plan. The aforementioned aligns to the, Attendance for Success Act Chapter 223 House Bill 236 2019. The use of attendance rates to measure student achievement data is linked to research that has shown that the more students are in school, the more access they have to high-quality instruction and highly effective teachers providing the high-quality instruction and learning opportunities for all students.

Methods. Student Teacher Accountability Reporting System (STARS) at the 120th day for attendance reporting. STARS data used to gather average daily attendance for groups enrolled in Aztec district for school year 2019-2020.

Results.

GROUPS	Frequency	Valid Percent
American Indian/Alaskan Native	526	18.4
Asian	12	0.4
Black or African American	39	1.4
Caucasian	2269	79.4
Native Hawaiian or Other Pacific Islander	11	0.4
Total	2857	100

STARS Home > STARS Staging Reporting > Public Folders > eScholar Framework - Verify > State Reports > Assessment > Student Snapshot Template Extract

On the 120th day, American Indian students enrolled in the district was at 18.4%.

All Students	93%
Asian	95%
African American	94%
Caucasian	93%
Hispanic	93%
American Indian	94%

American Indian students indicate a 1% over all students in average daily attendance.

Conclusion. Aztec Schools will continue to pursue interventions for students who are absent 5% or more of the time. American Indian students average daily attendance at 93.8% a 0.5% increase from school year 2017-2018, indicating a positive trend. Average daily attendance for SY 18-19 not available when reports were due at time of publication.

Action Plan. Aztec district will continue to provide an attendance team to implement an attendance improvement plan by developing strategies and targeted interventions while addressing unexcused absences, truancy and chronic absenteeism.

PARENT AND COMMUNITY INVOLVEMENT

Objective. Ensure Aztec district strategic plan in the focus area of community relationships, is strengthening current and developing new partnerships with local businesses, agencies, service organizations and the community and maintain transparency regarding the district’s challenges, achievements, and accomplishments with community stakeholders. To collaborate in finding ways to improve educational opportunities for American Indian students and all students by encouraging and fostering parental and community involvement.

Background. Aztec district operational values include: family is the primary influence in the development of the individual; a common set of moral values and ethical principles are essential for the stability of any society; meaningful relationships are essential to an individual’s growth and development; open communication strengthens trust; purposeful collaboration inspires excellence for staff and students; effective collaboration is based on trust, mutual respect, open and honest communication; sharing and implementing best practices is an important component of continuous improvement; everyone has worth and can make valuable contributions to society; each person is responsible for his or her own actions; a strong work ethic is essential to personal success; knowledge and learning create opportunities and enhance quality of life; a safe environment is essential to one’s ability to work and learn; education is a shared responsibility of our community; active participation in learning is the responsibility of each student; every individual can learn and must be held accountable to do so; readiness to participate in the global economy requires a rigorous and relevant education; service to others builds community; strong partnerships between communities and schools are integral to educating students in the 21st century. Aztec districts recognizes the Johnson O’Malley committee and the Title VI Indian Education Formula grant Parent/Student/Teacher Advisory committee. The three committee parent members represented have a child enrolled in the district; the student representative is a secondary HS student that graduated in May 2020 and another representative is an elementary teacher. School sites have parent committees as well. Aztec district has begun implementing an Equity Council that consist of parents and staff. Since the pandemic, the community of Aztec has assisted our students to access wi-fi spots to finish the school year.

Methods. Activities to promote parent and community involvement include: Indian Education meetings held at least six times a year; Public hearings held at least twice a year; Parent Teacher organizations meetings held once a month; Honoring Native American Heritage month; Honor American Indian Veterans; Math night; Literacy night; butcher sheep; ribbon skirt making; ribbon shirt/tie making and Navajo Shoe game night.

Results. The number of parent participants for activities ranged from three to over two hundred participants while the community support ranged from one to twenty five businesses to engage for their student learning and learning together for the well-being of our Aztec district children and our community.

Conclusion. The ability to offer several different activities builds relationships and breaks down barriers for a common goal for the safety and education of our students, parents, staff and stakeholders.

Action Plan. Aztec district will continually support the collaboration between parents and community to engage in programs that demonstrate positive impact towards the well-being, academics, home setting and behaviors for American Indian students. The, “all in, all the time,” attitude can be beneficial for the Aztec educational community.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective. Support the unique and specialized educational needs of Aztec American Indian students enrolled in the district.

Background. 18%(529) was the reported population for Aztec Schools American Indian students for SY 19-20, representing 16 tribes, the most accounted from the Navajo Nation at 89%. Aztec district offers the Dine language instruction for 6th to 12th grade students. Navajo Government is taught at Aztec High School allowing for Navajo students to apply for the Chief Manuelito scholarship. After school tutoring and transportation is provided for all American Indian students. At the elementary level, the students are given the opportunity to receive assistance with their homework and classes. At the middle school, the students are given the opportunity to attend and receive assistance from teacher tutors; while the high school has the same program but given the opportunity to receive assistance from their peers and teacher. The students are given the opportunity to gain knowledge from higher educational institutes and career programs with their participation such as the Southern Ute College and Career fair; UNM's American Indian days; Fort Lewis College campus tour; tour the campus of Southwestern Indian Polytechnic Institute (SIPI) and presentations by the Office of the Navajo Nation Student Financial Aid (ONNSFA) office. Through the Johnson O'Malley program, students are given school supplies and assistance for education expenses such as cap and gown; fees, etc. The Title VI program offers one on one between educational assistants and students at the elementary level under the ELL program. COVID-19 pandemic had the Indian Education Coordinator traveling to the Navajo Nation to deliver laptops and paper homework especially for graduating seniors to finish their coursework.

Methods. The methods used varied from program to program. Students in the Navajo language program were given an oral assessment at the start of the school year followed by an oral assessment posttest at the end of the school year. For students receiving assistance for school supplies, cap and gown, and fees, the parents had to fill out a survey for Title VI along with a sign in form for type of assistance requesting. Students attending off school sites completed a pre and post survey. The questions on the survey asked if the student had a goal when attending off-site events; do they feel they the tools to be a college student; and their recommendation for providing this type of off-site event. The after school program used attendance data when tutoring took place.

Results. The Navajo language oral pre-test showed 2% knowledge. Oral posttest was not given due to pandemic averting classes to online and participation from students varied. Aztec district had a student pass the Navajo language proficiency assessment that is given to seniors only. The student is recognized with a Bilingual seal on her diploma. 17% of the American Indian students requested assistance for school supplies; class project supplies; credit recovery fee; AP Course Exam fee; and cap and gown. The students attending off school sites reported a resounding positive feedback when attending educational events and recommend to continue the services. The majority appreciate that this was offered for them as they continue their higher education planning. One of the students response when attending the UNM/SIPI event, "Yes, it gives a lot of information about benefits and requirements for college. Yes, it a great experience and also full of a lot of information relating to what the college has to offer." Attendance data for after school tutoring are inclusive due to pandemic interrupting program.

Conclusion. Continuing to offer the Navajo language in a school setting has the capability to bring connections between children, parents and grandparents. For our non-Navajo students that participate in the classes, allows for understanding and to relate to the Navajo students. Offering after school tutoring benefits the American Indian students when the ratio between teacher and student is low and the ability to understand the subject while making up school work for missed school days or being involved in sports. Supporting students to attend college and career fairs, gives them direction and tools, as they set their goals in higher education and/or careers.

Action Plan. Aztec district will continue to support the unique and specialized needs for American Indians students and the various types of programs offered for students in become successful their future career and higher education endeavors.

FINANCIAL REPORTS

Objective. Aztec Municipal School District Strategies to include long range planning and budget development based on improving student learning for all students and staff.

Background. Aztec Municipal School District applies for funding that is geared toward American Indian students. The financial sources are Johnson O'Malley grant under Navajo Nation; Title VI Indian Education Formula grant with the U.S. Department of Education and the Indian Education Act grant with NMPED Indian Education Division.

Methods. The Johnson O'Malley grant is based on the 40th day student count for American Indian students enrolled in a tribe, nation or Pueblo. Title VI Indian Formula grant is based on a 30-day reporting period for American Indian students enrolled in Aztec district along with an ED 506 form on file in the American Indian office and/or submitted through PowerSchool enrollment processes. The Indian Education Act grant is awarded through a competitive process so long the district serves American Indian students.

Conclusion. The funding supports our Aztec American Indian students through parent committees, attending higher education institution events, local trips, conferences, assist in parental cost such as school supplies, cap and gown, fees, afterschool tutoring, transportation, cultural events, Navajo language teacher, educational assistances, professional development and the Indian Education Coordinator.

Action Plan. Aztec district will continue to align the programs and adhere to the contracts and receive feedback from interested stakeholders for financial programs supporting American Indian students. The Indian Education Coordinator will continually seek certificate of Indian blood forms and ED 506 forms while promoting the American Indian programs.

AMSD SY 2019-2020 American Indian Funding				
	Johnson O'Malley	Title VI	NMPED- IED SDI&IC	
Description:	25131	25184	27150	Total
Funding:	\$ 30,961.47	\$ 92,038.00	\$ 75,000.00	\$ 197,999.47

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective. Aztec Municipal School District does not meet the requirements to receive Federal Impact Aid therefore no reporting will be given.

Background.

Methods.

Results.

Conclusion.

Action Plan.

SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPUTS AND INCREASE ATTENDANCE

Objective. The Aztec Municipal School District takes steps to increase student attendance rates and decrease student dropout rates by developing prevention strategies and targeted interventions. Note: the information given aligns with number 4. Attendance information.

Background. Aztec district has begun enforcing and records are maintained and reported according to, Attendance for Success Act Chapter 223 House Bill 236 2019. The act affects children ages 5 to 18, who have not received a diploma that includes excused, unexcused absences, chronic absence rate, excessively absence rate and medical absence to include attendance teams and a district attendance plan. The four categories of the attendance system include whole school prevention; individualized prevention; early intervention and intensive support.

Methods. Aztec district reports its attendance improvement plan no later than 45 days after the beginning of the school year. An end of year report is reported to the local school board and made public on the school's website.

Results. Student Dropout rate 2018-2019 (one year lagged) 3.4%

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>District and Location Reports>Dropout Reports>Final Dropout Rates

Conclusion. The Act is in it is second year. However, the COVID-19 pandemic proves to be a challenge in following the Attendance act.

Action Plan. School will continually remind teachers to take attendance for every class session. Schools will notify parents of their student's attendance and advocate the importance of students attendance while taking classes in person or online.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective. To ensure Aztec schools collaborate with tribal governments to identify important cultural events in the American Indian students' lives and adjust their school calendars, when possible.

Background.

Aztec district does not lie on and does not border any reservation to take into account calendar days. The schools and the tribal parents/guardians do communicate with principals regarding cultural events on an individual basis for excused absences for their child.

Methods. Individual basis between school site principal and parent.

Results. The number is too small to be reported.

Conclusion. Aztec district recognizes our tribal students and continually works with the parent and child to make up work during the days of excused absence.

Action Plan. Aztec district will continue to collaborate with parents concerning students participating in cultural events.

*SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN
EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY
COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN
ORGANIZATIONS*

Objective. To ensure the district provide a means of developing mutual understanding of educational programs and collaborate with tribal entities in finding ways to improve educational opportunities for American Indian students

Background. The majority of Aztec district American Indian students are enrolled in the Navajo Nation therefore the district has been continuing having consultation since ESSA was adopted as the primary law governing K-12 education. Public hearings were held for Title VI Indian Education Formula grant and a meeting held with the parent advisory committee. Consultations occur with the JOM Indian Education committee throughout the year for budget transfer approval.

Methods. Communication by email with the Navajo Nation has been the source for consultation to be scheduled. The COVID-19 pandemic interrupted face-to-face meeting. Therefore, a zoom meeting was scheduled with Aztec district and Navajo Nation Department of Dine' Education (NNDODE). Aztec district sent our tribal consultation binder of programs offered for enrolled students in our district. Zoom meeting used for public hearing.

Results. Tribal consultation through Zoom did not occur due to technical difficulties. However, documents were sent to NNDODE and review was approved with signature that the consultation did occur. The public hearing had two parent participants that recommended ideas for information to be disseminated through Facebook and/or Snapchat; internships with PED for juniors and seniors; recommendation to consult with other tribes; assistant for Indian Education office; allow graduation caps to be beaded; and additional staff/resources for American Indian community.

Conclusion. Additional feedback from entities and parents would be welcomed and sought after.

Action Plan. Indian Education Coordinator has begun a Facebook page for the Native American community of Aztec district. Aztec district will continue to collaborate with NNDODE for student needs assessment and tribal consultation.

*INDIGENOUS RESEARCH AND EVALUATION MEASURES AND
RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS*

Objective. Ensure that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in Native languages, culture, curricula, history and educational programs designed for tribal and non-tribal students, in consultation with NM Tribes

Background. Aztec district has had participation with NMPED Indian Education Division's curriculum project in the subject area of History. However, the project came to a halt with change of Indian Education Division's director.

Methods.

Results. The Indian Education curriculum project came to a halt with the change of the Indian Education Division's director.

Conclusion. Aztec district collaboration with NMPED Indian Education Division continues for other projects that includes Equity Council, a needs assessment, systematic framework and accountability tool.

Action Plan. The Indian Education Coordinator for Aztec district will collaborate with the 520 teacher for Indigenous research, evaluation measures and curricula for our American Indian students. The district will continue completed NMPED Indian Education requirements that include student needs assessment; systematic framework and the accountability tool.

CONCLUSION

Aztec Municipal School District will continue to work with the NMPED Indian Education Division for the success of our enrolled American Indian students. While it is clear that the needs of American Indian students vary, major educational findings indicate that there is a need for continued, dynamic collaborative pathways, and such partnerships should be seen as a way of enriching the educational experience currently being offered to American Indian students by Aztec Municipal School District. This report recommends the continuous development and implementation of successful educational strategies and reliable and valid means of assessing their effectiveness or revised to better meet the academic and cultural needs.