

Central Consolidated School District



Tribal Education Status Report

For School Year 2019-2020

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Pandora E. Watchman

Head Administrator

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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. Dream Dine' Charter School's vision and mission is to teach dual language education through an experiential curriculum in Navajo and English to ensure student achievement is measured by statewide tests that are approved by PED. The results are disaggregated by ethnicity, gender, economic status, and disabilities. In turn, these results are used to develop an action plan each quarter utilizing strategies and programs that increase student achievement and reduce the achievement gap.

The objective for the Dine Language and Culture is for 100% of the students to make 10% growth on the Oral Dine Language assessment (ODLA) based upon the pre- and post-test.

Background.

The New Mexico assessments include the evaluation of student progress in the following areas: Reading, English, Math, Science and Navajo Language and Navajo Culture. The Department of Dine' Education developed the Oral Language Assessment (ODLA) and it is used in schools to monitor and assess instruction.

The ODLA test is recognized and accepted by NMPED Bilingual Department for measuring Dine' Language growth. Dream Dine' Charter School (DDCS) used the ODLA since 2014 when it first opened as a charter school and used this school year.

Methods.

During the SY 2019-2020 for the first three quarters, students in grades K-5 were tested in reading and math using the iStation assessment and NWEA(Northwestern Evaluation Association) MAP assessment, once COVID required closing of schools the state testing was not completed and all testing stopped and was waived.

All students are tested in a pre-test and post-test using the ODLA. A contracted licensed bilingual teacher administers the test to all students one-to-one to assure reliability in procedures and protocols. The pre-test was completed in the beginning of the year, but the post-test was not. The data collected will be used for the following year to see growth by comparing the two pre-tests.

Results.

State testing in iStation and the NM-MSSA (New Mexico Measured Students Success and Achievement) was not taken due to the outbreak of COVID-19 and all state testing was cancelled.

There are no results for the ODLA test due to COVID and the closing of schools in March 2020.

Conclusion.

Due to the situation with COVID it is unfortunate that learning loss occurred from mid-March 2020 to May 2020. Dream Dine' attempted to continue with online learning with approximately 43% attending intermittently until school ended in June. We continued with After School Tutoring in June with less than 10 students participating.

Action Plan.

The plan was to continue with online remote learning with as many students to participate in the learning. Teachers used the Zoom learning platform and continued with the lessons in Reading, Math and Dine Studies. IStation was completed by the students with 9 completing the tests. The results showed growth as the test was given at home without parameters for validity.

SCHOOL SAFETY

Objective.

To ensure that all students that attend Dream Dine are provided a learning environment and facility that is safe, secure, and peaceful so academic learning will occur.

The goal of the Prevention section of the School Safety Plan is to decrease the need for response as opposed to simply increasing response capability. The school staff reviewed the School Safety Plan annually to update and complete required training.

Background.

New Mexico has policies and procedures in place to keep students, staff and faculty safe in schools. These cover areas to assist our school and community partners to be a part of the revision of the school safety plan, to prevent occurrence and/or reoccurrences of undesirable events, properly train staff, faculty, and students to assess, facilitate, and implement response actions to emergency events and provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

Methods.

safe School Plan provides guidelines for ensuring a safe school environment. Prevention programs, such as health education, traffic safety, behavioral health referrals, secure schools and safe building and grounds provide DDCCS an environment that is healthy, safe, and conducive to learning.

Results.

There were no student infractions that occurred on campus in the SY 2019-2020. Students were referred for behavioral concerns which the Administrator referred to the local behavioral health office at the hospital. The school complete fire drills once a month as required with one shelter-in-place and Lock Down procedures per semester completed. These drills are kept on file at the school. Dream Dine Charter School is committed to providing a healthy, safe, and secure environment for students and employees. The

Conclusion.

DDCCS has a Safety Plan and a Wellness Plan on file with policies and procedures adopted by the Governing Council. These policies are reviewed yearly to update for approval.

Action Plan.

Community partnerships are developed within the community, such as with the hospital, chapter house officials, universities/colleges, Tribal entities, local businesses, etc to support the safety and wellness polices implementation. Existing and new community partnerships and sponsorships are evaluated to ensure consistency with school policies. The administrator follows the Emergency Drill schedule and submits that to PED as required. Training is required for all staff on a yearly basis to complete and certificates of completion are kept on file.

GRADUATION RATES

Objective.

This does not apply to DDCCS as the school currently serves Kindergarten through Fifth graders.

Background.**Methods.****Results.****Conclusion.****Action Plan.**

ATTENDANCE

Objective.

The attendance objective is that all students will attend school on a daily basis and on time through supportive school district initiatives addressing the decrease in dropout rate and increasing

Background.

The Compulsory School Attendance Rule 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 or charter school adopts the attendance policy. Each district that serves a large American Indian student population or one that borders on or around tribal lands reports the attendance rate. New Mexico pursues program and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and school districts 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 cohort graduation rate

Methods.

During the 2019-2020 school year, Dream Dine' provided incentives and awards on a monthly basis to students that attended school regularly to support the students to continue to attend school. The school used the Student Assistance Team (SAT) plan to address the needs of the students that struggled with attending school on a regular basis. The staff referred students to the Principal concerned for the student attendance and the process begins of; notice of excessive absences, parent conference, addressing concerns, problem-solving, intervention and possible outside referrals for support. The attendance software, Tylersis, is utilized for documentation for teachers, students, and parents.

Results.

The attendance results reflect for the SY 2019-2020 as 96% at the following 40th day and 80th day count.

Conclusion.

Using the monthly incentive program and the SAT intervention process was helpful as to provide a process for the staff to follow in assisting students with high absentee rates. The school's attempts to reach out to the parents through letters, emails, newsletters, parent meetings provided an open communication platform between school and home for other concerns or issues.

Action Plan.

The SAT program was introduced to staff and utilized to identify students that struggled with absenteeism. The school has an active Parent Advisory Committee (PAC) which assists with hosting monthly parent nights where the importance of attendance issues can be addressed. The opportunity for parents to converse with one another away from the school provides a comfortable atmosphere to express concerns and issues freely. The school also issued a monthly newsletter and uses social media frequently to inform parents of activities the school partakes in to encourage students to attend. Students will continue to be recognized for their achievements in all content areas on a quarterly basis to reinforce the importance of consistent school attendance.

PARENT AND COMMUNITY INVOLVEMENT

Objective.

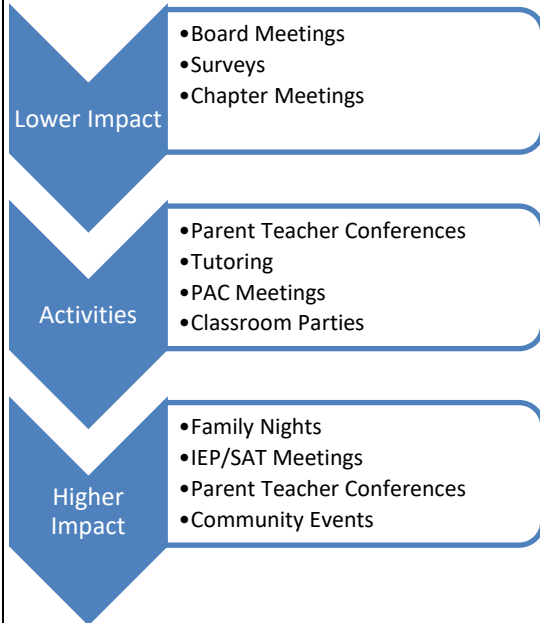
The parent and community objective is to ensure that parents, tribal departments of education, community-based organizations, the Department of Education, universities, and tribal state, and local policymakers work together to find ways to improve educational opportunities for Native American students by encouraging and fostering parental and community involvement within public and charter schools.

Background.

The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools, whether at the preschool, elementary, middle school, 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 behavior at school. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods.

Dream Dine held various programs throughout the year to engage parents and families, and to outreach to the community. These events and activities are listed below and made an impact on opportunities for parents to attend to make a connection to the school.



Results.

There were numerous activities that were planned throughout the school year for families and community to attend at the school every month. The participation from the community was a good turnout every night with families attending, a meal was provided with interest activities included that centered around the Dine' Culture. The parent advisory committee took lead in providing the materials for the activities with the school's assistance. Presenters were provided, such as the "shoe

game” and funding was provided by the school.

Conclusion.

Dream Dine Charter School has provided organized activities monthly that were directed toward family involvement and the community to encourage communication and enhance education in the field. These activities were developed with collaboration with the school and PAC to create activities that were of high interest for the families to attend. There was good attendance with the Parent Teacher conferences from the parents and their families as a day of conferences was set aside for parents to make an appointment specifically for their child. The after school tutoring program was well attended throughout the school year, we had all of our 21 students participate in the classes which was led by a group of Americorp Members.

Action Plan.

As the year ended in March with the students moving into remote learning, it is anticipated that Dream Dine’ will continue with the Family Night activities and tutoring to support the community needs and encourage families to participate in their children’s education. These events will be scheduled throughout the year with the parent advisory committee collaborating with the school to plan the activities for the families.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

The tribal students education programs objective is to recognize support the unique cultural and educational needs of Native American Students enrolled in public and charter schools.

Background.

The Indian Education Acti prioritizes support to meet the unique educational culturally relevant academic needs of Native American students through the efforts of LEAs, Indian tribes and organization postsecondary institutions and other entities. Native American students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated education services, in combination with other programs. Are offered to best ensure that Native students and their families can meet and take advantage of those academic opportunities.

Methods.

To increase the enrollment at Dream Dine' the plan is to retain teachers that speak fluently the Navajo Language or has an bilingual endorsement. All teachers at Dream Dine have a TESOL endorsement and two are fluent speakers in Navajo. Having staff that are familiar with the cultural and language sets a precedent of the importance of learning the cultural aspects of the Navajo people. The students are offered Dine Studies every day for three hours through the day and the curriculum was developed and provided opportunities for the students to acquire the Dine Language. The children were taught the language through speaking the words, songs, games and recitations in the language.

Results.

Student growth is measured by the Dine Mentor giving the ODLA test at the end of the year, which did not occur due to the situation with remote learning that began in March 2020. The students did take the ODLA pre-test but did not take the post-test.

Conclusion.

Dream Dine is a dual language school by its mission and vision the Dine language and culture aspects of the school curriculum is highly valued by the staff, parents, and families. The one challenge is to

Action Plan.

FINANCIAL REPORTS

Objective.

“The financial objective is, through the use of public school funds to ensure that New Mexico public 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.”-TESR report template

Background.

The NM 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 decision options made available.

The goal of this formula is to equalize educational opportunity at the highest possible revenue level while minimizing the financial loss to the prominent districts. The Public-School Finance Act is used to this day to be used as the school finance plan for public and charter schools.

Methods.

The following funds that were utilized for Dream Dine’ in the school year 2019-2020

Title VI: 25233 fund supplies and contract service to hire people to make presentations.

Food Service: 21000 food services was utilized to pay for meals

Kellogg Grant; 2621 training and supplies, advertisement supplies.

GO bonds; 27101 library materials

New instructional materials: 27109 funds to buy curriculum

Community schools planning grant; 27126 pay for coordinator, plan activities, computers

Indian education grant: 27150 tutoring salary for bilingual coordinator and mentor, supplies and furniture

SB 9 funds; 31700 building repairs.

SB Match; 31703 Maintenance and repairs of building and grounds

College and Career Readiness; 29138 readiness coordinator purchase books and disposable supplies, IT support, staff internet and hotspots for students, headphones, and laptops for coordinators.

Flora Grant; professional development, operational costs, marketing

Teacher Incentive Grant; to purchase teacher incentives of 4% raise and stipends, teacher laptops, staff internet.

COVID-19; To purchase PPE equipment, filters, storage units, washing stations

Results.

All funds were received in a time manner which assisted with purchasing items for school use, improving school grounds for student and staff safety, provide services for tutoring, mentoring, consultation and advertisement to increase enrollment.

Conclusion.

Dream Dine was well funded with numerous of grants provided by NISN (NACA Inspired School Network) as well as the Indian Education Grant, Title VI, SB-9, Geo Bonds, Community schools planning grant and Food Service for the school to operate smoothly. All funds provided to Dream Dine’ are intended for academic achievement, support of educating our youth, cultural learning, community involvement, parental support and providing stability to staff financially.

Action Plan.

Areas that are in need of for SY 2020-2021 include updating files with hard copies on campus in preparation for audit review, keep better track of grants and how spending occurs utilizing a system in place, keeping track of account codes on the financials, continued training for staff and continue to meet with Business Manager on a weekly basis to review fund expenditures.

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective.

“The objective of Indian policies and procedures is to assure that New Mexico public schools provide adequate tribal consultations with regard to the basic support requirements under the Federal Impact Aid regulations.” TESR Template

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...pursuant to federal Title VIII Impact Aid funding requirements.” TESR Template

Methods.

Dream Dine’ Charter School did not receive federal Impact Aid Funds for SY 2019-2020.

Conclusion.

Dream Dine’ did meet with the tribal consultations in February 2020 to review of school operation and procedures, and the administrator attended Chapter meetings to provide school updates.

Action Plan.

Dream Dine’ will work with Parent Advisory Committee and the Governing Council will provide a parent representative among the membership. The school administrator will continue to collaborate with the Department of Dine’ Education for tribal consultation purposes, meet with the Chapter President and Office Manager to report on the schools’ progress and programs.

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

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 the 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 student 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.

Methods.

Dream Dine included the Student Assistance Team process for teachers to refer students that are struggling in any content areas academically. The parents were included in the process to get a whole picture of the child at home and at school. The schedule included one hour a day Response to Intervention for the teacher to focus on basis skills as well as tutoring was offered after school daily. These initiatives provided the students a sense of accomplishment, belonging, camaraderie, so they will increase their attendance.

Activities were also included in the school calendar to increase attendance of students having a sense of belonging with meeting with their peers on a daily basis.

Results.

Dream Dine integrates RTI and after school tutoring to support its academic programming. During the 2019-2020 school year there were three students in the Student Assistance Team process with assessment for identification was incomplete due to support for SPED consultations. The students are still in placement hold for a Psychologist review, until that is complete the students will be placed into an intensive RTI program which includes Tier 2 support and tutoring after school.

The after school tutoring began in October 2019 and ended in March 2020 and played a big impact of the student's performance academically in reading and math according to the iStation results for monthly progress monitoring.

Student in the classroom receive RTI intervention immediately from the teacher after Tier 1 teaching was completed. The school schedule included Tier 2 intervention daily to increase student academics and close the learning gap.

Conclusion.

The yearly report before COVID-19 was at an all time high of 96% attendance at Dream Dine due to the number of activities, events, and academic focus as the whole program is student centered. The families were involved by participating in the Family nights, participating in Parent Teacher conferences, volunteering for on campus assistance, and attending governing board meetings.

Action Plan.

The programs of uses the Response to Intervention, Student Assistance Team process, Tier 1 and Tier 2 Intervention, and tutoring will continue for next school year. Grants have been applied for to utilize these programs to support and increase student attendance. Once a student is successful in school, he/she will want to attend school. Dream Dine' will continue to focus on improving activities for increase in student attendance.

*PUBLIC SCHOOL USE OF VARIABLE SCHOOL
CALENDARS*

Objective.

The use of variable school calendars does not apply to Dream Dine.

Background.

Methods.

Results.

Conclusion.

Action Plan.

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

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 education opportunities for American Indian Students.

Background.

Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal official and parents. Additionally, the New Mexico Indian Education Act asserts that parents, families, tribal departments of education community based organizations, universities, work together to finds ways to improve educational opportunities for Native American Students.

Methods.

The Dream Dine' Head Administrator met with the Department of Dine Education officials in February 2020 for a formal consultation. The meeting consisted of the responsibility of reporting an update of the school's operational status. Since Dream Dine' has been under the Central Consolidated School District once the renewal status began in 2018-2019 there has been little communication with the district to assist the charter with various responsibilities. This in turn is due to the numerous Superintendents that have gone through CCSD for the school year. The administrator reported the situation to the consultations fo the difficulties and the members would relay this information to the authorizing district.

Results.

The results have been incredibly challenging as a new administrator to Dream Dine' with the changeover from a State Charter to a District Charter. Charter Schools have a negative reputation of "taking away our students" from other districts. The mentality should be about educating our students as one, not as a competition. This administrator will continue to make a positive relationship with the authorizing district so the support system will take place from them.

Conclusion.

The importance of consultation is vital as to support the schools in various areas as a mediator between districts that will increase the effectiveness of communication for our students sake. As many of our Native students move from district to district among the Navajo Nation, as districts should be in the business of educating our children.

Action Plan.

The plan for Dream Dine Charter school is to continue to reach out to all stakeholders, community members, consultants, tribal members, leaders in the community to assist in supporting the school in areas of financial stability, educating our youth, mentoring, educational presentations. Building relationships such as these will increase our ability to instruct our students in an environment that supports the cultural aspect of our Native people. This support will continue to assist in the growth and retention of our school.

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

Objective.

The research objective ensures that New Mexico schools receive adequate assistance for planning development, implementation, and evaluation of curricula in Native language, 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 working with Indian Education has been to improve education for our students. Indigenous methodologies differ from the Western approach in various areas such as how the information flows through the tribal people. Native people take on a wholistic approach whereas the western approach is linear with qualitative approach. The two are distinct in the approach and how it is obtained

Methods.

Dual language experiential education for Native children is part of the Navajo self-determination and autonomy around education and is a mechanism for reversing oppression. Dream Dine Charter School is restoring and revitalizing Navajo language and culture by implementing the dual language program which the Dine history and culture is the foundation fo an experiential curriculum. There is evidence and support for dual language and immersion programs as research shows that students generally perform better on tests when they are educated in their own language. There are outstanding benefits of dual language programs as they close the achievement gap.

Results.

In the sixth year Dream Dine continues to include dual language as its foundation for academic achievement. It is through the stability of a qualified staff that will increase academics for our students and close the gap of learning. The small school environment with dual language as its emphasis attracts the community to support the cultural curriculum for our children.

Conclusion.

Dream Dine will continue to be school that is visible for ongoing research as it is the first state-funded elementary charter school serving the Navajo Nation. This school environment will continue to pave the way for other schools to look to for dual language learning in a small setting.

Action Plan.

Dream Dine will continue to develop a cultural curriculum that enforces reading and math into the cultural. There will be continuous surveys conducted to community members, staff, families, and students to get feedback in the process of improving the learning environment so the language will be revitalized. Other areas that will be a focus is retention of staff, school issues, land lease, student growth and enrollment. These areas will be also focused on the vision and mission of the school as the culture will be the foundation of Dream Dine’.

CONCLUSION

Dream Dine' Charter School is in its sixth year as a charter school with a history of inconsistency with staff, student enrollment, and relationships with the community. This Administrator experienced a negative impact from the community once Dream Dine became a District Charter School. The focus was to rebuild relationships with the community which was the focus for SY 2019-2020. At the same time it was also imperative to retain teachers and staff so there will be stability among the members of the school to increase enrollment. Once that was established the goal was to follow the vision and mission based upon improving the curriculum as stated to being an "experiential curriculum." The foundation of Dream Dine' is to teach the Dine' culture and language which is vital to the community and the Navajo people. The families saw the potential of their children learning the language and enrolled them at our school. There may be many challenges that await Dream Dine' but through the commitment from staff, families, community members, this school will continue to survive with the focus being on Dine' culture.