

# TAOS MUNICIPAL SCHOOLS

"Where Education Matters"

## Department of Federal Programs



# Tribal Education Status Report

(TESR Report)

For School Year 2019-2020

Issued September 2020



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## *EXECUTIVE SUMMARY*

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In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of Taos Municipal Schools' (TMS) current initiatives specific to American Indian students and their educational progress. This report examines both the current conditions and recent trends in the education of TMS' American Indian students.

Taos Municipal Schools has developed, implemented, and encouraged targeted initiatives to support the educational success for all students. Several TMS departments are designed to address the educational gap and cultural development of American Indian students. Additionally, activities and outcomes from various grant programs—that are specific to our Native American students and included within this report.

Data for this report was collected from New Mexico Public Education Department .

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## INTRODUCTION

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The report presented for your review is compiled of data and information from the Taos Municipal Schools public schools as well as the district charter schools. The data reflects information reported to New Mexico Public Education Department. The information presented in the following report is shared during the Taos Pueblo Indian Education Parent Advisory Committee Meeting. This report is shared with Taos Pueblo Tribal Government and TMS School Board during the regularly scheduled School Board Meeting that is held at Taos Pueblo. Tribal Government and Taos School Board are provided with opportunities to review the report prior to the board meeting and ask questions during the presentation.

The TMS TESR report meets the statute of reporting to New Mexico tribes regarding the education of Native children statewide. The report is due to PED September 30, 2020. The report provides the following information 1. Student achievement, 2. Safety, 3. Graduation rate, 4. Attendance, 5. Parent/community involvement, 6. Education programs targeting American Indian students, 7. Financial reports, 8. Current status of federal Indian policies and procedures, 9. Public school use of variable calendars, 10. School district plans to decrease the number of dropouts and increase attendance, 11. School district consultation with district Indian Education Committees, school site Parent Advisory Councils and Tribal, municipal, and Indian organizations, 12. Indigenous research and evaluation and results for effective curricula for tribal students.

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## STATUTORY REQUIREMENTS

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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.

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## STUDENT ACHIEVEMENT

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**OBJECTIVE:**

The student achievement results are disaggregated by ethnicity, gender, economic status and disabilities. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

**BACKGROUND:**

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

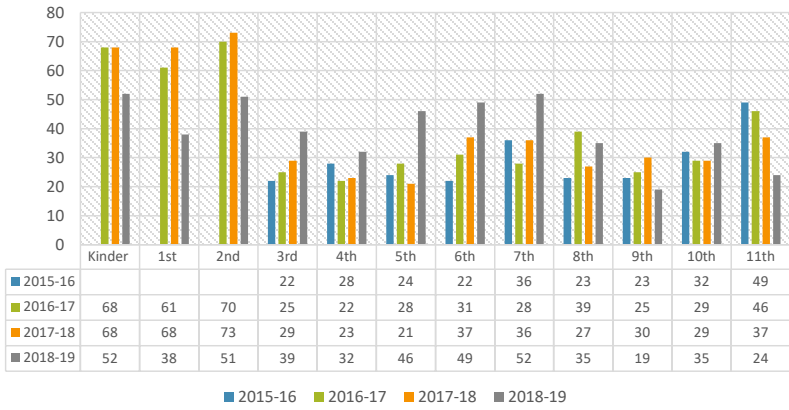
**Methods:**

Taos Municipal School students are assessed using state and district mandated assessments. For reporting purposes in the TESR state mandated assessments are reported. For grades K-2 IStation assessments were utilized to determine reading competencies of students. Grades 3- 12 were assessed using the New Mexico Standards Based assessment in reading, math, and science.

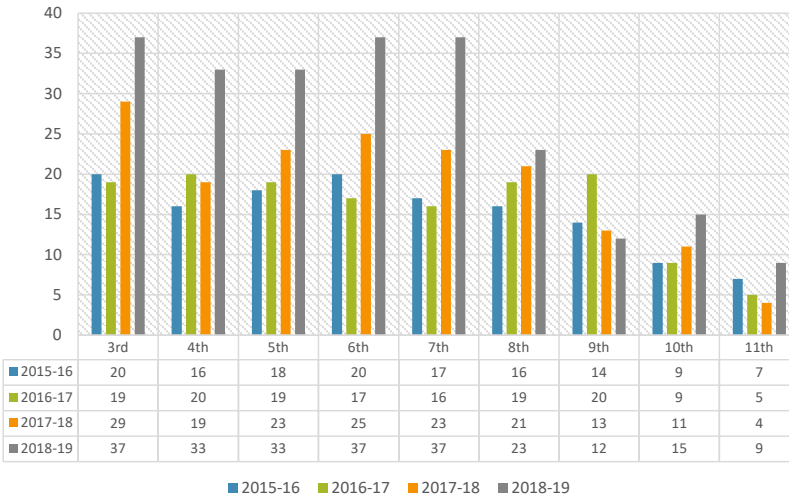
All assessments cores have been standardized to reflect proficiencies, and proficient and above proficient were combined. Masking rules were applied to all data to prevent identification of students in small groups (fewer than 10). This is known as suppression and is used to comply with the Family Educational Rights and Privacy Act (FERPA).

Results:

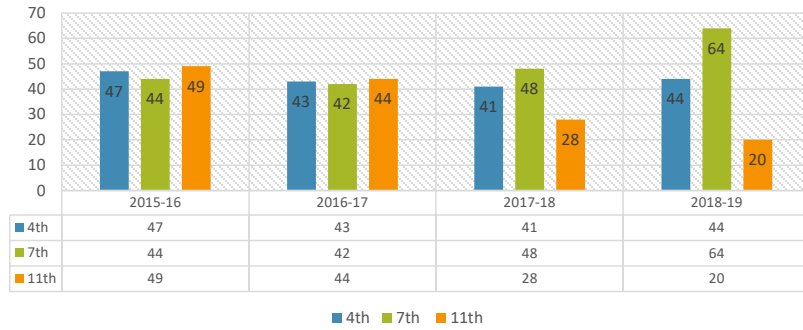
### Reading



### Math



## Science



Proficiency Reading(R) Math(M) Science(S)	Female			Male			Caucasian			African American		
	R	M	S	R	M	S	R	M	S	R	M	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	44	30	39	36	27	48	58	44	58	na	na	na
2019-20	***			**			***			**		

Proficiency Reading(R) Math(M) Science(S)	Hispanic			Asian			American Indian			Economically Disadvantaged			Students w Disabilities		
	R	M	S	R	M	S	R	M	S	R	M	S	R	M	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	32	19	36	na	na	na	25	20	26	38	24	42	18	16	18
2019-20	***			**			***			**			***		

\*\*\* 2019-20 COVID-19 Health Pandemic no testing was conducted due to State and Federal mandates

### Conclusion:

Scores for Native American students, in reading, remained the same for the 2018-19 school year. Math scores for the 2018-19 showed an increase by 10%, math scores for Native American students have overall shown an increase since reporting in 2015-16. Science scores showed an 11% decrease from 37% of students at proficiency in 2017-18 to 26% proficient in 2018-19.

TMS Native American students academic performance as compared to all students statewide show that they are performing 9% below the average in reading (NM state all students 34%, TMS NA students 25%), at the same percentage in math (NM state all students 20%, TMS NA students 20%), and 9% below the all NM students in the area of science (NM state all students 35%, TMS NA students 26%).

Scores for TMS Native American students show that their performance is at or above average scoring levels for all Native American students in the state of New Mexico. TMS students scored at the same average in reading (25% NM state NA students, 25% TMS NA students), math scores were higher by 12% than NA state average (12% NM state NA students, 20% TMS NA students), science scores were above state average by 6% (20% NM state NA students, 26% TMS NA students).



While scores for TMS Native American students were at or above for state NA averages, students from this demographic show scores below their peers from identified demographics.

**Action Plan:**

2020-21 SY

TMS is focusing on the connectivity of students in the district with special attention to our Native American population during the COVID-19 pandemic.

- Teachers for the 2020-21 SY will develop lessons plans to target priority standards during virtual online learning as well as offline learning.
- Teachers will participate in professional development that helps them to utilize online learning systems to their full effect. Teachers will participate in trainings that support best practices and promote student engagement in the online learning environment. TMS staff will participate in continued learning in Social Emotional Learning (SEL), Structured Literacy practices, and TESOL strategies.
- Students are receiving additional supports of Native American tutors to monitor their progress with virtual courses as well as assignment planning, connectivity issues, and absenteeism.
- TMS staff will development and implement an instructional scope at all grade levels to ensure that accelerated standards and are taught during virtual learning and hybrid learning.

Commented [RM1]:

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## SCHOOL SAFETY

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**Objective:**

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

**Background:**

New Mexico looks at strategies to keep students, staff, and faculty safe in schools. The School Safety Plan (SSP) offers new research and new approaches with the intent to

- assist schools and their community partners in the revision of the school-level safety plans;
- prevent an occurrence and/or recurrences of undesirable events;
- properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

**Methods:**

Taos Municipal schools updated and submitted all district school safety plans to NMPED for approval in 2018-19. District safety plans were implemented during the 2019-20 school year.

Data collection for the TESR report was collected by each school site including district charters. Information collected from school sites was recorded in the district's student information system (S.T.A.R.S.).

**Results:**

TMS discipline records reflect infractions that were documented during the 2019-20 school year from August 2019 to March 2020. Data was collected up to March due to the COVID-19 health pandemic school closure and virtual learning time period.

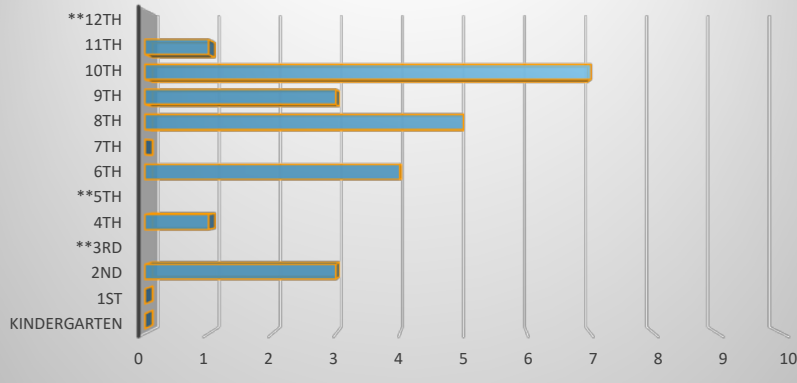
### 243 Total Infractions District Wide SY 2019-20

Percentages include district charter data



**Total Number of Infractions per Grade Level for 2019-20 SY**

\*\*Number of Infractions are not reported due to <10 in grade level  
Numbers include district charter data



**Conclusion:**

	Disorderly Conduct	Bullying Harassment	Assault and Battery (Weapon)	Assault (Feet/Hand/Fist)	Missing Property/Theft	Vandalism	Assault and Battery (Simple)	Weapons Possession (Knife)	Weapons possession (Other)
District	143	<10	<10	<10	<10	<10	23	<10	<10
Native St.	20	<10	<10	0	<10	<10	0	<10	<10

	Gang Related	Drug Violation	Tobacco	Sexual Harassment	Other Violence General
District	<10	<10	13	<10	<10
Native St.	0	<10	<10	0	<10

Taos Municipal Schools recorded 243 student infraction from August 2019 to mid-March 2020. Due to the COVID-19 health crisis the closing of schools and a return, via virtual learning, there were no recorded cases of infractions for the remainder of the school year from March to May. Data reported includes data from all public schools and district charters. The highest number of infractions occurred at the secondary level at 10<sup>th</sup> grade. This grade level has in the past been identified as a difficult transition year for students. While 9<sup>th</sup> grade is identified as a transition year for students from the middle school setting to high school, 10<sup>th</sup> grade has become the year that additional supports for students are needed to help ensure students remain on track in their following of procedures.

Masking rules were applied to all data to prevent identification of students in small groups (fewer than 10). This is known as suppression and is used to comply with the Family Educational Rights and Privacy Act (FERPA).

**Action Plan:**

- TMS, for the 2020-21 school year, has employed a Social Emotional Learning (SEL) Coordinator to address the social and emotional learning of all students within the school district. The coordinator will work with site administrators to coordinate, oversee and work to implement positive behavior models to reduce the number of infractions reported.
- Professional Development will be provided to TMS staff to support the Social Emotional needs of students.
- TMS school sites will continue to implement Positive Behavior programs to support students to help students learn self-management skills and collaborate to make their classroom a positive learning environment.
- School sites are collaborating with the Pueblo of Taos as well as the Red Willow education center to support Native American students.
- Additional social workers have been hired to support students and families to address social needs of families of all students with a specific focus on students identified as "at risk".

## GRADUATION RATES

### 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. This 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.

### Methods:

The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year of high school. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. For detailed rates by traditional subgroups, aggregated by school and district, view the NMPED website: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>. The results of the extended year's graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

### 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	72.3	77		69		52.6	64	56	55
2018	71.7	72.8	*	70.3	*	73.9	67.7	69.5	75.7

\*\*\* Indicates <10 Due to FERPA laws

Group (Data Provided by NMPED)	2017-2018	2018-2019	Difference Between 2017-2018 and 2018-2019
All Students	72.3	71.7	-0.6
American Indian Students	52.6	74	21.4

**Conclusion:**

Native American students, based on data provided by NMPED, showed an increase in graduation rates for students in the 2018-19 school year. TMS Native students are monitored at multiple levels to ensure graduation success. THS' Native Education Liaison, Native Education Program Manager, Counselors, and tutors work together to identify and support students before failure to graduate becomes a concern. TMS staff work with Taos Pueblo Tribal Government as well as outside sources to ensure all credits are earned in the 4 year timeline.

**Action Plan:**

TMS school district will continue to provide Native American students with additional supports to ensure credit achievement in order to graduate.

Academic tutors are provided to students at the elementary, mid-school, and high school level to support and ensure academic progress of Native American students.

A Native American Liaison is in place at the high school level to identify students who are in academic crises and work with all available resources including Taos Tribal members, when necessary. The High School liaison as well as program manager, and tutors monitor academic progress of all Native American students.

The Native Education program manager oversees and attends meetings to ensure all supports needed for student achievement are implemented and to recommend additional supports.

A Data Sharing agreement has been put into place with Taos Pueblo Government to allow Tribal Government access to scores and grades on students from the Taos Pueblo Tribe. TMS provides a tutor to support students and oversee Credit Recovery classes and covers the tuition for students who are in need of the services.

Credit Recovery programs are implemented during the summer to support identified students in need of credit recovery. Credit recovery is provided in collaboration with Red Willow Education Center TPETD, who provides a space and computer access for Native American students to work on credit recovery.

TMS will continue to implement AVID strategies to support College and Career Readiness for all students in the public school setting K-12.

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## ATTENDANCE

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**Objective.**

The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance.

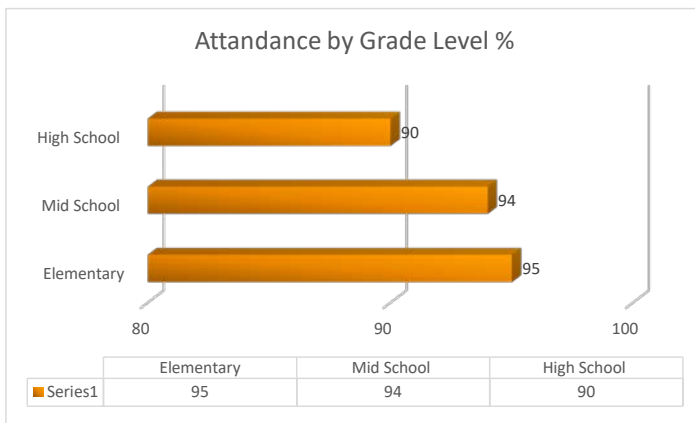
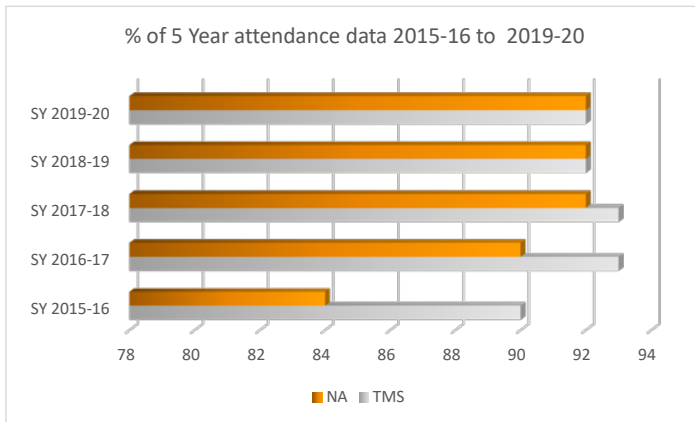
**Background.**

The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

**Methods.**

Information from this section is taken from disaggregated data STARS reports and TMS school reporting system Power School. Data was analyzed between entire TMS population and Native American students as well as grade level bands.

**Results.**



TMS Mobility Rate	Mobility	At Risk Mobility
Anansi Charter	0.107	0.107
Arroyos Del Norte Elem.	0.174	0.182
Chrysalis Alternative	20.00	22.00
Enos Garcia Elem	0.257	0.264
Ranchos de Taos Elem.	0.226	0.226
Taos Cyber Magnet	0.609	0.609
Taos High School	0.163	0.171
Taos Middle School	0.203	0.203
Taos Municipal Charter School	0.112	0.112
Vista Grande High School	0.543	0.558



**Conclusion:**

TMS has consistently maintained attendance rates for all students and Native American populations. Data analyzed at the grade band level show a slight decrease in attendance rates at the high school level.

**Action Plan.**

Taos Municipal Schools, for the 2020-21 school year will be following the New Mexico Attendance Success Act. School sites within the district will create tiered intervention plans for students who have been identified as being chronically absent.

Schools will work to keep chronic absenteeism to 5% or less by creating a nonpunitive program that supports students and families and ensures equity across all demographics.

Staff will maintain one on one contact with students to ensure attendance is focused and encouraged using nonpunitive incentives.

TMS has in place the Early Warning System to monitor student attendance and address absences early on before it is identified as habitual. Native American tutors were trained in the EWS and work with administration to address concerns. Staff notify and work with parents and Tribal government when necessary.

Note: It has been brought to the attention of the district, that previous excused traditional cultural events for Native American students are now counted towards days absent according to the Attendance for Success Act. TMS is concerned that this may lead students and families feeling pressured into needing to choose between attending their Native American cultural events or missing school.

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## PARENT AND COMMUNITY INVOLVEMENT

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### Objective.

The parent 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 and 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 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, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

### Methods.

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.
2. An Annual school board meeting is conducted every school year. This provides the Taos Pueblo community to hear initiatives in place at the school district and receive a copy of the TESR report. Native American students, this past year were recognized for their academic achievement by the Indian Education program, TMS school board, and Taos Pueblo tribal government.
3. 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.
4. Conduct a survey for parents/guardians, families and students to determine the effectiveness of implemented school initiative that directly target Native American student needs and determine up coming year programming needs.

### Results.

A parent survey is given to all families at the back to school event at the start of the school year and another is sent out at the end of the school year. Parents are surveyed on services that are needed and best dates to meet for the Indian Education Committee.

The Back to School event hosted by Taos Municipal schools and the Pueblo of Taos reaches students from all schools and provides needed school supplies for Native American students. Community programs attend the back to school event to provide parents with information on supports available to them in the area of health, childcare, social services, and college career readiness. This event has been determined to be the best opportunity to meet with families and establish relationships between families and the TMS Indian Education program.

The TMS school board meeting recognized Native American students from elementary to high school who had demonstrated academic growth and success for the first quarter of school. The school board meeting was met with positive feedback from the community and a request to recognize students at the end of the year was made. TMS Indian Education program and Taos Pueblo government will work together to plan events recognizing the positive successes of Native American students in future events.

**Conclusion.**

Taos Municipal schools will continue to implement the programs listed above. Parent involvement will be facilitated at each school site utilizing Native American tutors, School Social Workers, staff and administration.

**Action Plan.**

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 enable their ability to attend meetings.  
Meetings during the COVID-19 health pandemic will be held virtually to ensure the following of state and federal mandates.

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## EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

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### 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 students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

### Methods.

- 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, which has the largest population of Taos Pueblo students. Tiwa language classes have been expanded to Taos Middle School for all students grades 6<sup>th</sup> through 8<sup>th</sup>.
- Indian Education Grants are written for to support college and career readiness for students as well as culturally relevant instruction.
- Experiential learning is utilized at TMS charter school Vista Grande to support students in academics. Tiwa language classes are offered at Vista Grande for high school students. "Crew classes" have been established for all students at Native

### Results.

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 Field Trip for all Native American students

Classroom materials are purchased through Indian Education grants to support cultural relevance in classrooms from grades K-12.

### Conclusion.

Taos Municipal schools is working to implement Native American studies to all students.

### Action Plan.

An American Indian program is being piloted in the curriculum at Taos Schools. Classrooms will be required to implement the following year.

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## FINANCIAL REPORTS

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### Objective.

The financial objective is, through the use of public-school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools.

### Background.

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public-School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. In place for more than four decades, the public-school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

### Methods.

Taos Municipal Schools submits their financial report to the state per the Public School Finance Act. The Indian Education Department team analyzed the data to maximize educational opportunities for AI/AN students.

### 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, culturally relevant curriculum, builds Native American students social emotional skills, and supports the growth of the Tiwa language program in the school setting.

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*CURRENT STATUS OF FEDERAL INDIAN EDUCATION  
POLICIES AND PROCEDURES*

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**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 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 review and sign the data sharing agreement before the start of every school year.

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

<p><b>Objective.</b> The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.</p>								
<p><b>Background.</b> New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.</p>								
<p><b>Methods.</b> TMS has implemented an Early Warning System at secondary to proactively identify at – risk students for failure. Further, Indian Education Tutors and the Indian Education liaison work with students to increase attendance, increase college readiness and decrease drop out rates. 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.</p>								
<p><b>Results.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Taos Municipal School Drop out %2018</td> <td style="width: 33%; text-align: center;">20%</td> <td style="width: 33%;">Difference from 2018 to 2019</td> </tr> <tr> <td>Taos Municipal School Drop out % 2018</td> <td style="text-align: center;">11.07%</td> <td style="text-align: center;">Reduction of Drop out rate by 8.93%</td> </tr> </table>			Taos Municipal School Drop out %2018	20%	Difference from 2018 to 2019	Taos Municipal School Drop out % 2018	11.07%	Reduction of Drop out rate by 8.93%
Taos Municipal School Drop out %2018	20%	Difference from 2018 to 2019						
Taos Municipal School Drop out % 2018	11.07%	Reduction of Drop out rate by 8.93%						
<p><b>Conclusion.</b> 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.</p>								
<p><b>Action Plan.</b> Taos Municipal Schools will continue to collaborate with Red Willow education center to provide credit recovery to Native American students. Native American tutors, families, Indian Education manager, and Taos Pueblo tribal government will continue collaboration to support students and work toward continued reduction of students who are identified as “drop out”.</p>								



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## PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

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**Objective.**

The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their 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 collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

**Methods.**

The 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.

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

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**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.**

Taos Municipal Schools consulted with Taos Pueblo Parents and Native American Families with in the district to determine best days during the school year to hold Indian Education Committee (IEC) meetings. It was determined that the 3<sup>rd</sup> Thursday out of every month would be used to meet to hold the IEC meetings. At the first meeting in September the time of day and location of future meetings are determined by a consensus of parent input. Meetings are held in the afternoon or the evening and take place at Taos Municipal Schools or the Red Willow Education Center at Taos Pueblo. Meeting reminders are sent to parents and students via district School Messenger, emails, posted on district Canvas system and by reminders from Native American Tutors.

\*\*\* During the COVID-19 Health Pandemic meetings will be held virtually. Links to the meeting will be communicated via the same method as listed above. \*\*\*

**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.

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

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**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. TMS teachers work with Tribal government to plan lessons that include Native American perspectives in curriculum. Taos Pueblo Education and Training Director and TMS Indian Education Director collaborate to determine needs of professional development for staff at TMS.

**Results.**

In SY 2019-20 all TMS administration participated in a 3 day training focusing on Tribal Engagement. The training was attended by all TMS school principals as well as district program directors. The three day training included training on Cultural Awareness (Understanding, Insight, and Communication), Tribal Engagement (Planning, and Transforming Relationships), and Mandated Consultation (Relational Strategies for Rules and Regs).

**Conclusion.**

TMS continues to seek improvements to strengthen and evaluate the curricula of native languages, culture, and history designed for tribal and non-tribal students within the school district. We continue to seek opportunities to build on established Tribal Government relationships in order to fully support all Native American students.

**Action Plan.**

TMS will work with Taos Pueblo Board of Education and Taos Pueblo Education and Training Division to continue to seek out resources to support Culturally Responsive curriculum, strengthen Tiwa language courses, and increase college and career readiness of all Native American students.

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## CONCLUSION

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The TESR document includes reporting from elementary schools (Ranchos Elementary, Enos Garcia Elementary, and Arroyos del Norte Elementary), TMS middle school (Taos Middle School), high schools (Taos High School, Taos Cyber School, Chrysalis School, Vista Grande Charter High School), as well as 2 district K-8 charter schools (Taos Municipal Charter School, Anansi Charter).

Historical data for Native American students show improvements in test scores, attendance, and graduation rates. Partnerships with Taos Pueblo government as well as district supports appear to have a positive impact on student achievement and positive outcomes for students. Students indicated in their EOY survey the helpfulness of having a tutor/adult to connect with at the high school level. This connection was a positive in helping them feel supported, included and their needs heard when working with classroom teachers.

TMS will continue to build on established relationships with Taos Pueblo tribal government and will seek out opportunities that will lead to the continued improvement of Native American student outcomes. TMS will implement professional development opportunities that will develop the cultural awareness of the educational staff at all school sites and work towards establishing culturally responsive classrooms of instruction.