

**Zuni Public School District**



# **Tribal Education Status Report**

For School Year 2019-2020

Issued July 2020

*Acting Superintendent*

Randy Ann Stickney

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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.**

IED's objective is to ensure that student achievement in New Mexico public schools is measured by statewide tests that are approved by the PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

### **Background.**

Achievement data for the school district is based on three years of reading, math and science scores, which represent proficiency in each area. In 2017-18 the PARCC test was used for assessing academic achievement, and for 2019, the TAMALA test was used.

### **Methods.**

All students were tested in the areas of reading, math and science according to the Data profile received for ZPSD for the 2017, 2018 and 2019 school year. (see attachment)

As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised.

### **Results.**

The data show the statewide percentage of students who are at or above proficiency in the core subject areas. The overall achievement data for ZPSD student data is included in the ZPSD Data Profile.

### **Conclusion.**

Our Native American students continue to score below in the (3) core subjects of math, reading and science, in comparison to statewide results.

### **Action Plan.**

#### **ZPSD Action Plan.**

- ❖ Increase the student attendance/graduation rate over the next three years.
- ❖ Decrease student truancy rates at each school site over the next three years.
- ❖ Students will demonstrate academic growth in literacy, math and science (K-12) for school year 2019-20

The PED several initiatives aimed at improving student performance in mathematics and ELA. The PED provides districts and schools systematic, differentiated support to address low student performance. The amount of support needed is determined by federal status, the school's grade—with the recent COVID -19 pandemic, testing did not occur at the end of the school year.

The support provided to districts, schools, and staff can take the following forms:

- Opportunity for school educators to apply to, and be selected into, the Principals Pursuing Excellence (PPE) and Teachers Pursuing Excellence (TPE) programs.
- Regional support from the PED's PSB staff to include tools to use for needs assessment and instructional audits.
- Technical assistance.

## Zuni Public Schools Data Profile

Achievement data for this school district is based on three years of reading, math and science scores, which represent percent proficient in each area. In 2017-2018 the PARCC test was used for assessing academic achievement, and 2019 the TAMALA test was used.

### Reading Achievement Data

2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	1,219	28	1,210	19	-9	1,151	12	-7
American Indian Students	1,195	27	1,192	18	-9	1,138	12	-6

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

### Math Achievement Data

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	868	3	895	4	1	868	4	0
American Indian Students	854	3	883	3	0	858	3	0

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

### Science Achievement Data

2017			2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Math	Pct Diff
All Students	293	12	329	14	2	299	8	-6
American Indian Students	288	11	322	13	2	298	7	-6

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

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## *SCHOOL SAFETY*

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**Objective.**

Ensure that students in New Mexico schools attend safe, secure, and peaceful learning environments in schools.

**Background.**

New Mexico—as do other states —looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plan 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
- to 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 the 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.**

The school districts including ZPSD submitted their current/revised Safety plans and data to PED for review; changes will be made as PED reviews and requests any changes to be made.

**Results.**

The safe schools' indicator submissions—as reported on the district survey and in PED STARs data—illustrate the positive effect of collaboration and identification of support systems for schools and tribes. NM schools have been successful in keeping most of their students and employees safe from harm.

**Conclusion.**

All school sites in ZPSD continue to work with staff, emergency personnel, and the tribe to review data for school infractions to see where improvements need to be made. Fire drills are conducted at the beginning of the school year and continue into the new school year. Evacuation/lockdowns all become part of the school environment geared at ensuring safety.

**Action Plan.**

ZPSD will continue to partner with CSHWB to identify and work with school personnel to complete all of the safe schools indicators. ZPSD will identify key persons to partner with other tribal agencies/programs to encourage the ongoing planning and coordination of services to keep schools

safe.

ZPSD Staff will:

- Review Safety plans yearly
- Train district-wide staff, faculty and students to assess, facilitate and implement response to emergency/evacuation/lockdown drills
- Ensure each school site has a Safety Committee in place

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## GRADUATION RATES

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### 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. 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. Attached are charts for graduation rates for ZPSD.

### 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. 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 PED website ([A-Z Directory](#) → [Graduation](#) → [Data & Statistics](#)). The results of the extended years' graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

### Results.

. New Mexico's 5-year cohort graduation rate for the cohort of 2013 was certified in February 2015, in synchrony with the release of rates for the 4-year cohort of 2014. The 5-year cohort is now reported in the annual School District Report Card. The rates are accompanied by outcomes for students who did not graduate, including those who left to get a GED, dropped out, or continue to be enrolled. This information about non-graduates assists schools in targeting dropout prevention and in devising and providing other programs for struggling students.

Currently, far too many students drop out or graduate from high school without the knowledge and skills required for success in the 21st century workplace and/or post-secondary education, closing doors and limiting future options. In response, the PED has developed and phased in implementation of the Early Warning System (EWS) to provide schools with the tools to reliably identify students who have lower odds of graduating, based upon specific key indicators. Our two ZPSD high schools are using ESW in the schools. Support can then be provided through effective interventions early enough in their educational experience that there is sufficient time to intervene. The EWS highlights risks utilizing an electronic dashboard. The dashboard includes the following seven key student indicators:

- **Attendance**—less than 90 percent attendance is flagged as **at risk**
- **Behavior**—one or more unsatisfactory behaviors that are written up is flagged as **at risk**



- **Course Performance**—any report card grade of *D* or *F* in mathematics or English is flagged as **at risk**
- **Student Demographics**
- **State Assessment Scores**
- **Economic Disadvantaged status**, if applicable

**Special Education Services Summary**, if applicable

### Conclusion.

Minority groups continue to profit most from the extra year (5-year cohort), with African American, American Indian, and economically disadvantaged students making the greatest gains. The American Indian graduation rate is consistent with these other two student demographics, increasing their 5-year graduation rates nine percent over the past three years.

### Action Plan.

The statewide EWS electronic dashboard became available in January 2016. The dashboard is a tool that administrators, counselors, and SAT members can use to obtain an overall picture of their students. The College and Career Readiness Bureau (CCRB) provides opt-in professional development (PD) opportunities to schools for the EWS. This PD trains student assistance team (SAT) members to evaluate student data and respond with tiered interventions. Early reports from the two cohorts that are participating suggest that the SATs and Response to Intervention (RTI) format—when coupled with the dashboard information—prove to be powerful tools for schools to use in their support of at-risk students.

ZPSD will:

- ✓ Utilize this tool for the 2019-20 school year to ensure that all American Indian students are given the opportunity to graduate from high school with a diploma, or college readiness skills.
- ✓ Continue to apply for the Carl D. Perkins Career and Technical Education Act grant to offer funding to schools in support of their career technical education. Twin Buttes Cyber Academy takes advantage of this funding.

Have school sites work with parents to meet the needs of students and identify why all students are not accomplishing in core subject areas.

## 4 Year Graduation Rate 2017-2018, 2018-2019

Group	2017-2018	2018-2019	Difference between 2017-2018 and 2018-2019
All Students	73.2	71.7	-1.5
American Indian Students	73.5	70.8	-2.7

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

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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 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.**

All school districts including ZPSD report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at intervals at the 40<sup>th</sup>-, 80<sup>th</sup>-, and 120<sup>th</sup>-day, and end-of-year in a manner as specified by the PED. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS. Student membership is collected and reported at the school, district, and state level—including the number of pupils in each of several categories from grades K (kindergarten) through 12. Dropout data and rates are calculated only for grades 7–12. Dropout statistics provide the number of students dropping out in a given school year and are collected at the school district level. These statistics are then reported to the PED. Additional information can be found for dropout rates on the PED website.

### Results.

American Indian students consistently have a lower attendance rate than their counterparts. The state-wide, habitually truant students saw a slight decrease overall, due to clarifying the definition of *habitually truant* at the school, district, and state level provided through EWS.

### Conclusion.

For a variety of reasons, the New Mexico students' drop-out data does not capture the underlying causes for native students' dropping out of school.

### Action Plan.

PED will continue to partner and collaborate with school districts to provide support in the identification of the causes underlying students dropping out of school and in the implementation of successful strategies to address and ameliorate dropout rates. As indicated in the graduation section, the EWS is an effective tool for schools to use in identifying struggling students who exhibit signs of not persisting to graduation.

Non-attendance is a leading indicator of student disengagement. The PED, local education agencies (LEAs), and BIE can support recipient schools by teaching them interventions and encouraging their participation in the EWS training program. Both national, evidence-based practices and NM EWS participant experiences suggest that RTI intercessions are tremendously effective at supporting students who struggle with attendance. RTI Tier 1 interventions within the EWS often target school-wide attendance issues.

Early Warning Systems combine data systems with student response systems to identify students early and provide proactive responses to student needs. EWS use readily available data to alert teachers and administrators about students who are on the pathway to dropping out of school. A key benefit of early warning systems is that they help educators know what to look for amid the mountains of student data. Early warning systems can be implemented at the middle and high school levels—even as early as 6<sup>th</sup> grade. Researchers from the Everyone Graduates Center found that more than 50 percent of students who dropped out could be identified as early as the 6<sup>th</sup> grade by using three key indicators (the ABCs):

- Attendance (chronic absenteeism)
- Behavior (being suspended or sustained mild misbehavior)
- Course performance (failure in math or English)

### Student Enrollment 120 day snapshot 2019-2020

Group	Enrollment	Pct American Indian All
Students	1,343	99.0%
American Indian Students	1,329	

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

### Student Dropout rate 2018-2019 (one year lagged) 6.2%

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

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## *PARENT AND COMMUNITY INVOLVEMENT*

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**Objective.**

The parent and community objective is to ensure that parents; community-based organizations; 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 the public 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. Parent involvement helps students have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

**Methods.**

The 23 school districts including ZPSD schools submitted their parent and community involvement indicators through a district-wide survey issued by IED. The IED team analyzed the data to determine which districts require assistance or additional support for parental and community involvement initiatives.

**Results.**

The table below indicates the number of programs and activities held for community and parent meetings for input as reported by ZPSD, and in support of American Indian students and educational opportunities. Increased activities take place during the spring season of the school year with school site parent groups and Indian Education Committees.

**Conclusion.**

Many schools and school districts have organized activities directed toward involving families and the community in their children’s education. Research indicates that students with highly engaged families will attend school regularly, enjoy a more positive attitude, be involved in fewer discipline problems and incidences of bullying, and exhibit greater interest in higher education.

**Action Plan.**

The IED seeks to support school districts and schools in developing, implementing, and reporting on activities that demonstrate a positive impact on student achievement and well-being throughout the school year. The division provides technical assistance and training in order to strengthen their support of continued collaboration and consultation on allied efforts that lead to improvements in students’ academic achievement and well-being. The IED believes that significantly more emphasis must be placed on the important roles that parents, families, and communities can and must play in raising student performance and closing achievement gaps. The IED has long advocated for policies to assist and encourage parents, families, and communities to become actively engaged in their public schools and become an integral part of

school improvement efforts.

ZPSD continues to schedule monthly meetings to involve parents/community members to attend so that academic information as well as funding sources are shared and how the district utilizes the funding for programs in all the schools. The JOM/IEC parent group encourages its members to be highly visible in the community for evening activities and to gather input needed for future federal/state applications.

Since the annual Quality of Education Survey was no longer required by PED, the district did not do a survey. The JOM/IEC does their annual Needs Assessment during the Fall to gather input for the various funding agencies. The paper survey is done during the Parent=Teacher Conferences at each school site. The information is shared with School Board members during one of their regularly scheduled meetings. The survey becomes a part of the JOM application.

**Federal/State Programs  
Johnson O'Malley/Indian Education/Parent Advisory Committee  
Monthly Meeting Schedule**

**For SY 2020 - 2021**

<b>Wednesday, September 16, 2020 - Zoom Meeting</b>	<b>CO - Technology Room</b>
<b>Wednesday, October 21, 2020 - Zoom Meeting</b>	<b>CO - Technology Room</b>
<b>Wednesday, November 18, 2020 - Zoom Meeting</b>	<b>CO - Technology Room</b>
<b>Wednesday, December 8-10, 2020 - Parent Institute</b>	<b>TBCA</b>
<b>Wednesday, January 12, 2021 - JOM/IEC Work Session</b>	<b>CO - Parent Center</b>
<b>Wednesday, January 20, 2021 - Regular Meeting</b>	<b>CO - Parent Center</b>
<b>Wednesday, February 17, 2021 - Activity Night</b>	<b>TBCA</b>
<b>Wednesday, March 17, 2021 - Regular Meeting</b>	<b>CO - Parent Center</b>
<b>Wednesday, April 21, 2021 - Year-end Student Banquet</b>	<b>ZHS Cafeteria</b>
<b>Wednesday, May 19, 2021 - Activity Night</b>	<b>CO - Parent Center</b>

All "ZOOM" meetings will start at 5:00 p.m.

**JOM/IEC Parent Institute**

- **December 8, 9, 10, 2020**                      **TBCA Classrooms**

**Zuni Native Parent Academy**

- **February 17, 2021**                              **TBCA Classrooms**

All Special Events/meetings will start at 6:00 p.m.

**Public Hearings**

- ❖ **Title VIII - Impact Aid - December 8, 9, 10, 2020**
- ❖ **Title VI - Indian Education - March 17, 2021**

All meetings will start at 6:00 p.m.

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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 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.**

The Bilingual Multicultural Educational Program provides an annual report that includes data garnered from the STARS system and analyzed. For additional information or inquiries regarding bilingual multicultural education programs (BMEPs), please see the Bilingual Multicultural Educational Program annual report on the PED website. Additional PED bureaus provide assistance and input into the education programs supporting American Indian students statewide.

### **Results.**

According to ZPSD' 2018-19 District Report Card, Native American students accounted for 98.2% (1,353) of the total LEA population attending New Mexico's public schools.

### **Conclusion.**

Across the state, there are activities and educational programs that target American Indian students. In order to promote the sharing of best practices and supporting program improvement efforts, the mechanisms by which these programs function successfully or break down need to be properly documented and disseminated.

### **Action Plan.**

The plan is to develop an equity tool of key indicators. This formula will allow districts to reflect on equitable distribution of resources and equitable participation of students in programs and coursework that leads to college and career readiness and success in life.

The PSB has several initiatives aimed at improving student performance in mathematics and English language arts (ELA). Based on the 2018-19 District Report card, the A-F School Grading Accountability System, which is comprised of a school grade and on an assigned status of *CSI*, *TSI*, or *MRI* for schools. Depending on that grade—districts and schools receive differentiated support

to address low student performance.

The support provided to districts and schools can take the form of the following: regional support from the PSB, school support, implementation of Principals Pursuing Excellence and Teachers Pursuing Excellence programs, and PD on utilizing data-driven instruction for better student outcomes.

ZPSD currently operates the Dual Language program in Kindergarten - First Grades based on research indicating that these are the formative years when children are at their peak for learning new languages. It is the foundational years when students go through the “breakthrough phase” and move on up to the progression of learning and building proficiency in a new language.

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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.**

The 23 school districts submitted their financial report per the Public School Finance Act. The IED team analyzed the data to determine which districts or charter schools may require additional assistance to maximize educational opportunities for American Indian students. The financial reports indicator submissions are illustrated below, which includes the schools that receive federal funds such as Title VII, Title VIII, and Johnson O'Malley (JOM) funds. The schools and charters use operational resources to ensure that resources are applied to American Indian students' educational opportunities.

**Conclusion.**

The IED will continue to monitor expenditures and align department, district, and school support for the best results for New Mexico American Indian students' education.



**Action Plan.**

The IED will perform reviews of fund utilization to ensure fiscal expenditures are aligned with the needs of the New Mexico American Indian student population. ZPSD will continue to utilize all funding sources to comply with federal/state mandates.

<b>ZPSD 2019 - 20 Funding Sources</b>	
<b>JOM</b>	<b>\$152,190.00</b>
<b>Title VI - Indian Education</b>	<b>\$248,158.00</b>
<b>District Initiative</b>	<b>\$25,000</b>
<b>Title VIII (Indian Ed)</b>	<b>\$2,878, 269.00</b>

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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.**

The 23 school districts submitted their current IPP simultaneously with their district's Impact Aid application. Each district's process of developing and implementing an annual IPP starts each fiscal year with the involvement of the district's Indian Education Committee/Parent Advisory Committees.

**Results.**

ZPSD and the Pueblo of Zuni developed/revised their IPP which was submitted along with their Title VIII Impact Aid application. They do this on an annual basis.

**Conclusion.**

The 23 school districts provided the development and submission of their annual IPP, supporting the Impact Aid requirements and Indian Education Act.

**Action Plan.**

The objective is to ensure that New Mexico school districts' Indian Policies and Procedures are in compliance with appropriate tribal consultations throughout the school year. To this end, both entities are encouraged to continue to conduct meaningful collaborations and consultations in support of American Indian students.

ZPSD ensures that parent/community input is sought at their Johnson O'Malley and Indian Education Committee monthly meetings. Public input is on the agenda for every meeting for parents, students and Tribal officials to engage in and provide their feedback on spending of funds.

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

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**Objective.**

The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of 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 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.

**Methods.**

Dropout statistics report the number of students dropping out in a given school year and are collected at the school district level. Student membership is also collected and reported at the school, district, and state level, including the number of pupils in each of several categories from grades K through 12.

Dropout data and rates are calculated only for grades 7–12. A student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. This means that students dropping out during the regular school term in year one, who are not re-enrolled in school on October 1 of year two, are reported as year one dropouts. This is recorded in the dropout report in year two.

**Results.**

In order to retain students in school, New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building 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. Even with these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resourcing continues to be an additional burden.

**Conclusion.**

New Mexico students drop out for a variety of reasons and the data does not always capture the underlying causes. The top three reasons reported include student: 1) did not re-enroll; 2) had an invalid transfer; and 3) intends to take GED.

What is not reflected in the reported reasons are the social, health, and economic stresses that can affect dropout rates. Poverty is an underlying stress factor. For example, without adequate health

care and nutrition, students may be absent more often from school due to poor health. Sometimes, family economics may require an older sibling to care for younger siblings who are at home, thereby affecting the student's regular school attendance. Students may leave school to help support their families. Some other factors that can influence dropout rates are: experimentation with drugs, teen pregnancy, chronic diseases, and being the victim of bullying.

**Action Plan.**

The objective is to encourage schools to continue to support efforts of American Indian students stay in school or become re-engaged. This can occur with the implementation of academic and cultural awareness and through collaboration with tribal governments.

ZPSD provides an initiative for the high schools to hold a one-day Career Fair in the Fall and Spring for career readiness. Both district and tribal programs, as well as military recruiters set up booths and do presentations for 9-12 grades. It is held in the gym due to the large number of participants. The schedule allows students to participate during their regular school day. During the new school year, the high schools will add additional days for Career Fairs.

*PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS*

**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 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 23 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 23 school districts submitted their current Public School Use of Variable School Calendars that align with collaborative efforts to support American Indian students with their self-identity, language, and culture and provide students opportunities to partake in these activities.

**Results.**

The chart below lists the variable school days that are offered to American Indian students within the 23 districts. This list serves as a guide to days of Native importance during the school year. About 48 percent of the districts follow a variable calendar and have a school calendar committee involved in the decision making.

**Conclusion.**

The majority of the 23 districts report the use of variable school calendars that support an American Indian student's cultural well-being and self-awareness.

**Action Plan.**

The objective is to encourage schools to continue to support American Indian students to develop and honor their cultural traditions while better ensuring school attendance. This is accomplished by the development of variable calendar days and in collaboration with community members, who ensure calendar days are accurate.

**VARIABLE CALENDAR DAYS IN NEW MEXICO**

ZPSD Appreciation Day

Pueblo of Zuni - Shalako

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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.**

The school districts submitted responses on district-wide surveys that provided input into the number of times districts met and discussed American Indian students' educational opportunities with the district's Indian Education Committee, parent advisory committees, Tribes, Indian organizations, and other tribal community organizations.

**Results.**

The dates listed below are the start of meetings by ZPSD and the Zuni Tribe for consultations with tribal stakeholders in the local decision-making process during the 2019–2020 school year.

**Conclusion.**

LEAs developed working relationships with their Indian Education Committee (IEC), parent advisory committees, Tribes, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.

**Action Plan.**

The objective of ZPSD is to continue to work collaboratively with our parent advisory groups (JOM/IEC), district staff, and our tribal leaders. All stakeholders will be invited to attend public hearings, JOM monthly meetings, ZPSD School Board monthly meetings to share data, listen to parent input/recommendations and strengthen the relationship among the district/schools, parents, and community.

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Date	Purpose of Meeting
August 2019	ZPSD/Tribal Consultations
January 15, 2020	ZPSD/Tribal Consultation
June 6, 2019	ZPSD/Tribal Consultation
November 20, 2019	ZPSD/Tribal Consultation
October 24, 2019	Public Hearing for Title VIII
November 7, 2019	Public Hearing for Title VIII
May 1, 2020	Public Hearing for Title VI

