

Albuquerque Public Schools  
Tribal Education Status Report:  
2018-2019



# **ALBUQUERQUE PUBLIC SCHOOLS 2018-2019 TRIBAL EDUCATION STATUS REPORT**

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July 2019

## **ACKNOWLEDGEMENTS**

Acknowledgements to the following departments and staff who made this report possible:

Brenda Martinez-Papponi, Ph.D., Research & Analysis Manager, for her expert assistance with data and editing. She also took the responsibility of completing sections 1-4 of the document. The completion of this document would have been difficult and nearly impossible without Dr. Martinez-Papponi's help.

Elizabeth Trujillo, Secretary, for her assistance with data keeping and the annual distribution of supplies and multiple mass mailings annually. She also represents the department with a friendly face and personality from the Indian Education Department to the greater community.

Ina Atsye, Data Clerk, for her assistance with diligence in keeping up-to-date data on the students the department serves.

Lydia Martinez, Bookkeeper, for her support of compliance in financial matters in the delivery of services for American Indian/Alaska Native students.

Resource and Heritage Language Teachers, for their keeping of data for maintaining compliance with Federal funders and the New Mexico Public Education Indian Education Department for all end-of-year reports and annual reports.

# TABLE OF CONTENTS

<b>1: STUDENT ACHIEVEMENT .....</b>	<b>7</b>
<b>2: SCHOOL SAFETY.....</b>	<b>18</b>
<b>3: GRADUATION RATE.....</b>	<b>22</b>
<b>4: ATTENDANCE .....</b>	<b>26</b>
<b>5: PARENT AND COMMUNITY INVOLVEMENT .....</b>	<b>30</b>
<b>6: EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS.....</b>	<b>33</b>
<b>7: FINANCIAL REPORTS.....</b>	<b>41</b>
<b>8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES &amp; PROCEDURES .....</b>	<b>46</b>
<b>9: SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE .....</b>	<b>48</b>
<b>10: PUBLIC SCHOOL USE AND VARIABLE SCHOOL CALENDARS.....</b>	<b>52</b>
<b>11: SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS, TRIBAL, MUNICIPAL AND INDIAN ORGANIZATION .....</b>	<b>54</b>
<b>12: INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS .....</b>	<b>56</b>

# TRIBAL EDUCATION STATUS REPORT

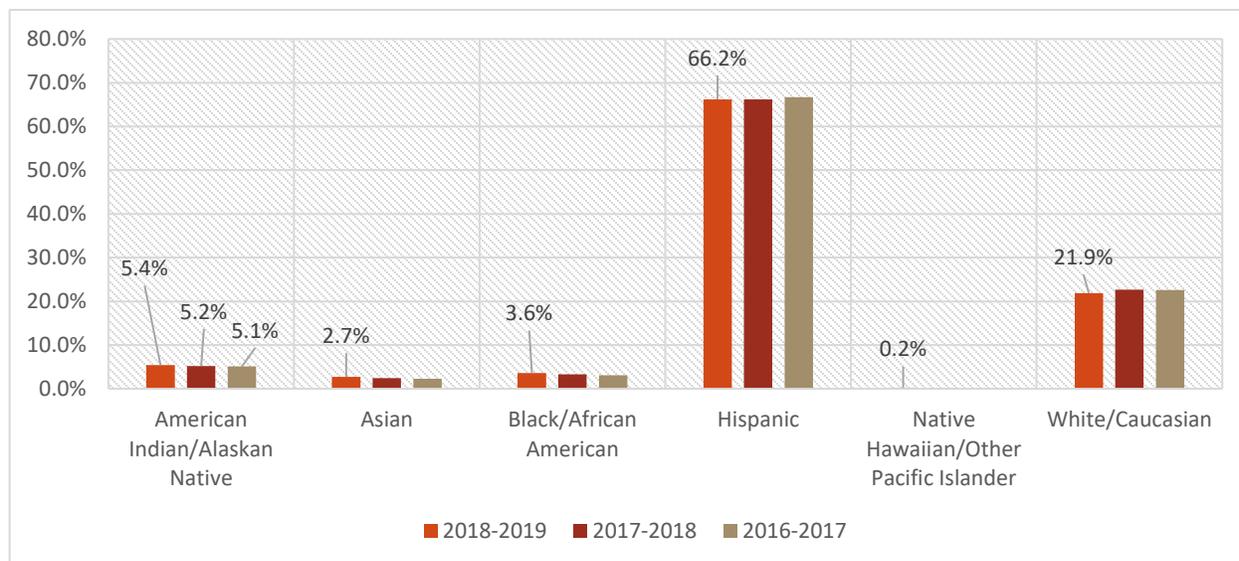
In compliance with the Indian Education Act Article 23A Indian Education, NMSA Section 22-23A-7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11) the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the Public Education Department’s (PED) current initiatives specific to American Indian students and their academic progress.

## PROFILE OF INDIAN EDUCATION IN ALBUQUERQUE PUBLIC SCHOOLS

During the 2018-2019 school year, Albuquerque Public Schools (APS) included:

- 140 Schools:
  - 88 Elementary Schools (K-5),
  - 4 K-8 Schools,
  - 28 Middle Schools (6-8),
  - 20 High Schools (9-12)
- 68.1% of students participated in the Free/Reduced Price Lunch Program
- 17.5% of students had current English Learner status
- 18.8% Students with Disabilities and 5.7% students participated in the Gifted program
- Staff was made up of 1.6% American Indian/Alaskan Native, 1.5% Asian, 2.5% African American, 41.7% Hispanic, and 52.7% Caucasian.

During the 2018-2019 school year, Albuquerque Public Schools’ 80<sup>th</sup> day enrollment (not including charters) was 81,441 students in grades Pre-Kindergarten through 12<sup>th</sup> grade. The enrollment count for those whose *primary* race is non-Hispanic, American Indian/Alaskan Native was 4,385 students (5.4% of total student enrollment; see Figure 1). **The enrollment count, which includes all students who identified as American Indian/Alaskan Native, including those who also indicate Hispanic ethnicity, was 6,065 students.** The Indian Education Department at APS serves all students who identify as AI/AN.



**FIGURE 1.** 80<sup>th</sup> day student enrollment based on primary race for the last three school years (See APS Strategic Analysis & Program Research’s Public Visualizations (“*Enrollment and Demographic Information*” and “*Staff Demographics and Experience*”) at <http://www.aps.edu/sapr> for more information.)

The New Mexico Tribes represented at Albuquerque Public Schools were as follows:

NM Tribe Name	2018-2019 SY
Acoma	2.5%
Cochiti	0.6%
Isleta	1.7%
Jemez	1.5%
Jicarilla Apache	1.3%
Kewa (Santo Domingo)	1.9%
Laguna	5.0%
Mescalero Apache	0.5%
Nambe	0.3%
<b>Navajo</b>	<b>54.5%</b>
Ohkay Owingeh (San Juan)	0.3%
Picuris	0.1%
Pojoaque	0.0%
San Felipe	1.0%
San Ildefonso	0.1%
Sandia	0.3%
Santa Ana	0.2%
Santa Clara	0.3%
Taos	0.5%
Tesuque	0.1%
Zia	0.3%
Zuni	4.9%
<b>other</b>	<b>22.2%</b>

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## STATUTORY REQUIREMENTS

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

- 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 districtwide 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.

# DETAILED REPORT

## 1: STUDENT ACHIEVEMENT

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### OBJECTIVE

Indian Education Department’s (IED) 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.

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### 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 (*may* be given in grade 8), Algebra II, Geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

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### METHODS

Assessment data for the 2018-2019 school year is not available; this report included data from the 2017-2018 school year. During SY 2017–2018, students in grades K–2 were tested in reading using the iStation assessment, and students in grades 3–11 were tested using New Mexico assessments that include; the Partnership for Assessment of Readiness for College and Careers (PARCC) ELA and math, standard-based assessment (SBA) Spanish reading, SBA science, New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science. 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. Testing data is reported as the percentage of students who meet the cut-off point for proficiency, as defined for the 2017–18 school year. All assessment scores have been standardized to reflect proficiencies—from *non-proficient* to *at proficient* and *above proficient*.

Source: PED Student Assessment files (<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>); New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.) 120<sup>th</sup> day snapshot files; New Mexico Public Education Department Indian Education Division Student Assessment files; and Strategic Analysis & Program Research public visualization files (<http://www.aps.edu/sapr>)

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### RESULTS

The first several graphs in this section show the districtwide percentage of students who are at or above proficiency by ethnicity as measured by the New Mexico assessments. The overall results seen in student achievement are based on all 2018 test results. The last graphs in this section looked at districtwide enrollment in gifted programs. The key findings are:

- Generally, the districtwide proficiency rates for reading and math have increased during the 2017-2018 school year when compared to the previous two school years.
  - Science proficiency rates decreased by 2 percentage points since the 2016-2017 school year and about 8 percentage points since the 2015-2016 school year.
- American Indian/Alaskan Native (AI/AN) students showed a small, but steady increase in reading and math proficiency rates. The percent proficient in mathematics has increased slightly over the last two school years.
  - AI/AN science proficiency rates have steadily decreased over the last two school years.
- Reading for AI/AN students is up in most grade levels in 2017-2018 school year; Grades 4 and 10 had the highest gains with a proficiency rate which was up 6 and 8 percentage points, respectively, from the previous year.
- Math for AI/AN students saw an improvement in 2017-2018 scores for most grade levels. For example, American Indian/Alaskan Native students math proficiency rates for Grades 3, 4, and 9 were all up 4 percentage points from the previous school year.
- Science for AI/AN students in 4<sup>th</sup> grade has improved compared to 2016-2017 school year; Both 7<sup>th</sup> and 11<sup>th</sup> grades showed a drop in percent proficient during the 2017-2018 school year.
- Reading scores of AI/AN students identified as non-economically disadvantaged were about 5 percentage points higher than districtwide students in reading; 4 percentage points higher in math; and equivalent proficiency scores in science.
- There are performance gaps between male and female AI/AN students. While AI/AN female students are outperforming AI/AN males in reading by about 8 percentage points, their male counterparts are outperforming them by about 3 percentage points in science. Both genders are performing nearly equally in math, although males are slightly more proficient than the female counterparts.
- A slightly higher proportion of American Indian/Alaskan Native students are in the gifted program than in previous school years.

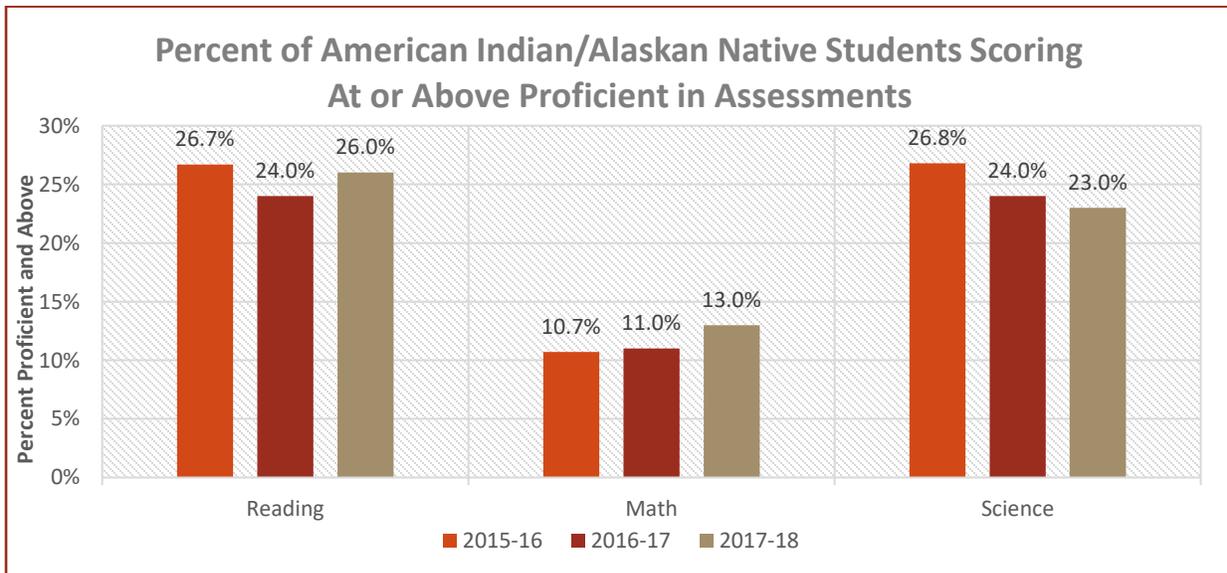
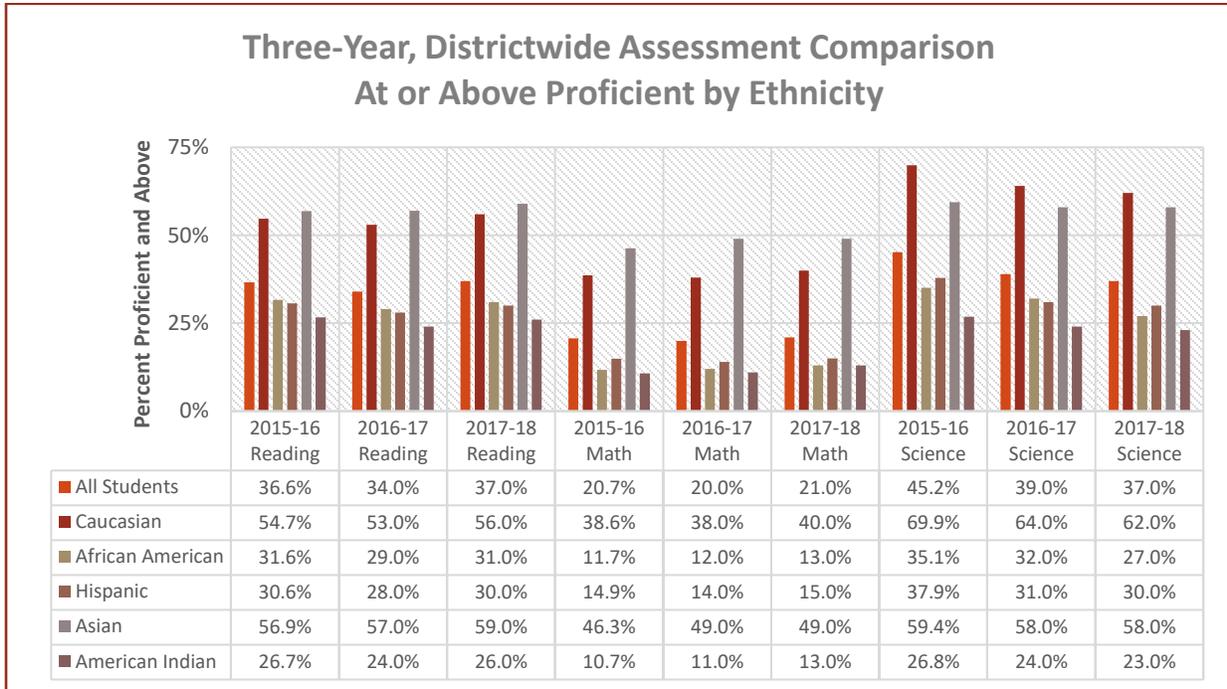
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## CONCLUSION

Overall, the districtwide proficiency rates for reading and math have increased during the 2017-2018 school year when compared to the previous two school years. Science proficiency rates decreased since the 2016-2017 school year. American Indian/Alaskan Native (AI/AN) students showed a small but steady increase in reading and math proficiency rates. However, similar to the districtwide's performance in science, the percent proficient for AI/AN has also decreased slightly over the last two school years. Generally, American Indian/Alaskan Native students are less proficient than their counterparts in reading, math, and science. However, when we consider AI/AN who are not identified as economically disadvantaged proficiency rates are higher than the overall districtwide proficiency rates. More AI/AN students are identified as economically disadvantaged than non-economically disadvantaged. Poverty is related to poor academic progress, among other outcomes. Increased research on the correlation between poverty among AI/AN and educational progress and outcomes is essential.

**ACTION PLAN**

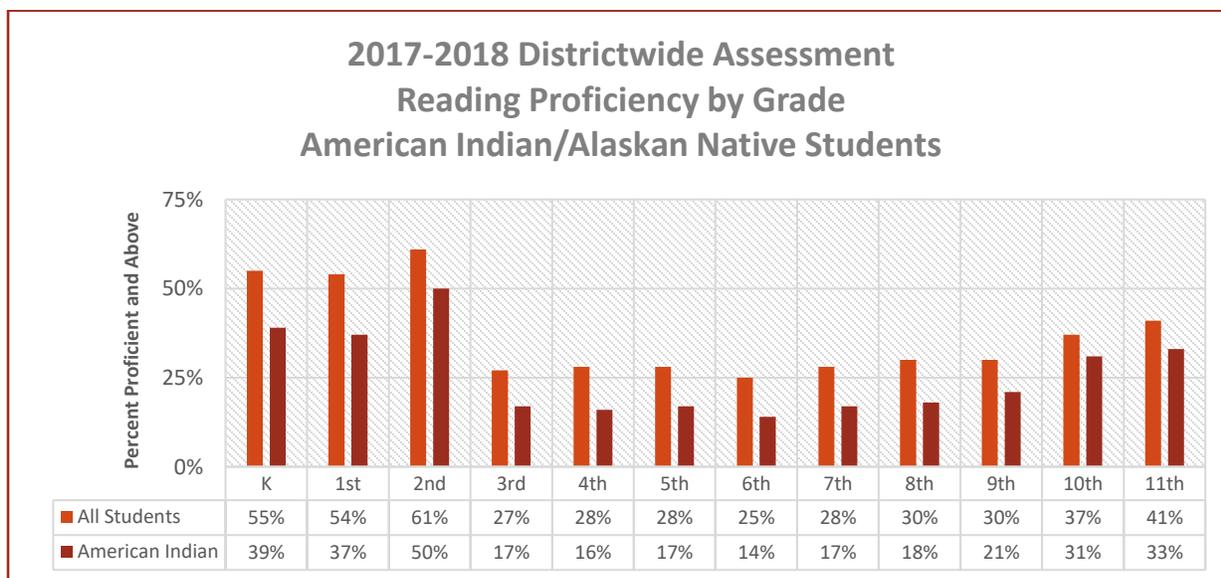
Improving and increasing school and early intervention programs will help to reduce some of the risk factors for AI/AN students. If there were increased resource teachers for the elementary grades there would be positive impact for AI/AN students struggling with reading and mathematics. Currently, there are a few elementary schools served by resource teachers from Indian Education for intervention in both reading and mathematics.



Note: Proficiencies include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; PARCC ELA and math; and Istation reading.

**DISTRICTWIDE ASSESSMENT BY ETHNICITY**

- Overall proficiency rates in reading and math increased during the 2017-2018 school year compared to the previous school year. However, overall there was a decline in science proficiency rates.
- About 26% of AI/AN students are proficient in reading; 13% in math, and about 23% in science. The proficiency rate of AI/AN students in 2017-2018 for reading and math increased from SY 2016-2017. The science proficiency rate of AI/AN students decreased slightly from the two previous school years.
- Proficiency rates for AI/AN students remain considerably lower than other ethnicity students. Especially discrepant is their comparison with students of Caucasian and Asian backgrounds.
  - As compared to the percentage of proficient Caucasian students at 56%, less than half of the AI/AN students are proficient readers at 26%. In math, AI/AN students are performing at 13%, which is nearly one-quarter of the proficient percentage of the Asian students at 49%, and almost one-third as many AI/AN students are proficient in science at 23% with the Caucasian students performing at 62% proficient.
  - As compared overall to all subgroups of students, the AI/AN students’ proficiency performance ranks the lowest in all three subject areas of Reading, Math, and Science. One exception is in math where both AI/AN students and African American students performed at 13% proficiency. The AI/AN students come close to the Hispanic students in math by a 2% difference in proficiency.



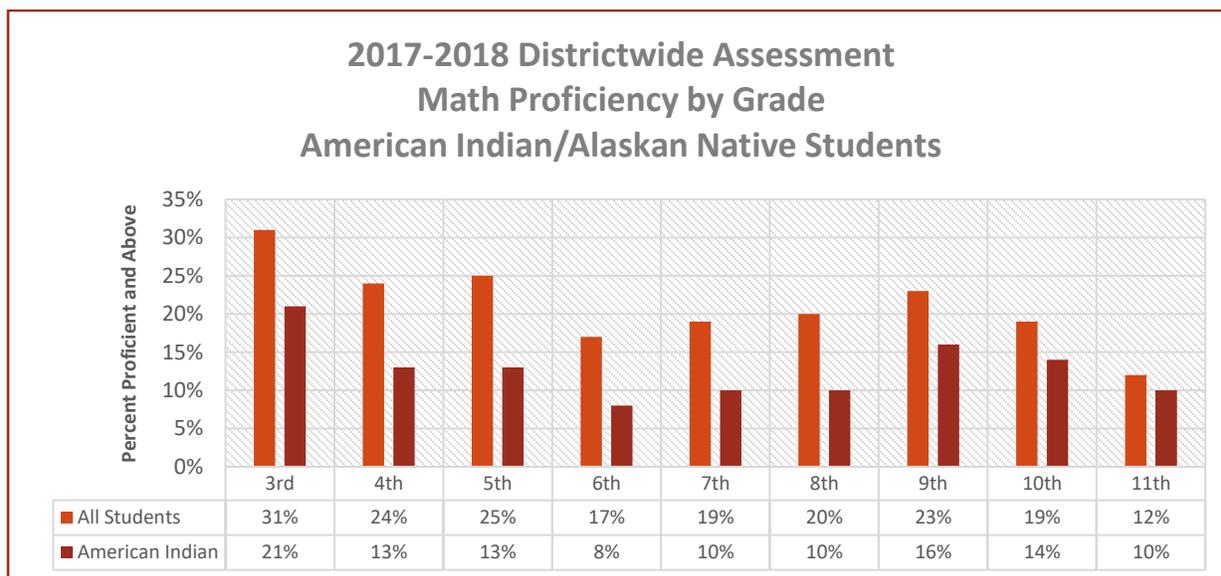
**READING BY GRADE**

Grades K to 2 proficiencies for AI/AN students was determined using the Istation assessment that showed the following:

- The highest level of reading proficiency is the 2<sup>nd</sup> grade at about 50%
- The lowest level of proficiency is 37% in 1<sup>st</sup> grade.

Grades 3 to 11 proficiencies for AI/AN students were based on PARCC, SBA reading, and NMAPA reading assessments, which showed the following:

- The significant drop in reading proficiency from the end of 2<sup>nd</sup> grade to the end of 3<sup>rd</sup> grades is likely due to:
  1. The use of the two different assessments;
  2. The more rigorous PARCC assessments;
  3. The perennial reason – the climb from decoding in the primary grades to reading for comprehension starting in the 3<sup>rd</sup> grade.
- Reading proficiency rates have increased for most of the grade levels when compared to the 2016-2017 school year.
  - Only 11<sup>th</sup> grade had decreases in proficiency rates compared to the previous school year.
  - Grade 10 had the largest gain with an 8% increase in proficiency from the prior school year.
  - Grade 11 had the largest loss with the percent proficient dropping from 39% in 2016-2017 to 33% in 2017-2018.
- Reading proficiencies are at their lowest level in the 6<sup>th</sup> grade, at 14 percent.
- The proficiency rate for AI/AN students was in the 11th grade with 33% proficient or above.

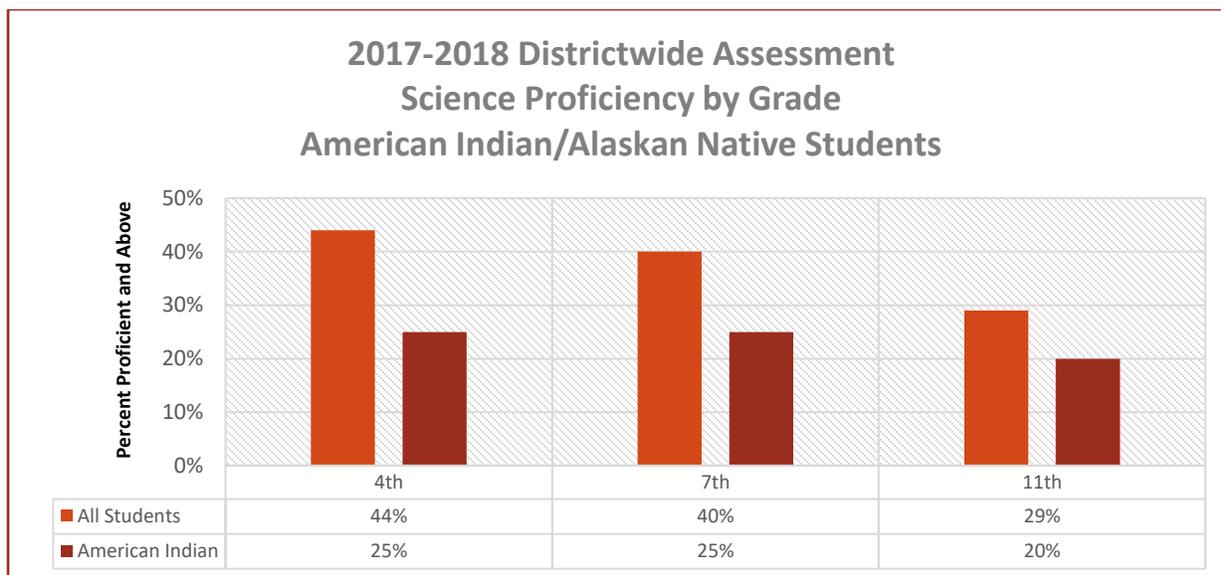


**MATH BY GRADE**

Grades 3 to 11 proficiencies for AI/AN students were based on PARCC and NMAPA math assessments. The 2017-2018 Math Proficiency by Grade chart shows:

- AI/AN students are performing well below all other students in all grade levels from 3<sup>rd</sup> to 11<sup>th</sup> grade.
- AI/AN elementary students and high school students are performing slightly better in math than those in middle school;
- Overall AI/AN students increased in percent proficient from 2016-2017 school year.

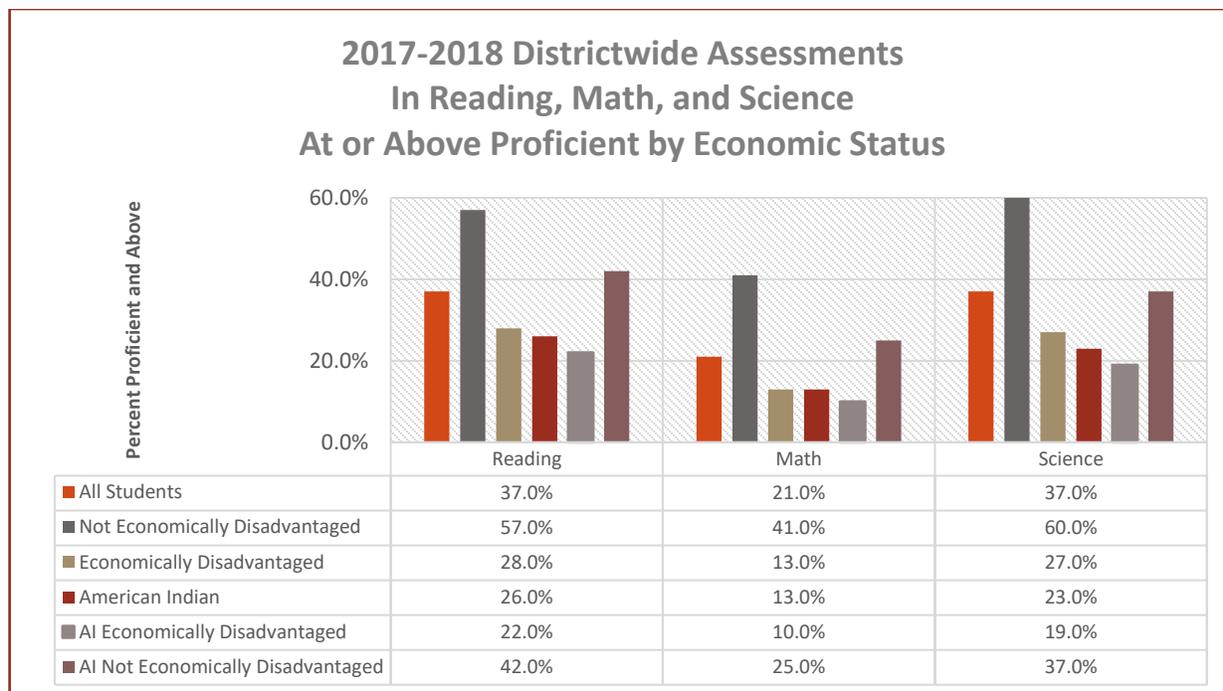
- Grades 3<sup>rd</sup>, 4<sup>th</sup>, and 9<sup>th</sup> had the largest increase in percent proficient; proficiency rate increased in those grades by 4 percentage points compared to the previous school year.
- Grades 6<sup>th</sup> and 10<sup>th</sup> had a decrease in percent proficient with only 1% drop from the previous school year.



**SCIENCE BY GRADE**

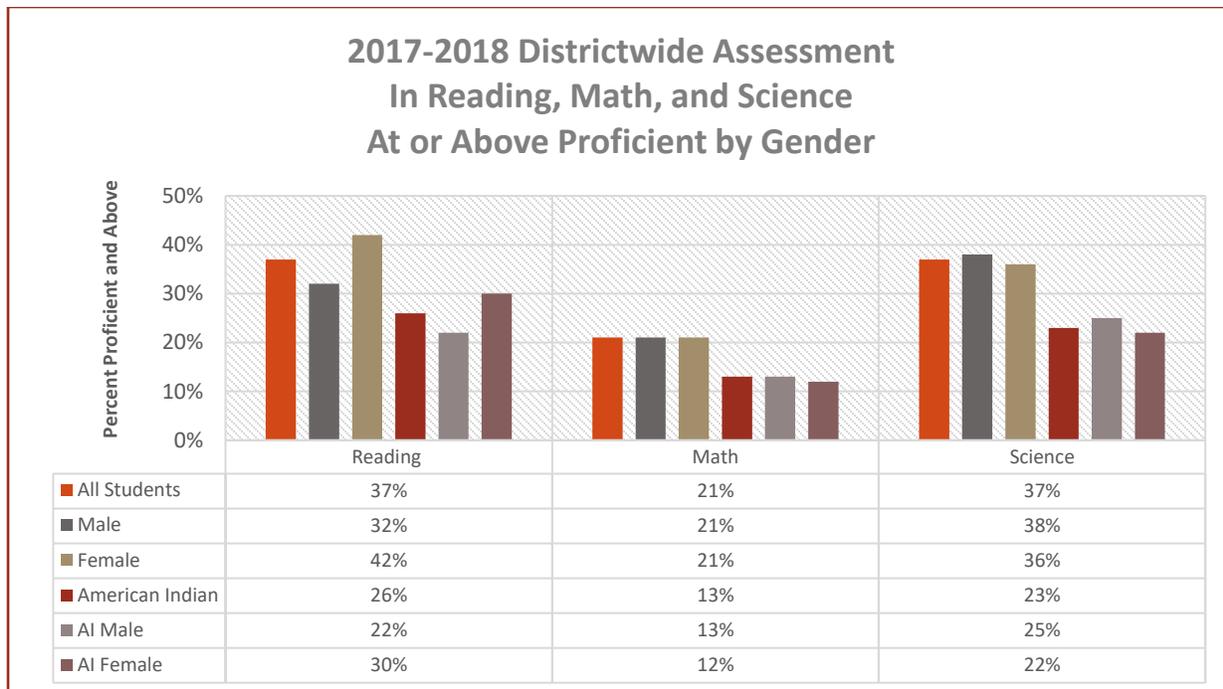
Science is assessed only in grades 4, 7, and 11. The proficiencies were based on SBA science and NMAPA science. The 2017-2018 Science Proficiency by Grade figure shows American Indian/Alaskan Native students demonstrate the following:

- The highest level of science proficiency is found in the 4<sup>th</sup> and 7<sup>th</sup> grades at 25% meeting proficiency or above.
- Grade 4 percent proficiency increased from 21% in 2016-2017 to 25% in 2017-2018.
- The lowest level of science proficiency is found in the 11<sup>th</sup> grade at about 20% proficient or above.
- Both grades 7<sup>th</sup> and 11<sup>th</sup> decreased 3 percentage points from the previous school year.



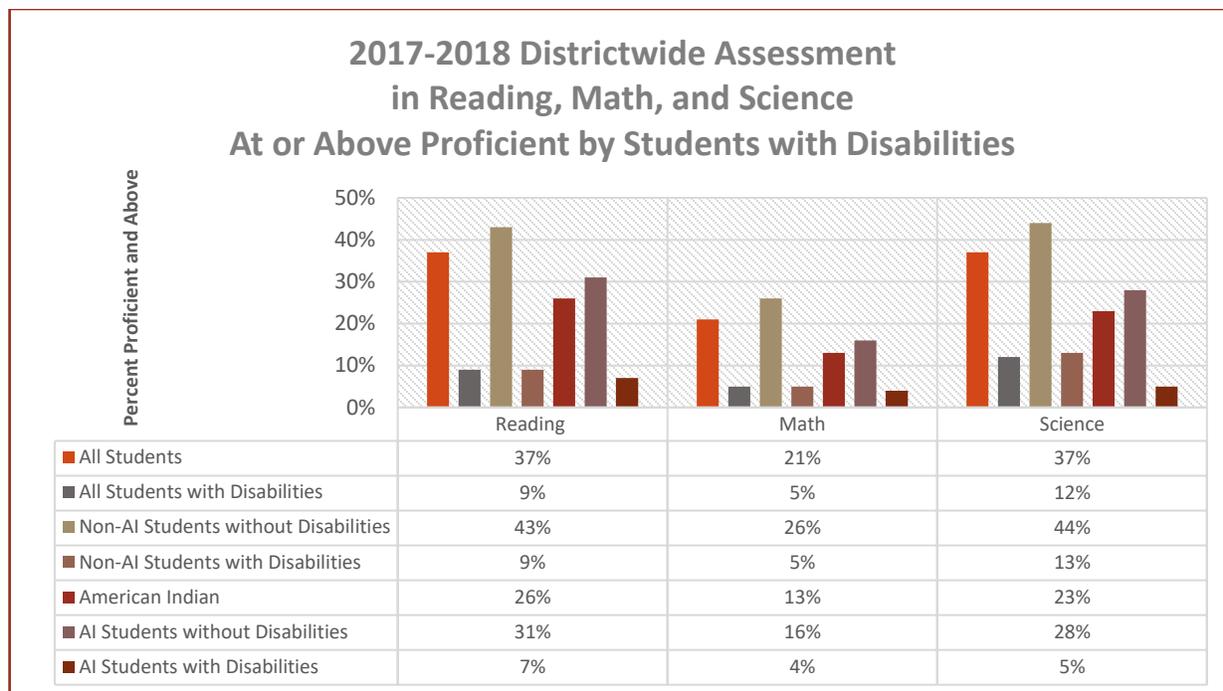
#### PROFICIENCY BY ECONOMIC STATUS

- Overall, AI/AN students who are non-economically disadvantaged are performing better than those who are identified as economically disadvantaged.
  - Reading performance for economically disadvantaged students is 20 percentage points lower than those non-disadvantaged students.
  - Math performance is 15 percentage points higher for those students who are non-economically disadvantaged compared to those who are economically disadvantaged.
  - Science performance is about 18 percentage points higher for students who are non-economically disadvantaged compared to those who are economically disadvantaged.
- In reading, non-economically disadvantaged AI/AN students performed better than students in the district overall (42% compared to 37%).
- In Math, non-economically disadvantaged AI/AN students performed better than students in the district overall (25% compared to 21%).



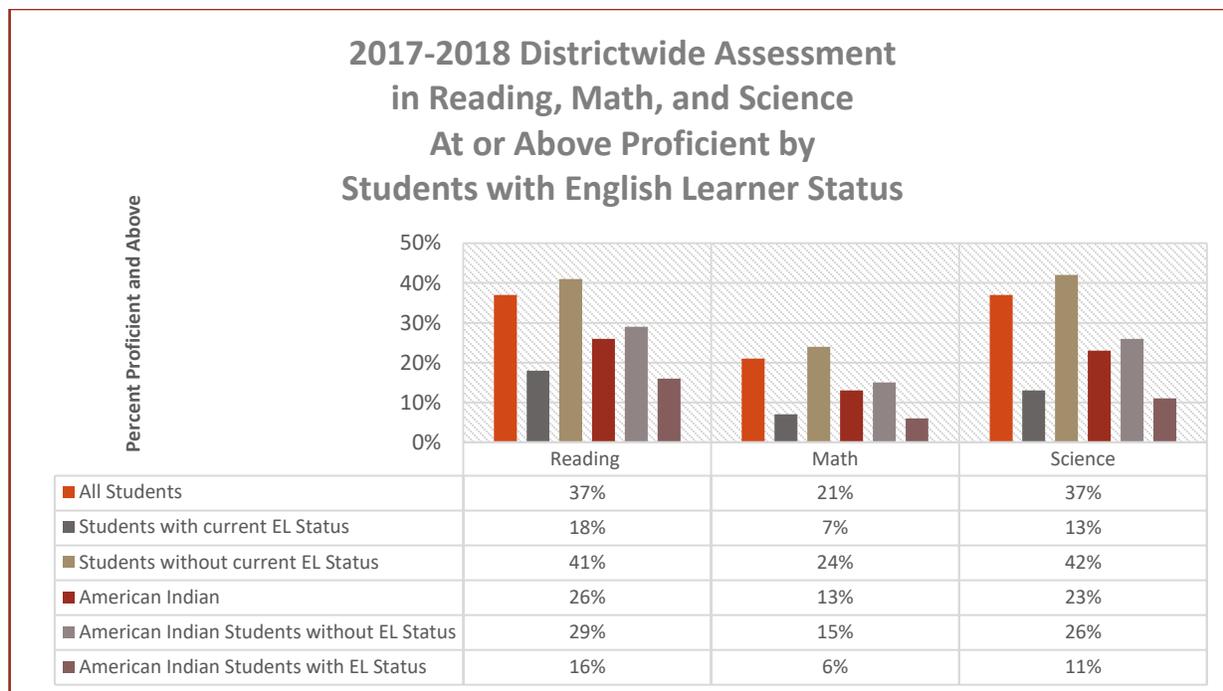
#### READING, MATH, AND SCIENCE PROFICIENCY BY GENDER

- AI/AN male students performed slightly better in math and science than AI/AN female students.
- AI/AN female students performed better in reading than AI/AN male students.



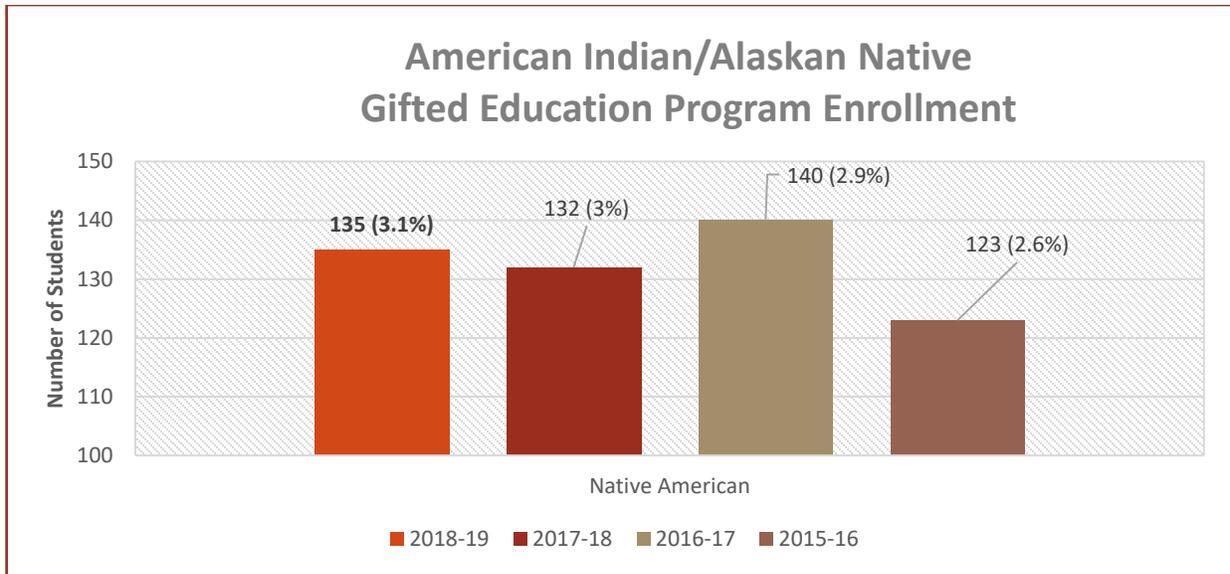
#### READING, MATH, AND SCIENCE PROFICIENCY BY STUDENTS WITH DISABILITIES

- AI/AN students with disabilities are significantly underperforming in reading, math, and science compared to AI/AN students without disabilities.
  - AI/AN students without disabilities are at least four times higher in their percent proficiency than AI/AN students with disabilities.
- AI/AN students with disabilities are underperforming in reading, math, and science compared to the students with disabilities districtwide.



#### READING, MATH, AND SCIENCE PROFICIENCY BY STUDENTS WITH EL STATUS

- Overall, AI/AN students without EL status outperform AI/AN students with current EL status.
  - Reading performance is 13 percentage points higher for those students who are without English Learner status compared to those who are current EL students.
  - Math performance is 9 percentage points higher for those students who are without English Learner status compared to those who are current EL students.
  - Science performance is about 15 percentage points higher for students who are without English Learner status compared to those who are current EL students.
- AI/AN students with EL status have lower proficiency rates compared to EL students at the district level.



#### GIFTED PROGRAM PARTICIPATION

- Gifted education falls under the Special Education Department. Students are identified through a referral and evaluation process.
- About 3% of the American Indian/Alaskan Native population at APS are enrolled in the gifted program.
- The proportion of AI/AN students who are enrolled in the gifted program has grown slightly since the 2015-16 school year. More AI/AN students are in the gifted program.

## 2: SCHOOL SAFETY

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### OBJECTIVE

To ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

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### 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
- 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).

<http://ped.state.nm.us/sfsb/safeschools/>

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### METHODS

Albuquerque Public Schools submitted their current school safety process through a district-wide survey issued by NMPED IED. The NMPED IED team analyzed the data to determine which districts or charter schools required additional assistance to ensure students have a safe school environment.

Behavioral incidence data were collected by each school in the district and recorded in the district's student information system. Data were summarized and collapsed into the most highly reported student infractions.

Sources: New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.).

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### RESULTS

The school district has in place required district training for all district personnel. The trainings include: Blood Borne Pathogens, Civil Rights/ Harassment/ American with Disabilities Act, Confidential Information, Customer Service, Employee Regulations, Ethics and Conflict of Interest, Social Media Guidelines, SPAM/ Phishing: Email Security, Technology Use, Undocumented Students, Bullying and Cyberbullying, Child Abuse and Neglect, Gender Identification and Expression, Suicide Prevention, Student Health Concerns, Asbestos Awareness, Additional Health Trainings and Threat Assessment.

Also in place in each school are trainings and certification on English as a Second Language for all teachers, Discipline Policy, Staff Handbook, Emergency Drills in every building, Food Safety Inspections, Identification badges required at each site, Integrated Pest Management, Tobacco, Alcohol and Drug Free Schools are enforced, School Safety Committees, security officers at each location, school maps are in place, Emergency protocols are written and in place, Prevention, Protection, and Mitigation plans, Lock Downs, there are written protocol in place that includes: School-based Health Centers and services, infectious and communicable disease prevention that include Pandemic Influenza Prevention, Behavioral and Mental Health, and a District Wellness Policy.

The behavioral data for the 2018-2019 school year showed that the number of reported discipline incidents increase as students move up in grade level; the number of incidents peaks in middle school. The number of reported incidents begin to slowly decline as students enter high school. Male students are more than twice as likely to receive a discipline report compared to females, although this difference is smaller than it was last school year. The most common discipline infraction is *general disorderly conduct*, making up about 34% of the total number of reported incidents; followed by *assault/ battery*, making up about 32% of the total number of reported incidents. *Graffiti*, *arson*, *gang-related activity*, and *weapon possession* infractions each makeup less than 1%. Approximately 8.7% of the AI/AN students enrolled during the 2018-2019 school year had at least one behavioral violation on record. Of those that did have discipline incidents, the highest reported infractions were the *assault/ battery* category, followed by *general disorderly conduct* category.

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## CONCLUSION

The school district has communicated effectively with district personnel in adherence to required district training each year. Policies related to safety and health are in place districtwide. Protocols related to each area listed above are in place at each site.

Overall, reported discipline infractions have increased since last school year, due mainly to the addition of the *general disorderly conduct* infraction being included in this year's state reporting. However, *assault/ battery* remains one of the highest reported offenses for the district and among AI/AN students. Male students continue to have significantly more reported infractions than female students, but the gender gap is narrowing as females had more reported infractions than last school year. Generally, the number of reported infractions for AI/AN students has remained stable since last school year. Although there has been a drop in the percentages of several infractions for AI/AN students (e.g., *alcohol violation* and *bullying*), a few infractions have increased since last school year (e.g., *tobacco use* and *vandalism*). The district is working to address areas in which students are underrepresented or overrepresented in their reported infractions in relation to their APS enrollment.

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## ACTION PLAN

Continuation of protocols and policies at each location is necessary. The district Indian Education Department (IED) recognizes AI/AN students annually in 12 categories which include citizenship, leadership, academic achievement, most improvement, etc. Another support for schools' AI/AN students is counseling in coordination with the building counselors and a full time College and Career Counselor in the Indian Education Department. In addition,

referrals to partnering AI/AN Mental Health organizations are coordinated by the Indian Education Department and school sites. The organizations have MOA's with the district Counseling Department.

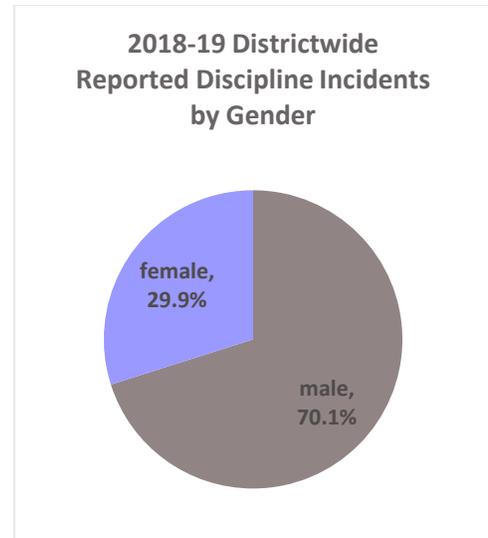
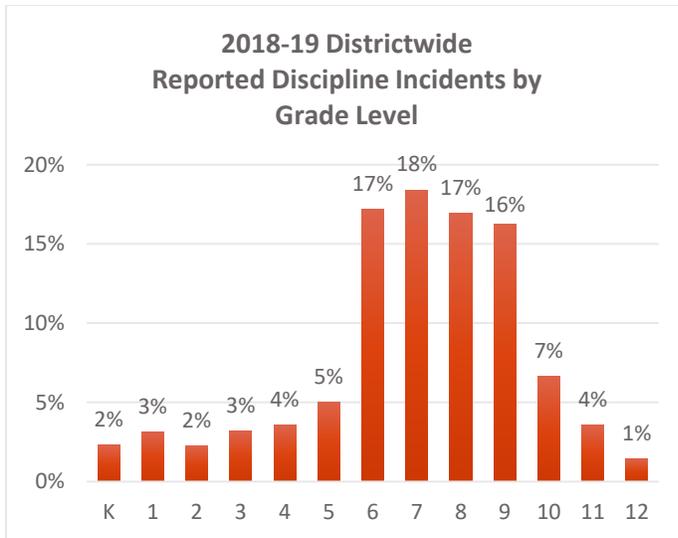
### *Safety Indicators*

- ✓ Albuquerque Public Schools has a district-wide School Safety plan in place.
- ✓ Albuquerque Public Schools submits an annual school safety report to the PED Coordinated School Health and Wellness Bureau.
- ✓ Albuquerque Public Schools has a School Safety Committee.
- ✓ Albuquerque Public Schools is in compliance with the School Wellness Policy.

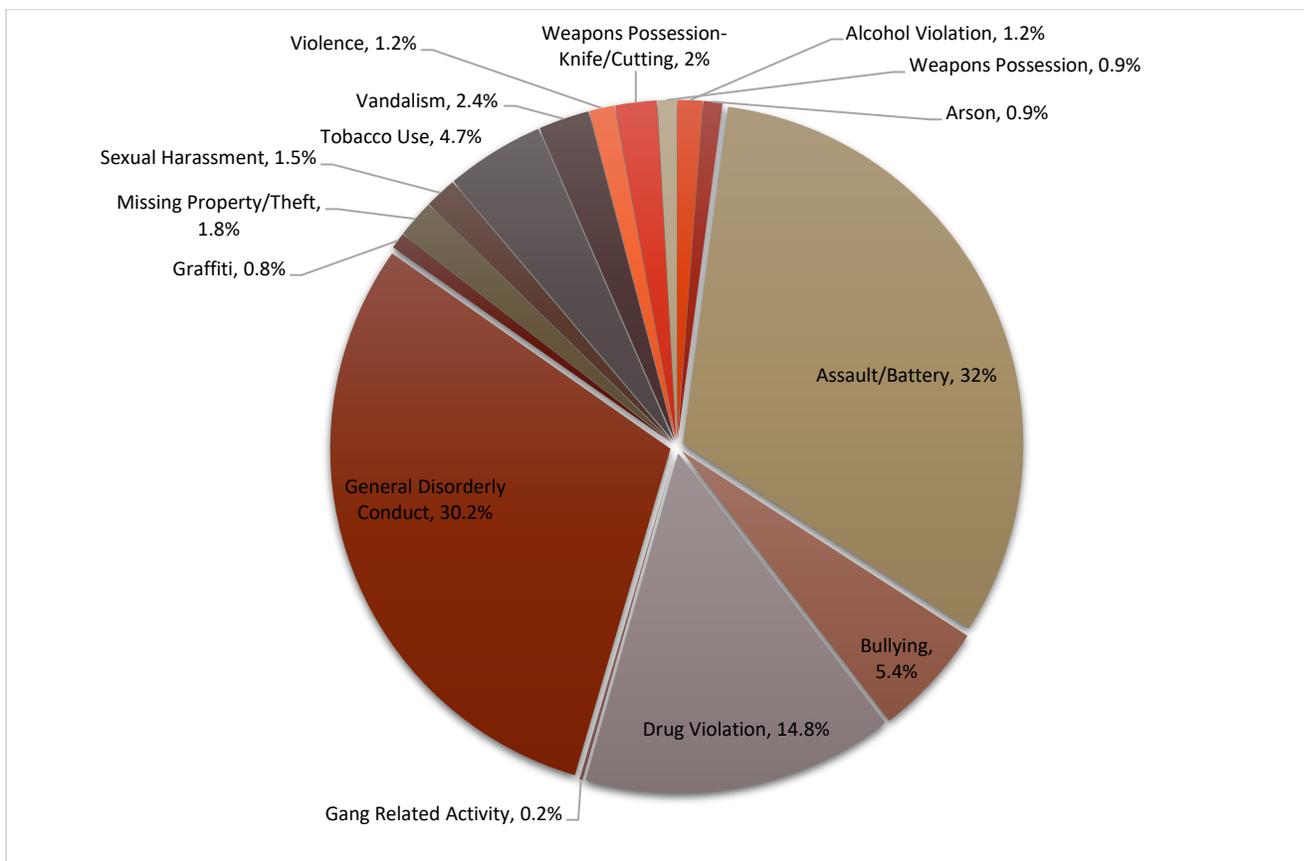
### 2018-19 Districtwide Reported Discipline Incidents

	Alcohol Violation	Arson	Assault/Battery	Bullying	Drug Violation	Gang Related Activity	General Disorderly Conduct	Graffiti	Homicide	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Violence	Weapon Possession – Knife/Cutting	Weapons Possession
<b>Number Infractions Reported (total = 15,848)</b>	140	87	5,112	1,202	1,673	102	5,401	74	1	303	434	581	262	229	156	91
<b>Percent of Total Incidents</b>	1%	1%	32%	8%	11%	1%	34%	0%	0%	2%	3%	4%	2%	1%	1%	1%
<b>Caucasian</b>	14%		14%	15%	12%	10%	13%	15%		18%	18%	22%	16%	16%	16%	12%
<b>African American</b>			7%	8%	5%		6%			6%	8%	4%	5%	9%		
<b>American Indian /Alaska Native</b>			4%	3%	6%		4%			4%	2%	5%	6%		8%	
<b>Hispanic</b>	75%	76%	74%	74%	77%	79%	77%	70%		71%	71%	67%	72%	70%	68%	70%

Note: Percentages for categories with fewer than 10 students/incidences are masked in order to protect student privacy. For this reason, Native Hawaiian or Other Pacific Islander and Asian subgroups are not included in the above table.



### 2018-2019 Reported Discipline Infractions: American Indian/Alaska Native Students



(Number of incidents = 662; AI/AN students represented about 4.2% of total 2018-19 districtwide incidents)

### 3: GRADUATION RATE

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#### OBJECTIVE

The graduation objective is to ensure that all American Indian/Alaskan Native (AI/AN) 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.

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#### 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/Alaskan Native (AI/AN) students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

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#### 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 (SGT)—were reset and approved by the United States Department of Education (USDOE) in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. The 4-year data for Cohort 2019, as well as the 5-year and 6-year graduation rates for 2018 and 2017, were not yet available from NM PED.

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>; Results from *2019 Senior Exit Survey*

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#### RESULTS

The charts below showed:

- Districtwide 4-year graduation rates continued to show an increase from 67.9% in 2017 to 69.6% in 2018.
- The 4-year graduation rate of American Indian/Alaskan Native students remained relatively stable from the previous cohort (54.6% in 2017 to 54.2% in 2018).
- The 5-year graduation rate for AI/AN students rose from 57.1% in 2016 to 61.7% in 2017.
- The 5-year graduation rates for AI/AN students rose over 9 percentage points since the 2013 cohort and nearly 5 percentage points in the last year.

- The majority of AI/AN graduates plan to enroll in a university or college following high school.

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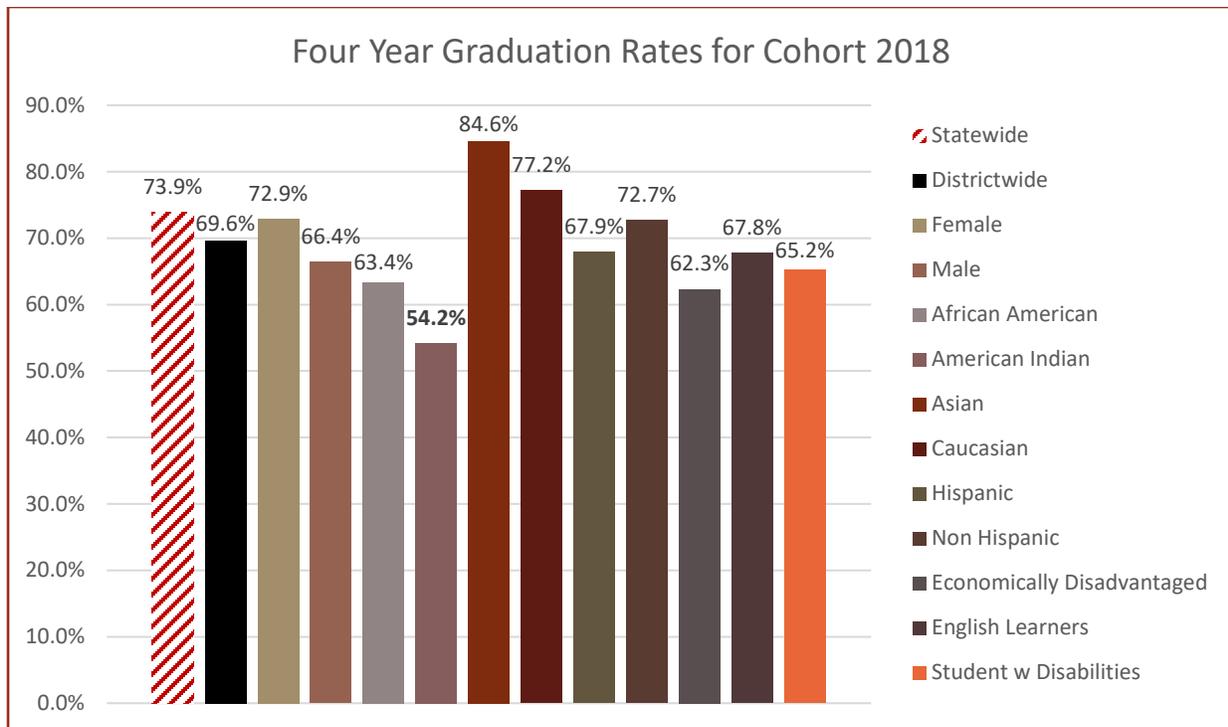
## **CONCLUSION**

Overall, the number of AI/AN student graduates have remained stable. AI/AN students continue to have the lowest graduation rate when compared to other student groups. The IED's support for AI/AN students in achieving graduation is ongoing with the creation and implementation of multiple programs specifically for AI/AN students attending district schools. The program with the most significant impact is the Gradpoint Online Credit Recovery Program by Pearson which assisted 222 AI/AN students complete core coursework (i.e., English, Science, Social Studies, and Math) in SY2018-2019.

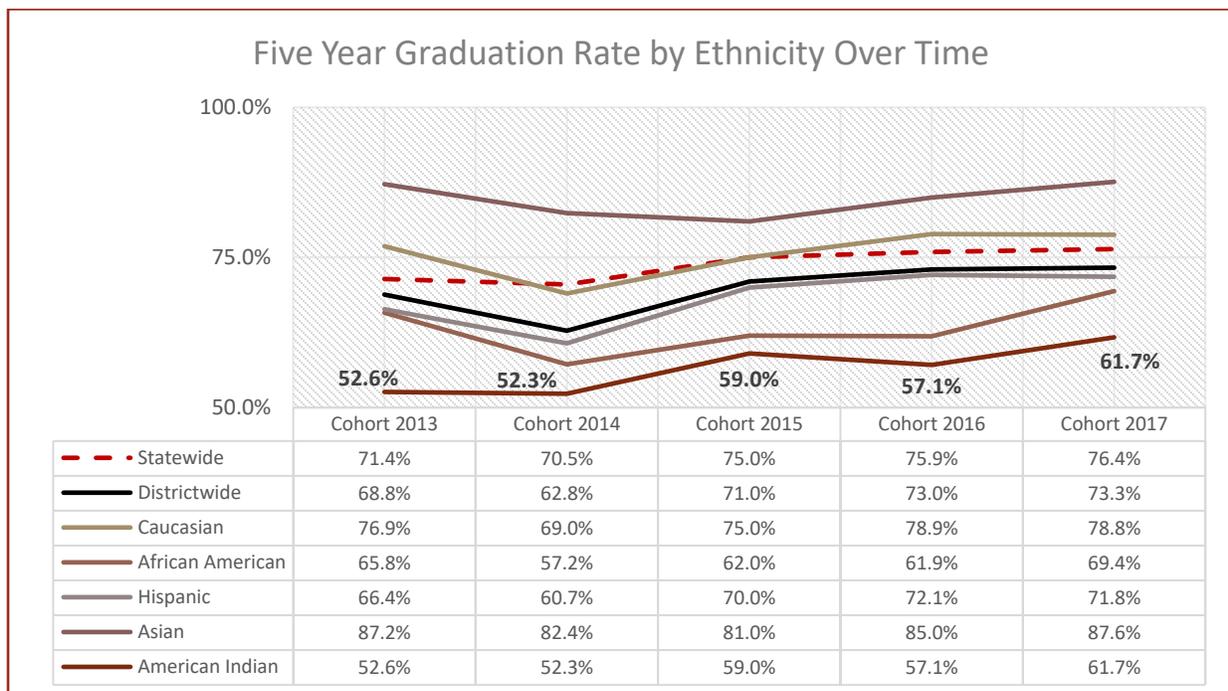
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## **ACTION PLAN**

The school district submitted CSI grant applications last spring 2019 and many of the high schools included in the grant applications GradPoint Credit Recovery Programs. They will design and implement a GradPoint Credit Recovery Program for their students that need this support for their schools. This will help many AI/AN students who may be short credits for graduation next spring 2020. For high schools not included in the CSI applications, the Indian Education Department will continue to serve students who need this support on a small scale.

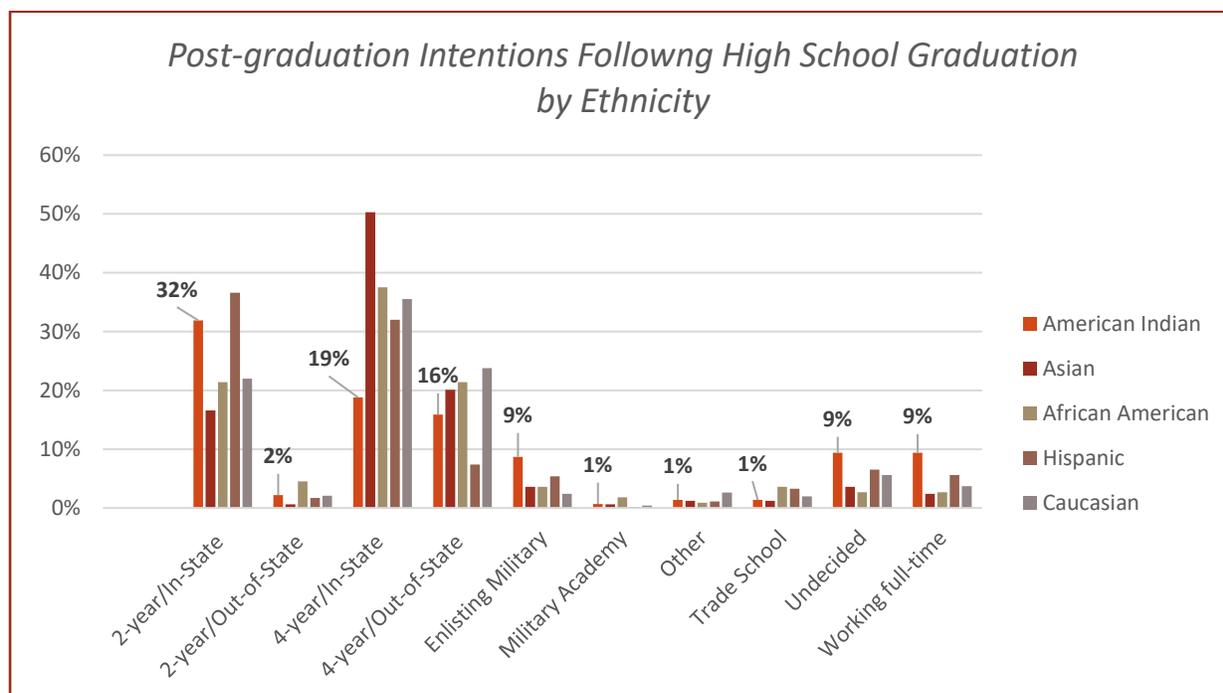


This indicator examines the percentage of APS high schools students who graduated within four-years with a regular high school diploma.



This graph examines the changes over time in graduation rates for students who graduated within five-years.

Albuquerque Public Schools administers the Senior Exit Survey to graduating seniors every spring. The purpose of the Senior Exit Survey (SES) is to capture seniors’ intentions after high school. The graph below shows the percentages of the students’ self-reported intentions disaggregated by race/ethnicity.



**POST-GRADUATION PLANS**

- American Indian/Alaskan Natives and Hispanics have a higher proportion of students attending 2-year/in-state institutions, whereas Asian, African Americans, and Caucasian students had a higher percentage choosing a 4-year/in-state option.
- American Indian/Alaskan Native seniors are also more likely to want to work full-time or be unsure about their future plans; in fact they are about three times as likely when compared than African American students.
- American Indian/Alaskan Native respondents also have a notable proportion choosing to enlist in the military.

## 4: 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.

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### 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.

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### METHODS

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 Student Teacher Accountability Reporting System (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.

The school districts and charter schools report absences with excused and unexcused identifiers through the STARS. They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. Average Daily Attendance is based on the total number of days present of all students enrolled at the

school at any time during the school year divided by the total number of days in membership of all students enrolled at the school at any time. Includes both excused and unexcused absences. STARS tables were sorted by the attendance rates of AI/AN students within the districts for the 2018–2019 school year, capturing the 40<sup>th</sup>, 80<sup>th</sup>, 120<sup>th</sup> day attendance snapshots. 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. Student stability is defined as the percent of students enrolled in the first 40-day STARS snapshot who were also enrolled in the final EOY snapshot. Student stability rate is based on the 2017-2018 school year.

**Source:** New Mexico Public Education Department, Student Teacher Accountability Reporting System (S.T.A.R.S.); APS Strategic Analysis & Program Research’s Public Visualizations: 2018-2019 “Attendance by Student Group”, “Chronic Absenteeism by Student Group”, and “Student Stability by School Year”. (<http://www.aps.edu/sapr> for more information).

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## RESULTS

The results below indicate that AI/AN students consistently have attained a lower attendance rate as compared to the other subgroups over a span of six years. In the past five years, the AI/AN attendance rate was dropping lower each year; as was the trend for all students in the district. The causes for this attendance decrease was not known. However, during the 2017-2018 school year, the AI/AN attendance rate began to increase. The gap between AI/AN students attendance and the other subgroups has narrowed. Additionally, the percent of students with 10 or more full-day unexcused absences also remained stable during the 2018-2019 school year. Unfortunately, the percentage of AI/AN students who are chronically absent is much higher than their counterparts. Finally, AI/AN students also tended to have higher mobility as seen in the student stability graph.

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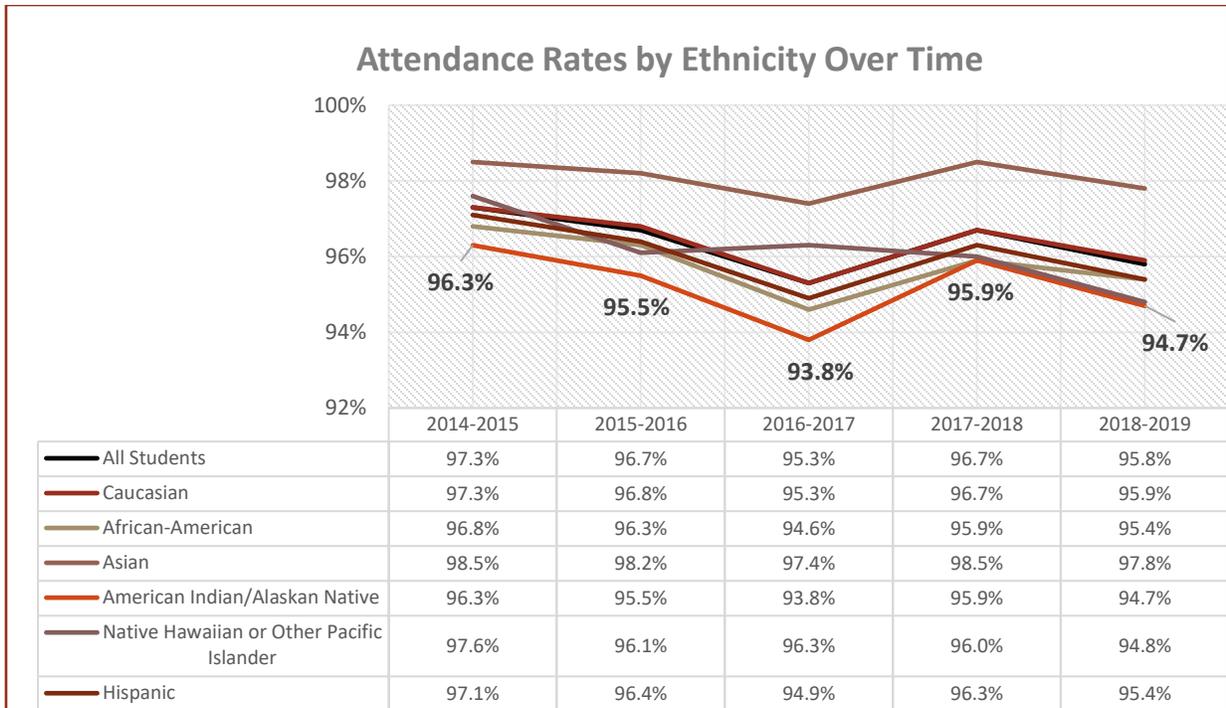
## CONCLUSION

The attendance rate for American Indian/Alaskan Native students slightly decreased from the previous school year, as did the rate districtwide. Since the 2017-2018 school year, APS made it a priority to increase attendance rates for all students. The district has been improving the monitoring of absences, increasing communication with parents, and creating a climate in which students appreciated the value of coming to school. However, even with these interventions, AI/AN students continue to have the lowest attendance rates.

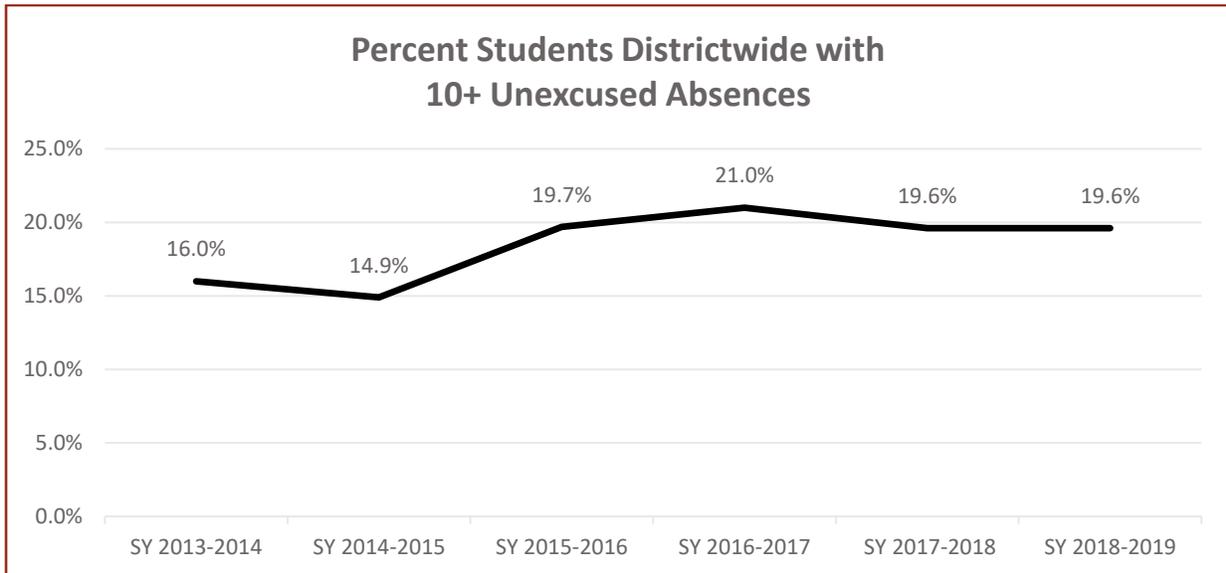
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## ACTION PLAN

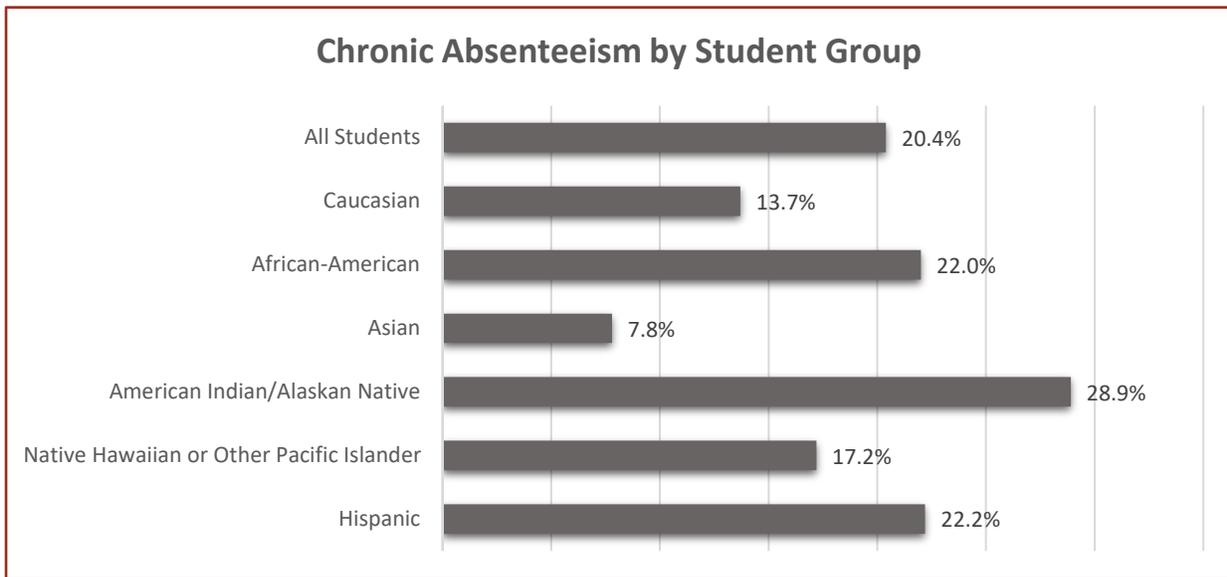
The district will continue to work towards identifying the causes for the drop in attendance rate over a five-year period. As the causes are determined, strategies to address the issues will be developed in consultation with tribal officials and community partners during the Tribal Leaders Summits (Fall and Spring) and also the newly formed Stakeholder’s Committee for Indian Education.



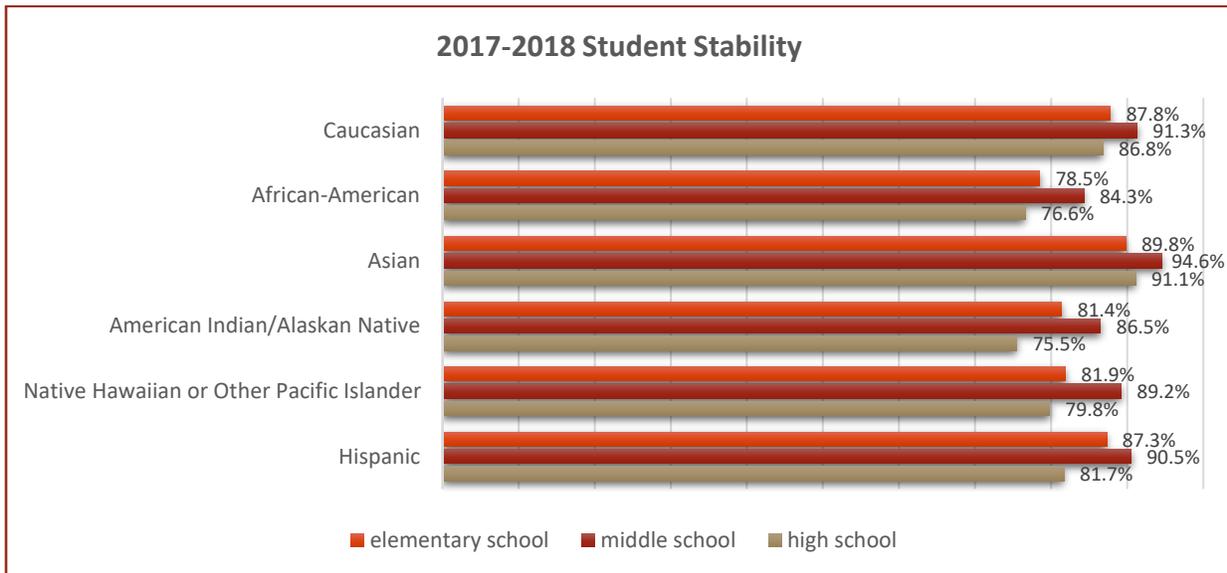
Based on data available through April 25, 2019.



Based on data available through April 25, 2019.



*Includes both unexcused and excused absences.  
Based on data available through May 23, 2019.*



*Based on 2017-18 data.*

## 5: 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 AI/AN community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for AI/AN 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. Research 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

There was support for numerous activities that involved parents, which included; Back-to-school supplies, student recognition, elementary pow-wow, fashion show, Winter stories, reimbursements, Summer cultural enrichment classes, educational travel, and workshops for parents. AI/AN students are recognized for their outstanding achievement in eleven categories annually each school year by school staff from respective students’ school. AI/AN students’ parents are reimbursed for costs incurred in seven categories which include; cap and gown, ACT/SAT fees, eyeglasses, college application fees, AP test fees, and student travel for academic clubs. Numerous educational field trips were taken to primary source of study locations initiated by respective teachers to enhance education. Afterschool programs included; clubs and Robotics in seven middle schools. Parent and student workshops related to higher education were coordinated by the College and Career Readiness Counselor.

### RESULTS

The graph below shows the number of programs and activities conducted with students and parents in support of AI/AN educational opportunities. The chart clearly showed that many families participated in two activities which include; back-to-school supplies and educational field trips for students at all levels because teachers are combining unit studies with travel to sites being studied to be utilized as primary artifacts and sources to enrich student learning.

**CONCLUSION**

The district supports organized activities (i.e., sports, recitals, art, etc.) in addition to programs that are specific to AI/AN students. Increased communication about the availability of various support services will be increased and continue.

**ACTION PLAN**

The APS seeks to support activities that demonstrate a positive impact on student achievement and well-being throughout the school year. Additional support is continuously sought to increase parental involvement in the education of students by exploring alternative venues to communicate availability of resources to students and families.

<b>Student Recognition</b>	<b>Family / Student Reimbursements &amp; Activities</b>	<b>Educational Trips</b>	<b>Parent Workshops / Meetings</b>	<b>School Cultural Events</b>
<b>ROTC</b>	Cap & Gown	UNM Junior Day	National JOM	Fashion Show
<b>Leadership</b>	SAT / ACT	Petroglyph & El Morro National Parks	Indian Education Advisory Council	SRMES Pow Wow
<b>Most Improved</b>	Online Core Coursework	Gathering of Nations	NMPED	Winter Stories
<b>Citizenship</b>	College Application Fee	Navajo Nation Council	Government to Government	Summer Cultural Enrichment Programs
<b>Community Service</b>	Eyeglasses	Boca Negra Canyon	IEC/IPC Retreat	Native American Heritage School Assemblies
<b>Fine Arts</b>	Lab Fees	Crownpoint Rug Auction	IEC/IPC Meetings	Rock Your Mocs Day
<b>Athletics/Sports</b>	AP Fees	Washington D.C. IAlA & Museum of AI Art & SIPI	Tribal Leaders Summits (Fall & Spring)	Native American Storytelling Assemblies
<b>Academics</b>	Back to School Supplies		Indian Education Stakeholders Meetings	Speech and Debate (1 <sup>st</sup> Annual)
<b>Perfect Attendance</b>				Navajo Language Courses
<b>Good Attendance</b>				Zuni Language Courses
<b>Other</b>		Comic Con		
		Kasha-Katawe Tent Rocks		
		UNM Indigenous Library		

<b>GradPoint Credit Recovery Program</b>	<b>College Connection Event</b>	<b>Graduating Seniors' Banquet</b>	<b>Stoles &amp; Seals for Bilingual Coursework</b>	<b>Middle School Robotics</b>

## 6: EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

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### OBJECTIVE

The tribal students' educational programs' objective is to recognize support of the unique cultural and educational needs of American Indian/Alaska Native (AI/AN) students enrolled in Albuquerque Public Schools (APS) District.

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### BACKGROUND

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of AI/AN students through the efforts of Local Education Agencies (LEAs), Indian tribes and organizations, postsecondary institutions, and other entities. AI/AN students are challenged to meet the same state academic standards as all other students. Integrated educational services, in combination with other programs, are offered to best ensure that AI/AN students and their families can meet and take advantage of those academic opportunities.

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### METHODS

APS Indian Education Department is committed to serving the needs of AI/AN students through the provision of quality educational programs. These programs include but are not limited to; intervention programs in reading and mathematics, Indigenous values, Native Language Programs, Gradpoint Credit Recovery Program, Summer Cultural Enrichment Programs, Middle School Robotics, Heritage Language Stoles for Bilingual and Community Service Seals, Dual Credit Courses through the Institute for American Indian Arts (IAIA) and the University of New Mexico (UNM) (i.e., Zuni and Navajo language courses at CEC and UNM NATV 150 Introduction to Native American Studies and UNM NATV 250 Sociopolitical Issues in Native America) and the Navajo History and Government course.

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### RESULTS

The results are shown in the following data charts in Tables 1-9. Overall the Native American students participating in the programs offered during the school year made gains beginning at the Kindergarten level as depicted in the following charts and graphs. However, there were two grade levels that showed a drop in scores (third grade and fifth grade) in Mathematics (Table 3). All program participants showed gains in the Indigenous values throughout the school year. The Gradpoint programs made a few adjustments by including a pacing strategy during summer 2019 and it helped students complete their courses more timely at a successful completion rate.

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### CONCLUSION

As the Native Language programs increase to the elementary and middle school levels the students will be able to acquire confidence to attain the state bilingual seals in Navajo and Zuni. The changes utilized in GradPoint Online Credit recovery Program will be maintained for consistency throughout the coming school year.

**ACTION PLAN**

Effective programs must be maintained and sustained by the continuation of funding, however, there is a need to expand the services because the current programs are only available to a few schools due to funding constraints. The decline of attendance is a concern and should be tracked and analyzed to the root cause. Another area to target is consistent data gathering of high school students for reading/Language arts data and for Indigenous values. In SY 2017-2018 particular

**Table 1: SY2018 - 2019 Kindergarten Early Literacy and Indigenous Values Chart**

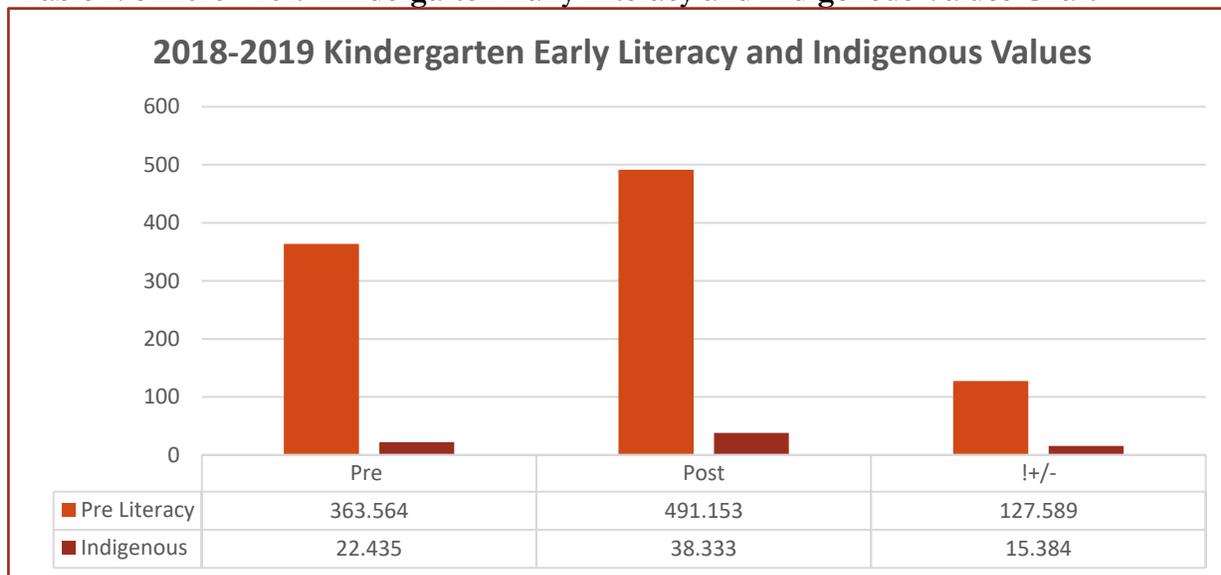


Table 1: SY2018-2019 Kindergarten Early Literacy and Indigenous Values Scores show an increase of an average of 127 points. Eight students out of a total of 39 showed an increase of 50% and higher of scaled scores. The Indigenous values for Kindergarten also show an average increase of an average of 15.384 points. Eleven students out of a total of 39 showed a score of 60% and higher on their posttest.

**Table 2: First Grade Early literacy, Star Math and Indigenous Values Chart**

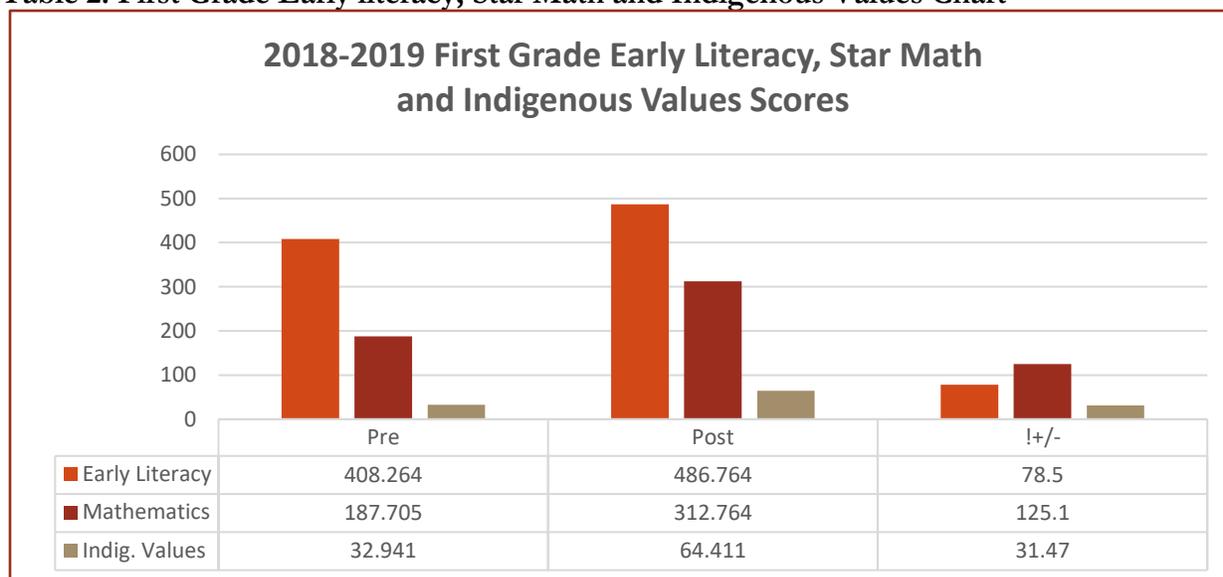


Table 2: First Grade Early Literacy, Star Math and Indigenous Values Scores show increase in all three categories. Early Literacy scaled scores showed a total of 35 first graders, five students obtained 50 to 80 percentile on the scaled scores on the Posttest. Star Math showed 20 students out of a total of 35 obtained a range of scaled scores from grade equivalency from 1.5 to 2.8 of which, eight students of the twenty scaled scores showed second grade equivalency. The Indigenous values scores showed 28 students increased scores from 60-90 percentile.

**Table 3: Second through Fifth Grade Star Reading, Star Math and Indigenous Values Chart**

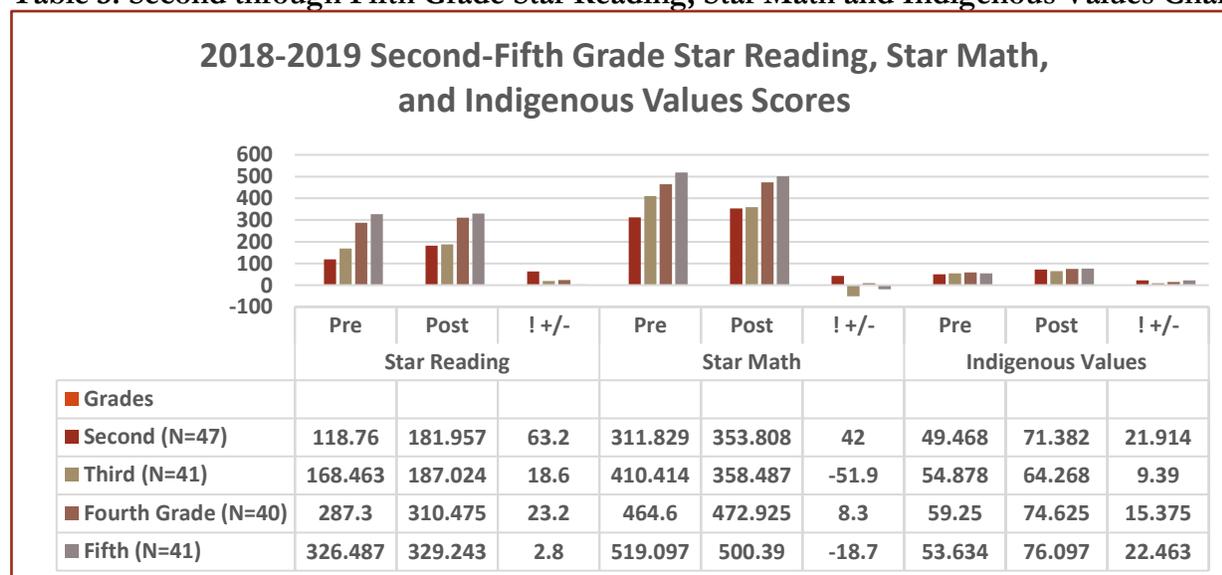


Table 3: Second through Fifth Grade Star Reading, Star Mathematics and Indigenous Values Scores show an increase in the grades depicted with second grade with a gain of 63.2 points (largest gain) and fifth grade with

the smallest gain at 2.8 points. Mathematic scores showed two grade levels (third and fifth) regressed from the pre test scores. Third grade showed the largest regression with 51.9 points. Indigenous values scores show increase for all grade level depicted in the table. Second grade and fifth grade made closest the gains to each other. Third grade showed the smallest gain of 6.39 points overall.

**Table 4: Sixth through Eighth Grade Star Reading and Indigenous Values Chart**

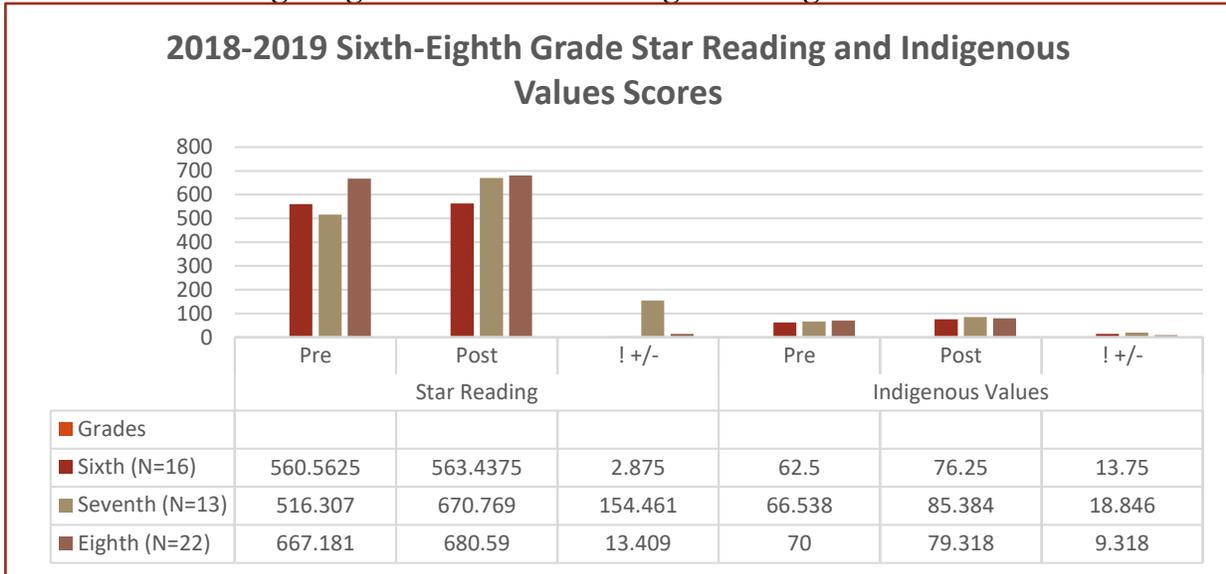


Table 4: Sixth through Eighth grades show increase in reading and Indigenous values at all three grade levels. Seventh grade show the largest increase in reading with 154.461 points and this grade level also show the greatest increase in the Indigenous values score with 18.846 points.

**Table 5: Sixth through Eighth Grade Navajo Language Assessment**

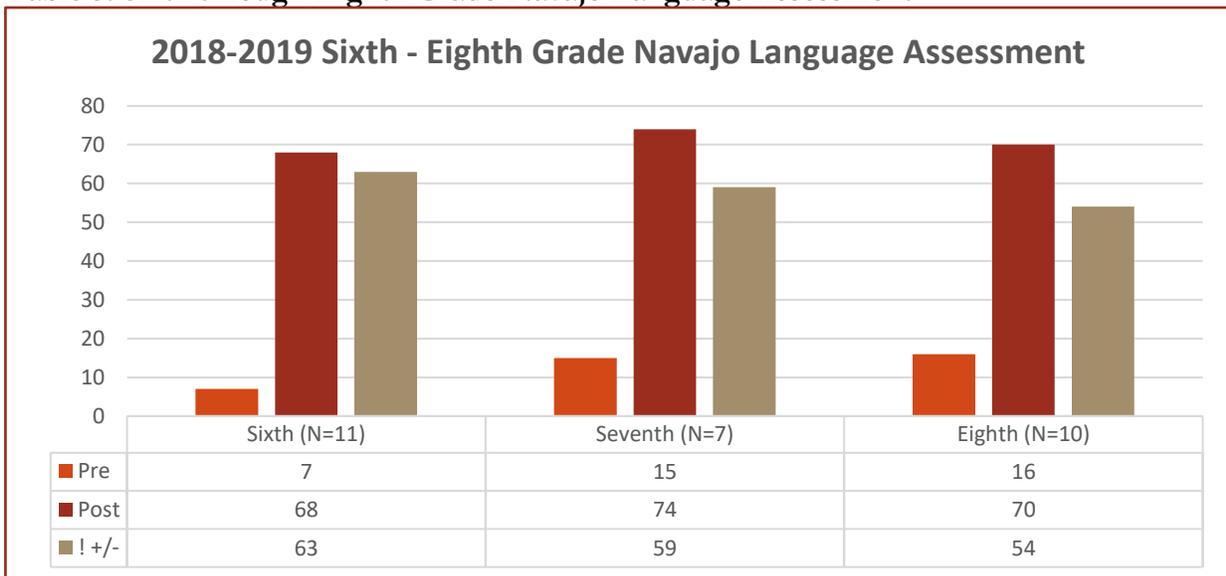


Table 5: Sixth through Eighth grade show an increase from the pre test scores to the post test scores. There were a total of 28 students served in two middle schools of which 11 showed scores in the limited range from zero on the pretest scores.

**Table 6: Ninth through Twelfth Grade Navajo Language Assessment and Indigenous Values Chart**

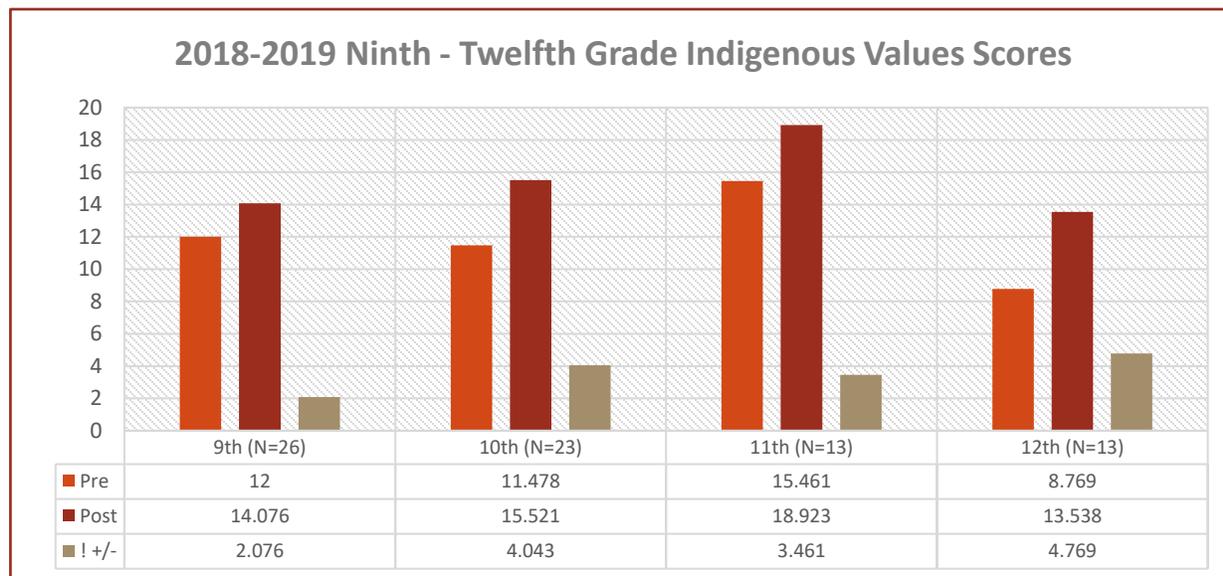
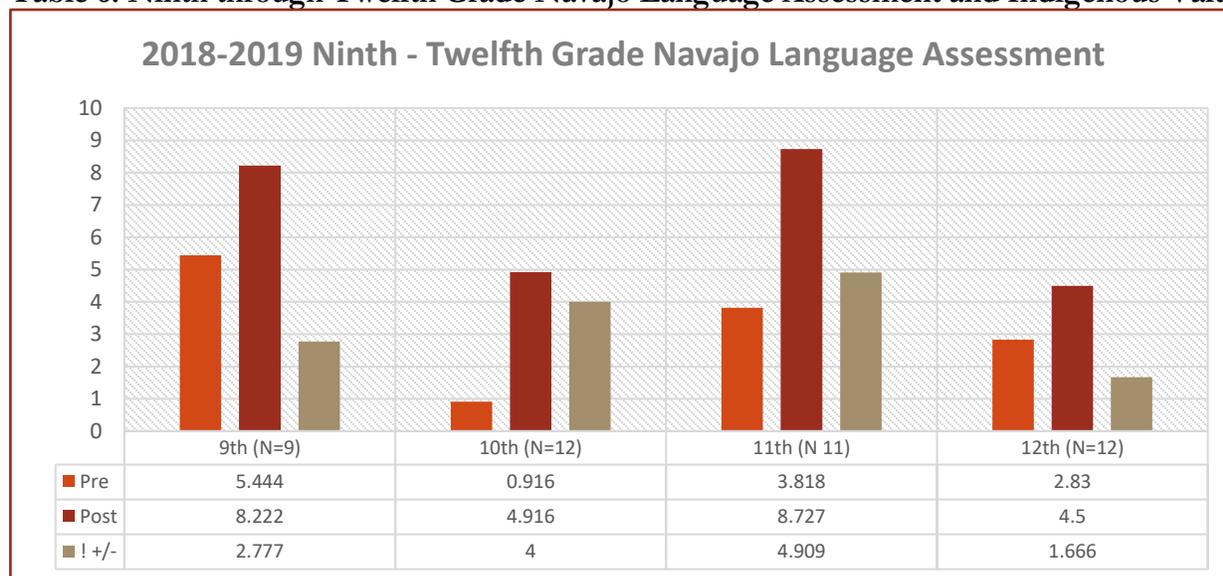
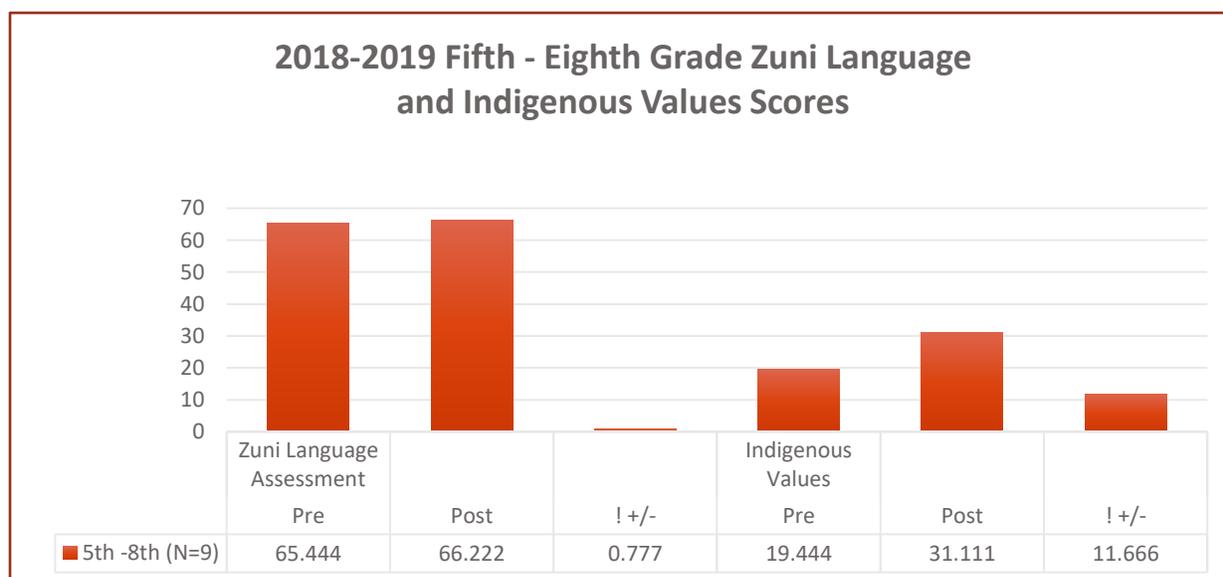
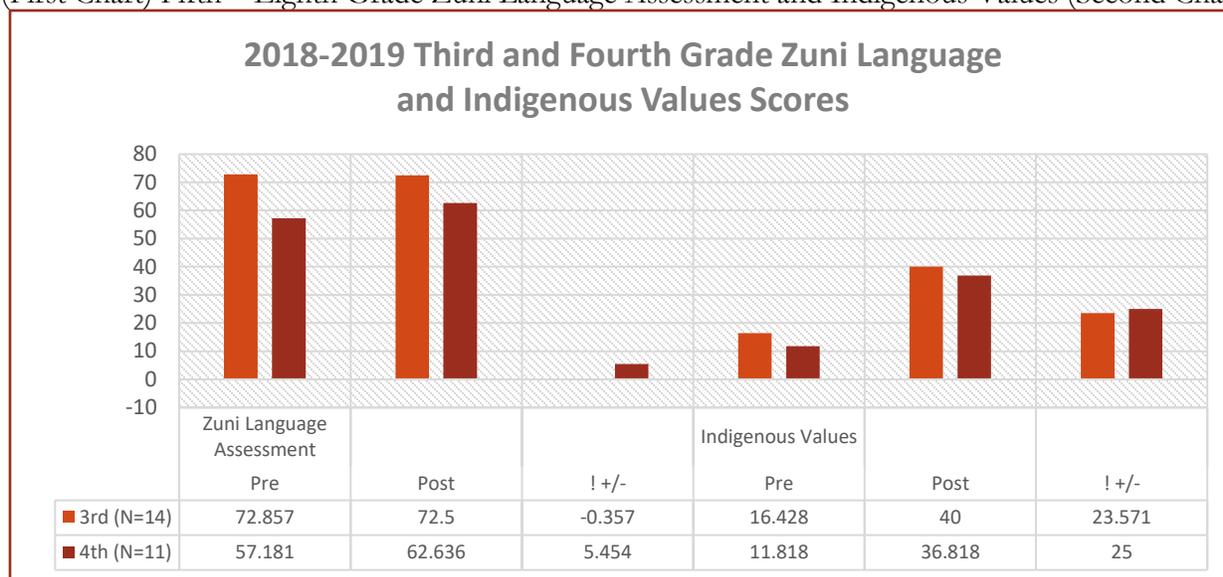


Table 6: Ninth – Twelfth Grade Navajo Language Assessment and Indigenous Values both show gains with the Indigenous values showing greater increases than the language scores. In both charts the eleventh grade shows the largest increase in language and Indigenous values.

Table 7: SY2018-2019 Third and Fourth Grade Zuni Language Assessment and Indigenous Values Chart (First Chart) Fifth – Eighth Grade Zuni Language Assessment and Indigenous Values (Second Chart)



Tables 7: 2018-2019 show increase in Indigenous values by third through eighth grade levels served. The fourth grade level showed the largest gain of 23.57 points. The language also show slight gains over all except for third grade which shows a decrease between the pretest score and the post test score by -0.357 although it is minimal at less than a full point. This year was the first year of the Zuni taught at the grade levels depicted in the charts.

**Table 8: 2018-2019 Fall, Spring and Summer GradPoint Credit Recovery Program for High School Students in Grades Ninth through Twelfth Grades.**

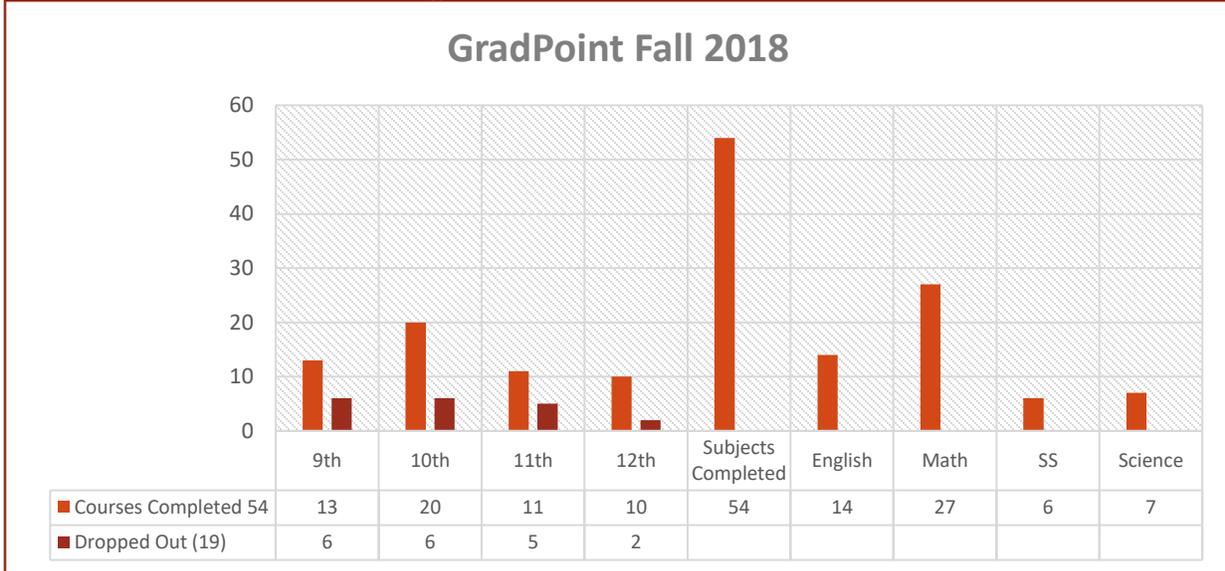


Table 8: Fall 2018 GradPoint data shows 54 students were served and they completed 54 course of studies. There were 19 students dropped out of GradPoint in fall 2018. Students are dropped from GradPoint due to poor attendance and lack of work on assigned courses.

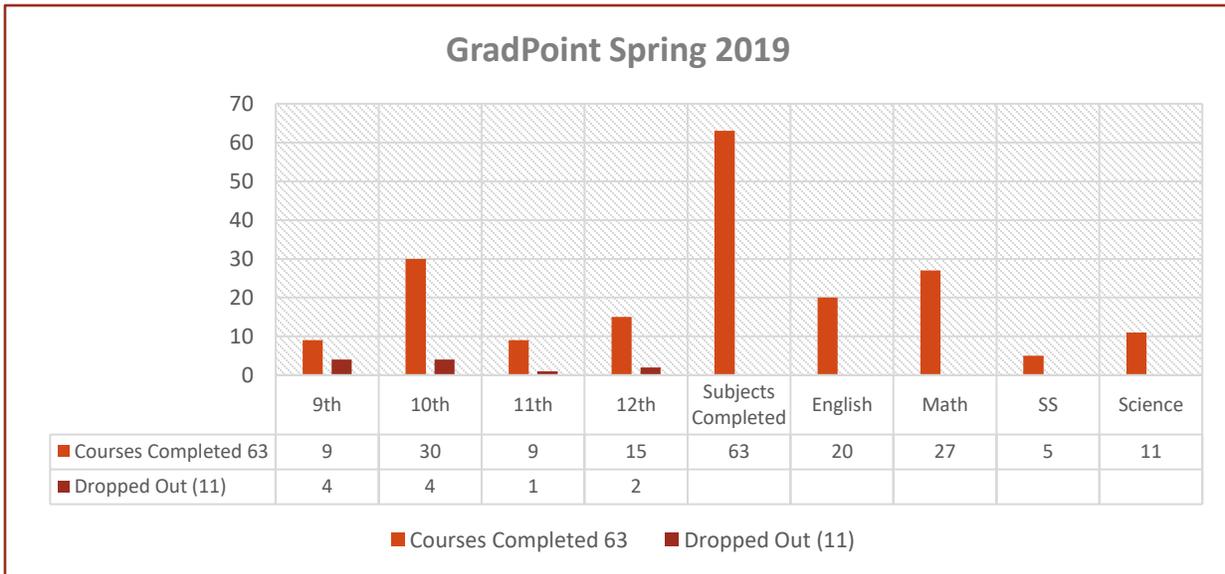


Table 8: Spring 2019 GradPoint shows 63 students were served and they completed 63 course of studies. A total of 11 students dropped out from the program. The number of students taking math courses are consistent at 27 students between fall 2018 and spring 2019.

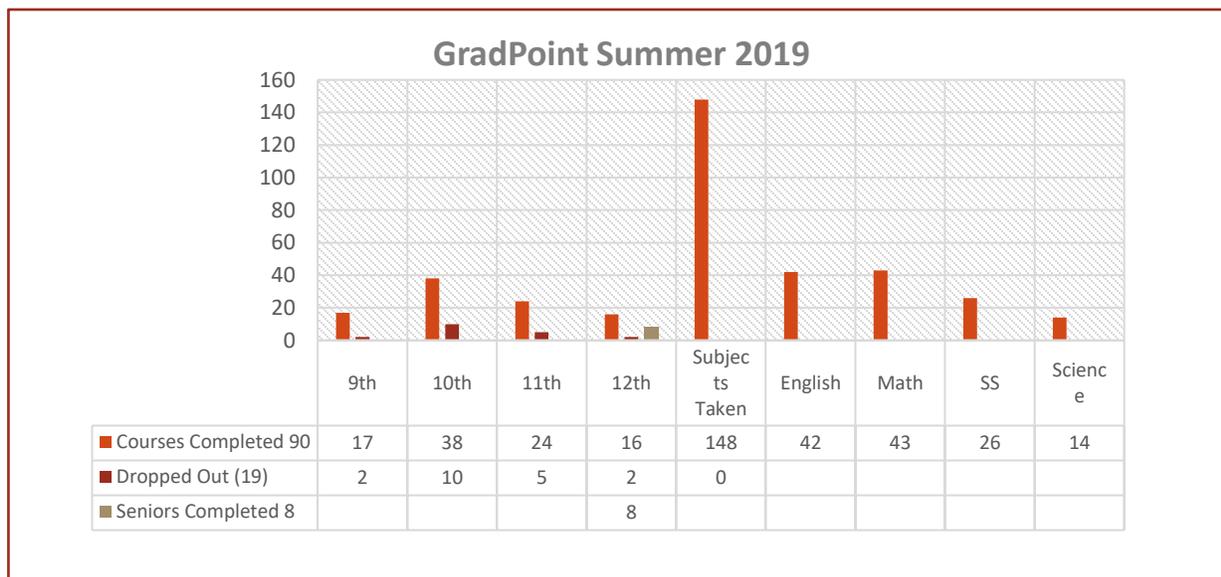
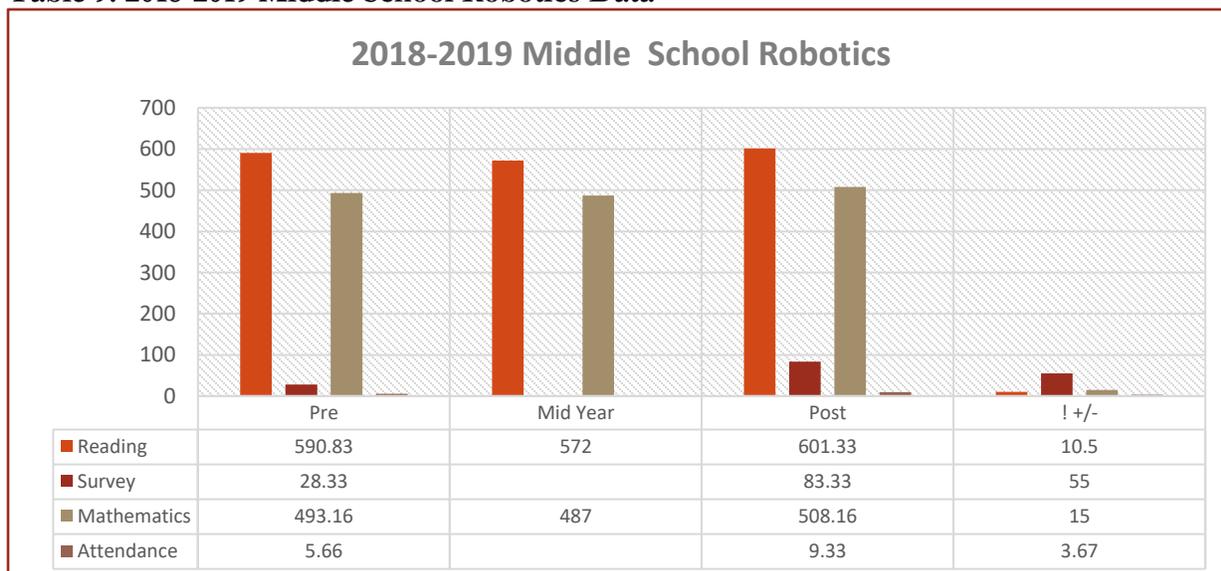


Table 8: Summer 2019 GradPoint shows a total of eight students that completed coursework for graduation. A total of 90 students completed their coursework with 19 students who dropped out. A total of 148 courses were taken during the 2019 summer in GradPoint.

**Table 9: 2018-2019 Middle School Robotics Data**



## 7: FINANCIAL REPORTS

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### OBJECTIVE

Through the use of public school funds, the financial objective is to ensure that New Mexico schools provide adequate operational resources to provide and improve services to New Mexico AI/AN students. These services will meet the educational needs and provide opportunities for AI/AN students attending the public schools.

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### BACKGROUND

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFTP) in the late 1960s and the 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 school 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.

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### METHODS

APS 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. Please see table below.

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### RESULTS

The enrollment of AI/AN students has increased within the last five years and so has the programs specific for the AI/AN students. The funding levels from Title VI and Johnson O'Malley has remained consistent with slight increases over a five year period, however, it is not enough to cover the supplemental programs that support the unique educational needs of the AI/AN students attending the school district. Johnson O'Malley funding does not allocate funding per eligible student (CIB) and it only gives a flat rate each year so we make every effort

to serve the students as the budgets will allow. The Title VI funds allocation is based on student eligibility (506 form); however, the full funding is not received because there are approximately 1200 parents that refuse to complete these forms each year. In addition, a new registration system was implemented last fall 2018, which caused a shortfall of parents that did not have access to a computer to upload the required forms necessary for funding. If all parents completed the forms, there would be more services provided to the AI/AN students. Approximately, 97% of the Title VI funds are used to pay the salaries of the teachers that work out of the department in schools with high AI/AN student enrollments.

The total AI/AN enrollment listed in the chart below is the count that includes at least one other ethnicity with the AI/AN ethnicity. This count is larger than the count listed by the NM Public Education Department. They usually list a total AI/AN student count between 4,700-5,000 because they only use the primary ethnicity listed in STARS data system. This discrepancy also impacts funds received from Impact Aid. The lesser count allocates a lower funding level rather than the funding with the larger count.

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## CONCLUSION

As with all funding, there is not enough to meet the educational needs of the AI/AN students attending district schools. The majority of the funds from all sources are utilized to pay resource teachers, Native language teachers, and a full-time counselor. Other remaining funds are used for educational field trips to visit sites and topics taught as primary sources, to recognize student achievement, and materials and supplies for classrooms. Parents need assistance to upload needed forms for registration.

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## ACTION PLAN

Two areas to address are (1) Alignment of the total AI/AN student count between NMPED STARS and the school district's IED certified count using two ethnicities. Many of the urban AI/AN students are of mixed race and they identify with both. The NMPED STARS needs to include two ethnicities to help align the discrepancy in the total AI/AN student count. (2) Coordinate with all parents to help them understand the need for the completion of the 506 form that is vital to Title VI funding each year. The refusals to sign the forms by the parents causes funding loss to help AI/AN students.

APS District Funding 2017–2018: Funds Generated by American Indian Students

					Fund:							
					25184	25147	25131	27150	25201	25209		
# of AI funding sources used	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total Dist. Budget	Indian Ed Formula Grant Title VII	Impact Aid Indian Ed. Title VIII	JOM	NM IEA	Navajo Program	Native American Programs	TOTAL Indian Programs	Amt. per student
4	81,253	6,434	8%	1,361,505,277	1,115,486	8,211	219,447	56,466			1,399,610	\$217.53

Received from APS Finance Department and STARS (2018-2019)

## **8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES & PROCEDURES**

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### **OBJECTIVE**

The objective of Indian policies and procedures (IPP) is to ensure that NM schools provide adequate tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulations.

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### **BACKGROUND**

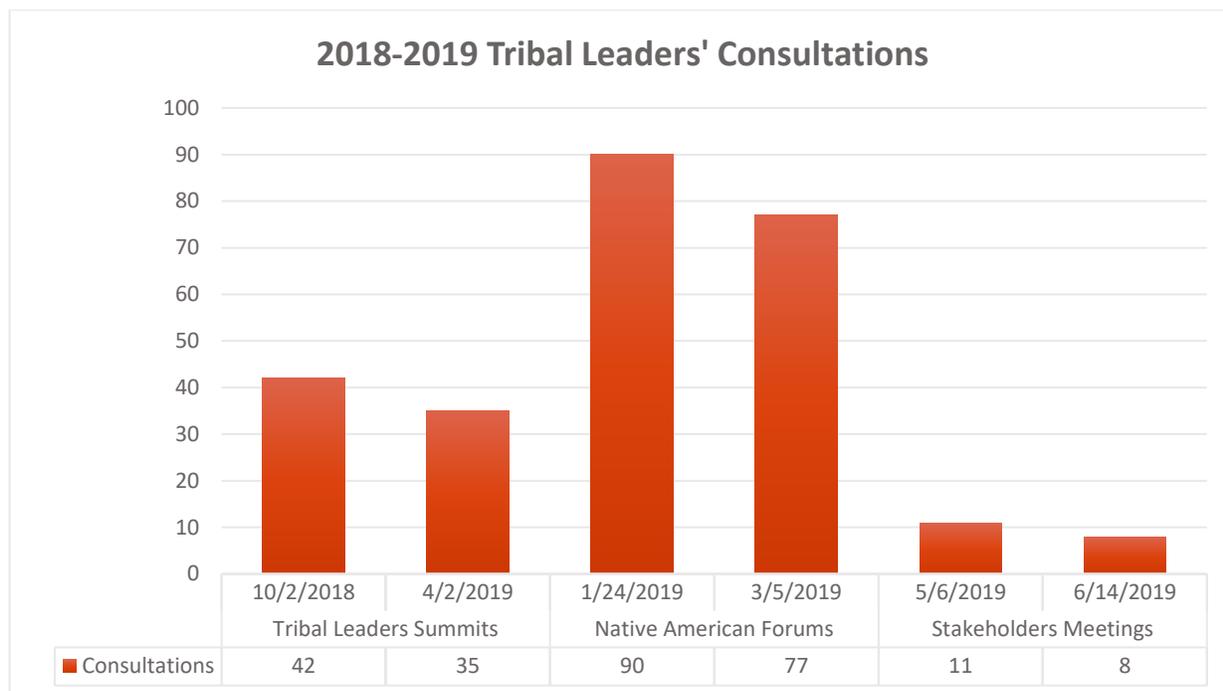
Districts that claim federally identified AI/AN students residing on Indian lands for Title VII Impact Aid funding are required to develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries (50 mile radius), verifying that New Mexico tribes agree to the Indian Education Policies and Procedures pursuant to the Federal Impact Aid funding requirements.

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### **METHODS**

In SY2018-2019 the Albuquerque Public School District's Departments of Equity, Instruction and Support and Indian Education coordinated two Tribal Leaders Consultation Summits. The first meeting was conducted on October 2, 2018, and the second one conducted on April 2, 2019. Both meetings had comparable attendance of leaders with 42 participants for the first meeting and 35 participants at the second meeting. Another activity that the school district and the Indian Education Department started were Native American community forums with parents and community members as a result of the cultural violation incident on October 31, 2018. The Native American forums were conducted on January 24, 2019 and on March 5, 2019. The first forum had a total of 90 participants and the second meeting had 77 participants. Another activity that the district's Indian Education Department worked on and coordinated was the Indian Policies Procedures (IPP) revision. The revised IPP was approved by the U.S. Department of Education Title VI / Impact Aid Department on June 1, 2018, the same document was approved on June 21, 2018 by the Indian Parent Committee / Indian Education Committee, and the final approval was by the school district's board of education on June 25, 2018. The revised IPP, as well as the spring 2018 Tribal Leader's consultation summary, can be accessed at [www.http://aps.edu/indian-education](http://aps.edu/indian-education).

**RESULTS**



The chart shows an increase of meetings and involvement of Native American leaders, parents and community members during 2018-2019 school year. Positive change is taking place in the district for the provision of education to the Native American students.

**CONCLUSION**

The Tribal Consultation meetings will continue in the coming months and years. A small subcommittee will be developed to guide the format and discussions of the meeting as participation increases. This will help strengthen discussion outcomes with tangible written plans that can be implemented with assistance from district staff and administration. The IPP are reviewed and approved by the Indian Parent Committee and the Indian Education Committee every year during their annual retreat

**ACTION PLAN**

The issue encountered each year are conflicts of meeting dates with leader’s prior committed meetings and community obligations. The meetings for SY2019-2020 will need to be scheduled with Save-a-Date flyers to be distributed early. An increased PR effort will also need to be made to get more participants.

## 9: SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

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### OBJECTIVE

The objective of this initiative is to ensure that New Mexico schools provide goals and comprehensive plans that support increase of attendance and decrease the number of student dropouts including AI/AN students.

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### 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 the insertion of an “at-risk” factor which is included in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and New Mexico tribes for input regarding academics and cultural awareness has had positive effects on development and implementation of 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.

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### METHODS

Beginning in SY2016 to 2018 the Albuquerque Public Schools has gone to a four zone model. Each zone encompass grades K-12 within a cluster of schools. Each zone is headed by an Associate Superintendent who works closely with each building principal in their zone. This model gives an opportunity to each school principal, a consistent contact for support and guidance. Concerns and issues are dealt with more rapidly and help is more readily available. It’s a vertical approach to education. APS is looking at schools less as levels – elementary versus middle versus high – and more as a continuum of education that begins in pre-school and ends with seniors walking across a stage to pick up their diploma. The issue of attendance and dropout rate are also included in the superintendent’s “Big Five Goals.”

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### RESULTS

The district attendance plans are comprehensive and will support all students in grades K-12. After implementation of these plans at every school the data will be analyzed for impact. The results shown in Section 4 indicate that AI/AN students consistently have attained a lower attendance rate as compared to the other subgroups over a six year span. In the past five years, the AI/AN attendance rate was dropping lower each year; as was the trend for all students in the district. The causes for this attendance decrease was not known. However, during the 2017-2018 school year, the AI/AN attendance rate rose 2.5 percentage points since the previous school year and the gap between AI/AN students attendance and the other subgroups has narrowed. Additionally, the percent of students with 10 or more full-day unexcused absences also showed a decrease during the 2017-2018 school year.

**CONCLUSION**

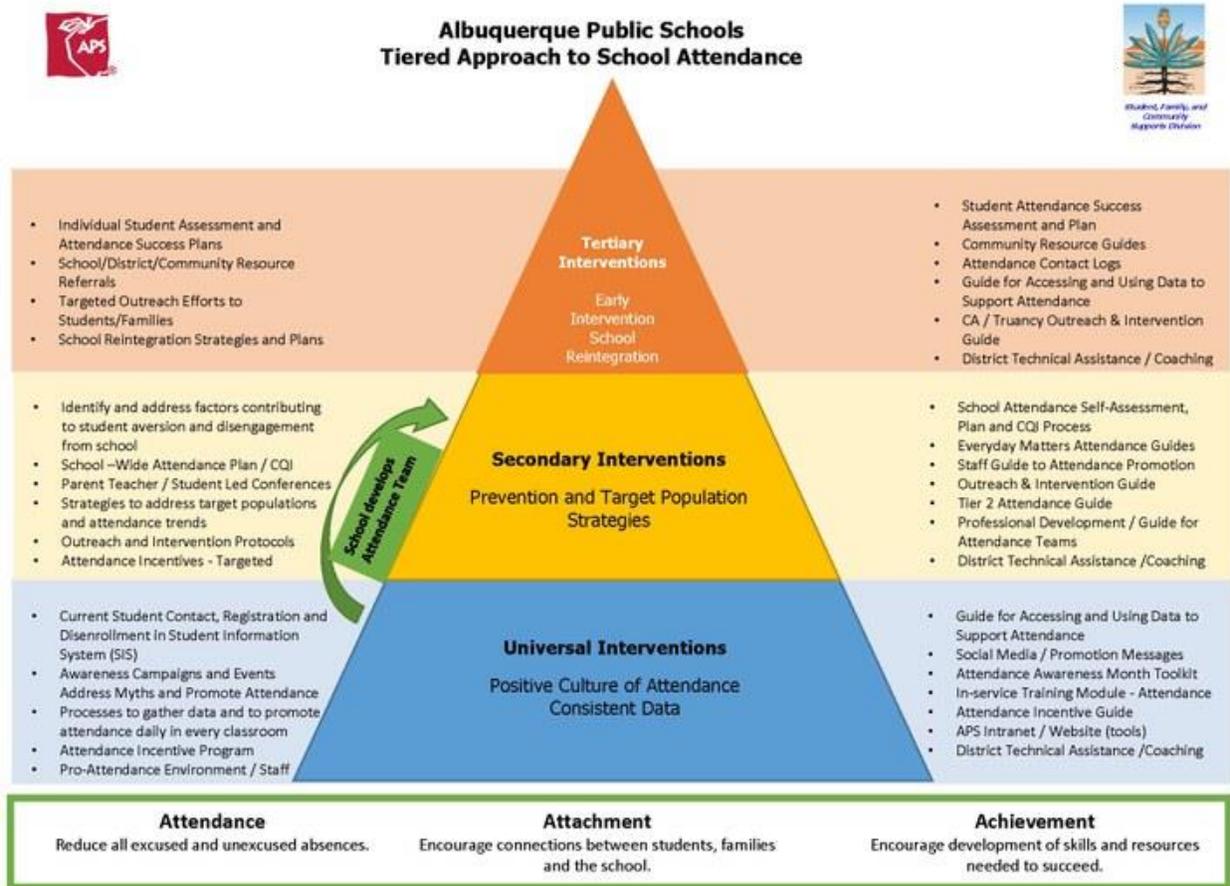
The attendance rate for American Indian/Alaskan Native students increased from the previous school year. During the 2017-2018 school year, APS made it a priority to increase attendance rates for all students. The district has improved the monitoring of absences, increased communication with parents, and created a climate in which students appreciated the value of coming to school. Overall, the district plan will support our students because it addresses all levels and all age groups regardless of ethnicity.

**ACTION PLAN**

The Indian Education Department will support the district plan through parent notification and students about the district plan through multiple venues including parent messenger.

Quartile	School Chronic Absenteeism Range	School Expectations	District Supports to Schools
Q1	33% or more	<p>Required</p> <ul style="list-style-type: none"> <li>An attendance action item/goal will be included in the schools’ 90-day plan.</li> <li>School teams Attend Mission: Graduate Attendance Summit (September 8<sup>th</sup>)</li> <li>Schools institute an Attendance Team</li> <li>Schools work with district support staff to complete an annual continuous quality improvement cycle which includes implementation of a minimum of 2 strategies per tier on the APS Tiered School Attendance Approach</li> </ul> <p>Highly Recommended (as appropriate)</p> <ul style="list-style-type: none"> <li>An attendance action item is included in the schools’ 90-day plan.</li> </ul>	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> <li>School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit</li> <li>APS staff incorporating school need into Mission: Graduate summit</li> <li>Support tools (web and in person)</li> <li>OAR supports to use attendance data in the development and implementation of the school’s 90-day plan</li> </ul>
Q2	26- 32%	<p>Required</p> <ul style="list-style-type: none"> <li>Schools institute an Attendance Team</li> <li>Schools work with district support staff to complete an annual continuous quality improvement cycle which includes implementation of a minimum of 1 strategies per tier</li> </ul>	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> <li>School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit</li> </ul>

		<p>on the APS Tiered School Attendance Approach</p> <p>Highly Recommended</p> <ul style="list-style-type: none"> <li>Attendance data is considered in the development of, and an attendance action item/goal is included in the schools' 90-day plan.</li> <li>Schools Attend Mission: Graduate Attendance Summit (September 8)</li> </ul>	<ul style="list-style-type: none"> <li>APS staff incorporating school need into Mission: Graduate summit</li> <li>Support tools (web and in person)</li> </ul> <p>On Demand Supports</p> <ul style="list-style-type: none"> <li>OAR supports use attendance data in the development and implementation of the school's 90-day plan</li> </ul>
Q3	11-25%	<p>Required</p> <ul style="list-style-type: none"> <li>Schools institute an Attendance Team</li> <li>Schools complete an attendance self-assessment</li> </ul> <p>Recommended</p> <ul style="list-style-type: none"> <li>Schools complete an annual continuous quality improvement cycle which includes implementation of a minimum of 1 strategies per tier on the APS Tiered School Attendance Approach</li> </ul>	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> <li>Support tools (web and in person)</li> </ul> <p>On Demand Supports</p> <ul style="list-style-type: none"> <li>School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit</li> </ul>
Q4	10 % or less	<p>Recommended</p> <ul style="list-style-type: none"> <li>Schools institute an Attendance Team</li> <li>Schools work complete an attendance self-assessment</li> </ul>	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> <li>Support tools (web and in person)</li> </ul> <p>On Demand Supports</p> <ul style="list-style-type: none"> <li>School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit</li> </ul>



## 10: PUBLIC SCHOOL USE AND 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 AI/AN students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance the students' ability attend school regularly.

### BACKGROUND

New Mexico has a rich AI/AN 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 AI/AN students. AI/AN 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 include Pueblo feast days and other observance days throughout the year. Many families take advantage of the days when students aren't in school during the regular holidays as well as many communities celebrate these special days as well in the communities (i.e., Labor Day, Fall break, Veteran's day, Thanksgiving and Winter breaks, Martin Luther King day, Vernal holiday, and Spring break). Many culture and feast days fall on these days so students and families take advantage of the opportunity. Students are also given one day to use for religious observance.

### RESULTS

The districts' proposed calendar is made available for public comment annually prior to board approval. The calendar is conducive to multiple observance in the community including AI/AN families and students. Families and students take advantage of the opportunity of one day each year as a religious observance day.

### CONCLUSION

Twenty-seven days plus one day for a total of 28 days gives AI/AN students and their family opportunity to observe their cultural observance days and traditions. Many students and families return to their communities for feasts, dances, and ceremonies.

## **ACTION PLAN**

The school district included feast days and other pertinent days on the district calendar this school year. The new annual school calendar work for the students and families. Sometimes, on special occasions, the district school principals and central office will receive a letter from a Tribal official requesting excuse for certain students if the students are involved in ceremonies or dances. Those requests are shared with the attendance department staff and counted as an excused absence.

## **11: SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS, TRIBAL, MUNICIPAL AND INDIAN ORGANIZATION**

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### **OBJECTIVE**

The district consultations ensure that New Mexico schools provide a means of developing a mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for AI/AN students.

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### **BACKGROUND**

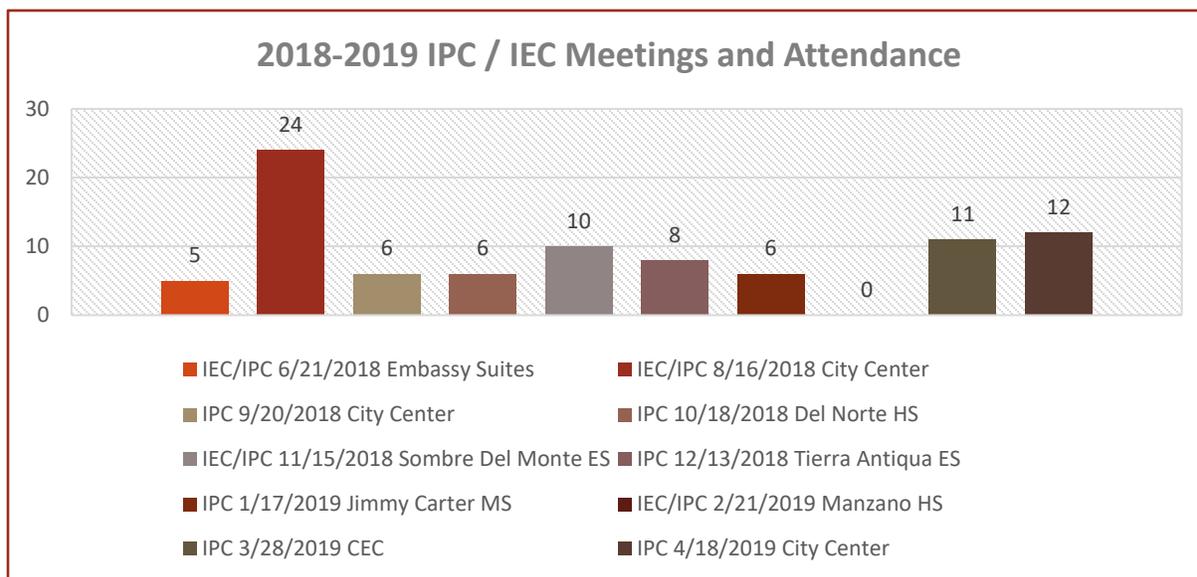
Districts that claim federally identified AI/AN students residing on Indian lands for Title VII Impact Aid shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families, tribal 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 AI/AN students.

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### **METHODS**

Monthly Indian Parent Committee (IPC) meetings are conducted and quarterly for the Indian Education Committee (IEC). Each meeting is announced through a variety of venues including; district and the IED websites, Parent messenger (phone calls, texts, email), flyers, letters, and newsletters. An annual retreat is conducted to review the prior year and coming years' budgets, programs (new and prior), staffing, data, and surveys. The committee also develops their annual goals and objectives of ways they will support the District and IED goals. Review of federal regulations and laws that pertain to the AI/AN student is reviewed and updated (if needed). These include Johnson O'Malley, Title VI, IPP, Bylaws, Bilingual Education/Heritage Languages, NMPED IED Funding (Robotics), Memorandum of Agreements, and changes in programs. There was also participation in local meetings (i.e., Native American Resource Seminar and Fair and others).

**RESULTS**



The chart above shows the attendance of parents and community members at the monthly meetings. There was a total of 81 participants in 2018-2019 school year for an average of 9 parents are attending per meeting.

**CONCLUSION**

The attendance for the parent meetings has improved slightly from an average of 10.6 in SY2016-2017. The annual parent survey indicated that they would like to attend a meeting but it is difficult to make the time. Some parents felt that the meetings were useful and their participation was valued and some parents did not.

**ACTION PLAN**

During SY2018-2019, the Indian Education Department announced the monthly IPC and IEC meeting dates, time and sites to the parents during the annual back-to-school supplies distribution. The department will continue to work on making the meeting minutes and agendas available to the parents and community to access. Another venue added includes announcements on the district parent messenger.

## 12: 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.

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### 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 AI/AN 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 are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about natural world and Indigenous peoples.

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### METHODS

Indian Education in the district has been involved in various aspects of research related topics which include; individual teacher professional development, book studies, independent research by staff pursuing doctorate degrees, coordination of conference planning with higher education institutions, literature reviews, and conference presentations.

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### RESULTS

A list of some of the research training activities and materials are listed below. These are activities and information that the department staff was involved in SY2017-2018.

Title	Date
Native Language Development and the Implications for Native Students Academic Success	January 4, 2019
Cultural Responsiveness Orientation	March 4, 2019
Indigenous Wisdom Curriculum Workshop	May 15, 2019

In addition to the above training activities, Albuquerque Public Schools directed a review of relevant data and literature to examine the empirical research addressing chronic absenteeism among AI/AN students. The review examined trends in chronic absenteeism among Native American students throughout the United States and in New Mexico. The key findings are as follows:

- Among racial and ethnic groups, Native American students are the most likely to be chronically absent.
  - In 2015, 24 percent of Native American students in the U.S. had three or more absences, exceeding the rates of absence of other racial and ethnic groups. Similarly, Native American students are nearly twice as likely to experience chronic absenteeism than white students in elementary school.
  - In New Mexico, the most recent state-level data show that Native American students have the lowest attendance rate of any student population.
- Research that specifically addresses attendance disparities between sub-populations of Native Americans (e.g., those living on tribal lands vs. those who do not) is markedly limited.
- Native American students experience high rates of poverty and poor physical and mental health outcomes, which exacerbate their risk of chronic absenteeism.
  - Notably, 26.2 percent of this group live in poverty, representing the highest rate of any racial or ethnic group.
  - In addition, Native Americans have historically faced greater health challenges and experienced lower health insurance rates than other demographics.
  - Districts can address issues related to Native American poverty and health via comprehensive wraparound supports offered in conjunction with community partners.

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## CONCLUSION

The Indian Education Department staff and the Indian Parent Committee are actively involved in advancing their knowledge and practices related to serving AI/AN students with the best instruction methodologies and equipping themselves with the latest research information. The results show impact although it has been slow and small with consistent increase without any regression.

The results of the literature review on chronic absenteeism among Native American students have demonstrated that the district will need to be responsive to the needs of AI/AN students in order to impact attendance. Improving the cultural and school operations to meet AI/AN students' specific needs and community dynamics can motivate students to attend school and perform well. In order to accomplish this level of cultural responsiveness and to bolster the overall effectiveness of curriculum, the district will need to better recognize and respect students' culture, language, and tribal dynamics through culturally responsive instructional strategies and policies. APS will continue to work to build relationships with AI/AN students and their families to understand their needs and learning preferences better and promote awareness of the importance of regular attendance at school.

## **ACTION PLAN**

The Indian Education Department staff and the Indian Parent Committee will continue to seek the latest instructional methodologies and information to maintain and support continued improvements by the AI/AN students we serve.

# APPENDIX

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**MINUTES FROM THE 2019 SPRING TRIBAL LEADERS SUMMIT  
HELD ON APRIL 2, 2019**



Daisy Thompson  
DIRECTOR

## Spring Tribal Leaders Consultation Summit April 2, 2019

The spring 2019 Tribal Leaders Consultation Summit for Federally Funded Programs in the Albuquerque Public Schools (APS) was conducted on April 2, 2019, in the John Milne Board Room at the main administrative offices of the school district. A total of 35 people were in attendance including district superintendents, district board members, district associate superintendents and executive directors, community members, and community leaders, and NM Public Education Department staff.

The meeting began with a welcome from Dr. Madelyn Serna Marmol, Associate Superintendent of Equity, Instruction, Innovation, and Support. She indicated that heads of federal programs that include Title I, Title II, Title III, Title IVA, and Impact Aid were in attendance to explain and provide information about the federal programs they head in APS.

The Opening Prayer was given by Virginia Chavez, Head Councilwoman from the Pueblo of Zuni.

High School students from multiple district schools attending a Leadership course at the College and Career Enrichment Center sang songs they learned from their teacher, Mr. John L. Williams, an Indian Education Resource Teacher.

The Director of the Indian Education Department, Dr. Daisy Thompson, stated that during the 2018 Fall Tribal Leaders Summit, the annual Tribal Education Status Report (TESR) was reviewed in compliance with the New Mexico Education Act. She also stated that the Spring 2019 Tribal Leaders Consultation Summit was aligned to the mandates of the (ESSA) Every Student Succeeds Act of 2015. Both summits have now evolved into sharing valuable information that has consulted with Tribal leaders about the federally-funded programs and student data as required by the New Mexico Indian Education Act.

Dr. David Peercy, President of the Albuquerque Public Schools Board of Education, welcomed and thanked everyone for attending.

Raquel Reedy, Superintendent, Albuquerque Public Schools, also welcomed and thanked those in attendance for the opportunity to share information, ideas, and frustrations. She apologized again sincerely, for herself and APS, for the uncalled-for incident that occurred at Cibola High School (she had previously apologized at an APS School Board meeting). She stated, "This incident is far from the philosophy of APS." Also stated, "The District wants to insure a safe learning environment for students and training for staff in better supporting students."



All participants in attendance introduced themselves by tribe and the organizations/departments they represent.

The Director of the Indian Education Department reviewed the contents of the meeting packet.

The Director reviewed the two recent Native American Community Open Forums conducted by the Albuquerque Public Schools as a response to the unfortunate incident at Cibola High School. The first forum was conducted on January 25, 2019, at the Paradise Hills Community Center where approximately 100 people attended. During the first forum, the community was encouraged to voice their concerns in an “open microphone” format.

- The second Native American Community Open Forum was held on March 5, 2019, in the library of Del Norte High School. The forum was supported by the Native American Studies faculty from the University of New Mexico. Dr. Glenabah Martinez moderated the forum and also helped develop four key questions around four topics that emerged from the first forum. The four key topics that emerged and were targeted during the second forum included; Curriculum, School Climate, Professional Development, and Language and Culture. The questions that the participants discussed in small groups with a facilitator and a note taker in separate classrooms included:
- **Curriculum:** What do you suggest for greater representation of Indigenous or Native American perspectives, experiences and/or knowledge in the curriculum?
- **School climate:** What are the characteristics of a safe and welcoming school environment for Native American students, families, and educators?
- **Professional development:** What are the characteristics of an exemplary educator, e.g., principal, teacher, counselor, coach who works with Native American students and families?
- **Language and Culture:** How can APS recognize the integrity of Native American cultures and languages?

The groups discussed and expressed perspectives and opinions on Curriculum – (i.e., there needs to more accurate literature about Native American history); School Climate – (i.e., Native American students and families need to feel safe and welcome); Professional Development – (i.e., better hiring processes and trainings on cultural diversity); and Language and Culture – (i.e., more Native American language classes need to be offered). More comments and discussion points were made, all of which were captured on a graphic organizer.

Next steps to these forums include; formation of a stake holders committee to review the recommendations from the first two forums, including student interviews. The stake

holders committee is currently underway. As the committee is formed they will begin planning the third Native American forum to be scheduled sometime in the fall of 2019.

The summit meeting continued with a report from Jessica Villalobos, Senior Director of Language and Cultural Equity. She gave an overview of Title III funds which are used to provide bilingual multi-cultural programs for English language learners to attain proficiency in English. Funds are also used to provide professional development to teachers, administrators, and other personnel that provide services to improve academic achievement of English Language Learners. There are approximately 15,000 English language learners in APS, of which 1,003 are Native American students.

The second report came from, Peggy Candelaria, Executive Director of district Title One programs. She stated Title I funds provide financial assistance to schools with children from low-income families so those children meet state academic standards. Various programs of Title One include Albuquerque Reads, Math Recovery, Family Engagement, AVID (Advancement Via Individual Determination - a college readiness program to help students develop skills needed in college), Title I Pre-K, and the Homeless Project, just to name a few. There are currently 5,076 Native American students in APS Title One Programs.

The third presenter was, Aimee Milazzo, Executive Director of Curriculum and Instruction. She reported Title II funding is a federal grant whose main purpose is to provide professional development and instructional support to new teachers to increase student achievement in all APS schools, including charter and private schools. To better support school principals, the New and Aspiring Principals Program was initiated this school year. A priority for the new school year 2019-2020 is to create the Teacher Leadership Network where teachers would collaborate and develop a professional learning community to examine and understand the challenges of teaching, such as student engagement and student ownership.

The fourth presenter was, Dr. Kristine Meurer, Executive Director of Student, Family and Community Supports. She reported Title IVA - SSAE (Student Support and Academic Enrichment) is a subpart of ESSA. To improve students' academic achievement by providing students with access to a well-rounded education by improving school conditions, which includes improving school attendance and providing support for mental health training and resources, and also improving the use of technology through training. The priority schools are Title One schools.

The fifth presenter, Jude Garcia, Manager, System Administrator for SIS (Student Information System), who reported on Title VII – Impact Aid. He indicated that Impact Aid funds are provided by the federal government to school districts for children residing on federal lands or children having parents working on federal property. Federal Impact Aid funding varies depending on the LOT (Learning Opportunity Threshold) or a district-needs percentage. The Impact Aid application is comprised of different categories which carry their own “weights” percentage. The largest weight percentage, 1.25, is for Category “C” - Students who live on Indian land. APS’ LOT percentage is 4.57, which

would give APS a little over \$3,000,000.00, but in actuality, comes to \$136,887.00. There are approximately 6,400 Native American students in APS but as of this date, only eight Impact Aid questionnaires have been returned. APS is hoping that providing the Impact Aid questionnaire in the ParentVue feature of the required online student registration will increase the number of surveys completed.

## **QUESTIONS AND ANSWERS**

Upon completion of the reports listed above, the meeting transitioned into a question and answer format as listed below:

Question: In regards to Title II funds, it was stated there is over \$1,000,000.00, in carryover funds. Can some of that funding be used to pay for the district cultural sensitivity training?

Answer: Unfortunately that funding has already been appropriated for other uses.

Q – Are Title IVA funds used specifically for improving school conditions and improving the use of technology?

A – Yes.

Comment: Glad to see that funding is used for mental health wellness and support.

Q – How do parents who have no access to a computer/internet enroll their students online and complete the Impact Aid questionnaire?

A – Computers and staff are available at schools to assist these parents.

Q – Have you tried home visits, face-to-face meetings with parents to try to get more Impact Aid questionnaires?

A - That is a possibility. APS is open to any suggestions that would help in getting these questionnaires completed and returned.

Q – Could the Impact Aid funding the Indian Education Department receives be used for the cultural sensitivity training?

A – The Indian Education Department receives only \$7,000, yearly from the Impact Aid funding.

Q – Would APS be affected if there was no Impact Aid funding?

A – Everyone is aware of the budget cuts from the federal government so there is no guarantee on any federally-funded programs.

Comment – School districts will be more accountable for their budgets and their curriculum because of the Yazzie-Martinez lawsuit.

Comment from a Zuni Language Teacher with the APS Indian Education Department: She stated, she uses the opportunity as a Native American to share information about her Pueblo with others, students, parents, teachers. Native Americans have always been taught to be quiet and not speak out but she is proud of her heritage and wants her own

children to be proud of it also. She further stated that there are many non-Native and Native people who do not know about the Pueblo of Zuni people.

Comment – The New Mexico PED (Public Education Department) offered a Cultural Competency Training to the APS leadership team. This facilitated a conversation around “next steps” for APS following the training. Being culturally responsive is challenging work and APS is going to have to do the hard work to localize approaches developing what is the best practice for the district. This can be done before next school year.

Comment and Question – Have attended previous Tribal Leader Summits and it appears not as many people attended today. Why was the date changed and might there be better attendance if parents were invited and the summit held in the evenings?

A – Does not recall the date being changed. Letters were sent to the Tribal Leaders. The evening hours have been used for holding the Native American Open Forums but considering changing the summits to the evenings could be considered.

Comment from the Director of the Indian Education Department – Because the focus for today’s Tribal Summit was the different federal funds APS receives, this is information that must be shared with the local Tribal officials. Also, a majority of the Tribal Leaders were called to an emergency meeting today so that may be the reason many are not present, though some did send representatives.

The Director of the Indian Education Department thanked all for attending and dismissed the meeting at 4:00pm.

April 2019  
DT/ia