

TRIBAL EDUCATION STATUS REPORT



CUBA INDEPENDENT SCHOOL DISTRICT

Our Mission

The Cuba Independent School District prepares diverse 21st century learners with high expectations, academic growth, community and cultural collaboration, and moral integrity to provide a bright future for the learners we serve.

SY 2018 - 2019

**CUBA INDEPENDENT SCHOOL DISTRICT
TRIBAL EDUCATION STATUS REPORT
SY 2018 - 2019**

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**TRIBAL
EDUCATION
STATUS
REPORT**



**CUBA
INDEPENDENT
SCHOOL
DISTRICT**

**SY
2018 - 2019**

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TRIBAL EDUCATION STATUS REPORT
Cuba Independent School District
SY 2018-2019

Introduction

Per the Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22-23A-7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11):

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.

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

The report must include the twelve indicators listed herein. The report must be provided on or before July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

In order to be in compliance with filing the dates, school districts need to complete a districtwide annual Tribal Education Status report.

- SY 2015–2016, report must be completed no later than May 31, 2017; and
- For subsequent years, report must be submitted no later than July 30th.

The Tribal Education Status Report (TESR) informs stakeholders of the following:

- past and recent trends in the education of New Mexico’s American Indian students;
- gaps in academic performance between American Indian students and other ethnicities; and
- Data-driven decision-making through the analysis of districtwide data.

Statutory Requirements

Article 23A Indian Education 22-23A-7 Report

Title 6 Chapter 35 Part 2 PRIMARY AND SECONDARY EDUCATION INDIAN EDUCATION
IMPLEMENTING THE INDIAN EDUCATION ACT

6. 35.2.11 TRIBAL EDUCATION STATUS REPORT (TESR)

A. Per the IEA rules, beginning at the close of the school year 2015-2016, each 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. The report(s) must be provided no later than July 30th following the close of the previous school year. Copies of the reports must be provided to the assistant secretary at the time the reports are provided to the respective tribes.

B. The report must include the following information based upon data from the immediately preceding school year:

- (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.

Each indicator must address the following elements.

a) Objective: This section can be taken directly or modified from the objective provided in the state-wide TESR report and/or tailored to the school district's priorities.

b) Background: This section can be taken directly or modified from IED's background report as provided in the state-wide TESR report and/or tailored to the school district's priorities.

c) Methods: This area should include the how information and/or data was collected for all 12 TESR indicators.

d) Results: This area should include a brief analysis of each indicator. You may use a variety of charts and tables to address this component.

e) Conclusion: This section should include a brief summary of the main points or indicators of how AI students are performing or being addressed from the overall and highlight the main findings from the data analysis.

f) Action Plan. This section should include the steps, resources, and plans the districts will implement to address the improvement or needs of AI student achievement academically and/or culturally addressing the 12 TESR indicators.

Demographics – American Indian Students – Cuba Independent School District

The Cuba Independent School District had an enrollment of 518 students on the 80th-Day Count for SY 2018-2019, of which 358 (69%) were American Indian. The following chart provides information on the 358 American Indian students enrolled for SY 2018-2019 in the Cuba Independent School District.

American Indian Students	Number	Percent
Economically Disadvantaged	358	100%
Title 1 Part A - Schoolwide	358	100%
With Disabilities	65	18.2%
English Language Learners	171	47.8%

Indicator 1 - Student Achievement

Objective

To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

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, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

Methods

During SY 2018–2019, students in grades K–2 were tested in reading using the iStation assessment, and students in grades 3–11 were tested using the New Mexico assessments that include; standard-based assessment (SBA) Science, New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science, state standardized assessments in ELA and math, and iStation reading . 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.

In SY 2018–2019, testing data is reported as to the number of students who meet the cut-off point for proficiency, as determined for the 2018–19 school year. The charts and graphs below summarize the test results for all assessments for all students.

Please Note:

The data for “READING, MATH, SCIENCE – ALL STUDENTS AND SPECIFIED SUB-GROUPS” for SY 2018-2019 was not yet available.

**READING, MATH, SCIENCE – ALL STUDENTS AND SPECIFIED SUB-GROUPS
SY 2017-2018**

Students	READING		MATH		SCIENCE	
	Total Count	% Proficient & Above	Total Count	% Proficient & Above	Total Count	% Proficient & Above
All Students	392	16.83%	383	5.7%	unavailable	unavailable
Female	181	25.41%	179	7.26%	unavailable	unavailable
Male	211	9.48%	204	4.41%	unavailable	unavailable
Caucasian	18	16.67%	13	11.40%	unavailable	unavailable
African American	0	0	0	0	0	0
Hispanic	110	32.72%	108	11.11%	unavailable	unavailable
Asian	0	0	0	0	0	0
American Indian	264	10.22%	257	3.49%	unavailable	unavailable
Economically Disadvantaged	392	16.83%	383	5.7%	unavailable	unavailable
Students with Disabilities	75	7%	72	0%	unavailable	unavailable
English Language Learners	145	2.0%	142	0%	unavailable	unavailable

**READING, MATH, SCIENCE – ALL STUDENTS AND SPECIFIED SUB-GROUPS
SY 2016-2017**

Students	READING		MATH		SCIENCE	
	Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
All Students	484	28%	390	7%	119	25%
Female	236	35%	197	9%	64	22%
Male	248	21%	193	5%	55	29%
Caucasian	18	39%	13	≤ 20%	0	0
African American	0	0	0	0	0	0
Hispanic	141	43%	115	16%	37	41%
Asian	0	0	0	0	0	0
American Indian	320	20%	259	3%	78	18%
Economically Disadvantaged	465	29%	374	7%	114	26%
Students with Disabilities	74	7%	64	≤ 5%	16	25%
English Language Learners	194	12%	170	3%	51	12%

Results

COMPARISON AMERICAN INDIAN STUDENT RESULTS ALL ASSESSMENTS 2016-17 TO 2017-218

Comparison American Indian Student Results all Assessments: 2016-2017 to 2017-18; 2017-2018 to 2018-2019					
Subject	2016-2017 Proficient or Above	2017-2018 Proficient or Above	2018-2019 Proficient or Above	16-17 to 17-18 Difference	17-18 to 18-19 Difference
Reading	20%	18%	11.6%	-2%	-6.4%
Math	3%	3%	3.1%	0%	0.1%
Science	18%	15%	NA	-3%	NA

Conclusion

Reading Assessment results indicate that American Indian student reading score results for "Proficient or Above" decreased from SY 2016-17 to SY 2018-2019 by 2%, and decreased by 6.4% from SY 2017-2018 to SY 2018-2019.

Math Assessment Proficient and Above results remained the same from SY 2016-17 to SY 2017-2018 and increased by 0.1% from SY 2017-2018 to SY 2018-2019.

Science Assessment results demonstrated a decrease of 3% from SY 2016-2017 to SY 2017-2018. Results for SY 2018-2019 were not yet available.

Action Plan

CISD will strengthen its focus on meeting the needs of American Indian students as follows:

1. Continue to disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
2. Continue to re-evaluate the use of federal funds to ensure the needs of American Indian students are being met.
3. Expand the American Indian Liaison position to a district-wide Family Center Coordinator position to continue communicating and collaborating with American Indian families about barriers that can prevent student, who come from reservation communities, from achieving success in public schools.

4. Each school will have a family center “room” designated so the Coordinator will be moving between schools rather than moving students and their families between schools, or different locations.
5. Designate an English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for American Indian students.
6. Continue to use a reading interventionist with 0.5 FTE at the Elementary School and 1.0 FTE at the Mid School
7. Continue to increase training for teachers on addressing the needs of American Indian students.
8. Staff will explore ways to strengthen Tutoring Intervention, which is incorporated into the school day to serve at-risk students.
9. Administrator Walkthroughs: Principals will increase classroom walkthroughs designed to assess fidelity of implementation of plans by teachers to prepare students for standardized testing.
10. Teachers will better prepare students for standardized testing through interim assessment analysis.
11. Continue with summer school credit recovery and tutoring, and add after school credit recovery and tutoring.
12. In addition, the district hopes to hire a consultant to implement an intervention program that targets at-risk Navajo students with concentration on male students, but open to all Navajo students. The purpose of the program is to Increase graduation rate, academic achievement, and decrease drop-out rate by addressing self-esteem, self-worth and self-identity through the use of Navajo language and culture.

Indicator 2 - School Safety

Objective

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

Background

New Mexico - as do other states in the nation - 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).

Methods

The 23 school districts and two charter schools submitted their current school safety process through a district-wide survey issued by New Mexico Public Education Department (NMPED) Indian Education Department (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.

Each CISD school collected behavioral incidence data and recorded the data in the district's student information system.

Results

**Profile Data Report SY 2018-2019
Cuba Independent Schools**

GRADE	INFRACTION	TOTAL # INCIDENTS	TOTAL # OF STUDENTS	F	M
6	5: Assault/ battery simple	1	1	0	1
7	13: Disorderly Conduct	2	2	0	2
8	13: Disorderly Conduct	1	1	1	0
10	13: Disorderly Conduct	6	6	0	6
10	54: Drug Violation	4	4	0	4
10	5: Assault/ battery simple	1	1	0	1
11	54: Drug Violation	5	5	3	2
11	5: Assault/ battery simple	1	1	0	1
12	54: Drug Violation	3	3	0	3
12	55U: Alcohol use	1	1	0	1
TOTALS		25	25	4	21

**Profile Data Report SY 2017-2018
Cuba Independent Schools**

GRADE	INFRACTION	TOTAL # OF INCIDENTS	TOTAL # OF STUDENTS	F	M
6	14: Bullying	3	4	1	3
6	54: Drug Violation	6	4	0	4
7	55P: Alcohol Possession	1	1	0	1
7	54: Drug Violation	1	1	0	1
8	11: Other Violence General	1	1	1	0
9	54: Drug Violation	6	3	0	3
9	55U: Alcohol Use	2	2	0	2
9	56: Tobacco Use	3	3	0	3
10	13: Disorderly Conduct	1	1	0	1
10	54: Drug Violation	6	6	1	5
10	55U: Alcohol Use	1	1	0	1
10	56: Tobacco Use	4	4	1	3
11	45: Vandalism	2	2	0	2
11	54: Drug Violation	2	2	0	2
11	55U: Alcohol Use	1	1	0	1
11	55P: Alcohol Possession	1	1	0	1
12	45: Vandalism	1	1	0	1
12	54: Drug Violation	2	2	2	0
12	56: Tobacco Use	4	4	1	3
TOTALS		48	44	7	37

The American Indian behavioral data for SY 2017-2018 demonstrates that 84% of infractions were committed by male students. The number of reported incidents was much higher in Grades 9 and 10, and the least number of infractions occurred in grades 7 and 8. Of the total American Indian student population of 375, taking into account repeat offenders, only 37 students (9.87%) incurred a behavioral infraction during School Year 2017-2018.

For SY 2018-2019, the American Indian behavioral data demonstrates that the percentage of infractions committed by male students remained the same: 84%. The number of reported incidents continued to be much higher in Grade 10, but the infractions in Grade 9 dropped to zero.

Over all, the total number of reported infractions dropped from 48 to 25. Of the total American Indian student population of 358, taking into account repeat offenders, only 25 students (7%) incurred a behavioral infraction during SY 2018-20189. **This is a decrease of 2.8% in the total number of reported infractions.**

In order to ensure that CISD students attend safe, secure, and peaceful schools, the district maintains the ten required assurances as follows:

- Americans with Disabilities Act (ADA) and Limited English Proficiency (LEP)
- Bullying Prevention
- Child Abuse and Neglect
- Discipline Policy (including Bus Disruptions)
- Emergency Drills
- Food Safety Inspections
- Identification and Badging
- Integrated Pest Management
- Review, Revise, and Share the Plan
- Tobacco, Alcohol and Drug Free Schools

The CISD also has required district training in place, which includes:

- Civil Rights/ Harassment/ American with Disabilities Act
- Ethics and Conflict of Interest
- Confidential Information Regulations
- Employee Regulations
- Social Media Guidelines
- Child Abuse and Neglect
- Suicide Prevention
- Student Health Concerns
- Additional Health Trainings and Threat Assessment
- Technology Use (SPAM/ Phishing, Email Security)
- Undocumented Students
- Bullying (including Cyber Bullying)

In addition, each school building has in place and implements: Discipline Policies and Procedures; Staff and Student Policy Handbooks; Emergency Policies and Procedures including Fire, Evacuation and Lock-Down Drills; Tobacco, Alcohol and Drug Free Schools Policies; Food Safety Inspections.

School staffs wear required identification badges and all visitors are required to sign in and must wear a visitor's nametag.

The district also has a District Safety Committee, which meets monthly and CISD works directly with Presbyterian Medical Services on campus to provide health services to all students. The district also has a Student Health Advisory Committee that meets bi-monthly to plan Health Fair and Safety Awareness Day.

CISD has three counselors in the district that work with student social and emotional needs and the district partners with Cooperative Educational Services to access ancillary social workers when needed. CISD has developed, and implements, a District Wellness Policy.

Conclusion

Although the policies and procedures established and implemented by CISD are successful, the district will continue to examine possible options for lowering infractions at all levels with a focus on the grades with the highest levels of infractions.

Action Plan

CISD will continue to follow established protocols and policies throughout the district. For SY 2019-2020, CISD hopes to expand the Cuba High School Family Center into a district-wide Family Center addressing the needs of K-12 students. Each school will have a family center "room" designated so the Coordinator will be moving between schools rather than moving students and their families between schools, or different locations.

In addition, the district hopes to hire a consultant to implement an intervention program that targets at-risk Navajo students with concentration on male students, but open to all Navajo students. The purpose of the program is to increase graduation rate, academic achievement, and decrease drop-out rate by addressing self-esteem, self-worth and self-identity through the use of Navajo language and culture.

Indicator 3 - Graduation Rates

Objective

The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

Background

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of *not* completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

Methods

The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. Detailed rates by traditional subgroups, aggregated by school and district, can be found on the PED website. The results of the extended years' graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

Results

The charts below demonstrate:

- Graduation rates overall for all American Indian students demonstrate an increase from 79% in SY 2017-2018 to 88% for SY 2018-2019.
- In reviewing graduation rates by gender, the graduation rate for American Indian male students increased from 72% in SY 2017-2018 to 87% in SY 2018-2019. The graduation rate for American Indian female students increased from 87% in SY 2017-2018 to 90% in SY 2018-2019.
- The graduation rate for American Indian females was higher than the male graduation rate for both SY 2017-2018 and SY 2018-2019.

Native American Graduation Rates SY 2017/2018					
Gender	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Male	25	18	72%	7	28%
Female	23	20	87%	3	13%
Totals	48	38	79%	10	21%

Native American Graduation Rates SY 2018/2019					
Gender	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Male	23	20	87%	3	13%
Female	19	17	90%	2*	10%
Totals	42	37	88%	5	12%
*1 Female student counted as NOT graduated received a Cert of Completion					

In reviewing SY 2018-2019 Graduation Rates by ethnicity, American Indian students represented 69% of the senior class; Hispanic students represented 26% of the senior class, and Caucasian represented 5% of the senior class. The chart below provides the percentage of students graduating by ethnicity.

SY 2018-2019 Graduation Rates by Ethnicity					
Ethnicity	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Caucasian	3	2	67%	1	33%
Hispanic	16	16	100%	0	0%
American Indian	42	37	88%	5*	12%
Totals	61	55	90%	6	10%
*1 Female American Indian student counted as NOT graduated received a Cert of Completion					

Conclusion

Overall, the percentage of American Indian student graduates for SY 2018-2019 has increased but the rate is lower than the graduation rate of the next largest student ethnic group in the district - Hispanic.

Action Plan

The decrease in American Indian graduates requires that the district strengthen its approach to increasing the graduation rate of American Indian students. The district plans to continue implementing the following strategies:

- Continue to implement research-based instructional programs for Math and Reading.
- Continue sustained Reading Interventionist at the elementary school and mid school.
- School-site Teacher-Leader Teams will: analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups.
- Provide intervention through Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school.
- Utilization of a district-wide Teacher-Leader Team to study implementation of best practices and EPSS strategies across the district. The team meets monthly to examine instructional practices and to customize these practices at the individual school levels.
- Additional counselor for the high school and elementary school.
- Next Step Plans implemented in the 8th grade, in conjunction with a Career Inventory, that follow students through their Middle and High School Careers and use of a graduation checklist for grades 9-12.

In addition, in SY 2019-2020, CISD hopes to expand the Cuba High Family Center into a district-wide Family Center. The Center will continue to bring together the various resources of: the Cuba Independent School District, the Navajo Nation Communities/Chapters of Counselor, Ojo Encino and Torreon; the Village of Cuba and surrounding areas; faith-based organizations; local business; local community organizations, veterans etc. Each school will have a family center “room” designated so the Coordinator will be moving between schools rather than moving students and their families between schools, or different locations.

A key part of the Center will be the expansion of the Cuba High School Native American Family Liaison position into the position of Family Center Coordinator.

The Coordinator will:

1. provide information on programs/services available to students and families as well as school and/or district activities and procedures;
2. refer students and their families to outside agencies (e.g. state agencies, Navajo Nation agencies, churches, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent's families and extended families are met;
3. foster an ongoing partnership between the home and school through home visits including "knock and talks";
4. communicate with parents on behalf of school (e.g. attendance, Policy and Procedure, College and Career information for parents and homework issues, available programs/services, completing paperwork tutoring etc.) for ensuring that an ongoing partnership between the home and school is successfully formed;
5. conduct parent meetings or workshops with Veterans, Community Faith Based Organizations, City, County, State, Tribal Native business as assigned for the purpose of gaining information and/or discussing needs and problems involving students and their families;
6. confer with teacher's parents and/or appropriate community agency personnel, for assisting in evaluating student progress and/or implementing student objectives and goals; specific work will be done with the schools turn-around specialist, the school's principal and the Early Warning Team.
7. coordinate home visits in rural communities and parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families;
8. maintain a variety of confidential and non-confidential manual and electronic lists and records (e.g. activity logs, phone logs, community resources, etc.) for the purpose of documenting activities, data collection providing up-to-date reference and audit trail and/or ensuring the availability of items;
9. collaborate with CISD Diné Language and Culture teachers;
10. collaborate support efforts with the CISD Indian Education Committee, Indian Education Director, and Assistant Superintendent/Federal Programs Director;
11. participate in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable of program guidelines.
12. prepare a variety of documents, reports and written materials (e.g. registrations, homeless lists, activity logs, phone logs, Flyers of various events Resource outreach etc.) for communicating

information to parents, staff providing written support, developing recommendations and/or conveying information.

13. visit families and students in their homes as required for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals, Food Boxes Transportation information;

Each school will house a “Family Center” which is located in the main office for parents and families to utilize (for inquires about their students, get on to do work force solutions, make doctors apt, check on their Social Security and many other items.

In addition, the district hopes to hire a consultant to implement an intervention program that targets at-risk Navajo students with concentration on male students, but open to all Navajo students. The purpose of the program is to Increase graduation rate, academic achievement, and decrease drop-out rate by addressing self-esteem, self-worth and self-identity through the use of Navajo language and culture.

Indicator 4 - Attendance

Objective

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

Background

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

Methods

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

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS.

Results

Please Note:

Attendance data for SY 2018-2019 was not yet available.

Based on the data below, the SY 2017-2018 attendance rate for American Indian students at the school level is lower than all other subgroups, with the following exception:

1. American Indian attendance rate is higher than the subgroup “Caucasian” in grades 6-8.

**ATTENDANCE RATE BY SCHOOL
2017-2018**

	K-5	6-8	9-12
ETHNICITY	% PRESENT	% PRESENT	% PRESENT
AMERICAN INDIAN	93.43%	90.93%	77.27%
ASIAN	100%	97.90%	96.45%
CAUCASIAN	98.55%	90.73%	89.64%
HISPANIC	96.02%	94.38%	92.52%

In comparing total students at the district level, the American Indian attendance rate is lower than all other sub-groups. The CISD staff is continuing to research why the American Indian attendance rate is lower.

**ATTENDANCE RATE BY DISTRICT
2017-2018**

	K-12
RACE	% PRESENT
AMERICAN INDIAN	87.21%
ASIAN	98.12%
CAUCASIAN	92.97%
HISPANIC	94.31%

Conclusion

American Indian students at Cuba High School exhibited the lowest attendance rate.

Action Plan

CISD staff plan to address this issue by expanding the Cuba High School Family Center into a district-wide Family in SY 2019-2020. The Center will continue to bring together the various resources of: the Cuba Independent School District, the Navajo Nation Communities/Chapters of Counselor, Ojo Encino and Torreon; the Village of Cuba and surrounding areas; faith-based organizations; local business; local community organizations, veterans etc. A key part of the Center will be the Family Center Coordinator.

The Coordinator will:

1. provide information on programs/services available to students and families as well as school and/or district activities and procedures;
2. refer students and their families to outside agencies (e.g. state agencies, Navajo Nation agencies, churches, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent's families and extended families are met;
3. foster an ongoing partnership between the home and school through home visits including "knock and talks";
4. communicate with parents on behalf of school (e.g. attendance, Policy and Procedure, College and Career information for parents and homework issues, available programs/services, completing paperwork tutoring etc.) for ensuring that an ongoing partnership between the home and school is successfully formed;
5. conduct parent meetings or workshops with Veterans, Community Faith Based Organizations. City, County, State, Tribal Native business as assigned for the purpose of gaining information and/or discussing needs and problems involving students and their families;
6. confer with teacher's parents and/or appropriate community agency personnel, for assisting in evaluating student progress and/or implementing student objectives and goals; specific work will be done with the schools turn-around specialist, the school's principal and the Early Warning Team.
7. coordinate home visits in rural communities and parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families;
8. maintain a variety of confidential and non-confidential manual and electronic lists and records (e.g. activity logs, phone logs, community resources, etc.) for the purpose of documenting activities, data collection providing up-to-date reference and audit trail and/or ensuring the availability of items;
9. collaborate with CISD Diné Language and Culture teachers;
10. collaborate support efforts with the CISD Indian Education Committee, Indian Education Director, and Assistant Superintendent/Federal Programs Director;
11. participate in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable of program guidelines.
12. prepare a variety of documents, reports and written materials (e.g. registrations, homeless lists, activity logs, phone logs, Flyers of various events Resource outreach etc.) for communicating

information to parents, staff providing written support, developing recommendations and/or conveying information.

13. visit families and students in their homes as required for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals, Food Boxes Transportation information;

Each school will house a "Family Center" which is located in the main office for parents and families to utilize (for inquires about their students, get on to do work force solutions, make doctors apt, check on their Social Security and many other items.

In addition, the district hopes to hire a consultant to implement an intervention program that targets at-risk Navajo students with concentration on male students, but open to all Navajo students. The purpose of the program is to Increase graduation rate, academic achievement, and decrease drop-out rate by addressing self-esteem, self-worth and self-identity through the use of Navajo language and culture.

Indicator 5 - Parent and Community Involvement

Objective

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

Background

The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods

CISD identified the following top 3 impactful programs or activities tailored to supporting American Indian students, parents, and communities:

1. The use of American Indian liaisons to visit families in the more remote areas of the reservation to notify parents of deficiencies.
2. Back-to-school supplies distribution and supplemental instructional materials for American Indian teachers.
3. Indian Ed Parent Committee (IEPC)

Results

1. The use of American Indian liaisons to visit families in the more remote areas of the reservation proved very successful in keeping parents involved in their children’s education. Parents were grateful to be alerted about any difficulties their children were experiencing.
2. Students and parents were very grateful to receive assistance with obtaining school supplies for their children. In addition, American Indian teachers were able to purchase additional instructional materials that helped American Indian students to do better in the classroom.

3. The IEPC met nine times during SY 2018-2019 as follows: August 6th; September 4th; October 1st ; December 3rd; January 7th; February 4th; March 4th; March 16th ; April 1st ; May 10th .

They participate in the district needs assessment process, review all federal program grants, help to create the Parent and Student Surveys that are distributed to all American Indian Families, make recommendations on the educational needs of American Indian students , as well as make recommendations on how funds are spent in support of American Indian students. The IEPC shares information with the three Navajo Chapters whose children attend the CISD: Counselor, Ojo Encino and Torreon.

Conclusion

The programs and activities that are being implemented in support of American Indian parents and students have yielded very good results in terms of increasing the involvement of parents in the education of their children. In addition, teachers have reported that the additional support provided by supplemental instructional materials have positively affected the success of American Indian students in classrooms.

Action Plan

CISD will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. The district will continue to seek ways of increasing parental involvement.

CISD staff plan hopes to expand the Cuba High School Family Center into a district-wide Family in SY 2019-2020. The Center will continue to bring together the various resources of: the Cuba Independent School District, the Navajo Nation Communities/Chapters of Counselor, Ojo Encino and Torreon; the Village of Cuba and surrounding areas; faith-based organizations; local business; local community organizations, veterans etc. A key part of the Center will be the Family Center Coordinator.

The Coordinator will:

1. provide information on programs/services available to students and families as well as school and/or district activities and procedures;
2. refer students and their families to outside agencies (e.g. state agencies, Navajo Nation agencies, churches, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent’s families and extended families are met;
3. foster an ongoing partnership between the home and school through home visits including “knock and talks”;

4. communicate with parents on behalf of school (e.g. attendance, Policy and Procedure, College and Career information for parents and homework issues, available programs/services, completing paperwork tutoring etc.) for ensuring that an ongoing partnership between the home and school is successfully formed;
5. conduct parent meetings or workshops with Veterans, Community Faith Based Organizations. City, County, State, Tribal Native business as assigned for the purpose of gaining information and/or discussing needs and problems involving students and their families;
6. confer with teacher's parents and/or appropriate community agency personnel, for assisting in evaluating student progress and/or implementing student objectives and goals; specific work will be done with the schools turn-around specialist, the school's principal and the Early Warning Team.
7. coordinate home visits in rural communities and parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families;
8. maintain a variety of confidential and non-confidential manual and electronic lists and records (e.g. activity logs, phone logs, community resources, etc.) for the purpose of documenting activities, data collection providing up-to-date reference and audit trail and/or ensuring the availability of items;
9. collaborate with CISD Diné Language and Culture teachers;
10. collaborate support efforts with the CISD Indian Education Committee, Indian Education Director, and Assistant Superintendent/Federal Programs Director;
11. participate in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable of program guidelines.
12. prepare a variety of documents, reports and written materials (e.g. registrations, homeless lists, activity logs, phone logs, Flyers of various events Resource outreach etc.) for communicating information to parents, staff providing written support, developing recommendations and/or conveying information.
13. visit families and students in their homes as required for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals, Food Boxes Transportation information;

Each school will house a "Family Center" which is located in the main office for parents and families to utilize (for inquires about their students, get on to do work force solutions, make doctors apt, check on their Social Security and many other items.

Indicator 6 - Educational Programs Targeting Tribal Students

Objective

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

Background

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

Methods

CISD implements various programs designed to meet the needs of American Indian students. These programs include:

1. American Indian Parent Liaison to communicate and collaborate with American Indian families regarding barriers that can prevent student, who come from reservation communities, from achieving success in public schools. Includes outreach to families in the more remote areas of the reservation;
2. Diné Heritage Language Program designed for American Indian students to revitalize language;
3. English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for American Indian students;
4. Reading interventionist at the Elementary School and Mid School;
5. Tutoring Intervention incorporated into the school day;
6. Summer school credit recovery and tutoring;
7. American Indian Parent Committee to collaborate with CISD staff to develop Indian Policies and Procedures and discuss use of funds to ensure student success and direct beneficial educational programs for Native Americans;

Results: Assessments

The intent of the CISD programs, which focus on the American Indian students, is to help students to be successful. Measures of success include reading and math test results and high school graduation. The following charts are also included in Indicators 1 and 3.

**COMPARISON
AMERICAN INDIAN STUDENT RESULTS
ALL ASSESSMENTS 2016-17 TO 2017-218**

Comparison American Indian Student Results all Assessments: 2016-17 to 2017-18					
Subject	2016-2017 Proficient or Above	2017-2018 Proficient or Above	2018-2019 Proficient or Above	16-17 to 17-18 Difference	17-18 to 18-19 Difference
Reading	20%	18%	11.6%	-2%	-6.4%
Math	3%	3%	3.1%	0%	0.1%
Science	18%	15%	NA	-3%	NA

Results: Graduation Rates

The charts below demonstrate:

- Graduation rates overall for all American Indian students demonstrate an increase from 79% in SY 2017-2018 to 88% for SY 2018-2019.
- In reviewing graduation rates by gender, the graduation rate for American Indian male students increased from 72% in SY 2017-2018 to 87% in SY 2018-2019. The graduation rate for American Indian female students increased from 87% in SY 2017-2018 to 90% in SY 2018-2019
- The graduation rate for American Indian females was higher than the male graduation rate for both SY 2017-2018 and SY 2018-2019.

Native American Graduation Rates SY 2017/2018					
Gender	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Male	25	18	72%	7	28%
Female	23	20	87%	3	13%
Totals	48	38	79%	10	21%

Native American Graduation Rates SY 2018/2019					
Gender	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Male	23	20	87%	3	13%
Female	19	17	90%	2*	10%
Totals	42	37	88%	5	12%
*1 Female student counted as NOT graduated received a Cert of Completion					

In reviewing SY 2018-2019 Graduation Rates by ethnicity, American Indian students represented 69% of the senior class; Hispanic students represented 26% of the senior class, and Caucasian represented 5% of the senior class. The chart below provides the percentage of students graduating by ethnicity.

SY 2018-2019 Graduation Rates by Ethnicity					
Ethnicity	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Caucasian	3	2	67%	1	33%
Hispanic	16	16	100%	0	0%
American Indian	42	37	88%	5*	12%
Totals	61	55	90%	6	10%
*1 Female American Indian student counted as NOT graduated received a Cert of Completion					

Conclusion

Student Achievement

Reading Assessment results indicate that American Indian student reading score results for "Proficient or Above" decreased from SY 2016-17 to SY 2018-2019 by 2%, and decreased by 6.4% from SY 2017-2018 to SY 2018-2019.

Math Assessment Proficient and Above results remained the same from SY 2016-17 to SY 2017-2018 and increased by 0.1% from SY 2017-2018 to SY 2018-2019.

Science Assessment results demonstrated a decrease of 3% from SY 2016-2017 to SY 2017-2018. Results for SY 2018-2019 were not yet available.

Conclusion (Continued)

Graduation Rates

Overall, the percentage of American Indian student graduates for SY 2018-2019 has increased but is below the graduation rate of the next largest student ethnic group in the district - Hispanic.

Action Plan

Student Achievement

CISD will strengthen programs that focus on American Indian students as follows:

1. Disaggregate student test scores to the individual American Indian student level to better determine individual student needs.
2. Re-evaluate the use of federal funds to ensure the needs of American Indian students are being met.
3. Continue to employ an American Indian Liaison to communicate and collaborate with American Indian families about barriers that can prevent student, who come from reservation communities, from achieving success in public schools.
4. Designate an English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for American Indian students.
5. Continue to use a reading interventionist with 0.5 FTE at the Elementary School and 1.0 FTE at the Mid School
6. Increase training for teachers on addressing the needs of American Indian students.
7. Middle and High School counselors work with all students and will focus more time on at-risk students.
8. Staff will explore ways to strengthen Tutoring Intervention.
9. Continue with summer school credit recovery and tutoring, and add after school credit recovery and tutoring.

Graduation Rates

The increase in American Indian graduates provides evidence that the American Indian programs being implemented are succeeding. The district plans to continue implementing these strategies, which include the following.

- Sustained Reading Intervention: reading interventionist - 0.5 FTE at elementary school and 1.0 FTE at mid school.
- Intervention through Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school.
- Utilization of a district-wide Teacher-Leader Team to study implementation of best practices and EPSS strategies across the district. The team meets monthly to examine instructional practices and to customize these practices at the individual school levels.
- Next Step Plans implemented in the 8th grade in conjunction with a Career Inventory that follow students through their Middle and High School Careers.
- The use of a graduation checklist for each student, grades 9-12.

CISD staff hopes to also expand the Cuba High School Family Center into a district-wide Family in SY 2019-2020. The Center will continue to bring together the various resources of: the Cuba Independent School District, the Navajo Nation Communities/Chapters of Counselor, Ojo Encino and Torreon; the Village of Cuba and surrounding areas; faith-based organizations; local business; local community organizations, veterans etc. A key part of the Center will be the Family Center Coordinator.

The Coordinator will:

1. provide information on programs/services available to students and families as well as school and/or district activities and procedures;
2. refer students and their families to outside agencies (e.g. state agencies, Navajo Nation agencies, churches, medical professionals, counselors, foundations, charities, organizations etc.) to ensure that the needs of students, parent's families and extended families are met;
3. foster an ongoing partnership between the home and school through home visits including "knock and talks";
4. communicate with parents on behalf of school (e.g. attendance, Policy and Procedure, College and Career information for parents and homework issues, available programs/services, completing paperwork tutoring etc.) for ensuring that an ongoing partnership between the home and school is successfully formed;
5. conduct parent meetings or workshops with Veterans, Community Faith Based Organizations. City, County, State, Tribal Native business as assigned for the purpose of gaining information and/or discussing needs and problems involving students and their families;

6. confer with teacher's parents and/or appropriate community agency personnel, for assisting in evaluating student progress and/or implementing student objectives and goals; specific work will be done with the schools turn-around specialist, the school's principal and the Early Warning Team.

7. coordinate home visits in rural communities and parent meetings for the purpose of gaining information and/or discussing needs and problems involving students and their families;

8. maintain a variety of confidential and non-confidential manual and electronic lists and records (e.g. activity logs, phone logs, community resources, etc.) for the purpose of documenting activities, data collection providing up-to-date reference and audit trail and/or ensuring the availability of items;

9. collaborate with CISD Diné Language and Culture teachers;

10. collaborate support efforts with the CISD Indian Education Committee, Indian Education Director, and Assistant Superintendent/Federal Programs Director;

11. participate in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable of program guidelines.

12. prepare a variety of documents, reports and written materials (e.g. registrations, homeless lists, activity logs, phone logs, Flyers of various events Resource outreach etc.) for communicating information to parents, staff providing written support, developing recommendations and/or conveying information.

13. visit families and students in their homes as required for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals, Food Boxes Transportation information;

Each school will house a "Family Center" which is located in the main office for parents and families to utilize (for inquires about their students, get on to do work force solutions, make doctors apt, check on their Social Security and many other items.

In addition, the district hopes to hire a consultant to implement an intervention program that targets at-risk Navajo students with concentration on male students, but open to all Navajo students. The purpose of the program is to Increase graduation rate, academic achievement, and decrease drop-out rate by addressing self-esteem, self-worth and self-identity through the use of Navajo language and culture.

Indicator 7: Financial Reports

Objective

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

Background

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.

Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.

The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country.

The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.

Methods

In order to ensure the needs of American Indian students are met, CISD conducts a comprehensive needs assessment to identify needs and to allocate funding that will target these needs. The process includes the following steps:

Step 1: CISD Indian Education Parent Committee (IEPC) meets with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs that are hindering the success American Indian student. This allows for the identification of needs based on both qualitative and quantitative data.

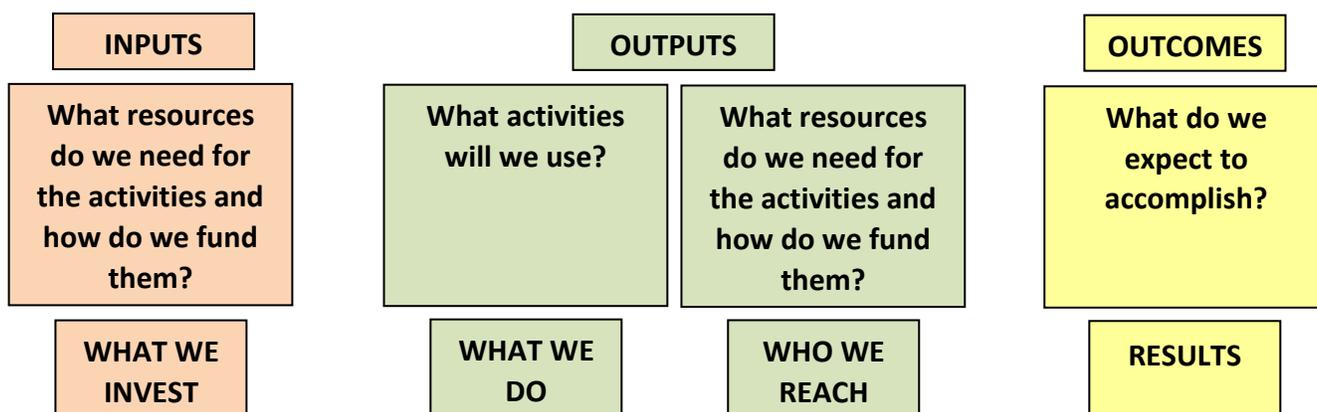
For example: principals and teachers, tend to share needs identified by quantitative data such as test scores, graduation rates, classroom work, attendance, etc. as well as qualitative data such as

behavioral needs, social needs, etc; Counselors and SPED staff tend to identify qualitative data such as behavioral needs, social needs, etc.; Parent Liaisons and parents tend to identify qualitative data pertaining to the “whole family”. Students usually identify both quantitative and qualitative data, such as tutoring help, assistance with buying supplies, paying class shop fees, transportation to higher education orientations, needs of the family, etc.

Step 2: Needs are prioritized.

Step 3: Analysis is conducted to determine the “root causes” for each prioritized need.

Step 4: A logic model approach is used to determine the following key elements.



Step 5: Create an Education Plan for the top prioritized needs: State the Need; Establish Goal(s); Identify Objectives; Describe strategies and activities; Evaluate outcomes; Identify possible funding sources and amounts.

Results

CISD staff utilizes all funding sources to address the unique educational needs of American Indian students. The charts below describe the funding sources and use of funds.

Conclusion

Although CISD staff utilizes multiple sources of funding, there is not sufficient funding to meet all the needs of American Indian students. It is helpful, however to prioritize the needs in order to first address these needs.

Action Plan

CISD staff will continue to prioritize needs and address the highest need areas, as well as seek additional funding sources.

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	ALLOCATION
Johnson O'Malley (JOM) ACCT: 25131	Provides supplemental educational opportunities and advocacy for Alaska Native and American Indian students from three years of age through grade 12 in school systems. Local parent committees guide the program and emphasis is on tutorial and cultural enrichment activities.	1. Travel / Per Diem for IEC; 2. Instructional Supplies; 3. Parental Costs	358 American Indian Students	\$37,216
State Bilingual Multicultural Education Program ACCT: 11000	Goals are for all students, including English language learners, to: a) Become bilingual and biliterate in English and a second language, including Spanish, a Native American language or another language; b) Meet state academic content standards and benchmarks in all subject areas.	1. Providing services to students participating in Diné Language and Spanish Language Heritage Programs. 2. Funds focused on teacher salaries and benefits, professional development, curriculum	Districtwide: Hispanic Students and 262 American Indian Students	\$165,683
Indian Education School District Initiative ACCT: 27150	Funds are provided to the school districts, and district-chartered or state-chartered schools in New Mexico, who enroll a significant number of American Indian students for the purpose of providing effective and culturally-relevant programs, opportunities and practices which contribute to the academic and cultural success of the students.	1. Native American High School Liaison (1.00 FTE) focused on attendance on student attendance and pathways to college and/or career success by providing a support system for high school students; 2. Materials / Supplies; 3. Travel for students to attend Higher Ed orientations; 4. Travel for Liaison to visit families in remote part of reservation;	157 American Indian Students (High School)	\$46,021
Title IA ACCT: 24101	The program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	1. Administration: 0.5 FTE admin asst; 2. Cuba Elem: 2.0 FTE teachers; 3. Cuba Mid: 2.0 FTE Lang. Arts and Math teachers, 1.0 FTE Counselor; 4. Cuba High: 1.0 FTE Lang. Arts teacher; 5. Classroom supplies, textbooks, summer school, after-school tutoring;	District-wide: All Students (518) including 358 American Indian Students	\$784,002
Title IC ACCT: 24103	Provides funds to help migrant students and youth in our state meet high academic challenges by overcoming obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.	1. Travel Expenses: Home visits;	8 American Indian Students	\$581

PROGRAM	DESCRIPTION	IMPLEMENTATION	# OF STUDENTS SERVED	ALLOCATION
Title ID ACCT: 24101	Provides funds for youth in state-operated institutions. It also provides assistance to school districts who work with local correctional facilities. Colorado receives formula funds based on the number of students in state institutions and costs per pupil.	1. Services provided by AMI-Sandoval Center 2. Funds help to provide textbooks, supplies	17 American Indian Students	\$7,005
Title IIA ACCT: 24154	Focuses on increasing student academic achievement by improving teacher and principal quality. These funds can be used to prepare, train and recruit high-quality teachers and principals capable of ensuring that all children will achieve to high standards.	1. Teacher & Principal Training and recruiting; 2. Professional development; 3. Reading Interventionist Teacher @ Elem/MS (0.5 FTE)	Impacts District-wide: All Students (518) including 358 American Indian Students	\$85,908
Title III English Language Acquisition ACCT: 24153	Designed to improve the education of English Language Learners (ELL) students by helping them learn English and meet challenging state academic content and student academic achievement standards. The program provides enhanced instructional opportunities for immigrant students.	1. Teacher Training;	Districtwide: Hispanic Students and 171 American Indian Students (ELL)	\$35,496
Title VI Indian Ed Formula Grant (Formerly Title VII) ACCT: 25184	Works with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.	1. Focused on Middle School: <ul style="list-style-type: none"> • 0.5 FTE ELD/ELL Teacher; • 1.0 FTE Educational Asst.; 	115 American Indian Students (Middle School)	\$69,432
Title VIII Impact Aid ACCT: 25147	Assists school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or due to the enrollment of federally connected children. The Impact Aid law assists school districts serving children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties. The law also, to a lesser extent, supports school districts serving children with parents in the uniformed services or employed on eligible Federal properties that do not live on Federal property.	1. Bilingual teachers 2.5 FTE; after-school activity bus; field trips; transportation; general supplies and materials.	Impacts District-wide All Students (518) including 358 American Indian Students	\$329,727

Indicator 8 - Current Status of Federal Indian Education Policies and Procedures

Objective

The objective of Indian Policies and Procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

Background

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

Methods

The Indian Education Parent Committee (IEPC) represents the following Navajo Chapters: Counselor, Ojo Encino and Torreon. In addition, at least one member of the Committee resides in the Village of Cuba and represents American Indian families who reside there.

The IEPC collaborates with CISD staff in: developing a comprehensive needs assessment; prioritizing needs; analyzing “root causes” for each prioritized need; creating an Education Plan for the top prioritized needs; review of all federal grants and annual program reviews; developing and updating the IPP.

Results

The IEPC reviews the IPP annually and IEPC members sign the IPP and other federal program documents as representatives of the three Navajo Chapters (Counselor, Ojo Encino, Torreon) and the Village of Cuba.

Conclusion

The IEPC reviews the IPP annually.

Action Plan

The Indian Education Parent Committee will be updating the IPP during SY 2019-2020.

Indicator 9 - School District Initiatives to Decrease the Number of Student Dropouts and Increase Attendance

Objective

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

Background

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue.

The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school.

Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods

CISD implements the following strategies to keep students in an educational setting:

- tutoring
- mentoring
- guidance counseling
- home visits
- culturally relevant instructional materials, strategies and curriculum
- Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas, etc.

Please note: Data for SY 2018-2019 Final Drop List was not yet available
Results: SY 2017-2018 Final Drop Student List – All Students

Student ID	Grade	Race	Gender	Reason for Leaving Code	Reason for Leaving Description	Ever SPED	Ever ELL	Free/Reduced Lunch	Ever Migrant	Ever Homeless
101817344	11	AI	F	W2	Became a mom (DROPOUT)	Y	N	F	N	N
104262092	10	AI	F	W2	Currently Enrolled	N	N	F	N	N
104338793	11	AI	F	W1	Transferred to Sherman in CA	N	N	N	N	N
104507181	12	AI	F	W2	10-Day Absence (DROPOUT)	N	N	F	N	N
467351524	7	H	F	W1	Moved to TX	N	N	F	N	N
469296123	7	AI	F	W1	Transferred to Pueblo Pintado BIE	N	Y	N	N	N
566857512	11	H	F	W1	MOVED to CO	Y	Y	F	N	N
612452516	09	H	M	W1	Moved to TX	Y	Y	F	N	N
629884297	08	C	F	W1	Moved to TX	N	N	N	N	N
635229792	09	H	F	W15	Moved to TX	N	N	F	N	N
691489678	07	H	F	W1	Moved to TX	N	N	F	N	N
101817484	11	H	M	W2	10-Day Absence (DROPOUT)	N	N	F	N	N
418886370	07	C	M	W1	Received record request from Polk MS in ABQ	N	N	F	N	N
Total = 13										

Of the thirteen students listed on the Final Drop Student List, five are American Indian. Of the five American Indian students, one is a 7th grader, one is a 10th grader, two are eleventh graders and one is a 12th grader.

The most frequent reason for students leaving the school was that the student had transferred to another school.

Conclusion

CISD has in place a number of supports for students and, although 5 students is not a high dropout rate as compared to other districts, CISD believes that even one student dropping out is one too many.

Action Plan

CISD staff will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. Staff will also continue to research and implement best practices that have proven to lower the school dropout rate and increase attendance.

Staff will further clarify the category “Other, Unknown” to determine options for addressing this are in order to lower the dropout rate.

Indicator 10 - Public School Use of Variable School Calendars

Objective

The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school

Background

New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students.

American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

Methods

The CISD Calendar Committee develops the annual calendar with input from parents. Although local community American Indian cultural days are not specifically listed on the calendar, CISD does accommodate the observance of feasts, ceremonies and other cultural events.

Results

As part of the district calendar approval process, CISD makes available the proposed calendar for public comment.

Conclusion

Students are able to participate in their community cultural activities.

Action Plan

The district calendar development process is meeting the needs of the American Indian community.

Indicator 11 - School District Consultations with District Indian Education Committees, School-Site Parent Advisory Councils and Tribal, Municipal and Indian Organizations;

Objective

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

Background

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

Methods

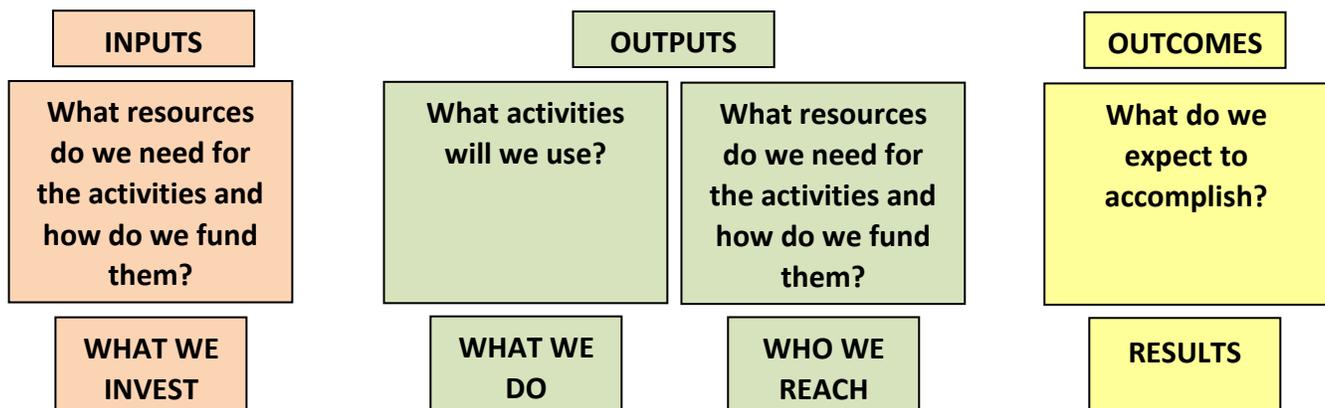
As previously explained, the CISD Indian Ed Parent Committee (IEPC) meets a minimum of eight times per year and plays a major role in conducting a comprehensive needs assessment to identify American Indian student needs and to allocate funding that will target these needs.

Step 1: CISD IEPC meets with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs that are hindering the success American Indian student. This allows for the identification of needs based on both qualitative and quantitative data.

Step 2: Needs are prioritized.

Step 3: Analysis is conducted to determine the “root causes” for each prioritized need.

Step 4: A logic model approach is used to determine the following key elements.



Step 5: Education Plan for the top prioritized needs is created that includes: Stating the Need; Establishing Goal(s); Identifying Objectives; Describing strategies and activities; Evaluating outcomes; Identifying possible funding sources and amounts.

In addition, the Cuba Schools Central Office Administrative Team participates annually in the Navajo Nation Tribal Consultation process and meets with the official Navajo Nation Consultation Team to discuss the best types of educational programs for Cuba Schools Native American students.

The Cuba Schools Central Office Administrative Team also meets monthly with the Navajo Nation Chapter Presidents from Counselor, Ojo Encino, and Torreon via the Tri-Chapter Council Meetings. The meeting locations rotate among the three Chapters.

Results

The IEPC met nine times in SY 2018-2019 and completed the collaborative Five-Step process for designing programs and services that meet the needs of American Indian students.

DATE	AGENDA FOCUS
<p>August 6, 2018</p>	<p>Regular Meeting: a) Discussion of one-time \$76,000 JOM grant b) IEC Conference – Farmington Courtyard c) Ordering of school supplies d) Needs Assessment Data</p>
<p>September 4, 2018</p>	<p>Regular Meeting: Reports a. Mrs. Shirley Hurford – Elementary Principal b. Mr. Archie Jacquez – Middle School Principal c. Dr. Karen Sanchez-Griego – High School Principal d. Mr. Adan Delgado – Superintendent e. Ms. Tina Chavez – IEC member f. Ms. Cecelia Chiquito – IEC member</p> <p>New Business a. Process of electing a new IEC member</p> <p>Old Business a. One time JOM grant – unexpended funds b. Needs Assessments Data</p>
<p>October 1, 2018</p> <p>Meeting at Counselor Chapter House</p>	<p>Regular Meeting: Reports g. Open form to report out h. Ms. Chastity Gordo, Federal Program Admin Assistant</p> <p>New Business b. Field Trips c. American Indian Heritage Month – Culture Day/Event d. Training options for committee members</p> <p>Old Business c. Updates on One time JOM grant – unexpended funds d. Updates on Processing of electing a new IEC member</p>

<p>December 3, 2018</p>	<p>Regular Meeting: Reports i. Mr. Warlance Chee, Culture Consultant j. Budget k. Culture Day l. Ms. Tina Chavez New Business e. Approval of CISD Indian Policies & Procedures</p>
<p>January 7, 2019</p>	<p>Regular Meeting: Look at district data and programs, select 3-4 objectives for 2018-2019; Look, revise and make changes to bylaws, parental cost sheet and other forms; Discuss the Navajo Oral Assessment Testing and results Reports a. Budget b. Culture Day New Business a. Increase in Basic JOM grant b. Funds requested for Lab Materials for Intro to Agriculture class at High School</p>
<p>February 4, 2019</p> <p>Meeting at Ojo Encino Chapter House</p>	<p>Regular Meeting: Presentations (Maximum of 20 minutes for each presentation, including audience Q & A) a. Mr. Adan Delgado – Superintendent, Cuba Independent School District Topic: <i>Martínez/Yazzie v. State of New Mexico</i> b. Mr. Mario Atencio Topic: <i>Martínez/Yazzie v. State of New Mexico</i> c. Representative from the NMPED Indian Education Department Topic: "Indigenous New Mexico" curriculum.</p>
<p>March 4, 2019</p>	<p>Regular Meeting: Continue review of district data programs; Share info from the Regional Workshop. Look, revise and make changes to by-laws, parental cost sheet and other forms. Share info from the Regional Workshop. Classroom observation reports due to Federal Program Office. Recruitment of a new IEC member/vote new member in. Budget report;</p>
<p>March 16, 2019</p>	<p>Work Session – Discussion and preparation of 2019-2021 Cuba Schools JOM Application</p>
<p>April 1, 2019</p>	<p>Regular Meeting: Preparing for the JOM Application Negotiations</p>

Conclusion

The current system of collaborating with parent groups has been successful in developing programs that address American Indian student needs.

Action Plan

CISD plans to continue with the current system of communicating with the IEPs.

Indicator 12 - Indigenous Research and Evaluation Measures and Results For Effective Curricula For Tribal Students.

Objective

The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.”

Background

Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods

The Diné Heritage Program Language teachers (grades K-12) met with the CISD Federal Program staff participated in a six-day training that focused on researching and adapting Diné language curriculum, assessments and instructional methods.

Results

The Diné Heritage Program Language teachers (grades K-12) will be working on the further development of a curriculum and scope and sequence.

Conclusion

The CISD Diné Language Heritage program offers an opportunity for American Indian students to study their culture and language.

Action Plan

The Diné Heritage Program Language teachers (grades K-12) will be working on the further development of a curriculum and scope and sequence.