

DULCE INDEPENDENT SCHOOLS

Dulce, New Mexico

HOME OF THE WARRIORS AND THE HAWKS

2019-2020 Tribal Education Status Report

DULCE INDEPENDENT SCHOOLS – INDICATOR #1 – ACHIEVEMENT SY 19-20

IED Objective.

Dulce Independent School's (DISD) objectives are to ensure that student achievement in our school is measured by statewide tests that are approved by the PED, and results are disaggregated by ethnicity, gender, economic status, and disabilities. In turn, these results are used to develop strategies and programs that increase student achievement and reduce the achievement gap.

Background.

The New Mexico assessments include the evaluation of student progress in the following areas: Reading Grades K-2 – Istation; TAMELA- ELA and Math Grades 3-11; EOCs per semester; SBA Science – Grades 4, 7, 11; ACCESS for ELL 2.0 – Grades K-12; NMAPA for severe cognitive disabled students;

Methods.

Due to COVID-19 Pandemic, the NM Public Health Order and statewide Stay at Home Order prevented testing for Dulce Independent School District. The US Department of Education granted NM a waiver to bypass assessment and accountability requirements under ESEA as amended by ESSA.

Referring to 18-19 data: 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 number of students who meet the cut-off point for proficiency, as determined for the 2018–19 school year. These proficiencies include standard-based assessment SBA science, New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science, PARCC ELA and Math, and IStation Reading and Math. All assessment scores have been standardized to reflect proficiencies—from non- proficient to at proficient and/or above proficient.

Source: http://www.ped.state.nm.us/ped/Assessment_index.html

Results.

The following graphs show the statewide percentage of students who are at or above proficiency by ethnicity as measured by New Mexico assessments. The overall gains seen in student achievement are based on PARCC, and SBA Science 2018-2019 test results.

Reading: For the 18--19 SY American Indian students attending DISD district wide had 12% proficient and above in Reading. This was a 4% decrease from 17-18 SY when we had a larger population of American Indian Students attending. All students attending DISD had 13% proficient and above in reading during the 18-19 SY which was a 3% decrease from 17-18 SY when we had a larger population of students attending.

Math: Overall decrease of 1% of both American Indian Students and ALL Students attending DISD during the 18-19 SY in math proficiency. Both groups had 2% proficient in Math for the 18-19 SY. While not a significant decrease, it is reflective of student mobility for this SY.

Science: 9% proficient or above for American Indian Students which is a 4% decrease from 2017-18 data. 9% proficient or above in Science for All Students which is also a 4% decrease from 2017-18.

Conclusion.

Native American Students' district wide data depicts low proficiencies in Reading Math and Science with minimal growth in all areas for American Indian Student population during SY 18-19.

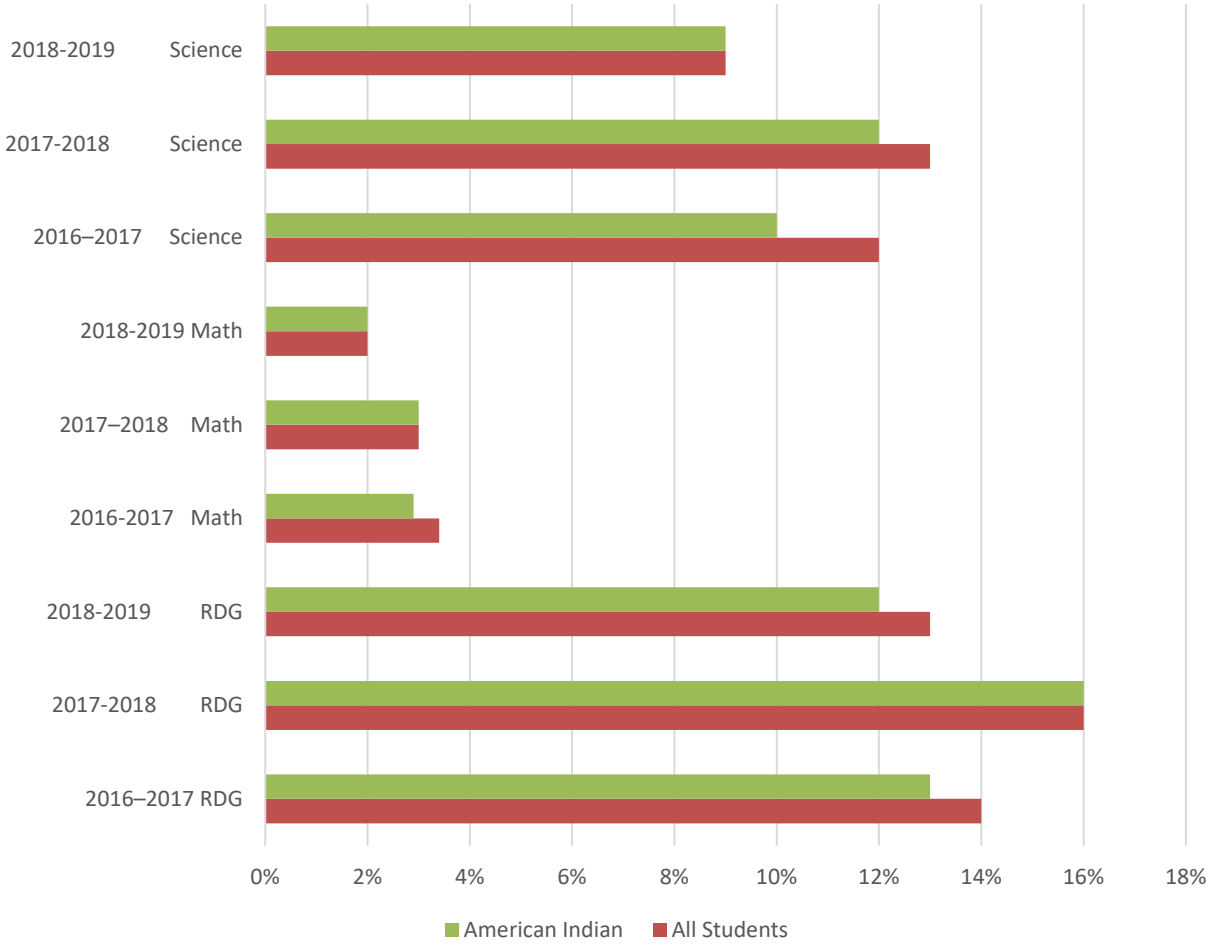
Action Plan.

- DISD continued use of Istation Reading and Math K-8 to increase literacy and math proficiencies by 5% between elementary and middle school units.
- K-5 Plus which targets economically disadvantaged students and prioritizes literacy targets was cancelled due to the COVID-19 pandemic.
- Dulce Elementary 2nd year implementation of Houghton Mifflin Harcourt (HMH) Read 180 and Math 180 in K-5 classrooms.
- Dulce Elementary School continued implementation of applied academics K-5 and place based learning providing culturally relevant strategies/activities K-5 through the Jicarilla Language class.
- DISD Principals analyzed Math proficiency data Gr. 5-12 to identify student learning gaps in Math as a preparation for implementing Reval Math.
- DISD continued implementation of NGSS standards by using STEMscopes which encourages cross walking the curriculum between Science and Math using applied academics and real-world application.
- Dulce High School's College & Career Readiness Program launched a Liberal Arts Career Pathway leading to an Associate of Arts degree through ELA Dual Credit offerings.
- Dulce High School's College & Career Readiness Program launched a Business Pathway leading to an Associate of Arts with an emphasis in Digital Graphic Design from UNM Taos.
- Dulce High School's College & Career Readiness Program launched a Drafting Certificate Pathway leading to an Associate of Arts with an emphasis in Drafting from San Juan Community College.
- Dulce High School's College & Career Readiness Program went from 0 to 5 dual credit courses (ELA, Microsoft Office, CAD, Graphic Design, Digital Literacy); from 0 certificate programs to 3 certificate programs (Microsoft Office, CAD, Welding). In all 142 students out of 177 students (gr. 9-12) participated.
- Dulce High School's schedule of classes decreased from 8 class periods to 6 class periods giving more instructional time in the classroom, reducing the number of transition periods, and decreasing the number of student absences.

- District-wide work Identified and proceeded with NMDASH 90 Day Plans encompassing community and district wide initiatives which impacted social emotional learning and providing student trainings on Friday.
- Dulce High School offered after school tutoring and summer credit recovery targeting increasing graduation rates for DHS students.

Dulce Independent Schools Achievement Special Group Proficiencies for: SY 2018-2019 SBA Science, TAMALA ELA and Math		READING		MATH		SCIENCE	
School	Group	Count	Proficient & Above %	Count	Proficient & Above %	Count	Proficient & Above %
Districtwide	All Students	552	13	427	2	181	9
Districtwide	American Indian	522	12	404	2	170	9
Districtwide	American Indian Economically Disadvantaged	521	12	404	2	170	9
Districtwide	American Indian Not Economically Disadvantaged	*	*	*	*	*	*
Districtwide	American Indian Male	271	12	215	2	81	10
Districtwide	American Indian Female	251	12	189	3	89	8
Districtwide	American Indian English Language Learners	96	7	74	<5	33	<10
Districtwide	American Indian Not English Language Learners	426	13	330	2	137	9
Districtwide	Economically Disadvantaged	551	13	427	2	181	9
Districtwide	English Language Learners	101	7	79	<5	36	<10
Districtwide	Not Economically Disadvantaged	*	*	*	*	*	*
Districtwide	Non-English Language Learners	451	14	348	2	145	10
Districtwide	American Indian Students with Disabilities	73	8	65	6	21	<10
Districtwide	American Indian Students without Disabilities	449	13	339	2	149	9
Districtwide	Non-American Indian Students with Disabilities	*	*	*	*	*	*
Districtwide	Non-American Indian Students without Disabilities	27	33	20	<20	11	<20

DISD Multi-Year Districtwide Assessment Comparison of Data



DULCE INDEPENDENT SCHOOLS – INDICATOR #2 – SCHOOL SAFETY SY 19-20

Objective.

The objective for the Dulce Independent School District (DISD) is to ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

Background.

DISD looks at strategies to keep students, staff, and faculty safe in the schools. The School Safety plan offers new research and approaches with the intent to:

- Assist schools and their community partners in the revision of the school-level safety plans.
 1. DISD Board of Education approved the 5 yr. Safe Schools Plan on 1/17/18.
- 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.
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency.
- Provide training for staff and students on suicide prevention and bullying.
- Provide training for staff related to “Trauma Informed Schools” impact on family dynamics, and student learning.

DISD has support plans in place 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 Dulce Independent School District has a current school safety process plan in place for SY 2019-2020.

Results.

The safe schools’ safety indicator for DISD have been successful in keeping our students and staff safe from harm. The perception of risk at these schools is often greater than actual risk incurred. Nevertheless, there are many schools that do face serious problems on & off campus involving violence and criminal activity. It is important to develop an understanding of these problems so that the best possible strategies can be devised to prevent crime and increase safety.

The following is a list of activities supporting safe schools:

- DISD has 2 Level 3, NM certified security guards.

- All DISD classrooms were provided classroom emergency kits, food, water, and waste disposal
- Regular lock-down, and shelter in place trainings, fire drills (planned and unplanned).
- District-wide safety preparations for COVID-19 including ordering of PPE
- Maintained access control district-wide

Conclusion.

Dulce Independent Schools is supported by the Safe Schools team and has safety indicators that effectively sustain their schools' welfare. The Safe Schools Plan has key information on the District's specific safety issues and will continue to monitor and enforce. A copy of the DISD Safe Schools Plan may be found at the PED coordinated School Health & Wellness Bureau.

Action Plan.

Dulce Independent Schools Safe Schools Plan is considered a living document and we will improve strategies to prevent crime and increase school safety as we evolve with more information, adapting to current school security environments. We plan to continue coordinating with Tribal Community entities to implement services to keep schools safe.



DULCE INDEPENDENT SCHOOLS – INDICATOR #3-GRADUATION RATE SY 19-20

Objective.

The graduation objective for Dulce Independent School's 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.

In 2009, New Mexico implemented its first 4-year cohort graduation rate. Dulce Independent School's has adjusted the cohort graduation rate improving 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 to capture the number of students acquiring the New Mexico Diploma of Excellence at Dulce Independent Schools.

Methods.

The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. For detailed rates by traditional subgroups, aggregated by school and district, view the PED website (*A-Z Directory* □ *Graduation* □ *Data & Statistics*). The results of the extended years graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site. The Dulce Independent Schools continues to follow the graduation cohort regulations as set forth by PED.

Results.

During 2018-2019 school year, Dulce Independent Schools-all students graduation rate dropped from 77.5 to 70.3 which was a -7.2% decrease over 17-18 SY. Dulce High School Native American student graduation rate was 69.9 decreased from 76.6 for 17-18 SY which was a -6.7% decline. Dulce High School continued implementation of the Early Warning Systems (EWS). Far too many students drop out or graduate from high school without the knowledge and skills required for success in the 21st century workplace and/or post-secondary education, closing doors and limiting future options. In response, the PED has developed and phased in implementation of the Early Warning System (EWS) to provide schools with the tools to reliably identify students who have lower odds of graduating, based upon specific key indicators. Support can then be provided through effective interventions early enough in their educational experience that there is sufficient time to intervene. The EWS highlights risks utilizing an electronic dashboard. The dashboard includes the following seven key student indicators:

- **Attendance**— less than 90 percent attendance is flagged as **at risk**
- **Behavior**—one or more unsatisfactory behaviors that are written up is flagged as **at risk**
- **Course Performance**—any report card grade of *D* or *F* in mathematics or English is flagged as

at risk

- **Student Demographics**
- **State Assessment Scores**
- **Economic Disadvantaged status**, if applicable

Conclusion.

In school year 2018-2019, 69.9% of American Indian students graduate in 4 years. The remaining students profit most from the extra year (5-year cohort), with English Language Learners, American Indian, and economically disadvantaged students making the greatest gains.

Action Plan.

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

During the 2019-20 SY, Dulce High continued to recognize the decline of student performance through departmental data reviews. Through these findings, Dulce High School sought support and continued moving towards implementation of the Early Warning Systems. For SY 2019-2020, impact teams implemented and disaggregated data for attendance, behavior, discipline, and core content to review and develop potential interventions for improved student performance.

4 Year Graduation Rate 2017-2018, 2018-2019	2017-2018	2018-2019	Difference between 2017-2018 and 2018- 2019
Group			
All Students	77.5	70.3	-7.2
American Indian Students	76.6	69.9	-6.7

DULCE INDEPENDENT SCHOOLS – INDICATOR #4 – ATTENDANCE SY 19-20

IED Objective.

The attendance objective for Dulce Independent School District (DISD) 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.

DISD reports absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS) and PowerSchool. DISD certifies 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. STARS tables were sorted by the attendance rates of American Indian students within the district for the SY 2019-2020, capturing the 80th day attendance. 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 truant students in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS. Student membership is collected and reported at the school, district, and state level—including the number of pupils in each of several categories from grades K (kindergarten) through 12. Dropout data and rates are calculated only for grades 7–12. Dropout statistics provide the number of students dropping out in a given school year and are collected at the school district level. These statistics are then reported to the PED. Additional information can be found for dropout rates on the PED website.

Source: STARS 120D Student Attendance Assessment Report by Subgroup.

Results.

- The results below for DISD K-12 indicates that, for school year 2019-2020, American Indian Students had an attendance of 89.4%. All other students had 93% average rolling attendance.
- DISD Elementary Native American student average rolling attendance rate for the 19-20 SY 89.62%, which is 3.3% lower compared to all students at 93%.
- DMS Native American student attendance rate is 89.93%, 5.44% lower compared to all students at 95.37%.
- DHS Native American student attendance rate shows 89.93% compared to all students at 95% which is a 9.12% difference
- Student Enrollment 120 day snapshot 2019-2020-All students American Indian Students 609 is 92.1%.
- 120th day attendance is influenced by COVID-19.

Conclusion.

Native American student attendance rates are influenced by a variety of factors including mobility rates. This report references both STARS and PowerSchool to capture attendance rates. DISD follows the Compulsory Attendance Act as prescribed by NMPED. DISD uses an average of the 80th and 120th day for reporting student attendance averages. DISD issues 3,5,7,10-day absence letters and when necessary files habitually truant reports with Jicarilla Apache Nation Courts.

Action Plan.

- The IED will continue to partner and collaborate with school districts to provide support in the identification of the causes underlying students dropping out of school and in the implementation of successful strategies to address dropout rates. The Dulce Independent School District will continue to enforce the New Mexico Compulsory School Attendance Rule (6.10.8.9 NMAC) and Jicarilla Apache Nation Mandatory School Attendance Code.
- Non-attendance is a leading indicator of student disengagement. The PED and Dulce Independent Schools can implement interventions and continue to support interventions and encourage participation in the early warning system training program.

- School wide attendance clerks were hired per school site.

2019-2020 SY Attendance Rates for Dulce Independent Schools		
		Number of Students
Caucasian	92%	*
African American	97%	*
Hispanic	93%	27
Asian/Pacific	95%	*
Native American	94%	555
All Students	90%	602
Source: NMPED AYP Attendance-Rolling Attendance by subgroup		

*This number is masked because it is less than 10 students

2019-2020 SY All Students Mobility Rate	
Dulce Independent Schools District Total	0.142%

DULCE INDEPENDENT SCHOOLS – INDICATOR #5-PARENT AND COMMUNITY INVOLVEMENT SY 19-20

Objective.

The objective for Dulce Independent School District (DISD) is to ensure that parent, tribal departments of education, community-based organizations, urban American Indian Community members, DOE, universities, tribal-state-local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement with public and charter schools. The goal is to increase attendance, student performance, and decrease the number of student dropouts of American Indian students.

Background.

The importance of parental 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 student 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.

- Impact Aide and all Federal Program budgets discussed with Jicarilla Apache Nation (JAN) leaders and parents at the 19-20 Budget Work Session.
- Community Involvement Toward Education (CITE) meetings were held in 2019-2020 to discuss educational issues and to fundraise to support classroom initiatives.
- Grade Level meetings (9-12) for DHS parents are held yearly to discuss graduation requirements, individual student 4-Yr. Plans, student progress on the 4-Yr. Plan, etc.
- Academic Progress Reports are mailed to parents 3 times yearly to mark the first through 4th 9-Week grading periods with a follow-up Parent Teacher Conferences held at least 3 weeks before the end of the reporting period to encourage parents and students. Report cards are sent out for each grading period.
- Community Involvement for the 19-20 SY with the various JAN departments greatly impact student and family engagement.
 1. Emergency Medical Services collaboration with DHS Health classes to provide training and CPR certification for each student in the health classes.
 2. Rio Arriba STOP program, JAN EMS, and JAN PD collaboration before DHS prom provide the Mock Crash and other student trainings to raise awareness about the harmful outcomes that are experienced with drinking and driving behaviors.
- JAN Depts. (JAN Fire Department, EMS, Dental Health, and Behavioral Health) collaborated to produce a Health Fair at Dulce Elementary School. This activity was cancelled due to the Pandemic.
- JAN Behavioral Health extended outreach to DISD to distribute ECHO backpacks for students experiencing food insecurity.

- Community Focus Groups comprised of parents and key tribal professionals worked to help gather input toward 1. improving social climate through culturally responsive teaching 2. positive media, recruitment and retention 3. Integrated Health and Wellness 4. Language and Culture 5. College and Career Readiness
- JAN participation in COVID response-providing guidance from JAN Homeland Security on handling COVID Testing, community lock-down, JAN work place leave with pay letter to parents, food distributions, WI-FI community hotspots, etc.
- Red Ribbon Week activities with Department of Youth
- August 14 Community Block Party, UNM Taos, SJCC, IAIA, and JAN booths
- Go-Jii-Ya Field trips-collaborating with Jicarilla Culture Affairs Office, Dept. of Youth, Tribal Services, JAN Clan Leaders
- JAN Fire Department fire safety education K-5 on Oct. 23, 2019
- JAN Police Department safety education K-5 Trick or Treat Safety, pedestrian safety, etc. on Oct. 23, 2019.
- Presentations from Jicarilla Arts & Crafts Moccasin making, Jicarilla basket weaving, micaceous clay pottery class Nov. 2019.
- DES-Nov. 26, 2019 Native American Fashion Show. "Unity & Diversity" commemorated missing and murdered indigenous women.
- DES Children's Christmas Pow Wow Department Parental Advisory Committee Department of Youth and JAN Police Department
- Native American Santa-book and gift give away
- Chieftain articles submitted twice monthly
- Monthly family nights at DES
- Monthly Parental Advisory Committee Meetings
- Jicarilla Apache Round Dance and songs-Jicarilla Apache Language and Culture Day at DES Feb.7
- Jicarilla Dress Day Feb. 10 JAN Federal Programs (Johnson O'Malley) parent presentation on how to sew Jicarilla Dresses for parents in January-JADE
- Feb. 13 Student Council Parents and Students Night-dance and Frito pie fundraiser.
- Feb. 10 Dental Health Fair-Jicarilla Service Unit
- Feb. Fitness Center -Jump Rope lesson provided by Dulce Community Center and JAN Fitness center
- Jicarilla Head Start transition into Kindergarten classes Feb-March 2020

Results.

DISD supports all programs listed above to ensure that there is a reciprocal communication model between the school district and the community to ensure that a healthy feedback mechanism works for our students.

Conclusion.

DISD will continue to support continued 17-18 methods moving into the next school and will continue to expand community and parent communications towards increased academic and non-academic outcomes for students.

**DULCE INDEPENDENT SCHOOLS – INDICATOR #6
EDUCATIONAL PROGRAMS TARGETING
TRIBAL STUDENTS SY 2019-2020**

Objective.

The tribal students' educational programs objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled at Dulce Independent 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.

The Bilingual Multicultural Educational Program (BMEP) at DISD provides a daily two-hour model of language and heritage instruction in the Jicarilla language for Gr. K-5 and English Language Learner support for grades K-12. End of Year data for Jicarilla proficiency was not gathered due to the pandemic.

A Robotics Club has been established to promote STEM awareness for grades 9-12.

DMS Upward Bound program receives support to promote the participation of Jicarilla students to the week-long, educational trip to Washington, DC.

During school year 19-20, in partnership with JAN, Place Based Learning continues school wide to make learning culturally and linguistically relevant to our students.

DHS collaboration with JAN to increase graduation rates for DHS Seniors and community members through High Set Program administered through the Workforce Innovation Opportunity Act (WIOA).

Results.

The Dulce Independent Schools educational programs targeting tribal students include culturally relevant instructional materials, tutoring services, credit recovery, and equitable learning environments.

Approximately 90% of Native American students attend Dulce Independent Schools.

Approximately 46% of the total DISD population comprise the students in BMEPs.

The Dulce Independent Schools offers the native home heritage language – Jicarilla Apache for Grades K-5. DISD plans to partner with Jicarilla Apache Nation Department of Culture Affairs to expand to the Middle and High Schools.

Conclusion.

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

Action Plan.

The plan is to promote participation of students in programs and coursework that leads to college and career readiness. The primary goal is to produce lifelong learners that are successful in life.

The Priority Schools Bureau has several initiatives aimed at improving student performance in mathematics and English language arts (ELA). Based on the A–F School Grading Accountability System, which is comprised of a school grade and on an assigned status of *priority* or *focus*—depending on that grade—districts and schools receive differentiated support to address low student performance.

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

DULCE INDEPENDENT SCHOOLS-INDICATOR #7-FINANCIAL REPORTS SY 19-20

IED Objective.

The financial objective is to ensure that Dulce Independent School District (DISD) provides adequate operational resources to provide and improve services to its students through the use of public school funds. These services will meet the educational needs and provide opportunities to the tribal students attending Dulce Schools.

Background.

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

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

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

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

In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students. (<http://ped.state.nm.us/div/fin/school.budget/index.html>)

Methods.

DISD submitted their financial report per the Public School Finance Act and receives funding as per the table below.

Results. See table below.

Conclusion.

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

Action Plan.

The District will perform reviews of fund utilization to ensure fiscal expenditures are aligned with the needs of our American Indian student population.

**DISTRICT FINANCIAL REPORTS 2019-2020 OPERATING BUDGET BY 80TH DAY
COUNT**

Total Enrollment 80th Day	AI Enrollment 80th Day	AI%	Total District Budget	SEG	Impact Aid Indian*	TITLE III ELL	TITLE I	Total Indian Programs	Amt per student
598	555	93%	22,893,682.00	4,624,105.00	1,081,687.36	8164.00	390,737.00	6,135,460.41	11,054.88

***Total enrollment reflects: Central Office, Home School, off-site, and public school students.**

***Impact Aide column includes: Impact Aide Public Law, Special Education Grant, and Indian Education Set Aside**

**DULCE INDEPENDENT SCHOOL – INDICATOR #8 –INDIAN POLICIES AND PROCEDURES
SY 19-20**

Objective.

The objective of Indian Policies and Procedures (IPP) is to ensure that the Dulce Independent School District (DISD) provides adequate tribal consultations to support payment requirements under the federal Impact Aid regulations.

Background.

DISD claims federally identified American Indian students residing on tribal land – Jicarilla Apache Nation for Title VIII Impact Aid funding. The district shall develop and implement policies and procedures in consultation with the 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.

DISD submitted their current IPP simultaneously with their district's Impact Aid application. The IPP information is on file with the school district and reflects five years: 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020, The process of developing and implementing an annual IPP starts each fiscal year with the involvement of the Parent Advisory Committee and further collaboration with all stakeholders.

Results.

A copy of the IPP is included in the DISD TESR.
Procedure 1 Plan is disseminated among tribal leaders and parents of Indian children.
Procedure 2 DISD surveys the parents of Indian children and tribal officials.
Procedure 3 DISD annually assesses and monitors student participation.
Procedure 4 DISD reviews survey responses to make decisions on possible changes to IPP and presents to school board.
Procedure 5 DISD responds to comments and recommendations and disseminates this communication to the tribe and parents.

Conclusion.

It is important to communicate that the Dulce Independent School District has provided the development and submission of the concurrence of the annual IPP, by supporting the Impact Aid requirements and Indian Education Act in conjunction with the Jicarilla Apache Nation.

Action Plan.

As the Jicarilla Apache Nation and the Dulce Independent Schools continue to strive for continuous improvement, both entities will continue to conduct meaningful collaborations and consultations in support of American Indian students.

- DISD and the Jicarilla Apache Nation meets for consultation as requested by both entities. Continuous improvement needed in this area.
- Established IPPs are being used to ensure equitable services and resources at the Dulce Independent School District.
- DISD resides on the Jicarilla Apache Reservation (tribal lands), and is designated in Region I – School District location.
- DISD provides financial information impacting educational services for American Indian students - (96% -Native American students).



**DULCE INDEPENDENT SCHOOLS – INDICATOR #9 –
SCHOOL DISTRICT INITIATIVES SY 19-20**

Objective.

The objective for Dulce Independent Schools is to ensure that all school sites and the district office, along with all stakeholders increase attendance support for and decrease the number of student dropouts of American Indian students attending the Dulce schools.

Background.

The assurance of collaboration and engagement from educational systems and the Jicarilla Apache tribe are critical regarding academics and cultural awareness. This initiative has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school. 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.

DISD initiatives support the three main goals: increase student attendance, decrease the number of student dropouts, and increase academic support for Native American students.

Dulce Independent Schools pursue programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. The implementation of culturally relevant instruction and short-cycle assessments are emphasized at all school sites. Dulce Independent 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.

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

Dropout data and rates are calculated only for grades 7–12. A student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. This means that students dropping out during the regular school term in year one, who are not re-enrolled in school on October 1 of year two, are reported as year one dropouts. This is recorded in the dropout report in year two. Source: STARS Dropout Rates, 2019-2020.

Student Dropout rate 2018-2019 (one year lagged) 5.7%

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

Student Dropout rate 2018-2019 Dropout rate by ethnicity:

District Name	Ethnicity	2018-2019 Overall % Rate
DULCE INDEPENDENT SCHOOLS	American Indian/Alaskan Native	5.8%
DULCE INDEPENDENT SCHOOLS	Multiracial	25.0%

Results.

DISD continues to work towards successfully graduating students by keeping students as 5 and 6 yr. students. Additional DISD Initiatives include increasing attendance such as Place Based Learning.

Early warning systems combine data systems with student response systems to identify students early and provide proactive responses to student needs. A key benefit of early warning systems is that they help educators know what to look for utilizing student data. Early warning systems are implemented at the middle and high school levels—even as early as 6th grade using three key indicators (the ABCs): 1. Attendance (chronic absenteeism) 2. Behavior (being suspended or sustained mild misbehavior) 3. Course performance (failure in math or English)

The following 2019-2020 initiatives addressed key indicators of Early Warning Systems

- STEMscopes hands on Math & Science
- Social Emotional Learning (SEL)-PD on Trauma Informed Schools, On-Boarding, Blended Learning PD
- Dual language NM (serving EL students)
- LANL science kits and PD twice yearly -applied academics at DES
- Collaboration grant between DHS and Jicarilla Apache Higher Education (JADE) for Indian Education Tribal Grant addressing attendance and behavior wellness and professional development for SEL.

To keep students in school settings, DISD actively pursues programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. DISD successfully graduates students in 5-6 years with a diploma. Even with some of these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resourcing continues to be an additional burden.

DISD recognizes the need to continue outreach with community members and JAN Education Department related to identifying drop-out indicators and increasing attendance.

Conclusion.

The drop-out rate for students at DISD presents reasons that are related to social, health, and economic stresses that affect dropout rates. Poverty presents different underlying concerns and stress factors. It is common at Dulce Independent Schools that the following examples may impact or influence dropout rates:

- Poverty- may cause inadequate health care and nutrition; therefore, causing students to be absent from school due to poor health
- Family Economics – An older sibling may be required to take care for younger siblings who are at home.
- Experimentation with drugs
- Teen Pregnancy
- Chronic Diseases
- Victim of Bullying

Action Plan.

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

DULCE INDEPENDENT SCHOOLS-INDICATOR #10-VARIABLE SCHOOL CALENDARS
SY 19-20

Objective.

The variable school calendar objective is to ensure that DISD collaborates with the Jicarilla Apache Nation (JAN) tribal government to identify the important cultural events pertinent to the Native American students. By using variable school calendars, schools directly address their Native American students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

Background.

Jicarilla Apache, North American Indian tribe living in the southwestern United States, one of several loosely organized autonomous bands of the Eastern Apache. Their traditional lands included parts of present-day Colorado, Oklahoma, and New Mexico. The Jicarilla lived in wickiups—dwellings made of reeds or grass applied to an elliptical frame—and spoke an Eastern Apachean language. The name Jicarilla derives from a Spanish word meaning “little basket,” referring to the small sealed baskets they used as drinking vessels. (Wikipedia) Tiller or Nation Website, State of the Reservation Report

New Mexico has a rich American Indian history and culture that cultivates tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and tribes 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 students who represent the NM tribes and the Jicarilla Apache Nation in the state of New Mexico are the focus and establishment of the Indian Education Act (IEA) in 2003.

Methods.

DISD submitted their current Variable School Calendar that aligns with collaborative efforts to support American Indian students with their self-identity, language, culture, and provide students opportunities to participate in these activities.

Results.

The chart below lists the variable school calendar days that are offered to American Indian students attending the Dulce Independent Schools. The district follows a variable calendar and have a school calendar committee involved in the decision making.

Conclusion.

It is important to communicate that the Dulce Independent Schools' report the use of variable school calendars for SY 2019-2020 that support the Native American students' cultural well-being and self-awareness.

Jicarilla Apache Tribal Feast- Go-Jii-Ya	September 16, 2019
Jicarilla Culture Day	October 14, 2019
Jicarilla Language Day	February 11, 2020



DULCE INDEPENDENT SCHOOLS- INDICATOR #11-SCHOOL DISTRICT
CONSULTATIONS SY 19-20

Objective.

Ensure that Dulce Independent 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.

In December 2015, Every Student Succeeds Act (ESSA) was adopted as the primary law governing K–12 education in the United States. ESSA requires each state to submit a plan that is aligned with the requirements of the new law. The New Mexico Public Education Department (PED) initiated formal consultation with tribal leaders, tribal administrators, and community members to gain input into the New Mexico ESSA state plan. Over the course of two government-to-government meetings and one additional tribal consultation, tribal leaders were given the opportunity to learn more about ESSA; share concerns, priorities, and expectations with PED leaders; and help the PED set goals for increasing the success of our American Indian students. Also, prior to the ESSA consultations, the Indian Education Division, in collaboration with the PED's Federal Programs Division, provided tribal leaders and tribal education department staff with a pre-ESSA workshop to help facilitate a meaningful discussion at the Government-to-Government meeting and Indian Education Summit.

Methods.

DISD Administrative Leadership met with JAN President, Vice President and Tribal Council on a quarterly basis.

Title I Parts A, C, and D, Title II Part A, Title III Part A, Indigenous Education Initiative, Bilingual Multicultural Education Program, and Impact Aid Consultation with Claudia Muniz, Jicarilla Apache Nation Director of Higher Education on April 29, 2020.

Parent Advisory Committees for DES, DMS, and DHS
19-20 Budget Work Session

Results. DISD received feedback from the community and tribal members regarding educational strategies to implement toward positive student outcomes.

Conclusion. DISD that the opportunity to re-engage with tribal leaders and key stakeholders on major initiatives while considering how to continuously refine educational systems and best support educators. Expectations for improved Tribal consultation at DISD includes Every Student Succeeds New Mexico State Plan and the NM Indian Education Act regarding tribal consultation.

Action Plan. DISD will increase consultation opportunities between the Jicarilla Apache Nation and our parent community.

DULCE INDEPENDENT SCHOOLS-INDICATOR #12-INDIGENOUS RESEARCH, EVALUATION AND CURRICULA SY 19-20

Objective.

The research objective ensures that Dulce Independent Schools receives adequate assistance for planning, development, implementation, and evaluation of curricula to support the Jicarilla Apache language, culture, and history designed for the Dulce community.

Background.

The Dulce Independent School District (DISD) has been working to strengthen Native education research, data, and best practices to meet the diverse needs of its students. Despite the differences in methodologies and research, indigenous challenges provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods.

The Dulce Independent School District will work towards continuous improvement to develop effective curricula for tribal students that is culturally and linguistically responsive and increases their educational opportunities, on behalf of the district's implementation of indigenous research.

Results.

The chart below illustrates the activities in which the Dulce district has collaborated and in which they have implemented the Indigenous research evaluation measures and curricula within our respective school and local tribal entity. The chart profiles the areas of exploration and curricula measures for student outcome to profile culturally relevant instruction within the classroom setting.

Conclusion.

The Dulce Independent School district has researched and evaluated the development and assessment of the Jicarilla Apache language and cultural program.

Action Plan.

The objective is to create an action plan, with the district supporting indigenous research. This plan ensures that comprehensive, best practice models are being utilized for language development and that opportunities for the use of indigenous research, evaluation measures, and curricula in other areas, such as culture and history are being explored.



Indigenous
research and
evaluation
measures

Support
Native Jicarilla
Language and
culture
curricula

Promote
cultural-based
education in
all schools

Promote
effective
teaching and
effective
teachers

Collect data
and track
Native
American
Indian success

Support Indian
Education
initiatives for
student
achievement

Promote
culturally
responsive
instruction

Encourage
family and
community
engagement