

Peñasco Independent School District

Tribal Education Status Report

Student Achievement:

Objective. To ensure student achievement in Peñasco Independent 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 4-11; math 4-11 which includes Algebra I grade 9, Algebra II grade 10-11, geometry 10-11, science 7 and 10, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

Methods. Peñasco Independent Schools used different assessments to measure student progress. These proficiencies included: DIBELS assessments, Partnership for Assessment for Readiness for College and Careers (PARCC), PARCC ELA and math, standard-based assessment (SBA), Woodcock Munoz, and SBA science.

Results.

Over the past three years Native American students out-perform Hispanic* students in math by 10% and exceed the state average by 9%. Compared to Hispanic students whose reading proficiency rate is 37%, they have a proficiency rate of 33%. They out-perform the state average by 9%.

Conclusion. Peñasco Independent School District Students averaged the same proficiency levels between the 17-18, 2018-19, 2019-20 school years

Action Plan.

School Safety:

Objective. To ensure that students at Peñasco Independent School District attend a safe, secure, and peaceful school.

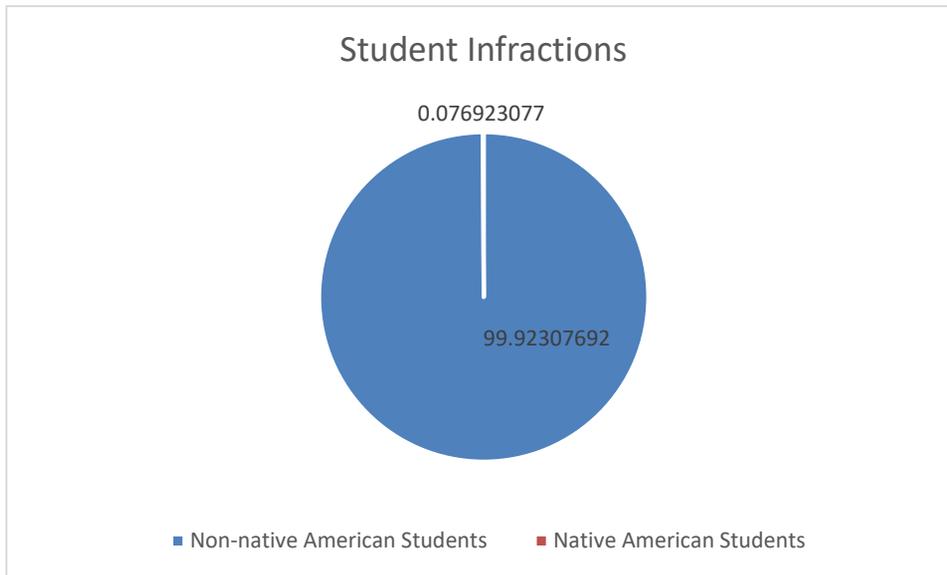
Background. Peñasco Independent School District has strategies to keep students, staff, and faculty safe. PISD has policies and procedures for school safety. PISD has a school safety committee, safety implementation plans, prevention plans, emergency response plans, recovery plans, safe school reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB). We have very low rates of reportable disciplinary issues

Methods.

To capture discipline information, Peñasco Independent Schools utilized our Student Information System (SIS) to disaggregate discipline data by ethnicity subgroups.

Results.

Native American students were only 0.7% of the total infractions for Peñasco Independent School District. The results show that there is not a discrepancy with Native American students in terms of discipline. There does not appear to be a disproportionate amount of discipline referrals for Native American students.



Conclusion.

Due to not identifying a disproportionate amount of discipline referrals for Native American students, we will continue to implement measures to lower discipline referrals for all students as outlined in the action plan identified below.

Action Plan.

School culture

The student culture is alarmingly unmotivated to work to their potential. While we have student's who excel in all areas and have a goal for their future, they are in the minority and teachers are struggling to try to engage all students and to meet their needs. Attendance issues (poor attendance) especially with students who are already behind, also affect the school culture. Parents and students alike seem to have little regard for avoidable absences. Students who are absent from school rapidly fall behind due to a lack of instruction and academic support

We are implementing a positive behavior support system in place that will encourage students to strive and achieve. In addition to the positive behavior support system, we are enhancing student's educational opportunities through our early high school program. 100% of Native Students participate in College and Career activities but their College and Career success rate needs to be improved.

Graduation Rate:

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. Due to the small number of American Indian students enrolled at Peñasco Independent School District, there is not any data for the AI student's graduation rate. PISD had one AI student graduate the 2015-2016 school year and that was the only AI enrolled.

Results. Peñasco Independent School District has a trend of declining a graduation rates for non-native American students. Cohort year 2018 is 80% and cohort year 2019 is 70%.

Peñasco Independent School District's Native American student's graduation rate has remained at 100% for both cohort years.

Conclusion.

Graduation rates for Peñasco Independent Schools exceed the state average. Graduation rates for Native American students have exceeded Non-native American students.

Action Plan.

We plan to review programs which promised to improve graduation rates such as the Early College High School Program. We are exploring alternative programs in career technical education as well as alternative schedules to accommodate non-traditional students whose numbers have increased over the years.

Attendance:

Objective. The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting Peñasco Independent School District's initiatives addressing the decrease in dropout rate and increase in attendance.

Background. Peñasco Independent School District pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. PISD actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs.

Methods. Peñasco Independent School District has utilized data from our student information system to identify at-risk students. We were able to support students with interventions in the first semester but had issues with attendance and participation in the remote learning program that occurred in the second semester. We have learned from these experiences to develop a new approach for the current school year.

Results.

Peñasco Independent School District had an attendance rate during the 2017-2018 school year of 94.9% The attendance rates have fallen over the past three years. Currently the rate is 83%, with a higher rate of 88% for Native American Students.

Conclusion. Peñasco Independent School District has an attendance rate that is higher than the state for all students 83%. The attendance rate for Native American students is at 88% which is higher than the districts rate as well as the state's rate. Despite these successes the attendance rate for the district has declined over the past three years.

Action Plan.

We will continue to improve attendance rates for all students. We have enrolled in the Engage program to support tier 3 students. We work closely with counselors, teachers, and parents to ensure students are in school. We will reach out to the Picuris education coordinator and tribal leaders to improve attendance. We are working with the Pueblo to hire

a Native American Student and Family Education Coordinator. This educator will provide comprehensive support Picuris students at the Pueblo and in the larger community.

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. Peñasco Independent School District reaches out to parents through Facebook, website postings, texts, emails, PTO and PAC meetings, and other community events.

Results. American Indian students and parents are aware and more involved with school functions. Participation in school activities has increased as well as participation in leadership committees and councils.

Conclusion. American Indian parents are more involved in student activities due to awareness from alerts through Facebook and posting on the school website. Peñasco Independent Schools District’s attendance in the Winter and Spring festival has increased. American Indian students and parent involvement in our festivals have increased with the addition of traditional dances performed by AI students and parents.

Action Plan. Peñasco Independent School District will continue to keep updated postings on Facebook and the school website in order to keep American Indian students and parents current on school activities and functions

Educational Programs Targeting Tribal Students:

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

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

Methods. Peñasco Independent School District supports academic growth and achievement through the following programs: STEM, Dual Credit, tutoring, and TIWA language programs.

Results. The number of Native American students participating in our Tiwa program has increased over the past 5 years. The number of all students and American Indian students' participation in Dual Credit has increased as well. Native Students have a 100% participation rate in College and Career readiness programs. While their participation exceeds non-Native American Students, their success rate in CCR is 0%.

Conclusion. The number of Native American students participating in our Tiwa program has increased over the past 5 years. The number of all students and American Indian students' participation in Dual Credit has increased as well. We need to improve CCR success rates for Native American Students.

Action Plan. Peñasco Independent School District will continue to offer the Tiwa program, Dual Credit, and other career technical programs. PISD will continue to encourage Native American students to participate in all programs available to further their education. We are working with the Picuris' Education Administrator to provide course credit for work study programs that allow students to learn about and gain experience in careers that support the Pueblo such as Tourism, Solar Power, Environment, and Government. We are also seeking to ensure that Native Students have additional support in the Early College High School Program.

Financial Reports:

Objective. The financial objective is, through the use of public school funds, to ensure that Peñasco Independent 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 PISD. In addition, PISD utilizes

federal grants, Impact Aid Indian Education and the Formula Grant, which provides a modest amount to support the purchase of technology (Promethium Interactive White Board), books and professional development materials.

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 inequity among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

Methods. Through tribal consultation, the Equity Council and the Community Schools initiative, Peñasco Independent School District conducted a needs assessment to determine what the academic, cultural, and social needs of native American students.

Results. Peñasco Independent School District received funds from Title VII, Impact Aid, Bilingual, Title III, and Operational to support programs for American Indian students. Title VII and Impact Aid funds were used to support instructional staff including special education staff, activities, culturally relevant materials for the classrooms, supplies for the Tiwa program and home literacy packets.

Conclusion. Peñasco Independent Schools American Indian students are getting their educational and cultural needs met with the funding of the Tiwa program. We are expanding culturally responsive materials and activities to all classrooms and at home.

Action Plan. Peñasco Independent School's will continue the Tiwa program with Federal and Operational funding to ensure American Indian students continue to meet their educational and cultural needs.

Indian Policies and Procedures:

Objective. The objective of Indian policies and procedures (IPP) is to ensure that Peñasco Independent School District provides 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. Peñasco Independent School District meets with Picuris Pueblo government and Parent Committee to discuss the IPP once a year.

Results. Peñasco Independent School District has not missed the IPP requirements or due dates.

Conclusion. Peñasco Independent School District meetings with the tribal council regarding the Indian Policies and Procedures as been successful.

Action Plan. Peñasco Independent School District will continue to meet with tribal council yearly or as needed to discuss and/or make any necessary changes to the Indian Policies and Procedures.

School District Initiatives:

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. Peñasco Independent School District uses student information system to identify at-risk students based on grades, attendance, and discipline infractions. Students who are identified as at-risk are referred for support. Native American students who are at-risk are also referred to the tribal education coordinator.

Results. Peñasco Independent School District’s dropout rate for American Indian students is 0%.

Conclusion. The methods used to support Native Americans students at risk of dropout has been successful.

Action Plan. Peñasco Independent School District offers different options to prevent Native American students from dropping out. PISD will have the student meet with the Student Assistance Team, PISD offers Credit Recovery, PISD has counseling available to students, student incentives, and after school tutoring.

Variable School Calendars:

Objective. The variable school calendar objective is to ensure that Peñasco Independent 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. Peñasco Independent School District acknowledges and supports the American Indian student's participation in tribal activities. PISD supports students to partake in tribal activities to further their cultural well-being and self-awareness.

Results. Peñasco Independent School District consults with Picuris Tribal Council to discuss which days during the school calendar they have scheduled for tribal activities. PISD's Calendar Committee is made aware of these days for cultural traditions.

Conclusion. Peñasco Independent School District accommodates the American Indian student's participation to the best of PISD's ability. PISD does not start school until after the scheduled Feast day of August 10th every year. PISD includes the Feast Day in January in part of the schools Winter Break. PISD allows the Governor of Picuris Pueblo to excuse Picuris students anytime they have an activity they participate in.

Action Plan. Peñasco Independent School District will continue to consult with council on days during the school calendar that American Indian students will need to be excused from school or days PISD can exclude from the school calendar to continue to support AI student's participation in cultural traditions.

School District Consultations:

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. PISD meets with tribal council throughout the year and on an as need basis.

Results. Peñasco Independent School District (PISD) met with various tribal committees for education, language, and health. The Picuris Peñasco Health Coalition met with the superintendent to plan the annual health fair, held in October, which included Child Find Activities. PISD also met with Picuris Tribal Council and PAC members in the fall to discuss the start of school, curriculum, and budgets. PISD meets again in the winter to discuss Indian Policies and Procedures, funding applications, calendars, and budgets. In the Spring and Summer there were several meetings to discuss COVID 19 and the educational needs of Picuris students. Educational materials and books were ordered in consultation with the council and PAC and were distributed. Parents and Tribal leaders, including Governor Quanchello participated in the COVID 19 Task force meetings. We also had separate meetings focused on their needs and concerns.

Conclusion. Last year the number of tribal consultations increased in number and covered a wider range of topics than in recent years.

Action Plan. Peñasco Independent School District will continue to meet with tribal council to discuss budgets and policies and procedures. PISD will continue to encourage parents to attend PTO and PAC meetings as well as leadership committees and councils.

Indigenous Research, Evaluation, and Curricula:

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.

In SY 2018-19 an analysis of the current Tiwa curriculum was conducted by the Peñasco Independent Schools Bilingual Coordinator and the Tiwa Language Coordinator. A determination was made to create a Tiwa curriculum. During the 2019-20 school year professional development was provided to both the Tiwa Language teacher and Tiwa Language Coordinator by the indigenous language institute. Curriculum was developed for beginning, intermediate and advanced speakers. Due to the COVID 19 campus closure and stay at home order the Tiwa Language teacher and Tiwa Language Coordinator created a home lesson kit on traditional foods that offered leveled instruction.

Results.

The efforts of the past year improved prior year's curriculum from superficial to instruction that maintains their language, strengthens culturally responsive learning. Due to COVID they reached only 50% of their target.

Conclusion.

The Tiwa Language teacher and Tiwa Language Coordinator has determined that they need to continue to work on the curriculum.

Action Plan.

Our action plan consists of the continuing the following in partnership with the Tiwa staff, Picuris staff and tribal council as applicable:

- Creating a Master Class Template for Tiwa
- Develop units for the class
- Create essential vocabulary lists
- Create assessments both interim and formative
- Develop lesson objectives.
- Develop Depth of Knowledge questioning strategies at a minimum DOK level of 3
- Require submission of lesson plans.
- Professional Development Opportunities for Tiwa staff