



Tribal Education Status Report



Aztec Municipal School District No. 2 SY 2018-2019

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Vision: Become an exemplary school district which prepares our students to fulfill their highest potential.

Mission: In a safe caring environment, we will partner with our community to improve learning for all students.

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Introduction

In compliance with the Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22-23A-7 Report, and IEA Rulemaking (Title 6, Chapter 35 Part 2.11), the purpose of the Tribal Education Status Report (TESR) is to inform 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. 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.
- B. The status reports shall be written in a brief format and shall include the following information, through which public school performance is measured and reported to the tribes and disseminated. The status report generally includes 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 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.

Aztec Municipal School District has a strategic plan that addresses five comprehensive focus areas which each have current activities, proposed activities, timeline, persons responsible and updates.

Academic Achievement and Rigor

- Expand opportunities to meet the unique needs for individual students.
- Personalize learning and ensure future ready skills by utilizing digital skills, teaching, learning and resources.
- Provide social/emotional learning to ensure success.

Lifelong Learning with Relevance

- Challenge learners with collaborative learning environments, critical thinking and project based learning.
- Continually evaluate for the relevance of instruction at all levels, k-12, in order for students to prepare for their future
- Develop relevant pathways for students to be college and or career ready.

Community Relationships

- Communicate to the community, the challenges, achievements and accomplishments.
- Ensure all sites have frequent communications with the community and establish meaningful partnerships that will improve student and staff learning.
- Establish multiple communication avenues to partner with and to inform the community of the things happening in the district.

Purposeful Collaboration

- Employ district wide collaborative and data driven practices in order to ensure stakeholder involvement and transparency.
- Improve teacher practice through collaboration, shared best practice, and participation in effective professional learning communities.

High Quality Workforce

- Recruit, retain and train teachers to provide high levels of teaching throughout the district.
- Maintain a high quality work force by providing opportunities for shared leadership, collaboration and training for all departments.

The plan is reviewed and updated each year.

Aztec Municipal School District has been actively engaged as a subcontractor with the Navajo Nation Johnson O'Malley program, a recipient of the US Department of Education-Office of Indian Education-Indian Education Formula Grants to Local Educational Agencies and a recipient for the New Mexico PED-Indian Education Division-Indian Education School District and Cultural Inclusion Initiative Grant, in serving American Indian students to identify and support effective programs that lead to increases in academic success. Identification and program support are accomplished by maximizing the use of available resources, collaborating with stakeholder entities, creating communication pathways, incorporating language and culture into academic programs, expanding academic options, and involving parents and communities in building capacity. These crucial interactions positively influence American Indian students' academic and cultural achievement.

Aztec district students have been disaggregated by ethnicity, gender, economic status, and disabilities and analyzed as to their level of proficiency. This data and its impact on Aztec American Indian students have been compiled within this report.

While it is clear that the needs of American Indian students vary, major educational findings indicate that there is a need for continued, dynamic collaborative pathways, and such partnerships should be seen as a way of

enriching the educational experience currently being offered to American Indian students by Aztec Municipal School District. This report recommends the continuous development and implementation of successful educational strategies and reliable and valid means of assessing their effectiveness or revised to better meet the academic and cultural needs.

Demographics

Name of NM Tribes/Nations	Percentage of Students Represented in Aztec
Navajo	80.1%
Jemez	0.2%
Jicarilla Apache	1.0%
Taos	0.2%
Laguna	1.0%
Ohkay	
Owingeh	0.2%
Zuni	0.2%
Other Tribes	17.0%

STUDENT ACHIEVEMENT

AMSD Objective Aztec Municipal School District objective is to ensure that 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), Spanish reading, SBA Science; New Mexico Alternative Performance Assessment (NMAPA) reading, math and science; the Transition Assessment in Math and English Language Arts (TAMELA); and Istation reading. In SY 2018-2019, proficiencies, rather than scaled scores, have been used to categorize student progress with testing data reported as the number of students who meet the cut-off point for proficiency. All assessment scores have been standardized to reflect proficiencies-from *at proficient and above proficient*. 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. Science is given in grades 4, 7, and 11. Math is given in grades 3 and higher. Reading is given in grades KN and higher.*Note: data that is collectively given for the three year comparison were not ready at the time this report was due. When data becomes available a revised edition will reflect the addition. Aztec data coordinator compiled TAMELA assessment proficiencies in subgroups for Aztec district and in comparison with district and state results. The results may not reflect actual data when additional information becomes available.

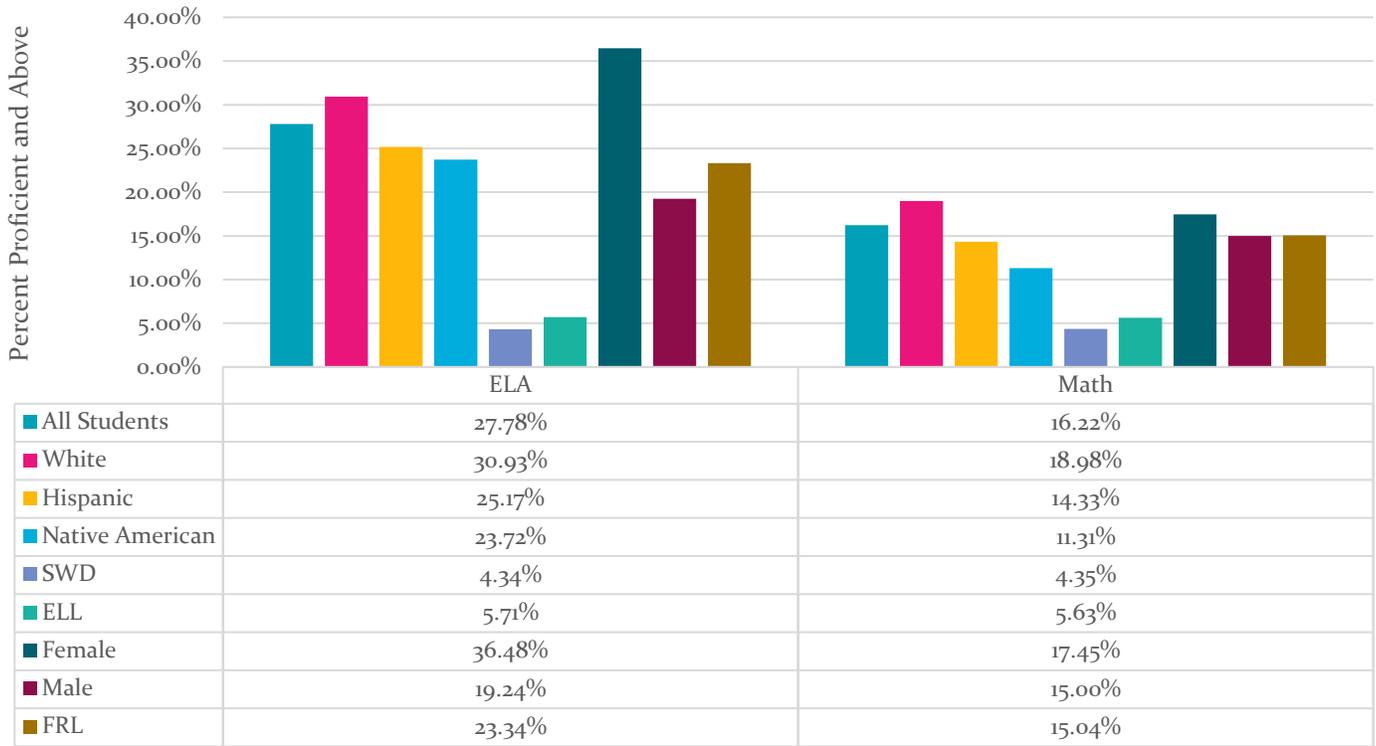
Results Note: Data coordinator compiled TAMELA assessment but data not reflect NMPED data once additional informational becomes available. Aztec district will revise at this time.

- American Indian students indicates 23.72% proficiency rate in ELA
 - American Indian students indicates a 11.31% proficiency rate in Math
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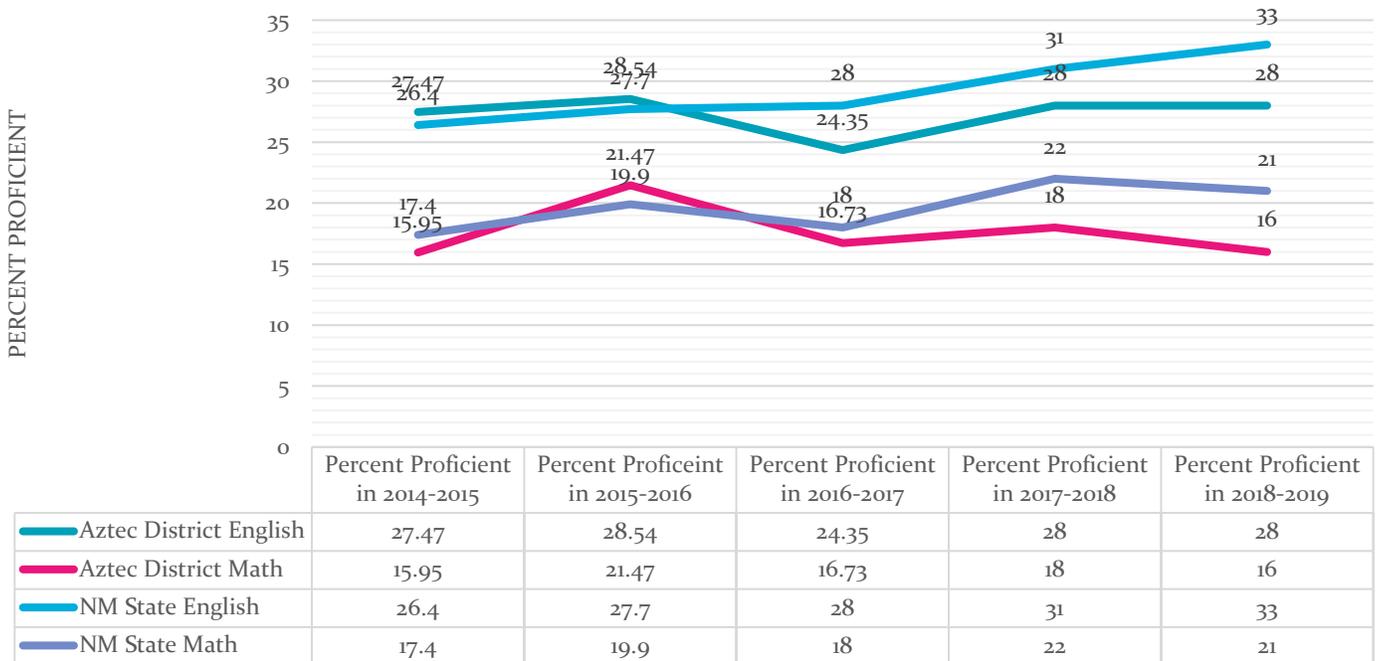
Conclusion When additional data becomes available from NMPED, Aztec will revise to include the assessments of tests for all students.

Action Plan Aztec district will revise when additional information becomes available through NMPED data site.

2018-2019 TAMELA Assessment
Proficiencies by Subgroups



Aztec and NM PARCC Proficiency Levels 2014-2019



SCHOOL SAFETY

AMSD Objective We value safety and strive to have an internalized awareness of safety in our district. We cannot educate students in unsafe environments or situations, so it is imperative that we look at things through the safety lens. We do our best to train staff and students, raise awareness, and cooperate with other agencies to ensure that all of our students and staff are safe.

<http://www.aztecschools.com/safety>

Background New Mexico-as do other states in the rest of 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:

- Include our community safety partners in our safety efforts, San Juan County Emergency Management, and other agencies in the Four Corners, county and state.
- Prevent an occurrence and/or recurrence of undesirable events;
- Properly train school staff, faculty, and students to assess, facilitate, and implement response action to emergency events; and
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB). <http://ped.state.nm.us/sfsb/safeschools>

Aztec district stakeholders can sign up for alerts through the Aztec district safety site.

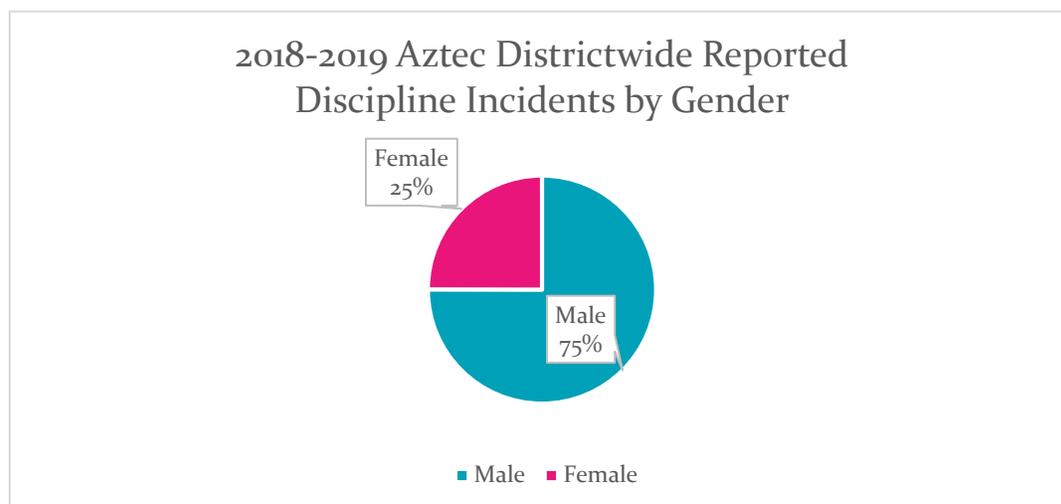
Methods School climate environment for Aztec schools is promoted throughout the district indicated in our mission statements, “In a safe and caring environment, we will partner with our community to improve learning for all students.” Parent teacher organizations are established at schools throughout the district. Stakeholders can sign up for alerts through Aztec district safety site. SY 2018-2019, all reported incidents were sourced from Student Teacher Accountability Reporting System (STARS) end of year (EOY) Student infraction and response detail report as reported by Principals from Aztec district schools and charter school. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised.

Results Aztec school district has a notification system that is used for attendance calling, event announcements, and perhaps most importantly, for safety related notifications for stakeholders to sign up for alerts in the district. Throughout the district, parent teacher organizations meet every month during the school year to address concerns, create relationships, and recognize positive attributions from students, parents and staff and share in cultural awareness. Aztec schools has in place required training for all personnel. The trainings include: Blood borne pathogens, Civil Rights/Harassment/American with Disabilities Act, confidential information, Ethics and Conflict of

Interest, SPAM/Phishing: email security, technology use, bullying and cyberbullying, child abuse and neglect, suicide prevention, student health concerns, asbestos awareness, additional health trainings and threat assessments. At each school site and buildings there are discipline policies, staff handbook, emergency drills, food safety inspections, identification badges, integrated pest management, tobacco, alcohol and drug free schools that are enforced, school safety committees, security officers at Aztec high school, school maps are in place, emergency protocols are written and in place that include: nursing services, infectious and communicable disease prevention that include pandemic influenza prevention, behavioral and mental health and a district wellness policy. The safe schools indicator submissions-as reported on the STARS EOY Student infraction and Response detail report indicate 48% of all discipline infractions are for disorderly conduct for all students, a 1% increase from the previous school year; and 6% of these incidents included American Indian students. American Indian students were involved in 8% of the 14% incidences concerning assault/battery/ aggravated with hands/feet/fist. The increase in reported incidents by grade level indicate our Kindergartens have doubled from the previous year; SY 17-18 to SY 18-19 reported increases in grade levels: 3rd and 5th. The positive reported incidences decreased from SY 17-18 to SY 18-19, such as students that were in 4th grade for SY 17-18, are now, 5th graders for SY 18-19, this also includes 6th, 7th and 8th grade. The follow grades remained the same from the previous school year which includes: 1st, 2nd, 9th and 11th. Aztec district reported female incidences increased 2% from the previous school year.

Conclusion School climate continues to be changing for all students to be inclusive for all cultures in Aztec district while safety is at the forefront in all situations. The results of student infractions are decrease in four grade levels; while increasing in two grade levels and four grade levels stayed the same. Aztec district has African Americans, mixed races and Hawaiian/Pacific Islanders but indication of low enrollment puts student privacy at risk.

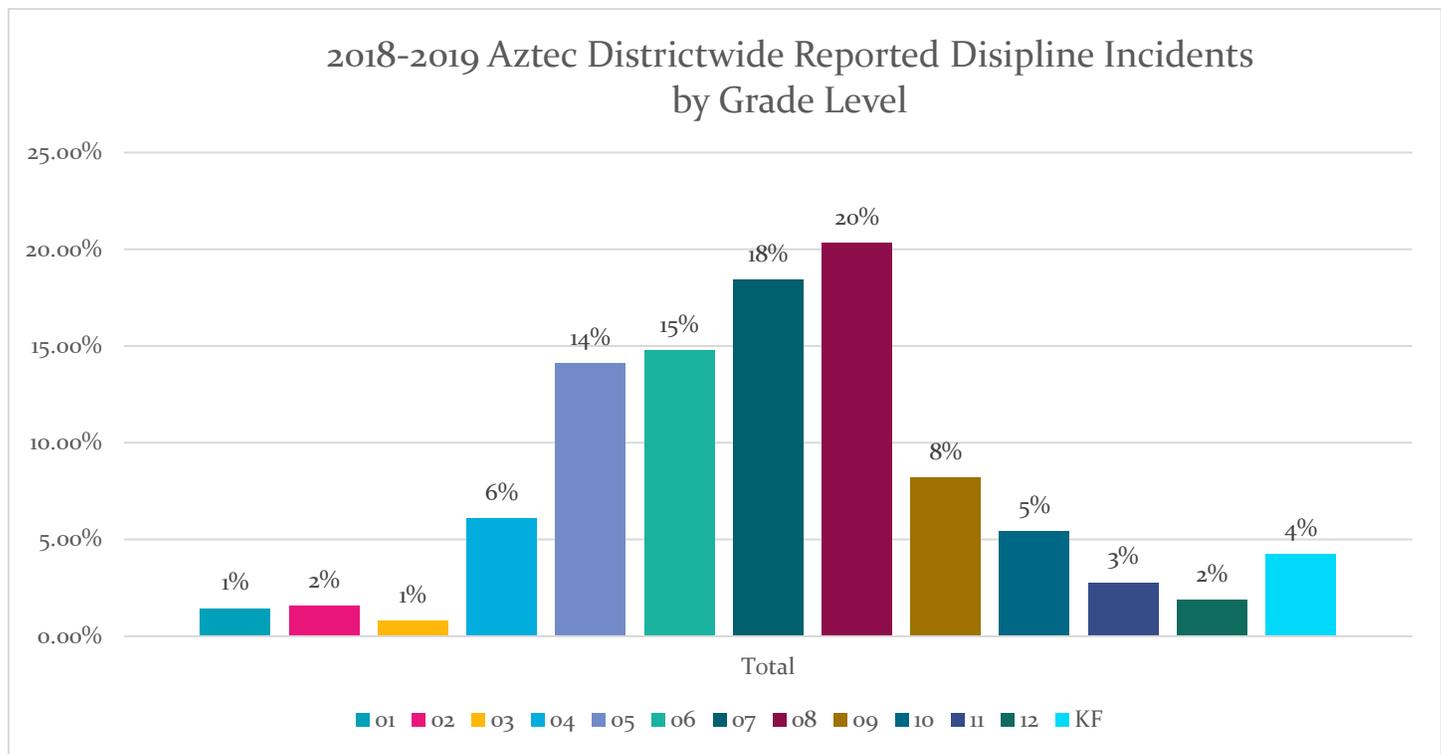
Action Plan Aztec schools will continue to partner with the community and PTO's to identify and target schools that will benefit from working with the community of Aztec to complete and operationalize the School Safety Plan. Aztec schools and the community will partner in planning and to encourage the ongoing coordination of services to keep schools safe and students. Aztec will continue to encourage positive interactions among staff, students and parents.



2018-2019 Discipline Infractions Reported						
Ethnicity/Incidences	11 - Other Violence - General (includes threat or intimidation)	13 - Disorderly Conduct	4 - Assault/battery aggravated with hands/feet/fist	5 - Assault/battery simple	54 - Drug Violation	56 - Tobacco Use
American Indian		27	11			
Caucasian	31	229	61	98	19	13
Hispanic	14	165	51	50	18	
Mixed		11				
TOTAL INCIDENTS	5%	48%	14%	18%	48%	2%
GRAND TOTAL	46	433	126	161	43	21
901 reported discipline incidents for SY 18-19. Note: Groups with fewer than 10 students are masked.						

Aztec district reported discipline incidents by grade level comparison for school year 2017-2018 and 2018-2019.

Grade Level	School Year	
	2017-2018	2018-2019
K	2%	4%
1	2%	1%
2	1%	2%
3	2%	1%
4	16%	6%
5	6%	14%
6	23%	15%
7	22%	18%
8	15%	20%
9	5%	8%
10	3%	5%
11	2%	3%
12	1%	2%



GRADUATION RATES

Objective Ensure that all Aztec 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 Data The actual PED graduation rate data tracks students throughout their high school career from their freshmen year and takes into account students that move between districts; the National Governors Association (NGA) cohort computation method. New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjust 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. See NMPED website for cohort information at <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>.

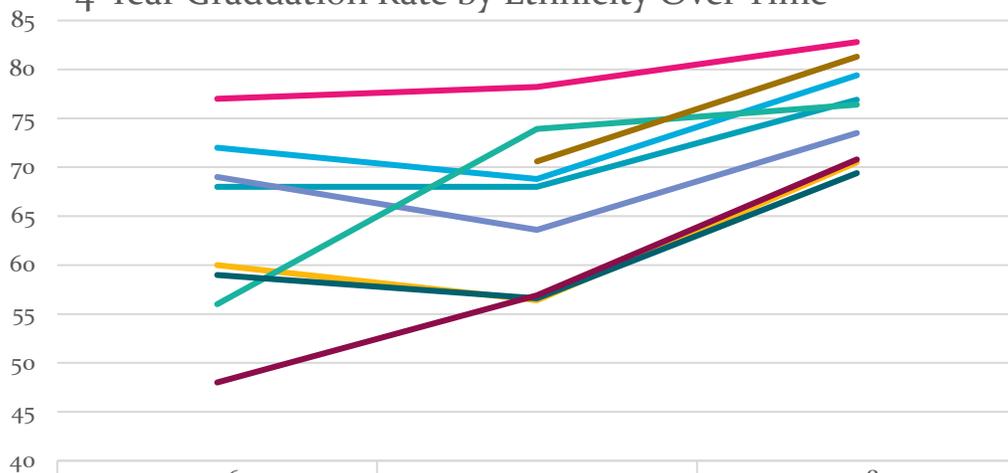
Methods Data for this report comes from NMPED data information system and is lagged a year.

Results 4 year cohort American Indian students in Aztec district have seen a 19% increase in percentage rates since 2016, which stood at 56% to 75% for school year graduation 2018. The 5 year cohort Native American students decreased in year 2016 at 62% but the rate increased by 22% for school year 2017, marked at 84%. The data suffices from the 4 year cohort of 2016 at 56% to the 5 year cohort of 2017 at 84% that dictates our students needed one more year to receive their high school diploma.

Conclusion The higher rates of our American Indian students graduating indicates the success that Aztec would continually apply continually.

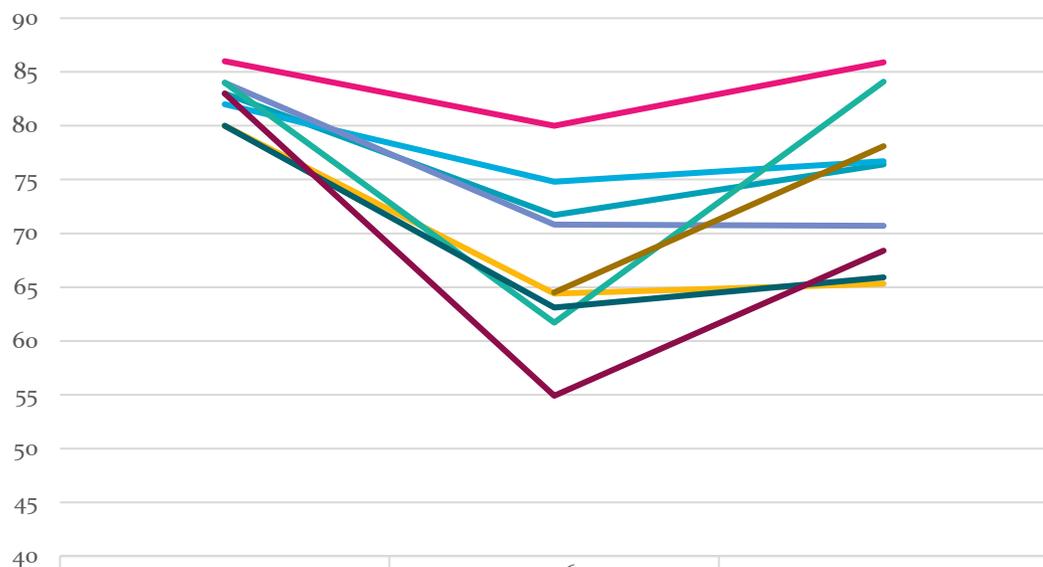
Action Plan To continue in providing after school tutoring, two days per week, build the relationships with American Indian students by providing office hours at Aztec High School and collaborate with counselors and the college and career counselor. Collaboration with Indian Education Coordinator, AHS Counselors, Principal and the Kinteel Home Living Supervisor will encourage Kinteel residential students to improve grades, recover credits by participating in night classes, recovery classes or summer school to stay on track to graduate by May 2020.

4-Year Graduation Rate by Ethnicity Over Time



	2016	2017	2018
All Students	68	68	77
Female	77	78	83
Male	60	56	71
Caucasian	72	69	79
Hispanic	69	64	74
Native American	56	74	76
Economically Disadvantaged	59	57	69
Students with Disabilities	48	57	71
English Learners		71	81

5-year Graduation Rate by Ethnicity Over Time



	2015	2016	2017
All Students	83	72	76
Female	86	80	86
Male	80	64	65
Caucasian	82	75	77
Hispanic	84	71	71
Native American	84	62	84
Economically Disadvantaged	80	63	66
Students with Disabilities	83	55	68
English Learners		65	78

ATTENDANCE

AMSD Objective Ensure that all Aztec students attend school every day and on schedule, decrease the dropout rate and increase attendance.

Background The use of attendance rates to measure student achievement data is linked to research that has shown that the more students are in school, the more access they have to high-quality instruction and highly effective teachers from providing the high-quality instruction and learning opportunities for all students.

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 they are 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, addressing the academic needs of 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 (freshmen) cohort graduation rate for the state, which results in a lower graduation rate.

The assurance of collaboration and engagement from educational systems and the Navajo Nation Department of Education 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.

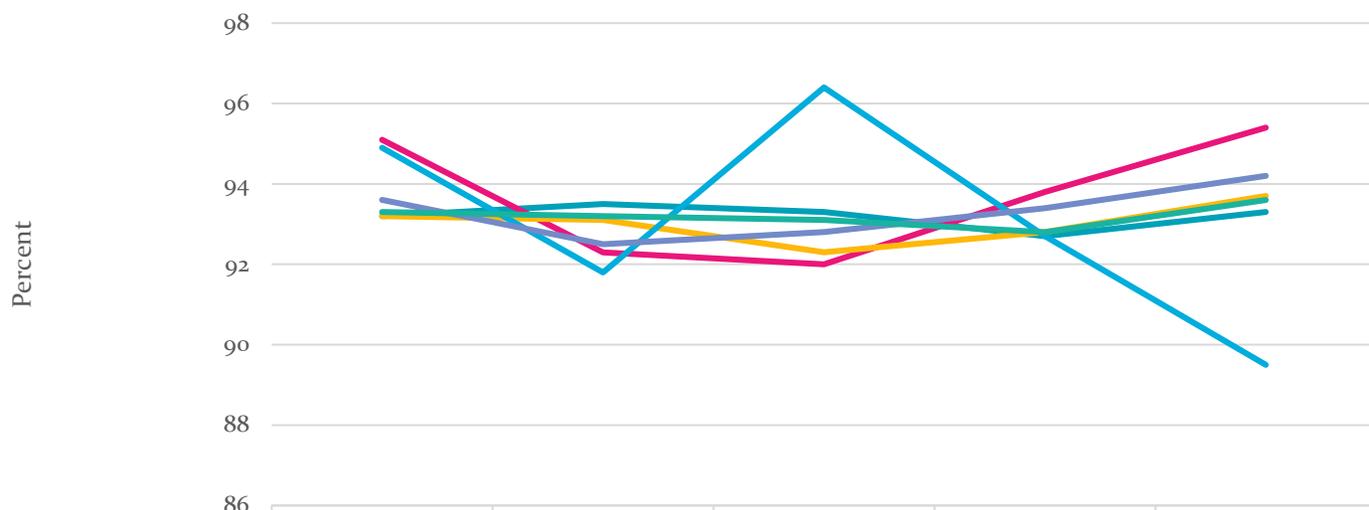
Methods Aztec district reports absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). The information being reported is consistent at interval times at the 40th, 80th, 120th day and end-of-year in a manner specified by PED. AMSD used the 120th day for attendance reporting. 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. Student membership is collected and reported at the school and district level.

Results American Indian student attendance rates have shown a 0.8% increase from 2017-2018 to 2018-2019. Aztec American Indian students are showing a steady increase at 1.7% in attendance since school year 2015-2016 to school year 2018-2019. The attendance rates for 2018-2019 for all students is 93.6% whereas American Indian students are at 94.2%, a 0.6% positive indication. Habitually truant for AMSD, indicates a 1.5% decrease. Mobility rate has increased to 30.3%. *Note: Data for habitually truant has not been verified, therefore the data inserted may not be conclusive.

Conclusion Aztec American Indian students are making a steady positive impact in their attendance with the assistance of parents, students and Aztec staff as part of Aztec schools mission, we will partner with our community to improve learning for all students. Mobility rate increase due to oil fill jobs moving to southern NM.

Action Plan Aztec district will continue to monitor attendance for all students and work on improvements to meet the needs of students.

Aztec Districtwide Attendance Rates for the Past Five Years by Ethnicity



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Caucasian	93.2	93.5	93.3	92.7	93.3
African American	95.1	92.3	92	93.8	95.4
Hispanic	93.2	93.1	92.3	92.8	93.7
Asian/Pacific	94.9	91.8	96.4	92.7	89.5
Native American	93.6	92.5	92.8	93.4	94.2
All Students	93.3	93.2	93.1	92.8	93.6

Aztec Habitually Truant Districtwide	District
2018-2019	*2.36
2017-2018	17.72
2016-2017	19.95
2015-2016	17.05
2014-2015	14.31
2013-2014	11.72
2012-2013	7.77

AMSD Mobility Rate	
School Year	Percentage
2018-2019	30.3
2017-2018	29.2
2016-2017	27.7

PARENT AND COMMUNITY INVOLVEMENT

Objective Ensure that parents/guardians of Aztec school students; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; colleges; 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/guardians, 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. Historically, American Indian parents and families have varied experiences with educational entities. Due to negative experiences with boarding schools and the historic abuse grandparents and some parents experienced, trust can sometimes be difficult to establish.

Methods To represent our American Indian students, parents/guardians are part of the Indian Education Committee (IEC), under the Johnson O’Malley grant and the Parent/Teacher/Student Advisory Committee (PTSAC), under Title VI-Indian Formula grant. Aztec American Indian parents/guardians that are voted in for the IEC, must have a child with a Certificate of Indian Blood on file. The IEC comprises of a Chairperson, Vice-Chairperson and a Secretary for a three year term. The IEC meet on a regular basis throughout the school year to create surveys and implement the education plans for the upcoming school year. The IEC works with the Native American Education Coordinator, the Instructional and Federal Programs Director, and Superintendent for the benefits of American Indian students. The IEC collaborate with the Navajo Nation Johnson O’Malley office in Window Rock, AZ by providing suggestions, action plans at workshops, conferences and consultation meetings. The PTSAC consist of parents that have a child in the Aztec district with a 506 form on file, in addition to this committee, an employed Aztec teacher and a secondary student are represented. The PTSAC meet at least twice a year, to create surveys and advise on the Indian Education formula grant. When meetings are held for the two committees, they are open to the public. Due to the small population the parents/guardians serve on the two committees. The meetings may be announced through REMIND App, email and/or website. American Indian parents throughout the district are welcome to be part of Parent/Teacher Organizations (PTO) at the school sites. Since, our IEC is elected, they also attend NMPED Indian Education divisions Fall and Spring Summits.

Results The collaboration between IEC/PTSAC and Native American Education Coordinator have produced the following events, meetings, for the needs of American Indian students for school year 2018-2019:

- Back to School Supply and Refill School Supply programs
- Navajo School Clothing Program
- Welcome Back Potluck with activities using the Navajo language
- Attend the JOM Subcontractors Conference & Regional Workshops
- Travel for Students to tour colleges and attend the National Johnson O'Malley conference
- Native American Heritage Week
- Attend the Government to Government Fall Summit
- Public Hearings
- Attend National JOM Association Conference
- End of Year Awards Potluck with presenter

Conclusion The programs prove to be beneficial and insightful to the attendees in educating about the Navajo and American Indian cultures to collectively breakdown any barriers. The positive wellness and participation in school attendance is an attribute when providing a program that aids in clothing and school supplies. Social gatherings boost parents, guardians, students and attendees self-esteem creating positive community and school climate.

Action Plan Aztec district will continually support the collaboration between parents and community to engage in programs that demonstrate positive impact towards the well-being, academics, home setting and behaviors for American Indian students. The, "all in, all the time," attitude can be beneficial for the Aztec educational community.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective Recognize and support the unique and educational needs of American Indian students enrolled in Aztec Municipal School District.

Background American Indian students are challenged to meet the same state academic standards as all other students in the state of NM. 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 educational stakeholders - LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students can meet and take advantage of those academic opportunities. Aztec district American Indian students represented 15% of the student school population for school year 2018-2109. The Native American Education Coordinator receives support and collaboration for educational programs targeting American Indian students that take place during school and after school at the elementary schools, middle and high school. The parental/educational cost from the JOM expenditure and approval from IEC, assist requesting parents, to cost share in defraying their children(s) educational expenses.

Methods The programs offered include: after school tutoring in elementary, middle and high schools, after school tutoring transportation for middle and high school students, after school Navajo language class for elementary students, Navajo Language classes at the high school and middle school, Navajo Government class at the high school, college and career readiness for high school students by attending American Indian Senior day at UNM campus and campus tours of tribal colleges. Certified teachers employed with Aztec district are selected through their school site Principal for the after school tutoring in teaching English Language Arts and Math specifically to American Indian students. The tutors were advised to keep track of attendance, the lessons of each session and concentration subjects. Three elementary schools provided after school tutoring Tuesday through Thursday for one-hour and were given 30 minutes of planning per week. The elementary American Indian (AI) students were recommended from school site teachers for this program. The middle school provided tutoring on Wednesdays every week for one hour. At the high school, one hour of after school tutoring took place: Tuesdays and Thursdays with one to two certified teacher tutors along with student peer tutors. The Middle and High school after school tutoring was open to all American Indian students needing tutoring. Bus drivers were selected from the transportation director and the availability of bus drivers.. The 520 teacher is certified through the Navajo Nation and NMPED. The 520 teacher taught at the middle school for morning classes and taught at the high school for afternoon classes. The 520 teacher taught after school Navajo language class for our Navajo elementary students for one hour per week. Approval for student travel is justified through the aligned goals of the schools current EPSS from the Aztec Board, Superintendent, Principals, Coordinator and teachers. Parent or guardians complete permission forms for student travel.

Results Elementary after school tutoring began in September 2018 to March 2019, serving approximately 50 American Indian students. The teacher and student relationship resulted in a first place art contest for elementary students creating an art that included student's cultural background. Middle and High

school after school tutoring began in September 2018 to March 2019. The middle school served 25 A.I. students for school year 2018-2019 with transportation being provided to April 2019. Participation at the high school included an average of 25 A.I. students per session. Tutors took attendance at every session and kept track of lesson plans when they met with students. The 520 Culture and Language teacher taught for school year 2018-2019, four-Navajo Language I classes at both middle and high school. The 520 teacher taught Navajo Government class at the high school only which students gained extensive knowledge in the Navajo government system at the local chapter level, in their own community and at the Tribal level. The 520 teacher had a consistency of four elementary students that attended the after school Navajo language class. The students were able to learn colors and numbers as well as introducing themselves with their clan system. Aztec district has begun working with the Department of Dine Education with a MOA and is still awaiting approval from NNDODE. American Indian students were required to have at least a 2.0 GPA along with no F's to attend the student trips. The college and career readiness program provided student trips, geared for American Indian students such as the UNM American Indian Senior day held at UNM, toured tribal college: Southwestern Indian Polytechnic Institute and Tribal University; Navajo Technical University. The feedback from students was positive as they learned next steps to further themselves in college and career goals. Studies have shown when students of learning, have background knowledge, the individuals increase their academic achievements. <http://www.ascd.org/publications/books/104017/chapters/The-Importance-of-Background-knowledge.aspx>

Conclusion Positive outcome and breaking down barriers: Aztec High school allow students to receive ½ credit in peer tutoring for the after school tutoring program when approved from department chair of subject class. The after school tutoring program benefits A.I. students when there is a low teacher to student ratio. Parents of elementary A.I. students appreciate and comment of the progress of their child's reading, understanding of math and see the confidence the program has brought for the self-esteem of the individual. Other benefits was access to internet and computers to complete assignments. Navajo students at the high school are looking forward to registering in the Navajo language class again and to receive the bilingual seal by end of school year 2020

Action Plan Aztec district will continue to support American Indian educational programs for positive cultural-identity and the opportunity to become successful in their future career and higher education endeavors.

FINANCIAL REPORTS

Objective Through the use of public school funds, ensure AMSD provides adequate operational resources to provide and improve services for Aztec American Indian students for the unique academic and cultural needs.

Background AMSD receives grant funding from three sources: Johnson O’Malley (JOM) grant, Title VI-Indian Education Formula grant and the School District Initiative and Cultural Inclusion (SDI&CI) grant from NMPED-Indian Education Division for school year 2018-2019

Methods The AMSD receives JOM grant funding based on the certified American Indian student count on file that is registered. The Title VI grant receives funding based on Title VI student eligibility certification 506 form registered in AMSD. This grant allows non-certified A.I. children eligibility when parents or grandparents have a CIB. The SDI&CI grant is awarded through a competitive request for funding application.

Results Funding for AMSD occur from three funding sources, Federal and State. The funds support the American Indian students for the unique educational and cultural needs as stated in section titled parent and community involvement and educational programs targeting tribal students.

Conclusion The Native American Education Coordinator monitors the allocation of funds according to the contracts agreed upon from Johnson O’Malley, Title VI and the School District Initiative & Inclusion Grant and works with the Aztec finance office for budget transfers and alignments according to account objectives.

Action Plan The Native American Education Coordinator will continue to align and allocate the funds in accordance to contract in collaborating with Aztec finance office. AMSD will continually seek surveys, comments in addressing the needs of American Indian students through such funds that are warranted.

AMSD SY 2017-2018 Funding American Indian				
	Johnson O'Malley	Title VI	NMPED- IED SDI&IC	Total
Description:	25131	25184	27150	
Funding:	\$ 33,567.20	\$ 88,379.00	\$ 42,893.06	\$ 164,839.26

CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES

Objective Ensure that NM Schools provide adequate and meaningful tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulation.

Background Districts that claim federally identified AI 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 NM Indian Education Act requires that school districts obtain a signature of approval by the NM tribal governments or their designees residing within school district boundaries, verifying that NM tribes agree to Indian education policies and procedures pursuant to Federal Title VIII Impact Aid funding requirements.

Methods AMSD does not meet the requirements to receive Title VIII – Impact Aid funding.

Results AMSD does not meet the requirements to receive Title VIII – Impact Aid funding.

Conclusion AMSD does not meet the requirements.

Action Plan AMSD will seek assistance if and when the requirements are met.

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 issued. The assurance of collaboration and engagement from education 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 (freshmen) cohort graduation rate for the state, which results in a lower graduation rate.

Methods Aztec district provides an online remedial course so the student may make up the credit not earned during the school year. Aztec HS teachers monitor grounds during the lunch period for two groups; 9th & 10th and 11th & 12th. School social workers and counselors work to monitor students’ progress in attendance and meetings with parents/guardians. Aztec district at the high school and middle school provides summer school for students that need to make up a credit to be on course to graduate. Aztec district has Vista Nueva high school an alternative school that focuses on a new view of learning for students. 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. Dropout data and rates are calculated only for grades 7-12.

Results Dropout rates for American Indian posted from NMPED website indicate for Aztec district for school year 2017-2018 is at 21.88%, Caucasian is at 31.25% and Hispanic at 37.50%. When data becomes available for school year 2018-2019, a revised edition will show the current trend.

Conclusion AMSD American Indian students drop out for a variety of reasons, and the data does not always capture the underlying causes. The reasons may include not re-enrolling which may indicate being home-school, no show and being enrolled in a vocational and/or GED program.

Action Plan AMSD will work on relationships with the students, parents, community for the betterment and encouragement of our students to attend school and sway from dropping out of school.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective Ensure that NM 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 American Indian students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.

Background American Indian education in New Mexico represents rich cultural traditions and diverse educational practices. The 35,000-plus students, who represent the NM tribes and pueblos and other tribes from throughout the United States, attend over 185 public and charter schools in the state of NM. These students were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003. The assurance of collaboration and engagement from educational systems and Pueblos/Tribes regarding academics and cultural awareness has positive effects on the educational success of AI students. Aztec district American Indian students represent 15% of the student school population for school year 2018-2109. Of the 15%, 80% are represented from the Navajo Nation.

Methods Aztec's Superintendent allows for staff input before the school calendar is approved by the Board. Aztec district schools works with students and parents on addressing the students' cultural beliefs.

Results Aztec district respects tribes/pueblos and continues to work with students and parents to address their needs.

Conclusion Aztec district continues to respect all cultures for students emotionally, physical and mental well-being.

SCHOOL DISTRICT CONSULTATIONS

Objective 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 parents(s); families; tribal departments of education; community-based organization; 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 Tribal consultation has occurred with Navajo Nation and AMSD on April 3, 2019 in Window Rock, AZ. AMSD presented on the description of our funding source, the funding amount received, and our primary purpose for such funding as well as demographics. The Indian Education committee and the Parent/Student/Teacher advisory committees were discussed under the title of parent and community involvement.

Results Aztec district is working with the Navajo Nation, Indian Education Division and DOE-BIE to maintain communication and collaboration.

Conclusion Aztec district continues to strive for the success of American Indian students with consultations from parents, guardians, staff, and students in implementing the needs as requested from the stakeholders. The results from this needs assessment survey concluded that the parents, teachers and students are in agreement to including a Navajo language, culture program and an after school tutoring program for Aztec American Indian students.

Action Plan Aztec will continue to adhere to contracts and collaborate with the Navajo Nation for tribal consultation for the benefit of the Navajo students and all other American Indian students.

INDIGENOUS RESEARCH, EVALUATION AND CURRICULA

Objective Ensure 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 NM 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: Aztec district Indian office collaborates with the 520 teacher and the Indian Education Committee to bring cultural awareness and sensitivity by promoting speaking of the Navajo language with activities at the high school, middle school and after school language program for elementary students, be actively involved with professional development, and pursuing educational Dine' classes for school year 2018-2019. AHS English teacher has been continually involved with the Indian Education division Indigenous Curriculum.

Results A list of some of the research training activities promoting the Dine' language include creating and be actively involved in the four trainings with the Navajo Nation Department of Dine' Education, Office of Standards, Curriculum and Development; obtaining ideas at the La Cosecha Annual Dual Language Conference; the National Johnson O'Malley conference; the Navajo Nation Subcontractors JOM conference and workshops; and the Indian Education divisions fall and spring summits. The after school language program for elementary students were to committed to the small outcome of students but the students willingness to learn kept the program going to the end of the school year.

Conclusion Aztec district American Indian office and collaboration with IEC and 520 teacher continue to be actively involved in advancing the Dine' language to serve the American Indian students in positive and effective manner. Engaging students to understand who they are as indigenous children creates pride and willingness to learn in a positive manner as the child, continues through their stages of life.

Action Plan Aztec district will continue to support the Dine' language program held at the high school and middle school. The collaboration of the IEC and the Native American Education Coordinator allows for ideas to be implemented for the success of American Indian students and their respective tribes.