

# Tularosa Municipal Schools



## **Tribal Education Status Report**

For School Year 2019-2020

Issued September 2020

*Brenda Vigil, Superintendent*

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## *EXECUTIVE SUMMARY*

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The Tribal Education Status Report (TESR) is designed to meet the requirements of the Indian Education Act (NMSA 1976 Section 22). This report is provided to all stakeholders of Tularosa Municipal Schools to show the current status and recent trends in the education of American Indian students in our district. It also provides information about existing programs and action steps to strengthen our programs and activities.

Tularosa Municipal Schools has targeted initiatives to improve the success of all students including our American Indian students utilizing school-wide programs at all schools. These school-wide programs allow us to use funds from various resources including the State Equalization Guarantee, Title I, Title II, Title IV, Title VI, and Impact Aid to meet the needs of all students.

On the fortieth day of the 2019-2020 school year, Tularosa Municipal Schools reported a total of 881 students with 255 Caucasian, 249 American Indian, and 362 Hispanic students. The data collected in this report includes student achievement, attendance, school district initiatives, and drop out and graduation rates. The districtwide Tribal Education Status Report also includes information regarding school safety, parent and community involvement, educational programs targeting American Indian students.

Over the past three years, the forty-day enrollment for our schools has remained in the 858-881 range. On October 12, 2017, Tularosa Schools had 872 students with 279 American Indian students. On October 10, 2018, the district reported 858 total students and 258 American Indian students on the forty-day report. While our overall enrollment has improved over the past three years, the number of American Indian students has declined. Our data indicates that the American Indian students have not made significant gains in reading, math and science.

This report includes more detailed information regarding the performance of American Indian students in Tularosa Municipal Schools. We are required to submit this report by October 30, 2020 according to the Indian Education Act. This report will be submitted to the New Mexico Public Education Department, the Mescalero Apache Tribe, and other stakeholders.

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## INTRODUCTION

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Tularosa Municipal Schools District Mission is to create an environment where lifelong learning is *valued*, excellence is *expected*, and improvement is *continuous*. In order to accomplish this mission, our Board of Education identified three goals:

The first goal is to have High Student Achievement for all students. We primarily focus on the areas of reading and math because if we improve academic achievement in these two areas, all core areas will improve. The overall goal of the New Mexico Every Student Succeeds Plan is to have 64.9% of all students meet or exceed expectations in English Language Arts by 2022 and to have 61.2% proficient in math by 2022. The percentage of students who meets or exceeds expectations will be measured by the New Mexico Measures of Student Success and the NMSBA Science from Pearson Access Next and Measured Progress. The goal is also to have 85% of all students graduate in 4 years.

The second goal is to provide all students with a safe and welcoming learning environment. To accomplish this goal, each school in our district has an Approved Safe School Plan. These are updated annually to ensure that our students are in a safe school environment. Each school is focusing on improving the culture of our schools this year, and each school has this as a goal on their 90 Day Plan. This is an area that must be continuously evaluated to ensure that all staff respond appropriately. Previously, all staff received Active Shooter training to know how to respond in this type of emergency. Working with the Tularosa Police Department, we have also completed a threat assessment for each school in our district. This assessment will help us identify areas that we need to address to keep our students safe.

Part of keeping our school environments safe and welcoming is to by updating our Facilities Master Plan every 5 years, and updating our preventive maintenance plan annually. Our master plan was updated in 2018, and it provides a guiding document for all capital projects for the next five years. This plan also helps us focus on the schools most pressing needs. It allows us to focus our bond funds on improving those areas most in need as identified on the master plan.

As part of the safe and welcoming environment, we always want all members of our staff to welcome students, parents and visitors into our schools. We want them to always be respectful of all who enter our buildings and grounds.

The final goal is for our district and schools to have effective and efficient operations.

1. Student learning will be supported and enhanced by effective and efficient operation of support services as measured by improvement in one or more support areas.
2. All budget requests will be tied to the District Aims and Goals and the Educational Plan for Student Success and Schools Ninety Day Plans.

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## *STATUTORY REQUIREMENTS*

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

### *22-23A-7. Report.*

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

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

C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

(1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;

(2) school safety;

(3) graduation rates;

(4) attendance;

(5) parent and community involvement;

(6) educational programs targeting tribal students;

(7) financial reports;

(8) current status of federal Indian education policies and procedures;

(9) school district initiatives to decrease the number of student dropouts and increase attendance;

(10) public school use of variable school calendars;

(11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

(12) indigenous research and evaluation measures and results for effective curricula for tribal students.

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## *STUDENT ACHIEVEMENT*

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### **Objective.**

The objective of Tularosa Municipal Schools is 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. These results are then utilized to develop strategies and programs that improve academic achievement and decrease the achievement gap.

### **Background.**

The assessments included in this report are the New Mexico assessments administered in the district. These include reading K-2, English language arts 3-11, math 3-11 which include Algebra I, Algebra II, Geometry, science, Spanish reading, and reading, math, and science for students with disabilities.

### **Methods.**

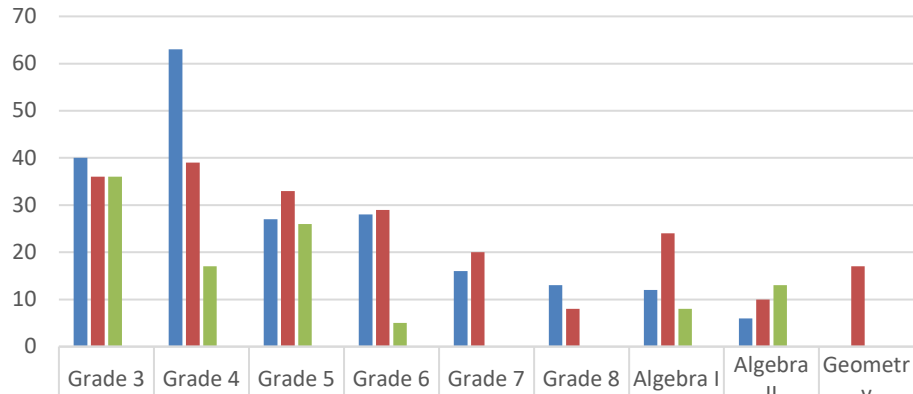
During the 2019-2020 school year, students in grades K-2 were tested using the IStation, and the students in grades 3-11 were scheduled to take the New Mexico Math and EKA assessment, the NM Assessment of Science Readiness, the SBA Spanish Reading, Dynamic Learning Maps (DLM), ACCESS for EKKS, and End of Course Exams. The assessments were not administered with the exception of the IStation beginning and middle of the year assessments because schools were closed because of COVID-19.

### **Results.**

The results presented in this report reflect the 2019, 2018, and 2017 spring assessments. The graphs presented here show the percentage of students who score proficient or above by ethnicity and grade level or school as measured by the New Mexico Assessments. The overall gains in student achievement are based upon the 2019 results. Spring assessments were not given in 2020 because of COVID-19

- Native American students scored the same as Hispanic students in math at grade 3, and they scored better than Hispanic and Caucasian in Algebra II.
- Native American students scored better than Hispanic students in Grade 11 English Language Arts.
- Overall, Native American students scored lower than other ethnicities in both math and English Language Arts.
- These results are all from the Spring 2019 Assessment.

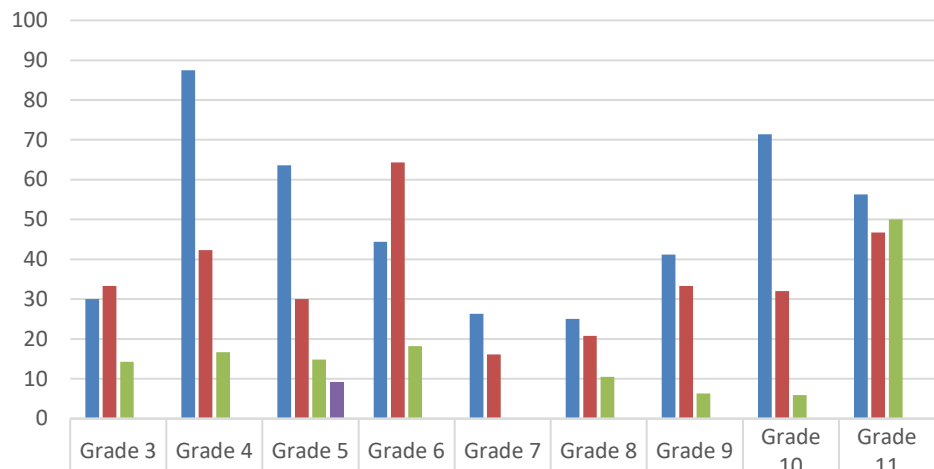
### Math Spring 2019 Transition Assessment Data by Ethnicity



Caucasian	40	63	27	28	16	13	12	6	0
Hispanic	36	39	33	29	20	8	24	10	17
American Indian	36	17	26	5	0	0	8	13	0
Students With Disabilities	0	0	0	0	0	0	0	0	0

■ Caucasian ■ Hispanic ■ American Indian ■ Students With Disabilities

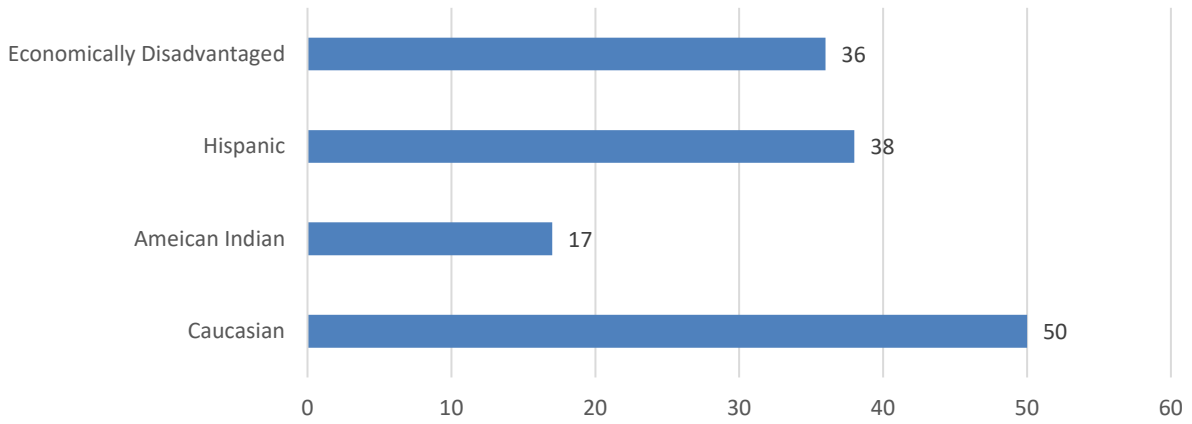
### English Language Arts Spring 2019 Transition Assessment Data by Ethnicity



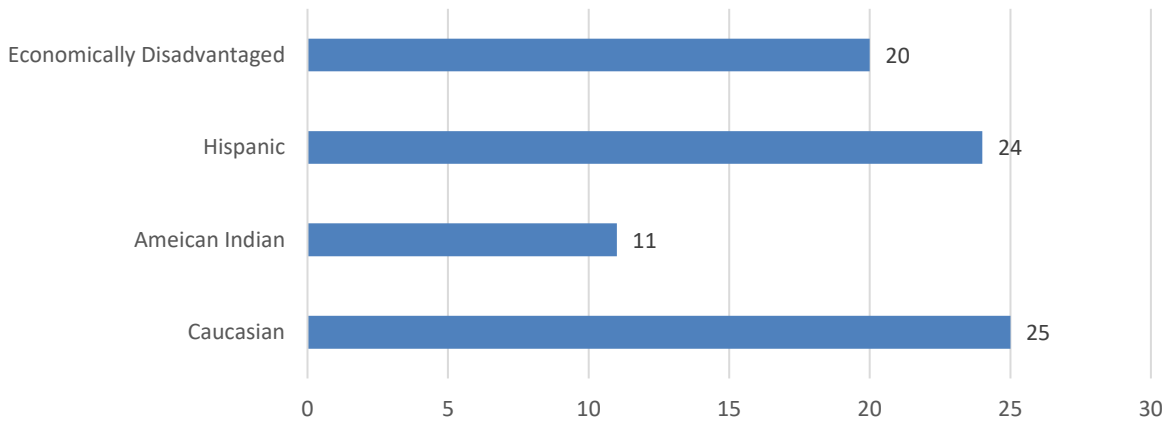
Caucasian	30	88	64	44	26	25	41	71	56
Hispanic	33	42	30	64	16	21	33	32	47
American Indian	14	17	15	18	0	11	6	6	50
Students with Disabilities	0	0	9	0	0	0	0	0	0

■ Caucasian ■ Hispanic ■ American Indian ■ Students with Disabilities

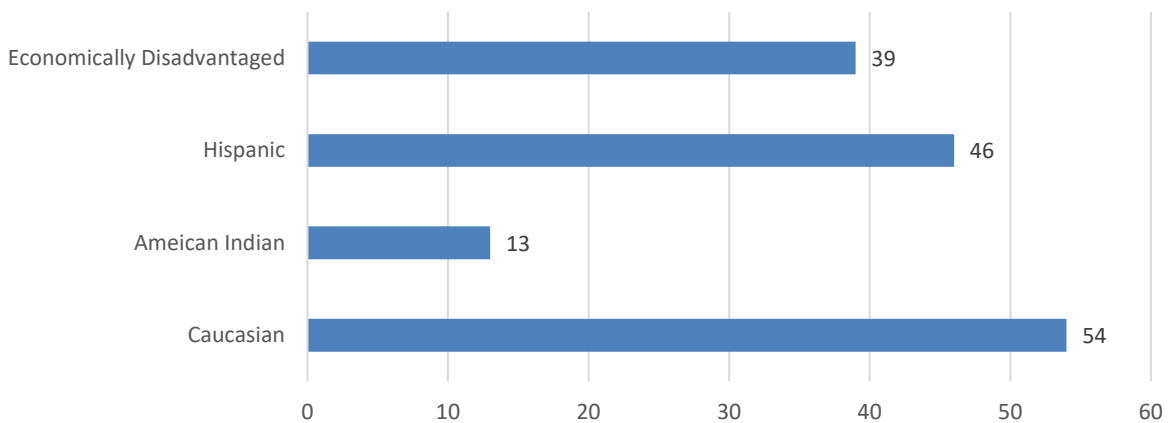
### English Language Arts Spring 2019 Data by Ethnicity



### Math Spring 2019 Data by Ethnicity

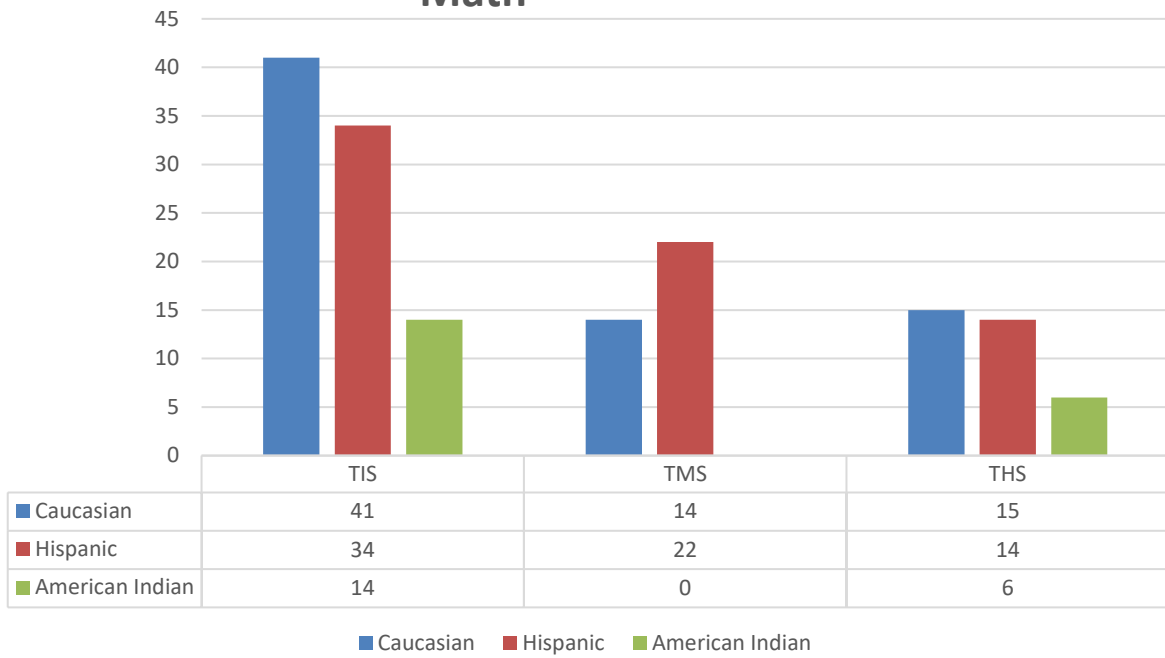


### Science Spring 2019 Data by Ethnicity

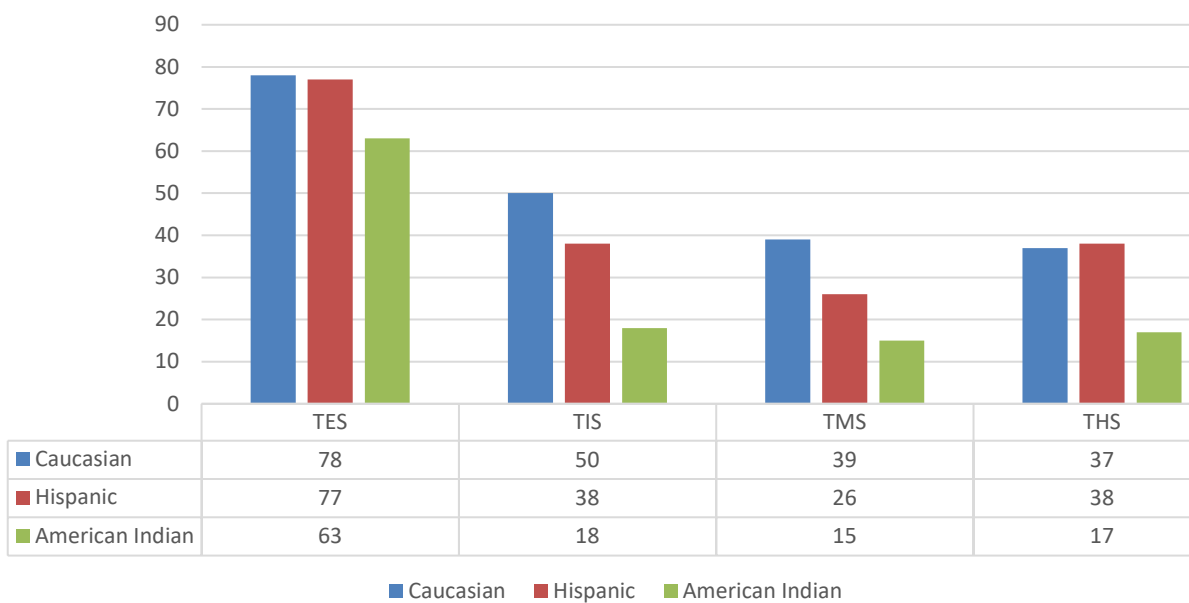




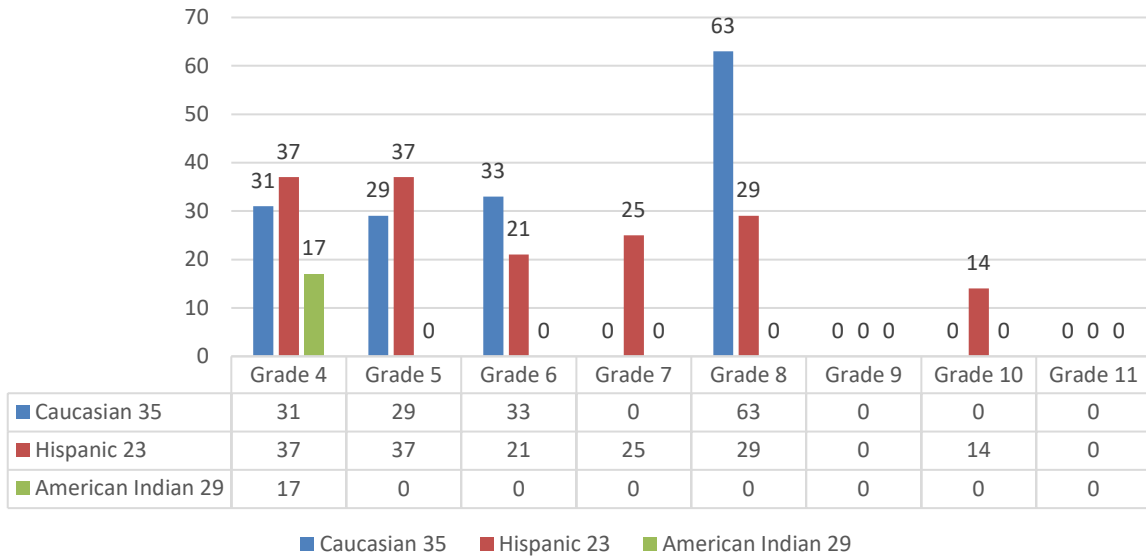
## 2018 Proficiency Levels by Ethnicity for Math



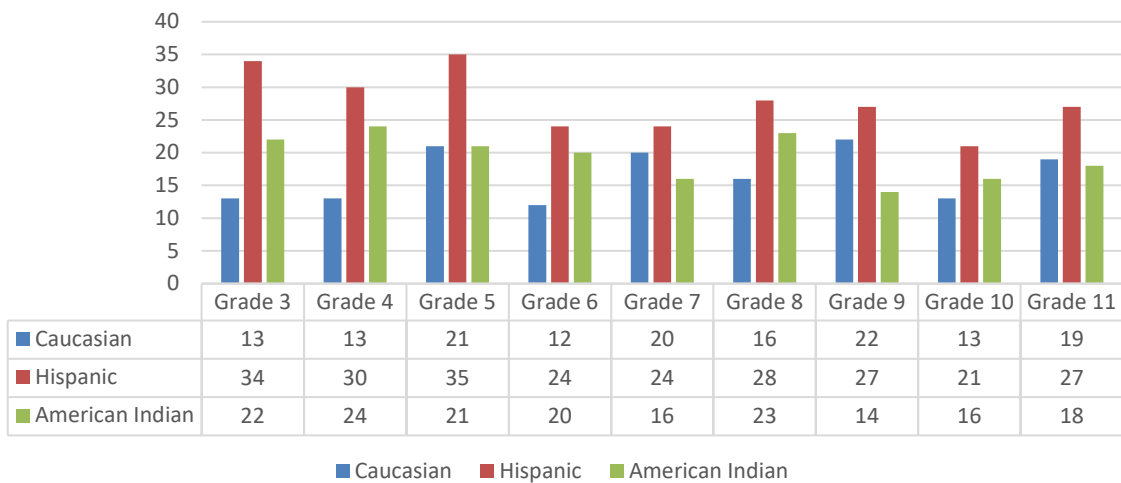
## 2018 Proficiency Levels by Ethnicity for Reading



## PARCC Results by Ethnicity for Math Spring 2017



## PARCC Results by Ethnicity for Reading Spring 2017



**Conclusion.**

Generally, Native American students are less proficient than their counterparts in reading and math. It should be noted that the 2018 assessment in reading and math is the PARCC, and the 2019 assessment is the New Mexico Transition Assessment in Reading and Math.

**Action Plan.**

All teachers will use data driven decision making and high quality instruction and interventions to ensure that all students including Native American students are successful. All students including Native American students will have a highly qualified classroom teacher who will provide core instruction that is aligned to the New Mexico Common Core State Standards. Teachers will use multiple sources of data such as the interim assessments, standardized testing, and classroom performance to determine which students need targeted support. By providing the core instruction and the targeted instruction such as small group with progress monitoring to meet the needs of the individual student, student proficiency will improve. Frequent communication with the parents/guardian is essential to ensure the success of the student. If the student is not progressing, the student needs more intensive and individualized instruction.

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## *SCHOOL SAFETY*

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**Objective.**

Tularosa Municipal Schools want to ensure that all students attend safe, secure, and peaceful schools.

**Background.**

New Mexico provides all schools with strategies to promote the safety of our students, our staff, and our faculty. Tularosa has an approved Safety Plan that is reviewed and updated annually to ensure that our students are in a safe school environment.

**Methods.**

From 2013 until 2016, Tularosa Municipal Schools along with all other schools in New Mexico were required to submit a Safe School Plan (SSP). During this time, each school completed their own plan. In 2016, the plan was revised, and our district submitted one plan with an appendix for each school. Each school within the district has developed an appendix for the Safe Schools Plan, and this plan was approved by NMPED in 2019. These plans are reviewed annually by each school, and the plans are also reviewed with local law enforcement to allow for their input and assistance in developing and implementing the plan. The district also completes the School Health Profiles Report each year, and if selected, schools participate in the Youth Risk and Resiliency Survey (YRRS). Each school has a Safety Committee as well as a Non Violent Crisis Team.

**Results.**

Tularosa Municipal Schools reviews the Safe School Plan each year focusing on the appendix for each school site. These are revised as necessary to update information necessary to continue to provide a safe and healthy school environment. Our focus is to keep our students and staff safe.

**Conclusion.**

The approved Safe School Plan has various sections that provide each school with a plan to address different areas within the plan. Prevention, protection, mitigation, response and recovery are included in the plan. The plan also contains maps of each facility and information regarding contacts for each school site.

**Action Plan.**

Each year, the Safe School Plan Rubric will be reviewed with the plan each year. Necessary changes will be made to align the plan with the rubric. Data from the YRRS will be used to address issues identified in this survey.

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## *GRADUATION RATES*

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### **Objective.**

The objective of Tularosa Municipal School is to ensure that all students have the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The Tularosa High School diploma indicates that the student has passed the rigorous course requirements for graduation and has also passed all the graduation assessments. These students who have fully participated in the high school experience and earned a diploma are prepared for college and/or careers.

### **Background.**

In 2009, New Mexico began the 4-year cohort method to calculate the graduation rate. This adjusted cohort graduation rate helps us understand which students entered high school in a specific year as an incoming 9<sup>th</sup> grader and graduates 4 years later. We can identify which students completed the graduation requirements on time and which ones did not. Although we expect all students to meet the graduation requirements in 4 years, some do not, and we also report a 5 and 6- year cohort.

### **Methods.**

Under the cohort method, a first-time high school freshman is expected to graduate by August 1 of their 4<sup>th</sup> year of high school. This graduation rate is identified as the 4-year cohort. If a student does not graduate at the end of the 4<sup>th</sup> year, they are tracked for a 5 or 6-year cohort. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate and a 6-year cohort. The US Department of Education established targets for the 4-year cohort graduation in the spring of 2012. The goal was to have 85% of the students complete by 2020. Currently, according to the ESSA Plan, more than 84.5% of the class of 2022 will graduate with the 4-year cohort

<https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>. New Mexico's 4-year cohort graduation rate was certified in 2019. The 5-year cohort graduation rates

### **Results.**

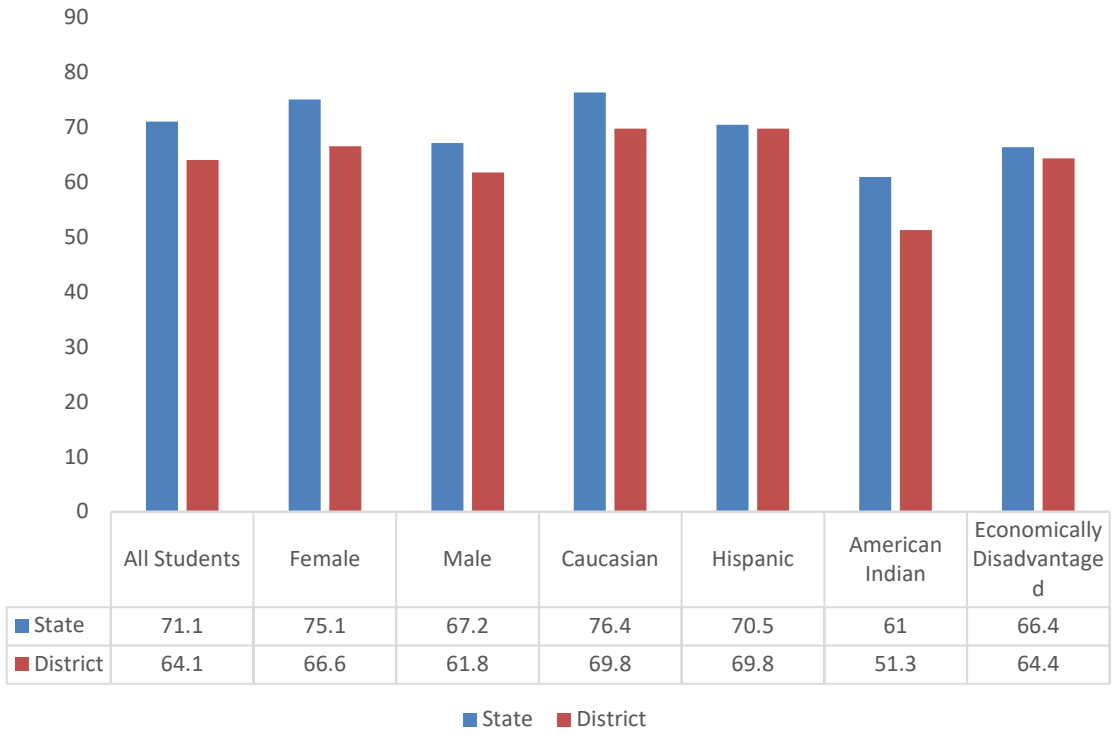
Tularosa High School's 4-year cohort graduation rate was certified in 2019. The 5-year cohort graduation rates for the cohort of 2019 will be certified in 2021. Both the 4-year and 5-year cohorts are reported in the Tularosa District Report Card.

Information about non-graduates assists Tularosa Schools in targeting dropout prevention and in devising and providing programs for struggling students.

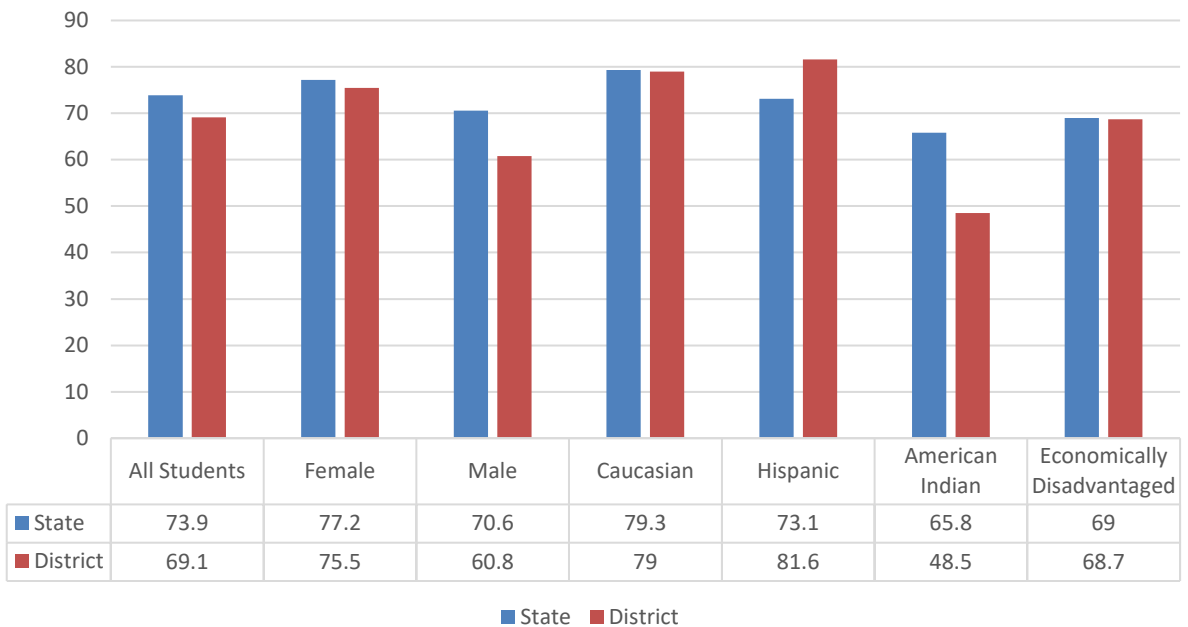
### **Conclusion.**

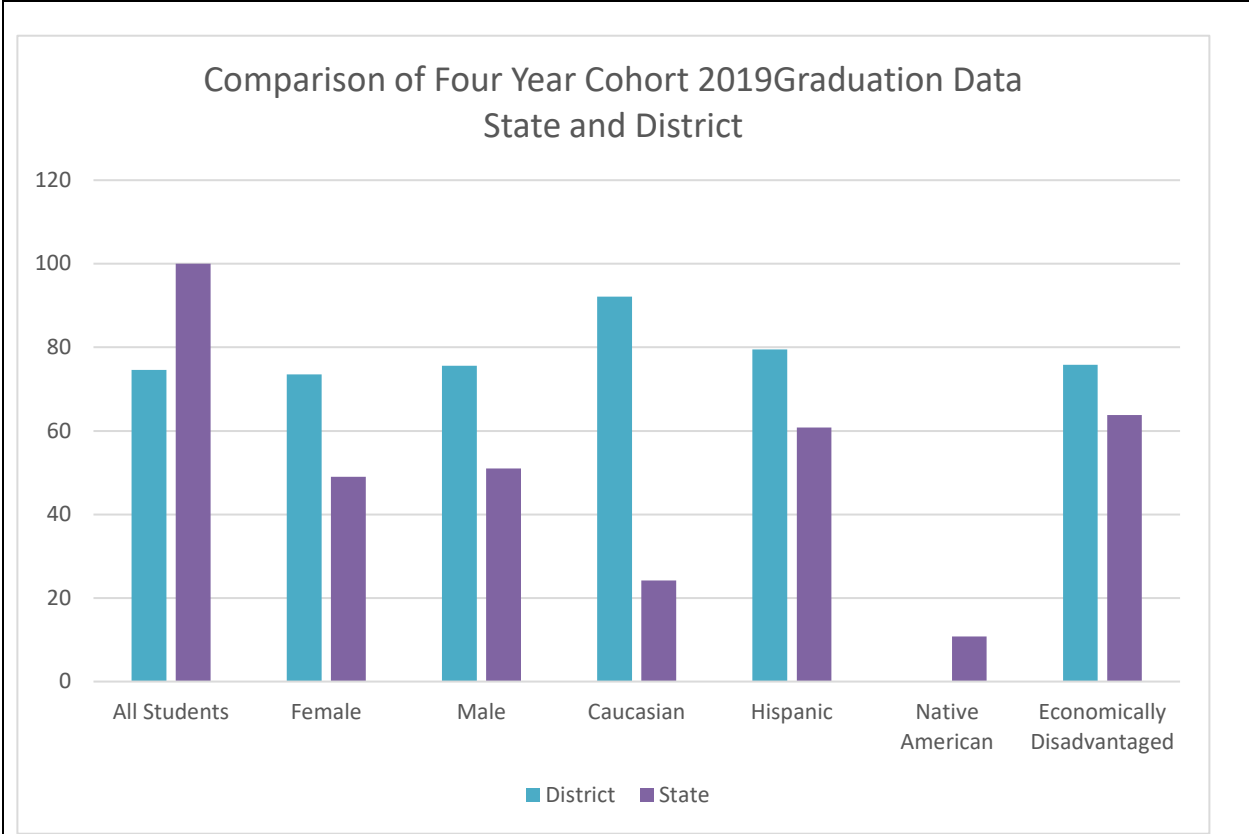
The graduation rate for all students graduating in the 4-year cohort was 74.6 with 75.6 males and 73.5 females graduating at the end of their 4<sup>th</sup> year. The graduation rate for Caucasians was 92.1 compared to Hispanics whose rate was 79.5. The graduation rate for Native American is identified by an \*. For all years presented, the 4-year cohort graduation rate for Native American students was less than that of all other ethnic groups.

### Comparison of Four Year 2017 Graduation Data State and District



### Tularosa High School Comparison of Four Year 2018 Graduation Data State and District





**Action Plan.**

Each year, the counselor and principal will evaluate the student's Next Step Plan to determine graduation progress. If the student is not progressing or is lacking credit, interventions such as credit recover using Plato or Edgenuity will be utilized to allow students to meet the requirements for graduation. Additionally, students will be monitored on an ongoing basis to determine progress toward meeting the graduation progress and also to determine if they meet the testing requirements for graduation.

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## *ATTENDANCE*

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**Objective.**

The objective of Tularosa Municipal Schools is to have all students attend school every day.

**Background.**

New Mexico currently has a Compulsory School Attendance Rule (6.10.8.9 NMAC) which requires students to attend school until the age of eighteen. We also currently have an Attendance for Success Act which all school districts must follow. Tularosa Municipal Schools provides highly qualified teachers to provide high-quality instruction, but if students are not in school they cannot take advantage of this opportunity to learn.

Tularosa Municipal Schools does have an attendance policy that is aligned to the Compulsory School Attendance Rule and the Attendance for Success Act. We also recognize the sovereignty of the Tribe, and we make every effort to meet the cultural needs of our Native American students. Tularosa Municipal Schools works with Tribal agencies and programs to identify strategies to address the needs of at risk students and to build truancy prevention programs.

**Methods.**

Tularosa Elementary and Tularosa Intermediate school report absences based on morning attendance and afternoon attendance. High school and middle school student attendance is taken on a per period basis. All absences are reported absences with absences being notified absent and absent. These are reported to the State through the NMPED through the Student Teacher Accountability Reporting System (STARS). Our district is required to certify that the information is being reported consistently at the 40th-, 80th, and 120th-day intervals, and end-of-year, as specified by the NMPED. We report both excused and unexcused absences.

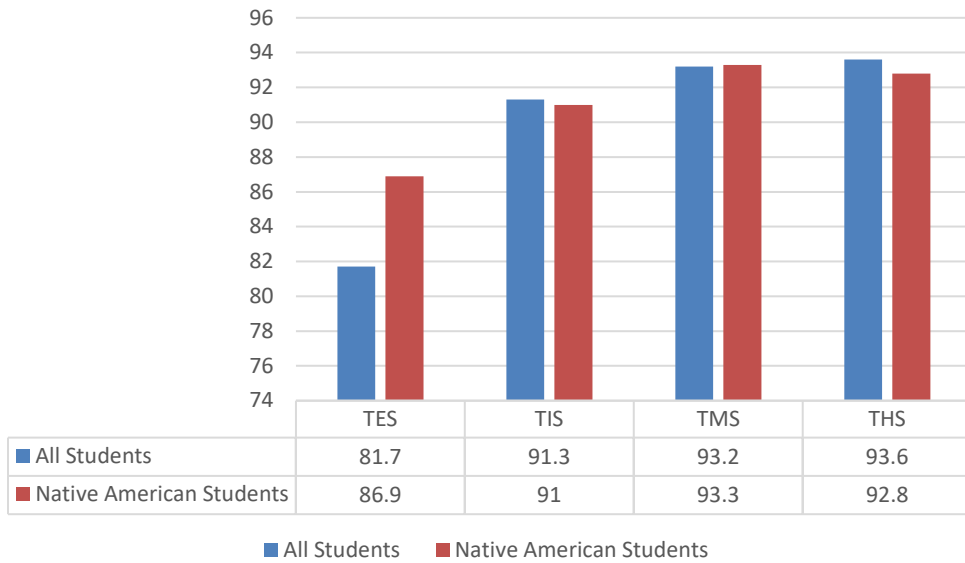
**Results.**

The results below indicate that, for the past three years, Native American student attendance is slightly lower than their counterparts. There are exceptions. In 2018-2019 Native American student attendance was higher at the elementary and middle school level than their counterparts. For 2017-2018, Native American attendance was better than their counterparts at the middle school level, and for 2016-2017, Native American student attendance was better than their counterparts at all levels except high school where it was slightly lower.

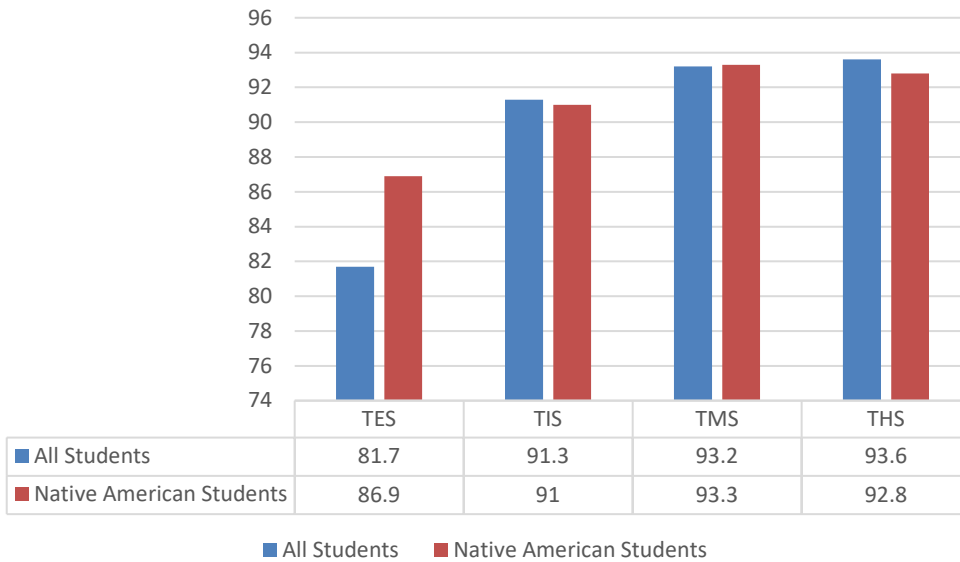
Attendance for 2019-2020 is not included because students were in a remote setting after March 12, 2020.



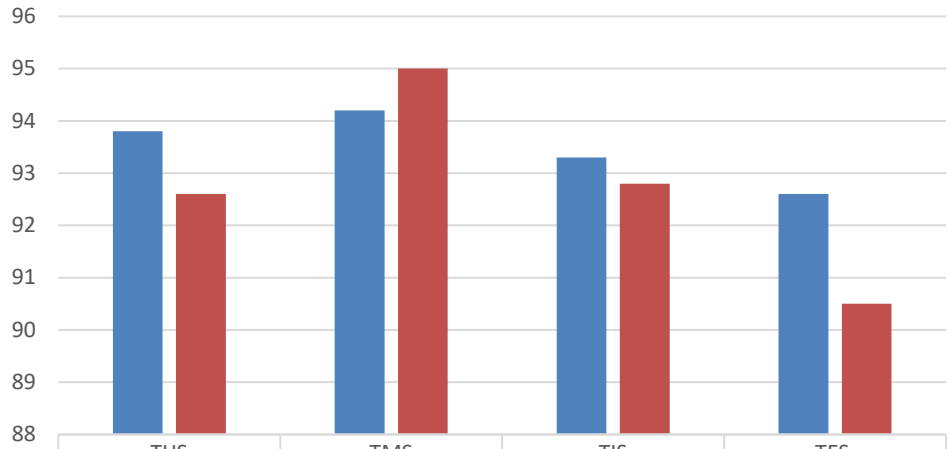
### Comparison of Native American Students and All Students in 2018-2019



### Comparison of Native American Students and All Students in 2018-2019



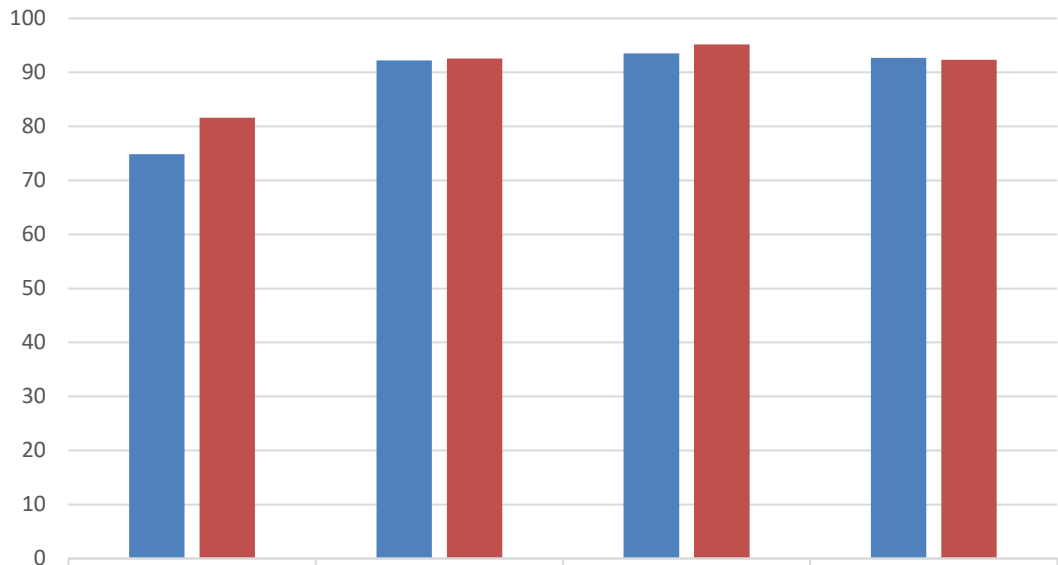
### Comparison of Attendance for 2017-2018 of American Indian Students and All Students



■ All Students	93.8	94.2	93.3	92.6
■ American Indian Students	92.6	95	92.8	90.5

■ All Students    ■ American Indian Students

### Tularosa Municipal Schools Comparison of Native American and all Student Attendance for 2016-2017



■ Native American	74.86	92.23	93.53	92.66
■ All Students	81.59	92.58	95.18	92.31

■ Native American    ■ All Students

**Conclusion.**

Overall, Native American attendance is consistently either above their counterparts or slightly lower.

**Action Plan.**

Tularosa Municipal Schools will continue to meet with the Mescalero Community Services Committee to identify strategies to improve attendance. We will also utilize the Native American Liaisons to improve communication with parents and also to participate in meetings with the Truancy Committee/Court and Mescalero Child Protection Team (CPT) meetings to improve student attendance and to address other issues as necessary

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## *PARENT AND COMMUNITY INVOLVEMENT*

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**Objective.**

The objective of Tularosa Municipal Schools is to promote parent and community involvement at all schools. Our schools want to ensure that all stakeholders including parents, Mescalero Education, community organizations, the New Mexico Public Education Department, and all Tribal, state and local policy makers work together to improve educational opportunities for all students including Native American Students.

**Background.**

All schools have Parent Advisory Councils at their respective school sites. These councils provide input to each school and the district office on strategies to improve parent involvement and academic achievement along with ways to improve the educational environment at each campus.

**Methods.**

Parent and family engagement and consultation is part of the requirements from the New Mexico Public Education Department and the United States Department of Education under Every Student Succeeds Act (ESSA).

Our district has a Parent Involvement Compact that is reviewed and updated each year, and each school also has a Parent Engagement Plan. These are required of Title I schools, and each school in our district has a School-wide Title I program.

**Results.**

Parent engagement activities are provided at each school within the district. Each school has a Parent Advisory Council that provides input on various activities at the school site. These councils also provide input for the budgeting process and for our Title Programs. All schools have parent/teacher conferences twice per year. The elementary and intermediate school have two days for conferences in October and 2 days in March. The middle and high school have one day in October and one day in March.

All school host an open house at the beginning of the year to provide an opportunity for parents to meet their student's teacher or teachers. The dates of these are not scheduled on the same day to allow parents with students at different school sites to attend all meetings. Additionally, the high school schedules a special meeting for the ninth grade students at the beginning of their first semester. At this meeting, the principal and counselor review requirements for graduation, attendance, grading, credits and expectations for high school students. Information is provided about selecting courses, programs, and activities. The students meet the teachers and tour the campus. All parents of students participating in athletics are required to attend a meeting at the beginning of the year and prior to each individual sport to learn about the requirements for participation and the rules for specific athletic programs.

The Parent Advisory Council meets at their respective school sites. During those meetings parents are provided with information that helps their students be successful in school. Each school uses an agenda to provide parents and teachers a method for communicating on a daily basis. Additionally, we use the Power School. The Parent Advisory Meetings also provide parents with the opportunity to review and provide input for programs, textbooks, budgets, and activities that may be planned at the school site. Additionally, the district and school administrators meet with the Mescalero Education Committee under the Mescalero Community

Services Committee to discuss these same areas to gain input from Tribal parents and committee members.

**Conclusion.**

Each school has many Parent Engagement Activities throughout the school year.

**Action Plan.**

Each school and the district will strive to improve parent engagement at all levels. Currently, we see more parent engagement at the elementary and intermediate level and with athletics at the middle and high school level. We need to engage parents in ways to encourage more involvement at all levels.

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*EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS*

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**Objective.**

Tularosa Municipal Schools objective is to provide support and recognize the Native American students enrolled in our schools by addressing their academic needs and to work with the Mescalero Apache Tribe to address their cultural needs.

**Background.**

The academic and cultural needs of our Native American students is addressed in The Indian Education Act. Our district strives to provide them with educational opportunities to meet the same academic standards as all other students are expected to meet. Our district wants every student including our Native American students to be college and career ready when they exit our schools with a diploma.

**Methods.**

Each year, our district submits a district-wide TESR which provides information about attendance, truancy, achievement, parent and community engagement, programs, and school safety. The district also provides tutoring in Mescalero for students.

**Results.**

This past year, the district agreed to allow the Mescalero Apache Tribe to apply for the NMPED competitive grant to provide cultural activities for our students.

**Conclusion.**

Our district provides many programs to meet the needs of all students including our Native American students.

**Action Plan.**

The district and each school will continue to work with the Mescalero Apache Tribe to allow our students to participate in cultural activities that are sponsored by the Tribe or the Mescalero Apache School. We will also continue to participate in activities sponsored by the Ruidoso schools.

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## *FINANCIAL REPORTS*

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**Objective.**

The objective of Tularosa Municipal Schools is to ensure that we provide equitable operational resources to support and improve services all students including our Native American students.

**Background.**

The majority of the funding for Tularosa Municipal Schools is provided by the State Equalization Guarantee (SEG) through the school funding formula. We receive the SEG based upon prior year enrollment reported on the 80<sup>th</sup> and 120<sup>th</sup> day of school. Schools receive the SEG distribution prior to June 30 of each fiscal year. Tularosa Municipal Schools also receives Impact Aid, Title VI Indian Education Grant, Title I, Title II, and Title IV. These funds with the exception of Title VI are consolidated into a school-wide program to meet the needs of our students.

Tularosa Municipal Schools reports its annual program cost and revenues each year through NMPED's School Budget and Finance Bureau.

(<http://ped.state.nm.us/div/fin/school.budget/index.html>)

**Methods.**

Tularosa Municipal Schools provides many educational opportunities for American Indian students through both State and Federal funding. The revenues include: Title VI Indian Education Grants and Title VII Federal Impact Aid grants. Title VI and Title VII are reported per the compliance requirement from the two funding sources which directly provide opportunities for services directed to American Indian students. These title programs are awarded through a Federal application process, which requires certification by tribes relating to residency on Federal lands, and/or completed Federal 506 forms, which require a certificate of Indian blood. NM Indian Education Act grants are awarded through a competitive application, and Tularosa Municipal Schools elected to allow the Mescalero Tribe to receive this grant.

**Conclusion.**

The financial reports for Tularosa Municipal Schools are reported through our annual audit that is required by the NMPED. Our operating budget is based upon our estimated budget and is submitted to PED prior to June 20 of each year.

**Action Plan.**

Tularosa Municipal Schools will continue to develop the operating budget based upon the estimated revenue expected for the state equalization guarantee and other federal programs. These budgets will be developed with input from parents and stakeholders.

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*CURRENT STATUS OF FEDERAL INDIAN EDUCATION  
POLICIES AND PROCEDURES*

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**Objective.**

The objective of Tularosa Municipal School is to ensure that our schools provide adequate and meaningful tribal consultations with the Mescalero Apache Tribe

**Background.**

Tularosa Municipal Schools claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding (formally known as Title VIII) shall develop and implement policies and procedures in consultation with tribal officials and parents. As required by The New Mexico Indian Education Act, the district submits the IPP and the students claimed on the Impact Aid Application to the Mescalero Apache Tribe for verification of residing on Indian land and for review of the IPP.

**Methods.**

Each year, Tularosa Municipal Schools and the Indian Education Committee which during the 2019-2020 year became part of the Community Services Committee review and revise as necessary the Indian Policies and Procedures (IPP). The Tularosa School Board also reviews and approves the document once it is completed.

**Results.**

On September 11, 2018, we had a meeting with the Mescalero Tribal Indian Education Committee to discuss many issues including updating the IPP, the Title VI application, and we also shared this information with the Parent Committee. We discussed that Tularosa submits a School-Wide Title VI application to allow us to consolidate all funds including our Title I which also has a School-Wide program for all schools. We reviewed the school calendar and our overall enrollment along with the Native American enrollment. We reviewed student achievement, attendance, dropout rate, parent and community involvement, graduation and dropout rate as well as educational programs. During the meeting, we reviewed the District Report Card and individual school report cards. The committee was pleased that we have two liaisons with one at the elementary/intermediate school and one at the middle/high school. We discussed the possibility of providing tutoring services in Mescalero and transportation for students after tutoring to home. The committee requested that the Education Director coordinate with the Mescalero Youth Development Program to provide transportation for these students. Another area of continued concern for the Tribe is to maintain their language and culture. We will strive to include more cultural activities and continue to explore ways to include language as we go through this year. We reviewed the funding for the Title VI application and the number of students with 506 Forms. Overall, the goal is to have students attend school and develop the critical thinking skills they will need to be successful citizens. On October 11, 2018, the district provided the Indian Education Committee and the Parent Committee with the District Tribal Education Status Report. On April 18, 2019, we met with the Tribal Community Services Committee to review and discuss all programs including Title VI and Impact Aid that are part of our school-wide programs and the budget for these programs. The district also hosted the monthly Truancy Meeting with Mescalero School, Ruidoso Schools, and Tularosa Schools on November 13, 2019.



**Conclusion.**

Tularosa Municipal Schools submits an Impact Aid application each year, and we review and update the Indian Policies and Procedures annually.

**Action Plan.**

During the fall, Tularosa Municipal Schools will meet with the Tribal Education Committee to review and update the Indian Policies and Procedures. We will also develop a plan to continue meeting throughout the school year to improve all educational opportunities for our Native American youth.

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*SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER  
OF STUDENT DROPUTS AND INCREASE ATTENDANCE*

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**Objective.**

To ensure that Tularosa Municipal Schools provides programs and initiatives to increase attendance and to decrease the number of dropouts of Native American students.

**Background.**

Tularosa Municipal Schools utilizes programs and strategies to meet the needs of our at-risk students including those identified as Native American students. To accomplish this, we engage and collaborate with the Mescalero Community Services Committee to identify strategies and methods to improve attendance and decrease the number of students who dropout.

**Methods.**

Tularosa Municipal Schools is required to report daily attendance, and dropout date is reported annually through STARS. Dropout data and rates is only calculated for grades 7-12. A student is considered a dropout if he or she was enrolled at any time in a previous year and did not return at the beginning of the year. Students are also dropped for ten consecutive days of absence and considered a dropout unless they meet certain conditions such as transferring to another school or district.

**Results.**

Tularosa Municipal Schools has implemented many initiatives to decrease the dropout rate. Our district has a credit recovery program for high school students. This program allows all students including Native American students to complete course work to meet the graduation requirements. We also have dual credit programs that allow students to obtain additional credit outside the high school coursework. We also work with the Tribal Truancy Court to identify at risk students and those in need of interventions. We have Native American Liaisons who work with the school, the Tribe, and the parents to improve attendance.

**Conclusion.**

Our students drop out for a variety of reasons, and we strive to identify those reasons in following up with students and parents. Some students drop out because of age and lack of credits. They intend to obtain their GED. Others, fail to return or do not have a transfer request to another district.

**Action Plan.**

Tularosa Municipal Schools will continue to work with the Mescalero Community Services Committee to identify the best strategies and practices to improve attendance and decrease the dropout rate.

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*PUBLIC SCHOOL USE OF VARIABLE SCHOOL  
CALENDARS*

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**Objective.**

The objective is to ensure that Tularosa Municipal Schools collaborates with the Mescalero Apache Tribe to identify the important cultural events in their children's lives and provide for these cultural absences.

**Background.**

Tularosa Municipal Schools develops the calendar for the school year, and this calendar is designed to meet the needs of our students who participate in dual credit classes. This is not always aligned with the 2 year institutions. This calendar is also shared with Ruidoso Municipal Schools and the Mescalero Apache Schools.

**Methods.**

Tularosa Municipal Schools does not follow a variable calendar. The district calendar committee develops two calendars based upon our testing schedule and other events. We then have each staff member vote on the calendar of their choice. We do share this calendar with Mescalero Apache School. Even though we do not have a variable calendar, we do work with Tribal members and Tribal entities to excuse American Indian students for cultural activities and events.

**Results.**

Tularosa Municipal Schools works with the Mescalero Apache Tribe to allow Native American students opportunities to participate in cultural activities.

**Conclusion.**

Native American students are provided with a religious/cultural observance day for these activities. This can be either a full day or a half day.

**Action Plan.**

Tularosa Municipal Schools will continue to work with the Native American Liaisons to ensure that we continue to permit our Native American students to be involved in cultural activities.

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*SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN  
EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY  
COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN  
ORGANIZATIONS*

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**Objective.**

Tularosa Municipal School strives to develop a mutual understanding of educational programs and to collaborate with the Mescalero Apache Tribe to improve the educational opportunities of our Native American students.

**Background.**

Currently, Tularosa Municipal Schools claim Native American students for our Title VII Impact Aid funding. These students reside both on the reservation and off the reservation in the community of Tularosa. In consultation with members of the Community Services Committee and the Mescalero Education Office we develop and implement the Indian Policies and Procedures for our schools.

**Methods.**

In accordance with the IPP, representatives from the district and the Mescalero Tribe meet to discuss the educational opportunities for our Native American students. We also have parent advisory committees at each school site that encourage parental involvement in educational programs, materials, budgets, and activities. Representatives from the district also attend Government to Government meetings when they are held in Mescalero.

**Results.**

The district is required to have meaningful consultation regarding our budget, programs and activities each year, and it is in the best interest of our students to have this consultation.

**Conclusion.**

Tularosa Municipal Schools meets and works with representatives from the Mescalero Apache Tribe to improve the educational opportunities for our Native American children.

**Action Plan.**

The district will continue to schedule meaningful consultations with Tribal representatives to improve the educational opportunities of our students.

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*INDIGENOUS RESEARCH AND EVALUATION MEASURES AND  
RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS*

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**Objective.**

Tularosa Municipal Schools does not have any Indigenous Research, Evaluation, and Curricula. We have met with the Tribal Education Committee regarding the teaching of the Apache language in our schools.

**Background.**

**Methods.**

**Results.**

**Conclusion.**

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**Action Plan.**

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## *CONCLUSION*

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This report contains information about student achievement as measured by a statewide test approved by the NMPED, school safety, graduation rates, attendance, parent and community involvement, educational programs targeting tribal students, financial reports, the Indian Policies and Procedures, school district initiatives to decrease dropouts and improve attendance, variable school calendars, and the Mescalero and Tularosa meeting to improve outcomes for our Native American students.

The report will be provided to the New Mexico Public Education Department and the Mescalero Apache Tribe. Our goal is to increase the involvement of the Mescalero Tribe in educational decisions that impact our Native American students.