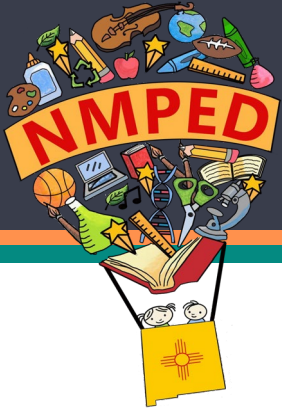


# Indian Education Division

## Tribal Education Status Report Guidelines for Districts and Charters





# Our Leadership



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*Identity, Equity, & Transformation*  
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## 6.35.2.13 Tribal Education Status Report (Rule):

- Beginning in school year 2020-2021, by September 30, each school district with tribal lands located within its boundaries shall provide an annual districtwide tribal education status report to all Indian nations, tribes, and pueblos located within the school district boundaries and to the assistant secretary.

- Beginning in school year 2020-2021, by September 30, each school district adjacent to tribal lands may provide an annual districtwide tribal education status report to all Indian nations, tribes and pueblos with tribal lands adjacent to the school district's boundaries and to the assistant secretary.

# Indian Education Act-Tribal Education Status Report Requirements (TESR) Statute/NMAC

## **22-23A-7. Report and 6.35.2.13 A, B, C**

- 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.
- 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.
- A report provided in accordance with Subsections A or B of this section shall include the following information based upon data from the immediately preceding school year:

# TESR- 22-23A-7. Report and NMAC 6.35.2.13 C

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) the graduation rate;
- (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.
- (13) access to native language programs.

# Required to complete a TESR

Albuquerque Public Schools  
Aztec Municipal Schools  
Bernalillo Public Schools  
Bloomfield School District  
Central Consolidated Schools  
Cuba Independent Schools  
Dulce Independent Schools  
Española Public Schools  
Farmington Public Schools  
Gallup-McKinley County Schools  
Grants/Cibola County Schools  
Jemez Valley Public Schools

Jemez Mountain Public Schools  
Los Lunas Public Schools  
Magdalena Municipal Schools  
Penasco Independent Schools  
Pojoaque Valley Schools  
Rio Rancho Public Schools  
Ruidoso Municipal Schools  
Santa Fe Public Schools  
Taos Municipal Schools  
Tularosa Municipal Schools  
Zuni Public Schools

The following charter schools have tribal lands located within their boundaries and are required to submit a districtwide TESR:

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Dream Diné

DEAP

NACA

San Diego Riverside

Walatowa



The following charter schools are not required to submit a districtwide TESR, but may submit a districtwide TESR:

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Hozho Academy  
Six Directions

# MASKING RULES

The Public Education Department employs disclosure avoidance strategies advanced by the US Department of Education's Privacy Technical Assistance Center, and by the National Center for Educational Statistics.

- The mechanism used for protecting student identity is called 'Masking'. This involves Suppression – or removing data (from a row in a table – to prevent identification of students in small groups, or with unique characteristics
- The masking rule applies either an asterisk \* or minimum group size number <10 with a footnote in the banner or footer of the table.

- A minimum group size is required by the federal government for reporting and the PED, like many states, uses a minimum of 10 students.
- This requirement is required in Rule of the Indian Education Act: (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity; **any cell with an n-size of 9 or fewer shall be masked;**
- Masking rules affect any data reported in the district TESRs with numbers less than 10.

# New Mexico Student Achievement

- For the 2020-21 school year, New Mexico received an accountability waiver from the US Department of Education.
- This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic.
- Given the low participation rates on statewide summative assessments, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students.
- Given the low participation on the Measures of Student Success and Achievement (MSSA) PED will not produce school or district reports unless certain participation thresholds are met.
- This includes the assessments for science readiness (ASR) since no reports will be available to districts.

# School Safety

This section looks at strategies to keep students, staff, and faculty safe in schools. School Safety Plans offers new research and new approaches to assist schools and community partners in revision of school-level safety plans; prevent occurrence and/or recurrences of undesirable events; properly train schools staff, faculty, and students to assess, facilitate and implement response actions to emergency events; and provide basis of coordinating protective actions prior to, during and after any type of emergency.

This section should include information regarding:

- School Climate
- Environment
- Student Infractions



# Graduation Rate

The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. This section should include a district analysis to include graphs and percentages of American Indian student's graduation by cohort. Summarize the district's graduation rate including common trends. Section should include a four year cohort graduation rate by:

- Ethnicity
- Gender
- Subgroups
- Students economically disadvantaged
- Students with disabilities
- English language learners

# Attendance

The attendance objective is to assure all students attend school every day and on schedule. This is provided in the Compulsory School Attendance Rule(6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. It requires an established set of policies to be identified with each governing entity to support cultural well-being of student. This section should include:

- Enrollment/Attendance
- Attendance rate for the past 5 years
- Compare between elementary, middle school and high school
- Mobility between different school systems

# Parent and Community Involvement

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This section is to ensure parents, tribal department of education, community based organizations; urban American Indian community members; the DOE; universities; and tribal, state and local policy makers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement with public and charter schools.

- Describe top 3-5 impactful programs or activities tailored to supporting American Indian students, parents, and communities

# Educational Programs Targeting Tribal Students

Recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools.

- Describe 3-5 educational programs or activities tailored to supporting academic and cultural achievement for American Indian students in:
  - STEM Programs
  - Reading
  - Tutoring
  - Native language program
  - College and Career Readiness
  - Other Programs



# Financial Reports

Through the use of public school funds ensure New Mexico schools provide adequate operational resources to provide and improve services to New Mexico tribal students. These services will meet the educational needs and provide opportunities to tribal students attending New Mexico public schools.

- This section must include financial reporting
  - Excel spreadsheet, identify and very funding supporting American Indian students
  - Disaggregate and analyze funds using
    - Impact Aid/Title VI
    - Johnson O'Malley
    - School Initiative Grant
    - Navajo Program
    - Native American Programs
    - All Title Programs
  - Verify and review funding sources with districts business managers-all financial reporting in statewide-report replicated from what is submitted to PED's School Budget office

# Current Status of Federal Indian Education Policies and Procedures

Indian Policies and Procedures (IPP) ensures New Mexico schools provide adequate tribal consultations with regard to basic support payment requirements under the Federal Impact Aid regulations

- Provide IPP process
- Appropriate tribal consultation periods (including ESSA consultations) throughout school year
- Indicate whether or not district is in compliance submitting the annual IPP
  - Outline includes involvement of district's Indian Education/Parent Advisory Committees
  - A copy of the IPP may be included in the local TESR

# School District Initiatives to Decrease number of Student Dropouts and Increase Attendance

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Ensure New Mexico schools provide their district office with initiative employing to increase attendance support for and decrease number of student dropouts of American Indian students.

- Data from strategies or programs to meet needs of at-risk students
- Address obstacles with keeping students in school
- Disaggregate and analyze data on dropout rates by American Indian students by ethnicity and grade level
- Validate information with school district if student
  - Did not re-enroll
  - Had invalid transfer
  - Intended to GED

# Public School Use of Variable School Calendars

Ensure New Mexico schools collaborate with Tribal governments to identify important cultural events in their American Indian students' lives

Directly address American Indian students' cultural and family responsibilities and enhance students' ability to more regularly attend their public school

- Summarize how district acknowledges, supports and provides opportunities for American Indian students to partake in self-identity, language and culture activities
- Identify and verify current Public School Use of Variable School Calendar issued with the statewide TESR report



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

Consultations ensure New Mexico schools provide means of developing mutual understanding of educational programs and collaborate with Tribal entities to improve educational opportunities for American Indian students.

- Describe and outline Tribal consultation and decision-making process:
  - Indian Education Committee
  - Parent Advisory Committees
  - Tribes
  - Indian organizations
  - Other Tribal Community Organizations
- Describe year long and or ongoing consultation plan established to support American Indian students

# Indigenous Research and Evaluation Measures and Results for Effective Curricula for American Indian and Alaska Native Students

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

- Identify Indigenous education methodology focusing on teaching indigenous knowledge, models, methods and content within formal or non-formal educational systems
- Growing recognition of indigenous education methods responds to erosion and loss of indigenous knowledge – through colonialism, globalization and modernity
- Methods could include definition of holistic and comprehensive Native Language approaches
- Examine past and recent trends in supporting indigenous research

# Access to Native Language Programs

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Access to Native Language Programs is a new addition to the Indian Education Act report requirements through Rule, and requires that native language and bilingual programs become a part of a schools' development plan.

- Districts should identify what native languages classes are available
- How many American Indian students are enrolled in native language classes
- How many 520 teachers are in each district who are certified to teach native language classes

# Questions?

For further information about requirements of the District Tribal Education Status Report please contact the Indian Education Division Team:

[Indian.Education@state.nm.us](mailto:Indian.Education@state.nm.us)

