

# Albuquerque Public Schools Tribal Education Status Report: 2020-2021



# **ALBUQUERQUE PUBLIC SCHOOLS 2020-2021 TRIBAL EDUCATION STATUS REPORT**

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September 2021

## **ACKNOWLEDGMENTS**

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## INTRODUCTION

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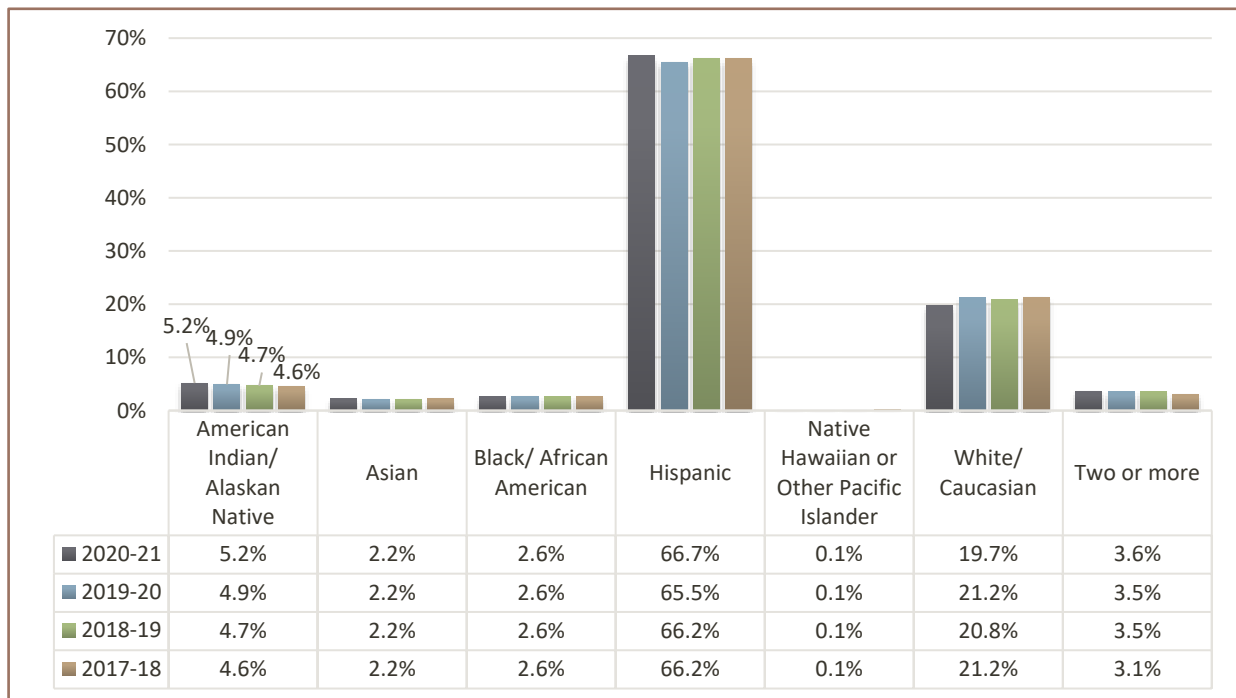
In compliance with the Indian Education Act Article 23A Indian Education, NMSA Section 22-23A-7 Report and IEA Rulemaking (Title 6, Chapter 25 Part 2.11), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the Public Education Department's (PED) current initiatives specific to American Indian students and their academic progress.

### PROFILE OF INDIAN EDUCATION IN ALBUQUERQUE PUBLIC SCHOOLS

During the 2020-2021 school year, Albuquerque Public Schools (APS) included:

- 140 Traditional Schools:
  - 88 Elementary Schools (K-5),
  - 4 K-8 Schools,
  - 28 Middle Schools (6-8),
  - 20 High Schools (9-12)
  - 31 APS Charter Schools
- 66.9% of students participated in the Free/Reduced Price Lunch Program
- 16.5% of students had current English Learner status
- 20.4% Students with Disabilities and 4.6% of students participated in the Gifted program
- Staff was made up of 1.6% American Indian/Alaskan Native, 2.1% Asian, 2.6% African American, 40% Hispanic, and 53.8% Caucasian.

During the 2020-2021 school year, Albuquerque Public Schools' 80<sup>th</sup> day enrollment (not including charters) was 74,250 students in grades Pre-Kindergarten through 12<sup>th</sup> grade. The enrollment count for those whose *primary* race is non-Hispanic, American Indian/Alaskan Native (AI/AN) was 3,838 students (5.2% of the total student population; see Figure 1). The Indian Education Department at APS serves all students who identify as AI/AN. **The 2020-2021 enrollment count, which includes all students identified as American Indian/Alaskan Native, including charters, was 7,021.**



Based on the 2020-2021 80th day enrollment data from the NM PED Student Teacher Accountability and Reporting System (STARS) School. Information on enrollment is available at <https://sites.google.com/aps.edu/sapr/aps-dashboard>.

The 2020-2021 80<sup>th</sup> day enrollment count of all students who identified a tribal affiliation, including those who also indicate Hispanic ethnicity, was 7,233 students. The New Mexico Tribes represented at Albuquerque Public Schools were as follows:

<b>NM Tribe Name</b>	<b>2020-2021 SY</b>
Acoma	2.2%
Cochiti	0.6%
Isleta	1.6%
Jemez	1.2%
Jicarilla Apache	1.2%
Kewa (Santo Domingo)	1.8%
Laguna	4.5%
Mescalero Apache	0.4%
Nambe	0.4%
<b>Navajo</b>	<b>50.4%</b>
Ohkay Owingeh (San Juan)	0.3%
Picuris	0.1%
Pojoaque	0.1%
San Felipe	1.1%
San Ildefonso	0.04%
Sandia	0.3%
Santa Ana	0.2%
Santa Clara	0.2%
Taos	0.4%
Tesuque	0.1%
Zia	0.2%
Zuni	4.5%
<b>Other</b>	<b>28.1%</b>

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## STATUTORY REQUIREMENTS

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

- A. 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.
- B. 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.
- C. 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:
  - 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;
  - 13. access to native language programs.



# DETAILED REPORT

## 1: STUDENT ACHIEVEMENT

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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.

## 2: SCHOOL SAFETY

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### OBJECTIVE

To ensure that students in New Mexico schools attend safe, secure, and peaceful schools.

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### BACKGROUND

New Mexico—as do other states in 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:

- assist schools and their community partners in the revision of the school-level safety plans;
- prevent an occurrence and/or recurrences of undesirable events;
- properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; 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).

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### METHODS

Albuquerque Public Schools submitted their current school safety process through a districtwide survey issued by New Mexico Public Education Department Indian Education Department (NMPED IED). The NMPED IED team analyzed the data to determine which districts or charter schools required additional assistance to ensure students had a safe school environment.

Behavioral incidence data were collected by each school in the district and recorded in the district's student information system. Data were summarized and collapsed into the most highly reported student infractions.

Sources: New Mexico Public Education Department, Student Teacher Accountability Reporting System (STARS).

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### RESULTS

- The school district has in place required district training for all district personnel. The training includes Health Emergencies, Blood Borne Pathogens, Civil Rights/

Harassment/ American with Disabilities Act, Confidential Information, Crisis Response and Recovery, Customer Service, Discrimination: Avoiding Discriminatory Practices, Employee Regulations, Ethics and Conflict of Interest, Social Media Guidelines, SPAM/ Phishing: Email Security, Technology Use, Undocumented Students, Bullying and Cyberbullying, Child Abuse and Neglect, Gender Identification and Expression, Suicide Prevention, Student Health Concerns, Asbestos Awareness, Additional Health Trainings, and Threat Assessment.

- Also in place in each school are training and certification on English as a Second Language for all teachers, Discipline Policy, Staff Handbook, Emergency Drills in every building, Food Safety Inspections, Identification badges required at each site, Integrated Pest Management, Tobacco, Alcohol and Drug-Free Schools are enforced, School Safety Committees, security officers at each location, school maps are in place, Emergency protocols are written and in place, Prevention, Protection, and Mitigation plans, Lock Downs, there are written protocol in place that includes: School-based Health Centers and services, infectious and communicable disease prevention that include Pandemic Influenza Prevention, Behavioral and Mental Health, and a District Wellness Policy.
- Additionally, eight (8) trainings in Culturally and Linguistically Responsive Instruction (CLRI) (see [https://webnew.ped.state.nm.us/wp-content/uploads/2019/05/CLRI for AI ELs in NM Guidance Document.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2019/05/CLRI%20for%20AI%20ELs%20in%20NM%20Guidance%20Document.pdf)) were provided to APS teachers, resulting in 216 teachers trained. Training in Social Emotional Learning (SEL) ([https://webnew.ped.state.nm.us/wp-content/uploads/2021/02/SHSB\\_NM\\_SEL\\_Framework.document.1.7.21-002.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2021/02/SHSB_NM_SEL_Framework.document.1.7.21-002.pdf)) was also undertaken.
- All APS Safe Schools Plans (site safety plans) were approved by NMPED for the 2020-2021 school year.
- Restorative Practices Numbers at a glance:
  - Number of schools supported: 35
  - Number of trainings: 88
  - Number of staff at trainings: 2172
  - Number of students supported: 131
  - Most requested training: Introduction to Restorative Practices (42%)
  - Number of Elementary Schools supported: 25
  - Number of Middle Schools supported: 10
  - Number of District groups supported: 20
  - Number of Home Visits: 43
    - Elementary School Home Visits: 30
    - Middle School Home Visits: 13

- Behavioral incidence data: Due to the safety precautions surrounding the COVID-19 pandemic, the district was in remote learning from August 2020 – March 2021. Consequently, substantially fewer school discipline incidents were reported in all categories for the 2020-2021 school year. During the 2019-2020 school year, there were 15,848 reported discipline incidents; compared to the 2020-2021 school year, there were only 440. In order to protect student privacy, counts with fewer than ten students cannot be reported. Therefore, the 2020-2021 discipline incidents cannot be reported by race/ethnicity.
  - The behavioral data for the 2020-2021 school year showed that the number of reported discipline incidents increases as students move up in grade level; the number of incidents peaks in middle school. The number of reported incidents begin to decline as students move through high school. Male students are nearly twice more likely to receive a discipline report than females. The most common discipline infraction is *assault/battery*, making up about 31% of reported incidents, followed by *general disorderly conduct*, making up 23%. *Arson, gang-related activity, graffiti, and missing property/theft*, infractions each make up less than 1%. Less than ten AI/AN students enrolled during the 2020-2021 school year had at least one behavioral violation on record. See graphs below.

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## CONCLUSION

The school district has communicated effectively with district personnel in adherence to required district training each year. Policies related to safety and health are in place districtwide. Protocols related to each area listed above are in place at each site.

The reported discipline infractions have significantly decreased since last school year due to the district's move to remote learning during most of the 2020-2021 school year. Overall, *general disorderly conduct* and *assault/battery* remain the highest reported offenses for the district. Male students continue to have significantly more reported infractions than female students have, but the gender gap is narrowing as females' reported infractions increase. However, no firm conclusions can be drawn from the overall dramatic decrease in reported discipline infractions in the 2020-21 school year, other than reduced time in school leads to fewer reported discipline infractions. Additionally, the even smaller numbers of disaggregated discipline infractions for American Indian has resulted in numbers too small to report, preventing any further conclusions from being drawn.

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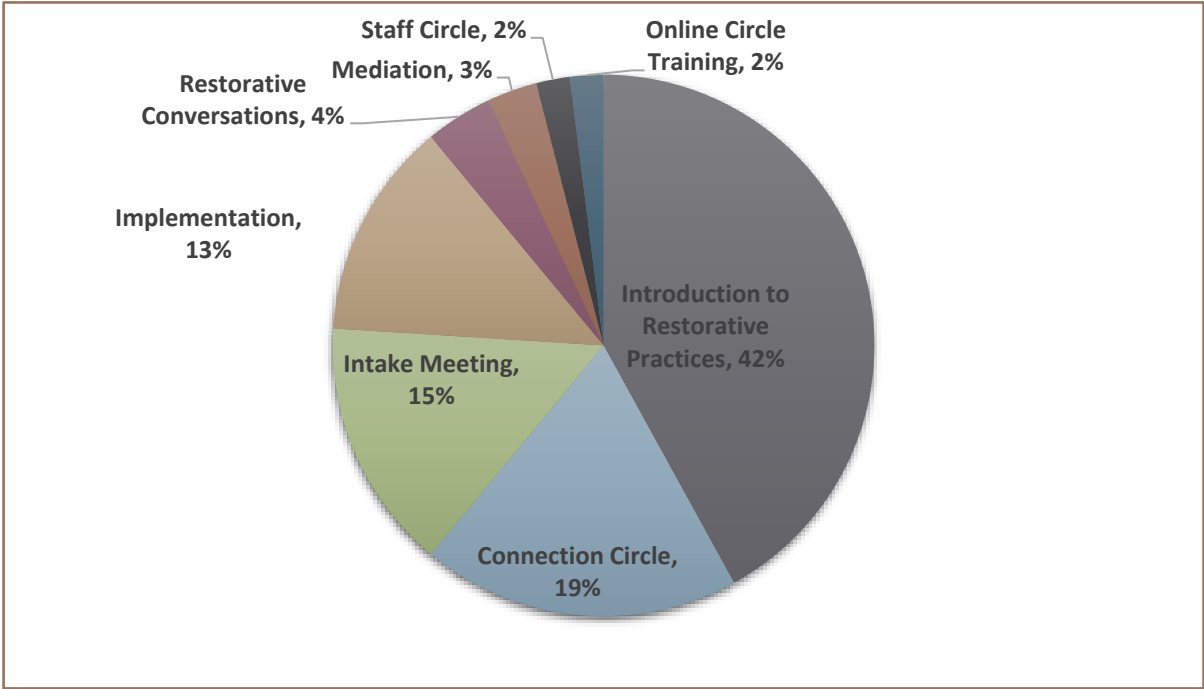
## ACTION PLAN

Continuation of protocols and policies at each location is planned. An expansion of training in CLRI and SEL methods for teachers and administrators in more district schools is also planned. The district Indian Education Department (IED) recognizes

AI/AN students annually in 12 categories: citizenship, leadership, academic achievement, most improvement, etc. Another support for schools' AI/AN students is counseling in coordination with the building counselors and a full-time College and Career Counselor in the Indian Education Department. In addition, referrals to partnering AI/AN Mental Health organizations are coordinated by the Indian Education Department and school sites. The organizations have a Memorandum of Agreements (MOA's) with the district Counseling Department.

<i>Safety Indicators</i>	
✓	<b>Albuquerque Public Schools has a districtwide School Safety plan in place.</b>
✓	<b>Albuquerque Public Schools submits an annual school safety report to the PED Coordinated School Health and Wellness Bureau.</b>
✓	<b>Albuquerque Public Schools has a School Safety Committee.</b>
✓	<b>Albuquerque Public Schools is in compliance with the School Wellness Policy.</b>

**RESTORATIVE PRACTICES: TYPES OF TRAININGS**

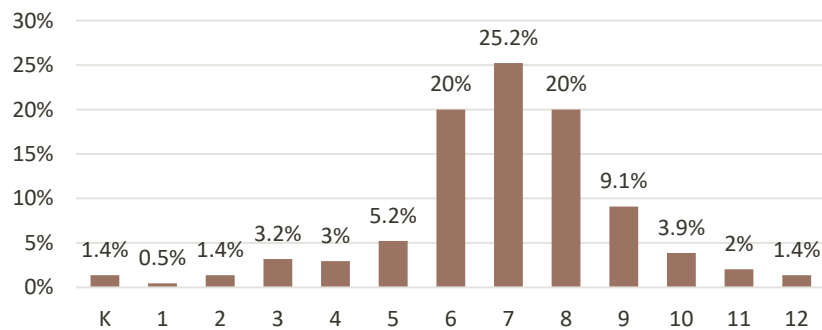


### 2020-2021 Districtwide Reported Discipline Incidents

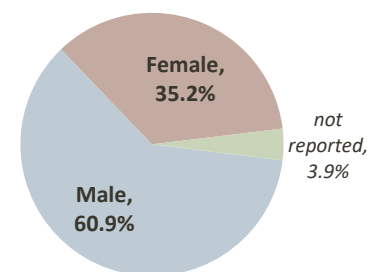
	Alcohol Violation	Arson	Assault/Battery	Bullying	Drug Violation	Gang Related Activity	General Disorderly Conduct	Graffiti	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Violence	Weapon Possession	Weapons Possession-Knife/Cutting
<b>Number Infractions Reported (total = 440)</b>	8	0	136	26	76	0	101	2	2	25	30	5	5	14	10
<b>Percent of Total Incidents</b>	1.8%	0%	30.9%	5.9%	17.3%	0%	23%	0.5%	0.5%	5.7%	6.8%	1.1%	1.1%	3.2%	2.3%

Note: Percentages for categories with fewer than 10 students/incidences are masked (\*) to protect student privacy. For this reason, reported discipline incidents cannot be reported by race/ethnicity.

**2020-2021 Districtwide  
Reported Discipline Incidents by  
Grade Level**



**2020-21 Districtwide Reported  
Discipline Incidents  
by Gender**



### 3: GRADUATION RATE

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#### OBJECTIVE

The graduation objective is to ensure that all American Indian/Alaskan Native (AI/AN) 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.

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#### BACKGROUND

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of *not* completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

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#### METHODS

The cohort consists of all students who were first-time freshmen four years earlier and graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets (SGT)—were reset and approved by the United States Department of Education (USDOE) in the spring of 2012. These targets are 4-year cohort graduation rates, which were anticipated to reach 85 percent by 2020. The 4-year data for Cohort 2021 and the 5-year and 6-year graduation rates for 2020 and 2019 were not yet available from NM PED.

The student dropout rate is one year lagged, as is the graduation rate. The figure shows the percentage of students who dropped out during the 2019-2020 school year.

College-going trends are made possible by the district's membership in the National Student Clearinghouse (NSC). NSC tracks graduates longitudinally through their post-secondary enrollments.

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>; Results from National Student Clearinghouse APS College-Going data

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#### RESULTS

The following charts show:



- Districtwide 4-year graduation rates continued to increase from 70% in 2019 to 75% in 2020.
- The 4-year graduation rate of AI/AN students increased from the previous cohort (56% in 2019 to 68% in 2020). However, it is lower than the 2020 statewide 4-year graduation rate for AI/AN (72%).
- The 5-year graduation rate for AI/AN students rose from 63% in 2018 to 67% in 2019.
- The 5-year graduation rates for AI/AN students rose nearly 14 percentage points since the 2013 cohort.
- The 2019-2020 dropout rate for AI/AN students was about 6%.
- About 53% of the 2019-2020 APS high school seniors enrolled in a post-secondary institution in the fall semester following graduation (Fall 2020), and about 38% of AI/AN high school seniors enrolled in a post-secondary institution in the Fall of 2020.

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## CONCLUSION

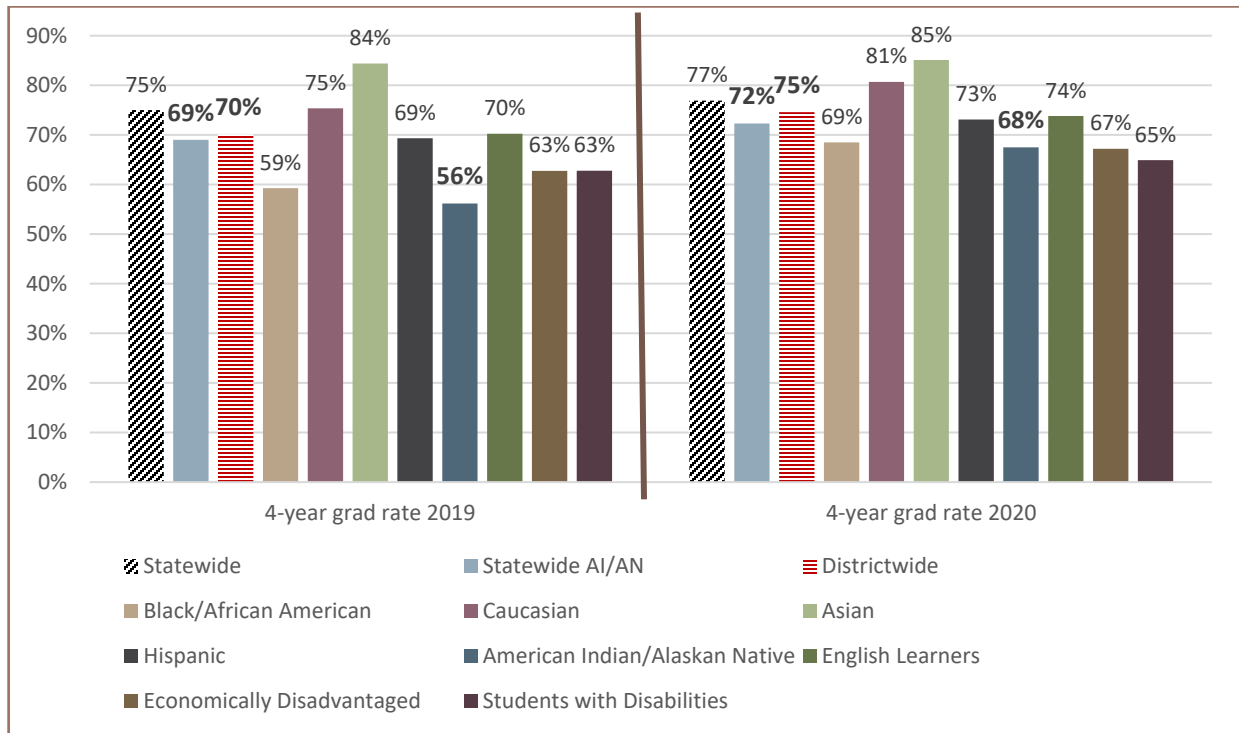
The number of AI/AN student graduates has increased since 2018. However, AI/AN students continue to have the lowest graduation rate compared to other student groups. The IED's support for AI/AN students' graduation is ongoing with creating and implementing multiple programs specifically for AI/AN students attending district schools. The program with the most significant impact on graduation is the GradPoint Online Credit Recovery Program by Pearson, which assisted in the completion of core coursework (i.e., English, Science, Social Studies, and Math).

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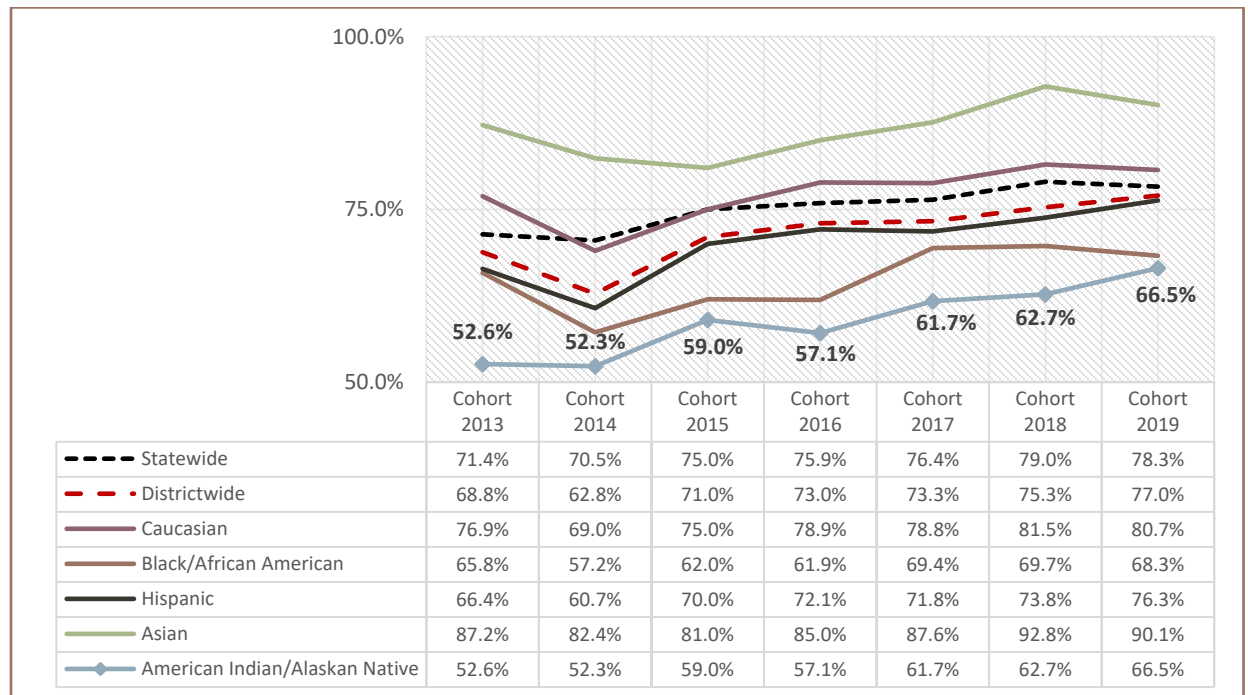
## ACTION PLAN

High schools have implemented plans to address issues of credit recovery, including the use of programs such as GradPoint Credit Recovery through ARPA funds. They will design and implement credit recovery programs for their students that need this support in their schools. This will help many AI/AN students who may be short credits for graduation next spring 2022. The Indian Education Department will continue to serve students who need credit recovery support regardless of which high schools may have received funding to implement their own credit recovery programs. Many Native American students prefer the one-to-one instruction the teachers provide onsite through the Indian Education Department's approach to the using GradPoint Credit Recovery Program. Additionally, coursework designed to directly improve student success in the development of the skills necessary for graduation and success beyond graduation have been implemented in part through IEA funds at Del Norte and Cibola High Schools. Students who participate in these Jobs for America's Graduates (JAG) programs have graduation rates much higher than the average for students who participate in them.

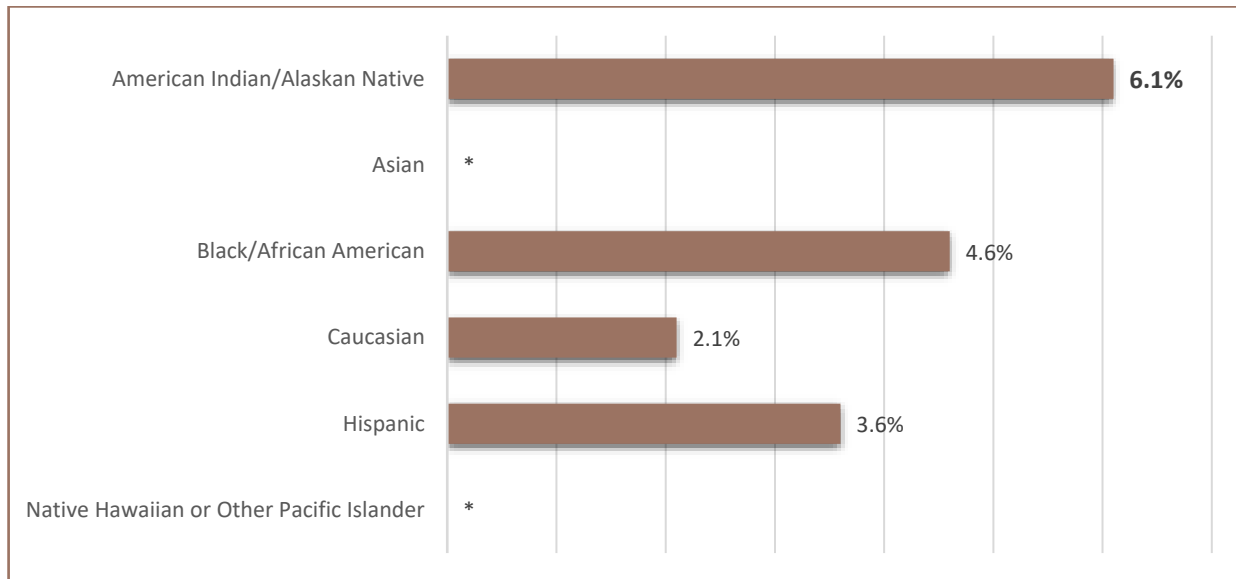
## GRADUATION RATES



This indicator examines the percentage of APS high school students who graduated within four years with a regular high school diploma.



This graph examines the changes over time in graduation rates for students who graduated within five-years.

**STUDENT DROPOUT RATES (2019-2020)**

\* Indicates less than 10 students so results are masked

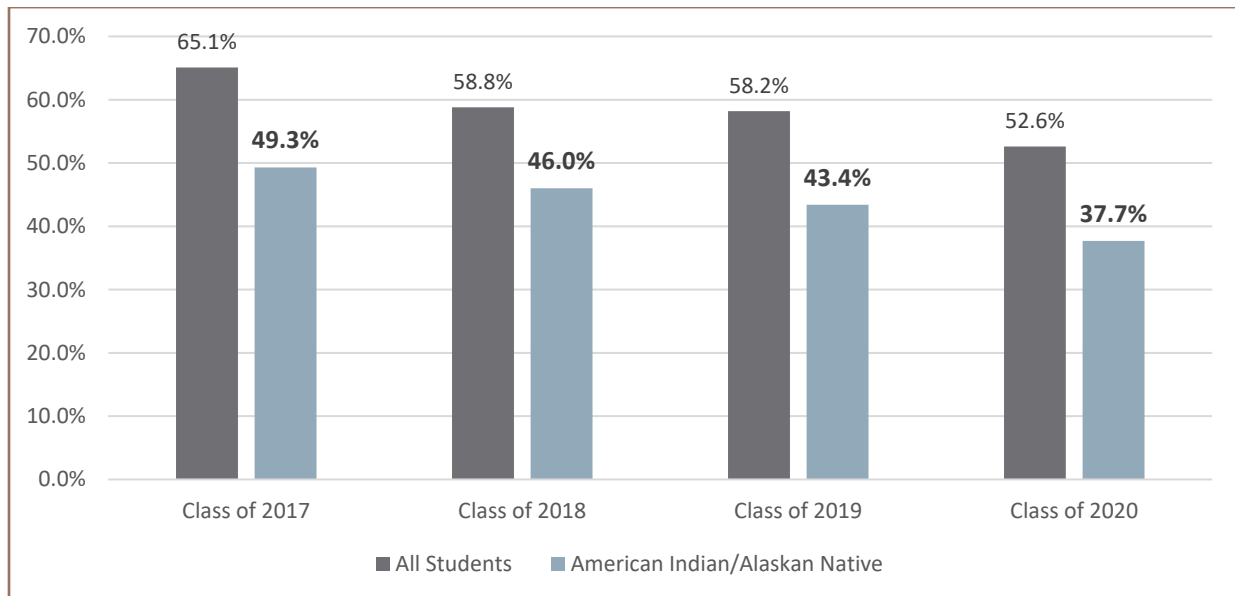
**GRADPOINT CREDIT RECOVERY PROGRAMS**

In SY2019-2020, 71 students were enrolled, and 99 courses were completed. In addition, in SY 2020-21, 132 students enrolled, and 74 courses were completed.

Term	Courses Completed	Students
SY 2019-20*	3	*
Summer 2020	96	68
Fall 2020	9	30
Spring 2021	24	53
Summer 2021	41	48

Note: due to funding shortfalls, GradPoint was only offered in Spring of 2020, and instruction was cut short due to Covid-19 quarantine. By shifting to a virtual format, credit recovery support was resumed in the Summer of 2020.

## COLLEGE ENROLLMENT



- College-going trends are made possible by the district’s membership in the National Student Clearinghouse (NSC). NSC tracks graduates longitudinally through their post-secondary enrollments.
- About 58% of the 2018-19 APS high school seniors enrolled in a post-secondary institution in the fall semester following graduation (Fall 2019). About 43% of AI/AN high school seniors enrolled in a post-secondary institution in the Fall of 2019.
- Nationally, 2019-2020 college enrollment rates were lower than in previous academic years.
- About 53% of the 2019-2020 APS high school seniors enrolled in a post-secondary institution in the fall semester following graduation (Fall 2020). About 38% of AI/AN high school seniors enrolled in a post-secondary institution in the Fall of 2020.
- Central New Mexico Community College and The University of New Mexico rank 1<sup>st</sup> and 2<sup>nd</sup> choice for most APS graduates.

## 4: ATTENDANCE

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### OBJECTIVE

The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in the dropout rate and increase in attendance.

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### BACKGROUND

The Compulsory School Attendance Rule (6.10.8.9 NMAC) considers the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet at-risk students' needs and address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing at-risk students' academic needs and building truancy intervention programs' capacity. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

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### METHODS

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides early identification of students with unexcused absences and truancy while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in Student Teacher Accountability Reporting System (STARS). Student membership is collected and reported at the school, district, and state level—including the number of pupils in each of several categories from grades K (kindergarten) through 12.

The school districts and charter schools report absences with excused and unexcused identifiers through the STARS. They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. Average Daily Attendance is based on the total number of days present of all students enrolled at the school at any time during the school year divided

by the total number of days in membership of all students enrolled at the school at any time and included both excused and unexcused absences.

**Source:** New Mexico Public Education Department, Student Teacher Accountability Reporting System (STARS)

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## RESULTS

The results below indicate that AI/AN students had an attendance rate of 92.5% during the 2020-2021 school year, lower than the district average of 94.7%. AI/AN students have a lower attendance rate than the other subgroups.

AI/AN students had the highest rate of chronic absenteeism (24.5%), compared to 16.7% for all students. Unfortunately, the percentage of AI/AN students chronically absent is higher than their counterparts.

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## CONCLUSION

The attendance rate for AI/AN students during the 2020-21 school year held constant, with no overall increase or decrease from the 2019-20 school year. However, the rate of chronic absenteeism increased among AI/AN students relative to the 2019-20 school year, as did the rate districtwide. Since the 2017-2018 school year, APS has prioritized increasing attendance rates for all students. The district has been improving the monitoring of absences, increasing communication with parents, and creating a climate where students appreciate the value of coming to school. However, AI/AN students continue to have the lowest attendance rates compared to the students in the other race/ethnicity groups.

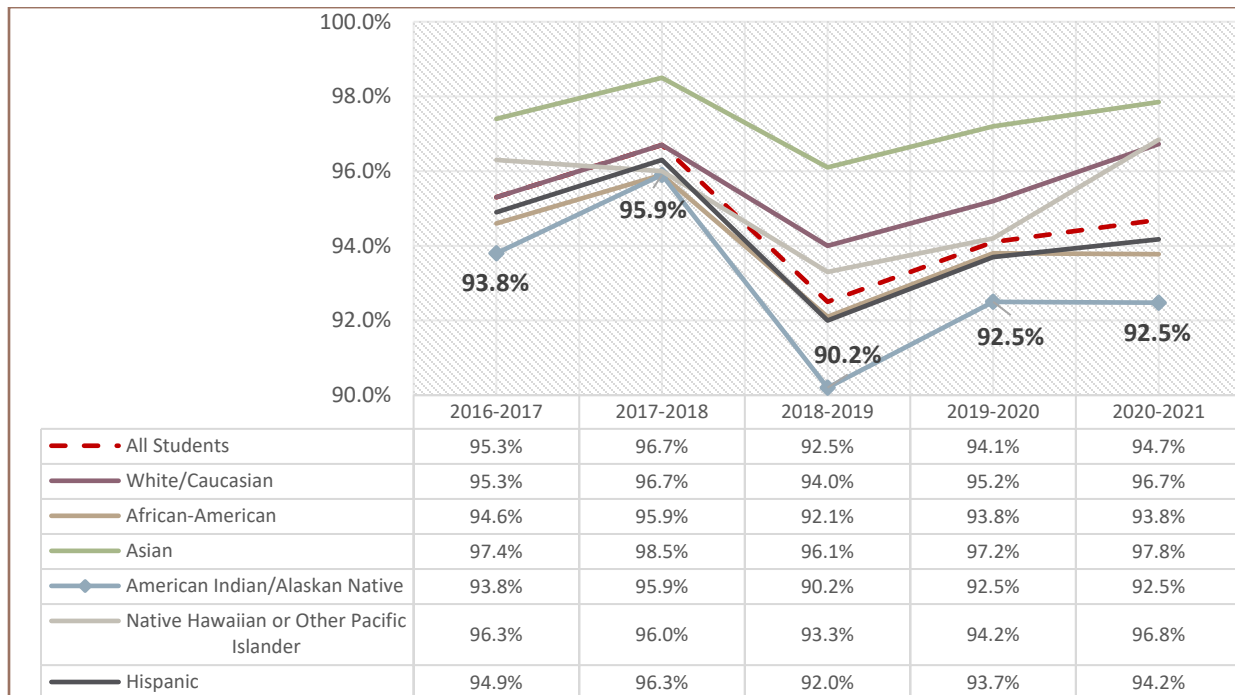
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## ACTION PLAN

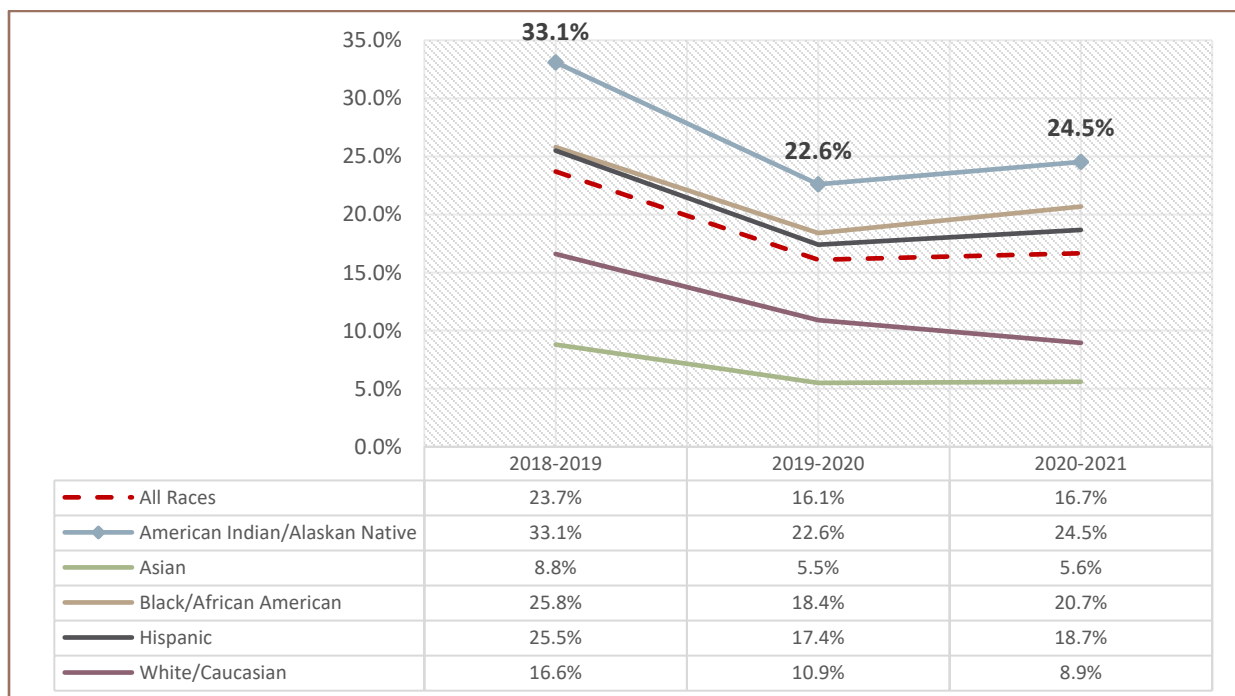
The district will continue to identify the causes for the lower attendance rate among specific subgroups. As the reasons are determined, strategies to address the issues will be developed in consultation with tribal officials and community partners during the Tribal Leaders Summits (Fall and Spring).

Improving the cultural and school operations to meet AI/AN students' specific needs and community dynamics can motivate students to attend school and perform well. To accomplish this level of cultural responsiveness and bolster the overall effectiveness of the curriculum, the district will need to better recognize and respect students' culture, language, and tribal dynamics through culturally responsive instructional strategies and policies. APS will continue to work to build relationships with AI/AN students and their families to better understand their needs and learning preferences and promote awareness of the importance of regular attendance at school.

## ATTENDANCE RATES



## CHRONIC ABSENTEEISM



## 5: PARENT AND COMMUNITY INVOLVEMENT

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### OBJECTIVE

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

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### BACKGROUND

The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools—whether the program is at the pre-school or elementary, middle or high school levels. Research has 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.

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### METHODS

Throughout the school year, parents have been supportive of their children as observed through multiple events and activities which include: pick up of back-to-school supplies, student recognition grab bag as AI/AN students were recognized for their outstanding achievement in eleven categories annually by each school and staff from respective students’ schools, attendance and participation in the Healthy Native Youth Virtual Conference and Fashion Show, attendance at the other virtual events, such as the fall lecture series and the IPCC Tales by the Fireside episodes featuring APS AI/AN students, purchase and submittal of documents for reimbursements (i.e., cap and gown, , eyeglasses, college application fees, and AP test fees). Also, the enrollment of children to the 2021 Summer cultural enrichment classes, participation in meetings and workshops for parents who serve on the Indian Education Committee.

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### RESULTS

The table below shows the number of programs and activities conducted with students and parents in support of AI/AN educational opportunities. The chart clearly showed that many families participated in at least two activities and more, including back-to-school supplies and virtual events for students as teachers combined units of study with travel to sites studied as primary sources to enrich student learning.



## CONCLUSION

The district supports organized activities (i.e., sports, recitals, art, etc.) in addition to programs that are specific to AI/AN students. Increased communication about the availability of various support services will increase via multiple venues.

## ACTION PLAN

APS seeks to support activities that demonstrate a positive impact on student achievement and well-being throughout the school year. Additional support is continuously sought to increase parental involvement in the education of students by exploring alternative venues to communicate the availability of resources to students and families.

<b>Student Recognition</b>	<b>Family Reimbursements</b>	<b>Educational Events</b>	<b>Parent Workshops / Meetings</b>	<b>Cultural Events</b>
ROTC Leadership Most Improved Citizenship Community Service Fine Arts Athletics/Sports Academics Perfect Attendance Good Attendance Stoles & Seals for Bilingual Coursework	Cap & Gown Online Core Coursework College Application Fee Eyeglasses AP Fees	Healthy Native Youth Virtual Conference Virtual JAG conferences College Connection Event (virtual) GradPoint Credit Recovery Program (virtual and in-person) Fall IED lecture series	Indian Education Advisory Council NMPED Government to Government IEC/IPC Retreat IEC/IPC Meetings Tribal Leaders Summits (Fall & Spring) Indian Education Stakeholders Meetings	Fashion Show Stories by the Fireside Summer Cultural Enrichment Programs (including a feast day throw) Rock Your Mocs Day (virtual)

## 6: EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

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### OBJECTIVE

The tribal students' educational programs' objective is to recognize support of the unique cultural and educational needs of American Indian students enrolled in Albuquerque Public Schools (APS) District.

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### BACKGROUND

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of AI/AN students through the efforts of Local Education Agencies (LEAs), Indian tribes and organizations, post-secondary institutions, and other entities. AI/AN students are challenged to meet the same state academic standards as all other students. Integrated educational services, in combination with other programs, are offered to best ensure that AI/AN students and their families can meet and take advantage of those academic opportunities.

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### METHODS

APS Indian Education Department is committed to serving the needs of AI/AN students through the provision of quality educational programs. These programs include but are not limited to: intervention programs in reading and mathematics, Indigenous values, Gradpoint Credit Recovery Program, Summer Cultural Enrichment Programs, Heritage Language Stoles for Bilingual and Community Service Seals, Dual Credit Courses through the Institute for American Indian Arts (IAIA) (i.e., Zuni and Navajo language courses at CEC), Native American Jobs for America's Graduates (JAG) at Del Norte High School and the Navajo History and Government courses.

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### RESULTS

The SY2018-2019 Native American student graduation rate has steadily increased each year. The Indian Education Department's GradPoint Online Credit Recovery Program is partly responsible for this increase. This program has impacted the overall district Native American graduation rate each year. Many high school students register for the online program, and many have completed the required courses during the designated timeframe. They have graduated with their class each year. The Navajo Language, History and Government courses have increased APS graduate's attainment of Chief Manuelito Scholarships. During June 2021, elementary and middle school students participated in Navajo and Zuni language enrichment courses as well as Pueblo embroidery (including a feast day throw), Navajo crafts, Zuni pottery and robotics. The Native American JAG program at Del Norte High School completed its fourth year in the 2020-21 school year and another was developed at Cibola High School that will begin in fall of 2021. These JAG programs are developing internships in the coming year for JAG students to intern with Native owned businesses. Additional programs recognized and selected as the top three most "important" by parents on their annual survey from spring 2020

include; Back-to-school supplies at 44%, Navajo and Zuni language programs at 32%, and Indian Education Summer programs at 30%.

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## CONCLUSION

The educational programs targeting Tribal students are utilized by the students, and the programs have positively impacted students and families who've participated. Going forward, plans are to maintain the programs and continue to expand them with additional staffing.

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## ACTION PLAN

Effective programs must be maintained and sustained with the continuation of funding. There is a need to expand the current programs and services because the current programs are only available to a few schools and grade levels due to funding constraints. Expansion of opportunities through partnership with community organizations such as land-based cultural learning with First Nations Community Healthsource are also planned.

## 7: FINANCIAL REPORTS

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### OBJECTIVE

Through the use of public school funds, the financial objective is to ensure that New Mexico schools provide adequate operational resources to provide and improve services to New Mexico AI/AN students. These services will meet the educational needs and provide opportunities for AI/AN students attending the public schools.

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### BACKGROUND

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFTP) in the late 1960s and the early 1970s. As a tool for better decision-making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest school districts was staggering.

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

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

In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

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### METHODS

APS submits its financial report to the state per the Public School Finance Act. The Indian Education Department team analyzed the data to maximize educational opportunities for AI/AN students. Please see the table below.

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## RESULTS

The enrollment of AI/AN students decreased slightly relative to overall enrollment in APS during the 2020-21 school year, as did funding for Indian Education Department programming, resulting in a slightly increased per pupil expenditure of about \$10.00 per pupil. The funding levels from Title VI increased by about \$100,000.00, while funding from Johnson O'Malley increased by about \$45,000.00. All other funds remained more or less constant.

However, owing to rising personnel costs, the level of service remained relatively unchanged. This level of service allows only for direct services in 15 out of 140 schools with Native American – not enough to provide access for all AI/AN students to the supplemental programs that support the unique educational needs of the AI/AN students attending the school district. The current Johnson O'Malley funding formula does not allocate funding per eligible student (CIB). It only gives a flat rate each year, so every effort is made to serve the students as the budgets allow. The Title VI funds allocation is based on student eligibility (506 form); however, the full funding is not received because there are approximately 1,200 parents that do not complete these forms each year. In the 2020-21 school year, the online registration system does not yet allow for completion of the 506 forms in an integrated fashion, which has resulted in a reduced rate of completion of these forms at registration since the implementation of online enrollment in 2018.

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## CONCLUSION

The majority of the funds from all sources are utilized to pay for personnel: resource teachers, Native language teachers, support staff (e.g., a counselor). And while some funds are used for educational field trips to visit sites and topics taught as primary sources, recognition of student achievement, and materials and supplies for classrooms, these constitute only a small fraction of overall expenses.

In order to more adequately address the needs of AI/AN students at more schools within the district, additional funds will be needed. Possible sources for these funds include: increased numbers of parents completing 506 forms, adjustments by Johnson O'Malley in its funding formula, the writing and being awarded of competitive grants, and/or increased allocations to Indian Education Department of Impact Aid or other operational dollars.

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## ACTION PLAN

A concerted effort will be made to partner with other district departments and parents to increase the ease of completion and submission of 506 forms and raise awareness of the importance of completing this form to expand district programming for Native American students.

Additionally, efforts will be made to increase submission of Certificates of Indian Blood through work with parents and tribal vital statistic offices. It is anticipated that the

Johnson O'Malley Program will be revising its funding formula to be more in line with actual numbers of CIBs on file. And that this change will result in significantly increased funding for district AI/AN student programming when this change is made.

Additional grant funding, as well as requests for increased funding from general district operational funds, will be sought as well.

## APS District Funding 2020–2021: Funds Generated by American Indian Students

Fund:					25184	25147	25131	27150	25201	25209		
# of AI funding sources used	Total Enrollment 80D (N)	AI Enrollment 80D (N)	AI (%)	Total Dist. Budget	Indian Ed Formula Grant Title VII	Impact Aid Indian Ed. Title VIII	JOM	NM IEA	Navajo Program	Native American Programs	TOTAL Indian Programs	Amt. per student
4	85,848*	7,021*	8.2%	1,289,179,143	1,052,317	6,856	298,327	89,914	0	0	1,447,414	\$206.15

Received from APS Finance Department and STARS (2020-2021)

\*Based on the 2020-2021 enrollment data from the NM PED Student Teacher Accountability and Reporting System (STARS) School (all snapshots).

## 8: CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES & PROCEDURES

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### OBJECTIVE

The objective of Indian policies and procedures (IPP) is to ensure that NM schools provide adequate tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulations.

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### BACKGROUND

Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid funding are required to develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries (50-mile radius), verifying that New Mexico tribes agree to the Indian Education Policies and Procedures pursuant to the Federal Impact Aid funding requirements.

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### METHODS

In SY2020-2021, the Albuquerque Public School District's Departments of Equity, Instruction and Support and Indian Education coordinated two Tribal Leaders Consultation Summits. The first Tribal Summit was conducted virtually on November 6, 2020, and the spring Tribal Leaders Consultation Summit was conducted virtually on April 12, 2021. Opportunity for consultations with specific tribal communities were also provided so as to address concerns or address questions specific to a community.

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### RESULTS

As a result of the summer and fall 2020 virtual meetings with Tribal Leaders related to the APS Indian Policies and Procedures, a revised Indian Policies and Procedures document that better articulates a shared platform for dialogue between APS and Tribal Leaders was established. Through these meetings and the two tribal summits, increasing awareness and responsiveness to areas of mutual concern have opened up and led to a number of meetings on special topics with the Pueblo of Laguna regarding curriculum concerns at APS virtual school, eCademy, as well as efforts to establish supports for homeless students and families in APS by the Pueblo of Laguna. A meeting with the Education Director of the Pueblo of Acoma also occurred with plans to expand the dialogue further in the 2021-22 school year.

- July 24, 2020 - IPP Meeting with 32 in attendance
- August 28, 2020 - IPP Meeting with 20 in attendance
- September 25, 2020 - IPP Meeting with 24 in attendance
- October 28, 2020 - Pueblo of Acoma IPP Meeting with 4 in attendance
- October 30, 2020 - Pueblo of Santa Ana IPP Meeting with 3 in attendance



- November 3, 2020 - Pueblo of San Felipe Meeting with at least 6 in attendance
- November 6, 2020 - Tribal Leaders Summit
- November 11, 2020 - Pueblo of Zia IPP Meeting with at least 7 in attendance
- January 13, 2021 - Pueblo of Sandia MOA Meeting with 7 in attendance
- April 12, 2021 - Tribal Leaders Consultation Summit
- May 5, 2021 - Pueblo of Laguna Homeless Supports Meeting with more than 7 in attendance
- May 13, 2021 - Pueblo of Laguna Curriculum Meeting with more than 14 in attendance
- May 19, 2021 - Pueblo of Acoma Education Director Consult with 3 in attendance.

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## CONCLUSION

The IPP and Tribal Leaders Consultation Summit meetings provide opportunities to establish a platform of policies, procedures, and information upon which to create transparency, establish trust, and build strong relationships between tribal communities and APS. However, in order for this potential to be realized, ongoing dialogue on a variety of topics of mutual concern and involving a wide variety of participants both among the various Tribal Leaders and the whole spectrum of APS leaders will be required.

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## ACTION PLAN

Monthly meetings with tribal leaders will resume beginning in Fall of 2021 with the addition of listening sessions in the lead up to the Fall Tribal Summit so as to increase both meaningful dialogue around ways to improve the educational experiences of Native American students in APS and the further strengthening of the agreements between APS and most impacted 11 tribal communities who signatories of the APS IPP. In SY2021-2022, a revised IPP developed with input from all 11 impacted Tribal Leaders from communities within a 50-mile radius will be submitted for approval to the district board in a timely manner, as the leaders have specified in October or early November for the final approval of the IPP.

## 9: SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

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### OBJECTIVE

The objective of this initiative is to ensure that New Mexico schools provide goals and comprehensive plans that support increase of attendance and decrease the number of student dropouts, including AI/AN students.

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### 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 the insertion of an “at-risk” factor, which is included in the state’s funding formula to assist in addressing the issue.

The assurance of collaboration and engagement from educational systems and New Mexico tribes for input regarding academics and cultural awareness has had positive effects on development and implementation of a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

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### METHODS

Beginning in SY2016 to-date, the Albuquerque Public Schools has gone to a four-zone model. Each zone encompasses grades K-12 within a cluster of schools. Each zone is headed by an Associate Superintendent who works closely with each building principal in their zone. This model gives an opportunity to each school principal, a consistent contact for support and guidance. Concerns and issues are dealt with more rapidly, and help is more readily available. It’s a vertical approach to education. APS is looking at schools less as levels – elementary versus middle versus high – and more as a continuum of education that begins in pre-school and ends with seniors walking across a stage to pick up their diploma.

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### RESULTS

The district attendance plans are comprehensive and will support all students in grades K-12. After the implementation of these plans at every school, the data will be analyzed for impact. The results shown in Section 4 indicate that AI/AN students consistently have attained a lower attendance rate than the other subgroups over five years. During the 2017-2018 school year, the AI/AN attendance rate rose nearly 2.0 percentage points since the previous school year, and the gap between AI/AN student’s attendance and the other subgroups began to decrease. During the 2020-2021 school year, the attendance

rate remained the same from the previous school year; AI/AN average daily attendance rate was about 93%. The 2020-2021 average daily attendance rate for AI/AN students was more than a 2 percent increase from the 2018-2019 school year.

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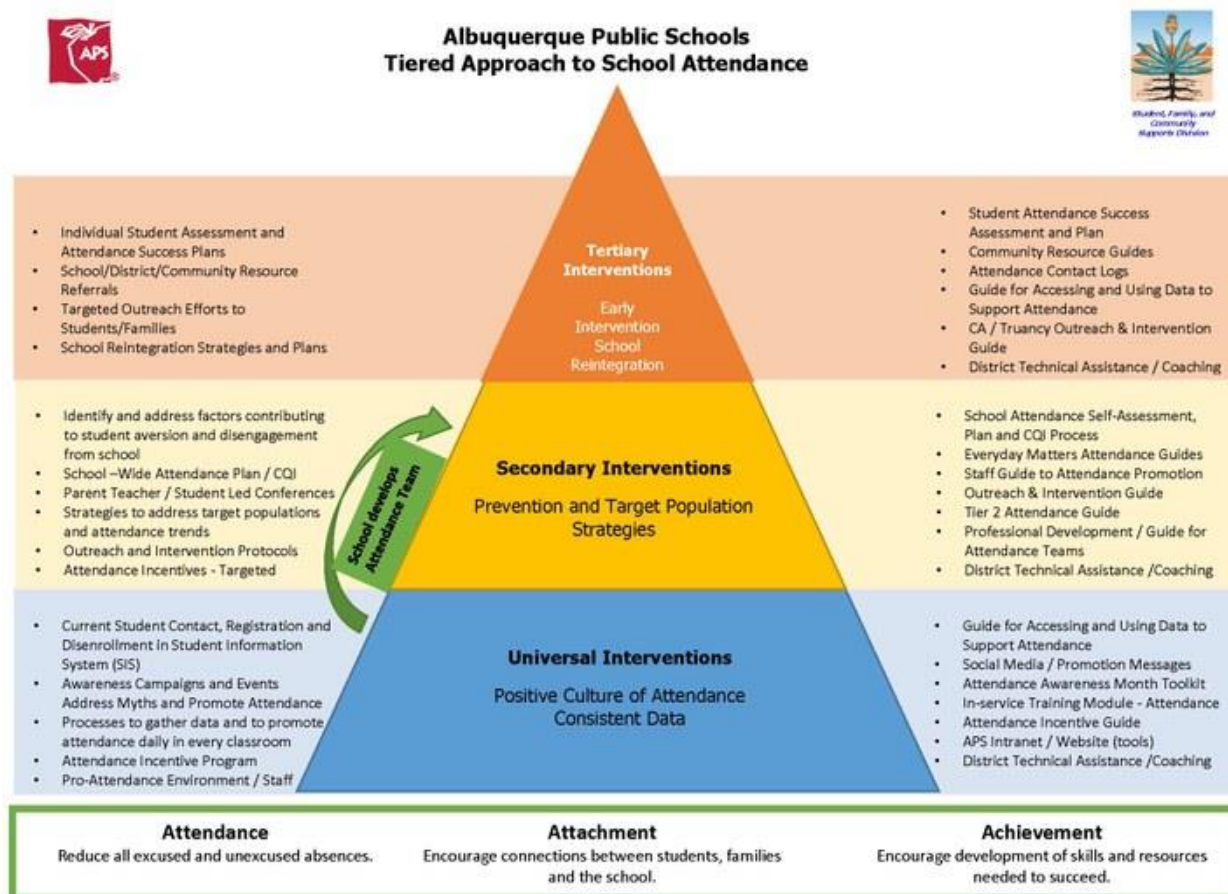
## CONCLUSION

During the 2017-2018 school year, APS made it a priority to increase attendance rates for all students. The district has improved the monitoring of absences, increased communication with parents, and created a climate in which students appreciated the value of coming to school. Overall, the district plan will support our students because it addresses all levels and all age groups, regardless of ethnicity.

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## ACTION PLAN

The Indian Education Department will support the district plan through parent notification and students about the district plan through multiple venues, including parent messenger. Efforts will also be made to increase dialogue between Tribal Leaders and APS around attendance issues of mutual concern. These include feast days and participation of APS students in community ceremonies and other learning opportunities accessed through traditional ways of knowing.



Quartile	School Chronic Absenteeism Range	School Expectations	District Supports to Schools
Q1	33% or more	<p>Required</p> <ul style="list-style-type: none"> <li>An attendance action item/goal will be included in the schools' 90-day plan.</li> <li>School teams Attend Mission: Graduate Attendance Summit (September 8)</li> <li>Schools institute an Attendance Team</li> <li>Schools work with district support staff to complete an annual continuous quality improvement cycle, which includes implementation of a</li> </ul>	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> <li>School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit</li> <li>APS staff incorporating school need into Mission: Graduate summit</li> <li>Support tools (web and in-person)</li> <li>OAR supports to use attendance data in the</li> </ul>

		<p>minimum of 2 strategies per tier on the APS Tiered School Attendance Approach</p> <p>Highly Recommended (as appropriate)</p> <ul style="list-style-type: none"> <li>An attendance action item is included in the schools' 90-day plan.</li> </ul>	development and implementation of the school's 90-day plan
Q2	26- 32%	<p>Required</p> <ul style="list-style-type: none"> <li>Schools institute an Attendance Team</li> <li>Schools work with district support staff to complete an annual continuous quality improvement cycle, which includes implementation of a minimum of 1 strategy per tier on the APS Tiered School Attendance Approach</li> </ul> <p>Highly Recommended</p> <ul style="list-style-type: none"> <li>Attendance data is considered in the development of, and an attendance action item/goal is included in the schools' 90-day plan.</li> <li>Schools Attend Mission: Graduate Attendance Summit (September 8)</li> </ul>	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> <li>School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit</li> <li>APS staff incorporating school need into Mission: Graduate summit</li> <li>Support tools (web and in-person)</li> </ul> <p>On-Demand Supports</p> <ul style="list-style-type: none"> <li>OAR supports the use of attendance data in the development and implementation of the school's 90-day plan</li> </ul>
Q3	11-25%	<p>Required</p> <ul style="list-style-type: none"> <li>Schools institute an Attendance Team</li> <li>Schools complete an attendance self-assessment</li> </ul> <p>Recommended</p> <ul style="list-style-type: none"> <li>Schools complete an annual continuous quality improvement cycle which includes implementation of a minimum of 1 strategy per tier on the APS Tiered School Attendance Approach</li> </ul>	<p>Full-time Access Supports</p> <ul style="list-style-type: none"> <li>Support tools (web and in-person)</li> </ul> <p>On-Demand Supports</p> <ul style="list-style-type: none"> <li>School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit</li> </ul>
Q4	10 % or less	Recommended	Full-time Access Supports

		<ul style="list-style-type: none"><li>• Schools institute an Attendance Team</li><li>• Schools work to complete an attendance self-assessment</li></ul>	<ul style="list-style-type: none"><li>• Support tools (web and in-person)</li></ul> <p>On-Demand Supports</p> <ul style="list-style-type: none"><li>• School level technical assistance, coaching, professional development through the Attendance Promotion and Truancy Prevention Unit</li></ul>
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## 10: PUBLIC SCHOOL USE AND VARIABLE SCHOOL CALENDARS

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### OBJECTIVE

The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance the students' ability to attend school regularly.

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### BACKGROUND

New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students.

American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

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### METHODS

The district calendar includes Pueblo feast days and other observance days throughout the year. Many families take advantage of the days when students aren't in school during the regular holidays as well as many communities celebrate these special days as well in the communities (i.e., Labor Day, Fall break, Veteran's Day, Thanksgiving and Winter breaks, Martin Luther King Day, Vernal holiday, and Spring break). Many culture and feast days fall on these days, so students and families take advantage of the opportunity. Students are also given one day to use for religious observance.

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### RESULTS

The districts' proposed calendar is made available for public comment annually before board approval. The calendar is conducive to multiple observances in the community, including AI/AN families and students. Families and students take advantage of the opportunity of one day each year as a religious observance day.

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## CONCLUSION

The inclusion of feast days on the APS calendar has led to both increased awareness of the continued presence and opportunities for engagement with the tribal communities of New Mexico by non-Native students, staff, and their families. It also leads to the increased acceptance that Native American students and families often return to their communities for feasts, dances, and ceremonies. It has also opened up dialogue with parents, tribal leaders, and others about additional challenges they face in the perpetuation of their knowledge and traditions of their tribal communities for generations to come while taking part in the educational opportunities provided by APS.

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## ACTION PLAN

To maintain the inclusion of feast days and other pertinent days on the district calendar and to add equally important days that may have been overlooked. Also, to continue the education of impacted APS staff on the implications for attendance and instruction of these special occasions. For example, For example, APS school principals and central office can expect to receive letters from Tribal officials requesting excuses for certain students to participate in ceremonies or dances. Those requests are shared with the attendance department staff and counted as excused absences.



## **11: SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS, TRIBAL, MUNICIPAL AND INDIAN ORGANIZATION**

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### **OBJECTIVE**

The district consultations ensure that New Mexico schools provide a means of developing a mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students.

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### **BACKGROUND**

Districts that claim federally identified American Indian students residing on Indian lands for Title VII Impact Aid shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families, tribal departments of education; community-based organizations; the public education department; universities, and tribal, state, and local policymakers work together to find ways to improve educational opportunities for AI/AN students.

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### **METHODS**

Monthly Indian Parent Committee (IPC) meetings are conducted and quarterly for the Indian Education Committee (IEC). Each meeting is announced through a variety of venues, including district and the IED websites, Parent messenger (phone calls, texts, email), flyers, letters, and newsletters. An annual retreat is conducted to review the prior year and coming years' budgets, programs (new and prior), staffing, data, and surveys. The committee also develops its annual goals and objectives of ways they will support the District and IED goals. A review of federal regulations and laws that pertain to the AI/AN student is reviewed and updated. These include Johnson O'Malley, Title VI, IPP, Bylaws, Bilingual Education/Heritage Languages, Memorandum of Agreements, and changes in programs. There was also participation in local meetings (i.e., Native American Resource Seminar and Fair and others).

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### **RESULTS**

An average of 17 parents attended 2020-2021 Indian Parent Committee and Indian Education Committee meetings. The participation rate is up significantly from a year ago. The cause appears to be partly due to the transition to a virtual meeting format and the election of an enlarged (now 9 instead of 7 members) and engaged slate of committee members. Per by-laws, regular monthly meetings are scheduled for the third Thursday of each month throughout the school year, and the calendar is shared with the local and surrounding communities. Parent committee members also elected to hold several work sessions in order to familiarize themselves as committees with their by-laws. A day-long parent committee retreat was also held on January 4, 2021, to

learn more about parliamentary procedures and the Johnson O'Malley Program. In addition, there were two Tribal leader's summits (one in the fall and one in the spring) with a combined total of over 120 participants. The summit in the spring is a consultation meeting that encompasses all federal programs in the district that allows leaders to get information about funded programs available to their children attending district schools.

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## CONCLUSION

The Indian Parent Committee and the Indian Education Committee meetings went through a significant change in committee membership and officers in the 2020-21 school year. The changes have, on the whole, led to increased participation by parents in committee meetings, with no meetings canceled due to failure to establish quorum and an increase in average attendance. According to the 2021 spring parent survey, 45% of parent respondents feel that the parent committees are the place they can go to have their voices heard. Yet, while average attendance at parent meetings has increased, the number of parents in attendance is still only a tiny fraction of the number of AI/AN parents whose children attend APS schools.

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## ACTION PLAN

In the 2021-22 school year, the Indian Parent Committee and the Indian Education Committee will continue efforts to increase their knowledge of both their roles as responsibilities as committee members and to increase their knowledge of programs and services currently being provided for Native American students in APS. They will also continue to conduct special work sessions as the need arises as well as a retreat to more fully determine how to engage their fellow parents. As the IPC/IEC continues to develop, the Indian Education Department will support the committee by announcing the monthly meetings schedule for the 2021-2022 school year. For parents and community access, all meeting agendas and minutes will be posted on the APS Indian Education website.

## 12: INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS

### OBJECTIVE

The research objective ensures that New Mexico schools receive adequate assistance for; planning, development, implementation, and evaluation of curricula in Native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.

### BACKGROUND

Indian Education has been working to strengthen the field of native education research, data, and best practices. The development of resources for native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our AI/AN 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 are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about natural world and Indigenous peoples.

### METHODS

The school district Indian Education Department has been involved in various aspects of research related topics, including individual teacher professional development, book studies, independent research by staff pursuing doctorate degrees, literature review, and coordination of grant applications with higher education institutions, and lecture presentations. As an outcome of participation in the American Indian English Learner Research Alliance, the Indian Education Department has attempted to engage the department's teachers in a process of reflection on practice that attempts a merging of Indigenous and Western approaches to the education of AI/AN students in Albuquerque Public Schools.

### RESULTS

A list of some of the research training activities are listed below.

Title	Date
Indigenous Learning: A Spiritual Walk Lecture Series	November 2020-December, 2020

Teacher Leader Facilitator Summit Presentations	Monthly Ongoing
Merging Pathways (Mondays, bi-weekly)	August 2020 to present
Indian Education Teacher Collaboration Meetings	Ongoing Monthly
Native American Language Instructional Coaching	Monthly Ongoing
Healthy Native Youth Virtual Conference	April 26-29, 2021
Jobs for American (JAG) Trainings (virtual)	July 14-16, 2020
Technology Related Trainings (Ongoing)	August 2020-July 2021
Technology Related Trainings (Ongoing)	August 2020-July 2021
College and Career Related Trainings (Ongoing)	September 2020-May 2021

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## CONCLUSION

Indian Education Department staff and the Indian Parent Committee are actively involved in advancing their knowledge and practices related to serving AI/AN students with the best instruction methodologies and equipping themselves with the latest research information. The results show impact, although it has been slow and small with a consistent increase without any regression by the student participants in the classrooms.

Through *Indigenous Learning: A Spiritual Walk* and *Teacher Leader Facilitator Summit* presentations, the Indian Education Department, researchers and other partners were able to disseminate to educators throughout APS information, research and best practices in the education of AI/AN students.

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## ACTION PLAN

The Indian Education Department staff and the Indian Parent Committee will continue to seek the latest instructional methodologies and information to maintain and support continued improvements by the AI/AN students we serve. Additionally, the Indian Education Department will work with NMPED, BIE, higher educational institutions, tribal leaders, and others to resume the work of the American Indian English Learners Research Alliance (AIERA).

## 13: ACCESS TO NATIVE LANGUAGE PROGRAMS

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### OBJECTIVE

From Indian Education Act, “it is imperative that native language and bilingual programs are part of a schools’ development plan”.

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### BACKGROUND

The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) *provide assistance to school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in native language, culture and history designed for all students, including American Indian and Alaska Native students, as approved by Indian nations, tribes, and pueblos in New Mexico.*

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### METHODS

Through agreements with the Navajo Nation Department of Diné Education and the Pueblo of Zuni, Albuquerque Public Schools has in place Native language programs in the Navajo and Zuni languages. Bilingual Multicultural Education Programs (BMEPs) have also been established for the school sites where Navajo and Zuni language instruction are being provided. School site parent committees for these BMEP programs have also been established.

During the 2020-21 school year, Navajo language classes were provided at the following schools:

1. Chaparral Elementary School
2. La Mesa Elementary School
3. Tres Volcanes Community Collaborative School (K-8)
4. Cleveland Middle School
5. McKinley Middle School
6. Del Norte High School
7. Career Enrichment Center

During the 2020-21 school year, Zuni language classes were provided at the following schools:

1. Chelwood Elementary School
2. Hodgin Elementary School
3. Seven Bar Elementary School
4. Janet Kahn School of Integrated Arts Magnet School
5. Wilson Middle School
6. Cibola High School
7. Del Norte High School
8. Career Enrichment Center

Class sizes teachers are generally small, averaging between 5-10 students, with Navajo classes generally having more students in attendance than Zuni classes. Sites managed by the Indian Education Department (La Mesa ES and Tres Volcanes Community Collaborative programs are managed by the Language and Cultural Equity Department) were selected based on Navajo and Zuni enrollment numbers at those sites. Or, as in the case of the Career Enrichment Center, the potential for access by Navajo and Zuni learners from across multiple school sites. Approximately 1,100 Navajo and 100 Zuni high school students in APS have access to language programs through the Career Enrichment Center. Approximately 625 students in grades K-8 eligible are to participate in the Navajo programs and 30 Zuni students in grades K-8 at the schools listed above.

In the 2020-21 School year, there were five (5) Navajo and two (2) Zuni 520 teachers certified to teach and providing language instruction at the above listed schools. Two of the Navajo and one of the Zuni teachers are paid for through a competitive grant that is focused on students in grades 3-8. Three of the 5 Navajo and both Zuni teachers are itinerant and divide their time between two or more school sites.

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## RESULTS

Of the over 1,700 students eligible to take Navajo and with access to Navajo programs, 150 Navajo participated in the 2020-21 school year. Moreover, of the 130 students eligible to participate in Zuni courses, 45 Zuni students participated in these programs in the 2020-21 school year. Rates of participation are higher in grades K-8 than at the high school level. Still, access at the high school level is more universal than in grades K-8, as potentially any Native American high school student could learn Navajo if they wished to and any Zuni high school student could learn Zuni if they wished to. At the elementary and middle school levels, only students attending one of the few schools with Navajo or Zuni programs can learn these languages. The transfer of instruction to virtual platforms during the 2020-21 school year also enabled Navajo and Zuni language teachers to allow students at the elementary and middle school level from other schools not on the lists above to participate in these programs.

Including Navajo, Zuni and other languages for which there are BMEPs in APS (e.g., Spanish), 415 AI/AN students were in BMEPs during the 2020-21 school year.

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## CONCLUSION

The rate of participation in elementary and middle school Navajo and Zuni language programs would likely be even higher if all the teachers were paid for through funds that enabled them to work with students in grades K-8, rather than just in grades 3-8. Enabling the teachers to focus on one school site rather than multiple sites might also increase participation at the selected sites, but without additional 520 teachers would likely result in decreased access for students at the non-preferred sites. At the secondary level, offering all courses through the Career Enrichment Center rather than 520 teachers splitting their

days between Cibola High School, Del Norte High School and the Career Enrichment Center potentially would lead to an overall increase in accessibility and participation in Navajo and Zuni students. In surveys of parents, the importance of these language programs is consistently shown to be a high priority, with 32% of respondents in the last survey selecting it as most important.

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## ACTION PLAN

The Indian Education Department continues to pursue new funding sources for Native language programs that would fund the hiring of additional Navajo and Zuni 520 teachers. And APS is also in the process of developing partnerships with other tribal communities that would result in the expansion of Native language options to include other languages in addition to Navajo and Zuni. Even with the resumption of in-person learning, Navajo and Zuni language teachers teaching students in grades K-8 continue to work on ways to expand access virtually to students at non-targeted schools. At the high school level, one Navajo and one Zuni teacher will be placed full-time at the Career Enrichment Center and courses at Cibola and Del Norte High Schools will be discontinued. Through close collaboration with staff at the Career Enrichment Center to develop a more comprehensive set of Navajo and Zuni courses there and through more vigorous promotion of these expanded course offerings, it is believed that participation in these programs will increase.