

Farmington Municipal Schools

*DEPARTMENT OF: Multicultural Services
Native American Programs*



Tribal Education Status Report

For School Year 2020-2021

Issued September 2020

Superintendent

Eugene Schmidt, PhD

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EXECUTIVE SUMMARY

The Farmington Municipal Schools (FMS) has implemented district wide initiatives to meet and impact the educational needs of all students. The FMS Multicultural Services specifically focuses on supporting the unique educational needs and cultural identity of Native American students. The four critical commitments that make up the instructional infrastructure of the district are:

1. Safe, Supportive, and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards Referenced System

The commitments are derived from Robert J. Marzano’s High Reliability Schools™ framework. “This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school—where all students learn the content and skills they need for success in college, careers, and beyond” (marzanoresources.com, 2019).

Bobby Newland, Chief Financial Officer
Robert Emerson, Executive Director of Technology
Chris Pash, Executive Director of Human Resources
Cody Diehl, Executive Director of Support Services
Ted Lasiewicz, Chief of Operations
Nicole Lambson, Executive Director of Curriculum, Instruction, and Assessment
Nate Pierantoni, Director of School Improvement, Data, and Assessment
Rick Horacek, Director of Leadership
Korth Ellsworth, Director of Secondary Education
Jennifer Bowles, Director of Elementary Education
Christa Kulidge, Director of Exceptional Programs
Laura Huish, Assistant Director of Exceptional Programs
Karen Brown, Director of Multicultural Services
Shawl Iron Moccasin, Assistant Director of Multicultural Services
Ann Diehl, Director of Title I
Mark Harris, Community Outreach Coordinator
Paul Pavlik, Homeless Liaison
Billy Huish, Transportation Supervisor
Steve Vollmert, Plant Operations Supervisor
Jaynelle Minor, Student Nutrition Supervisor

INTRODUCTION

Situated in San Juan County, Farmington is known to Dine families as Tóta’—meaning “between rivers” as it sits among the San Juan, Animas, and La Plata Rivers. Incorporated in 1901, Farmington is a commercial hub for the Four Corners area, and is home to approximately 46,624 people (based on 2020 census). It’s founding began in the San Juan Basin with farming and ranching. With the surrounding Native American Reservations, Navajo, Apache, and Ute, Farmington Municipal Schools educates many Native American children. Additionally, there are many Hispanic families that move to Farmington for employment opportunities who also have children in the school system.

Farmington Municipal School District has a current population of 11,210 students with 4,322 (38.5%) Native American/Alaska Native, 3,323 (29.64%) Hispanic, 3,268 (29.15%) Caucasian, 162 (1.4%) African American, 97 (.86%) Asian, and 38 (.34%) Native Hawaiian/Pacific Islander. There are 20 school sites serving grades Pre-k through 12th grade: One preschool at two sites, ten elementary schools, four middle schools, and four high schools. Navajo Language and Culture courses funded through the state Bilingual Multicultural Education Program, are located at two high schools, four middle schools, and four elementary schools, one of which is a 50/50 model Dine Dual Language program.

ENROLLMENT

Objective: To recruit and continue to increase enrollment by marketing Farmington Municipal Schools as a district that has a “Safe, Supportive, and Collaborative Culture” (commitment 1) where “Effective Teaching in every classroom” (commitment 2) is provided so students can thrive and be successful.

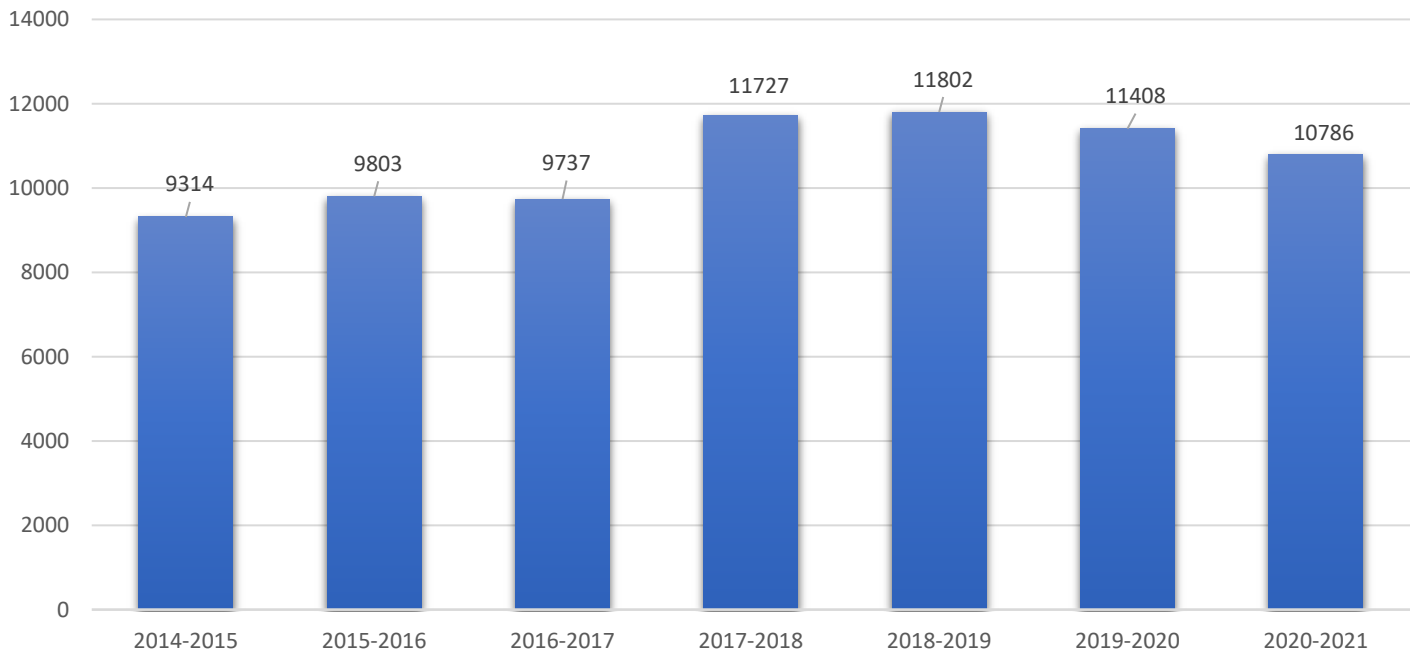
Background: Farmington Municipal Schools has had a steady improvement in enrollment as indicated in the 40th day count data in subsequent pages. However, as of School Year 2020-21, there was a decrease with 10,786 students enrolled. Of the 10,786 students, 4,817 (46%) were identified as Native Americans.

Methods: Using a variety of digital platforms, Farmington Municipal Schools communicated success stories to a wide audience in the community. Schools provided parent and student surveys to determine the pulse of remote experience and determine next steps to improve processes to assist students/families. There were many human resources available in each school and at the district level who assisted with making contact with students: Native American Youth Advisors, AMP (Advancing Measurement in PED) personnel, Community Outreach Coordinator, Homeless Liaison, social workers, school counselors, attendance liaisons, school crisis teams. Additionally, FMS provided hotspots, internet connection in student homes were provided by FMS through Sacred Wind on the Navajo reservation, and home visits were conducted while maintaining safe practices for personnel and families.

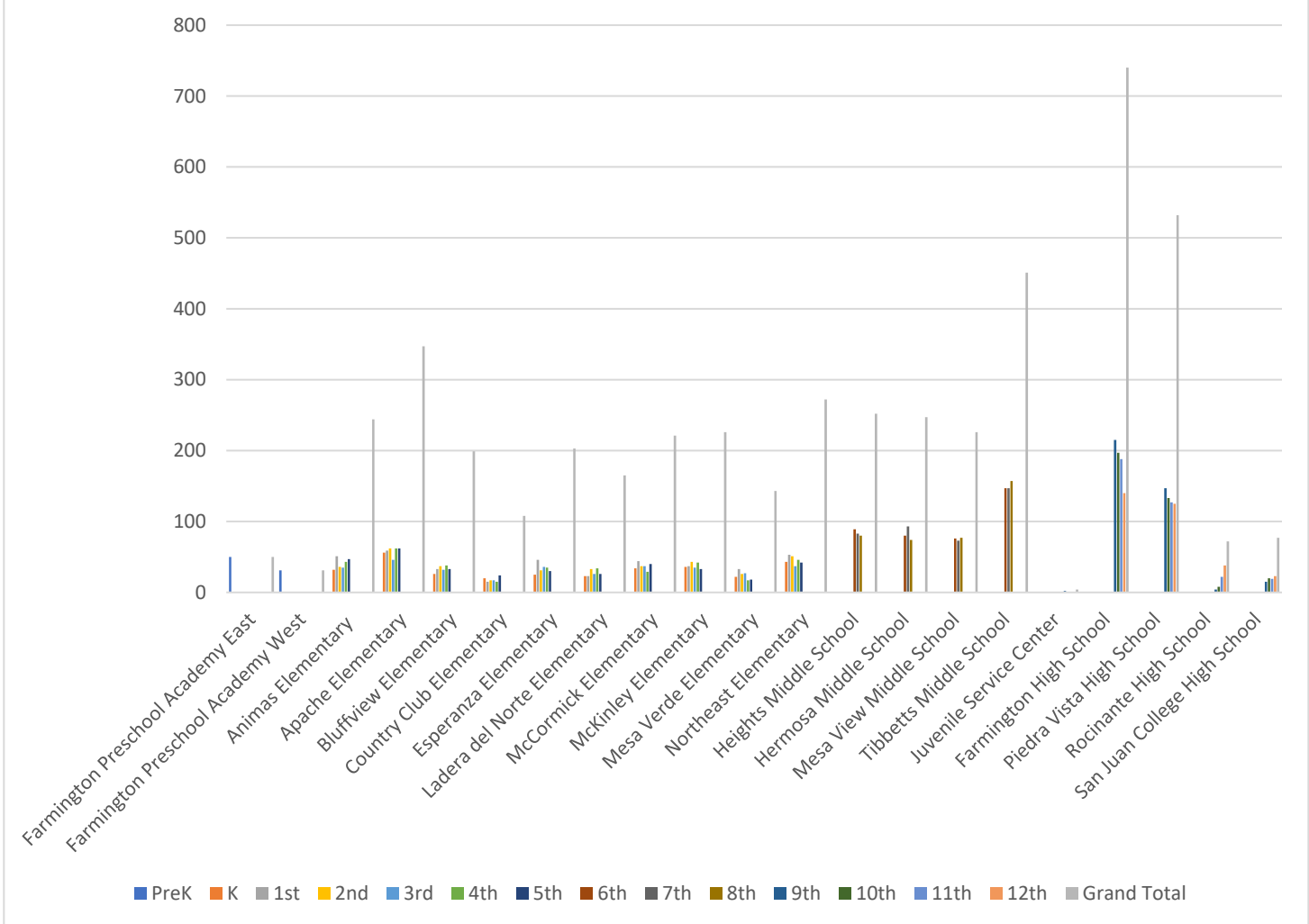
Conclusion: As data shows, the Farmington Municipal Schools dropped in enrollment SY 2020-21. Due to a variety of ways students and families responded to the conditions created by the pandemic, FMS lost 595 students from the previous year. By closing down the one place where students were more likely to have access to the same tools and resources to be successful, those students whom were already experiencing poverty, homelessness, geographical restrictions for technology, as well as homes where parents/guardians who did not possess digital literacy, were immensely impacted.

Action Plan: FMS will continue to identify lagging data and develop action plans to improve processes across schools and the district to attract families and their students. The district will continue to provide meaningful and institutional support to improve all schools in order to attract families and their students.

All Student Count 40th Day



2020-2021 Native Americans Enrolled by School



STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report: 22-23A-78. 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
- (12) indigenous research and evaluation measures and results for effective curricula for tribal students.

STUDENT ACHIEVEMENT

Objective: To provide “Effective Teaching through the Farmington Model of Instruction” (Commitment 2); To support the effort of the Farmington Municipal Schools to achieve and continuously improve academic excellence and prepare all students for college, career, and life success. To meet the unique educational and cultural academic needs of Native American students.

Background: The assessments evaluated to determine achievement 2019 Reading TAMELA Summative, 2021 EOY Istation/iMSSA (Composite) for all grades and by grade; 2019 Math TAMELA Summative, 2021 EOY Istation/iMSSA (Composite) for all grades and by grade.

Methods: Due to the closing of schools, state assessments were not administered in SY 2019-20. The data in this report includes data from the 2019 Transition Assessment in Language Arts and Math (TAMELA) for grades 3 – 8. The data, as indicated in the graphs, also reflect Istation assessment administered to K-2 and interim assessment, iMSSA, given in grades 3-8.

Results: Reading proficiency was mostly positive as data indicated a five percent growth for both ALL students and Native American students; economically disadvantaged students demonstrated a 14% growth while EL students grew 20%. Students with disabilities maintain the same proficiency in 2019 and 2021. When broken down by grade, K-2 did not perform well as each of these grade levels dropped in proficiency levels. Conversely, grades 3 – 8 showed improvement in their reading proficiency with third grade showing the highest gain jumping 36% from 2019. Fourth grade – eighth grade showed between 11% - 13% growth in proficiency. Math proficiency between the 2019 and 2021 scores. While ALL students and EL Students had an increased at 3% and 2%, Native American Students and Students with Disabilities remained stagnant at 15% and 8%. Economically Disadvantaged students decreased by 5%. When math proficiency is broken down by grade, in 2021 Kinders scored 2% below the 2024 goal of 57% while first graders demonstrated 47% and second graders had 18%. There was not an assessment in 2019 to compare to the K-2 2021 data. Third through 8th grade all had decreasing scores between the 2019 and 2021 assessments with Fourth grade indicating a sizable decrease at 14.5% and eighth graders showing the smallest decrease at 2%.

Conclusion: Farmington Municipal Schools state testing data demonstrated that students were scoring higher than the state average in previous assessments. However, the drop in scores between 2019 and 2021 may be due to the fact that the assessments were offered to students but not all students took the assessments.

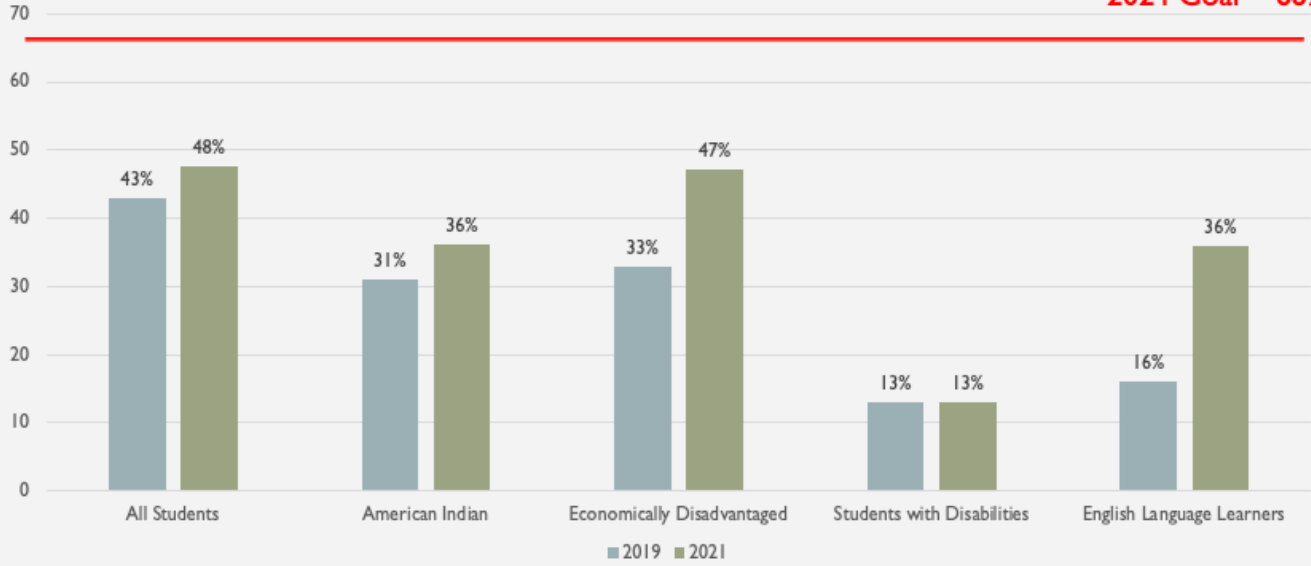
Action Plan: Continue to target Tier I instruction using the Farmington Model of Instruction (FMI), ensure all supplemental programs are supporting student achievement goals, continue to implement and monitor effective use of topic measurements and pacing guides to support Tier I instruction.

READING

2019 TAMELA SUMMATIVE AND 2021 END OF YEAR ISTATION/IMSSA
(COMPOSITE), ALL GRADES

FMS Reading Proficiency (%)

2024 Goal = 66%

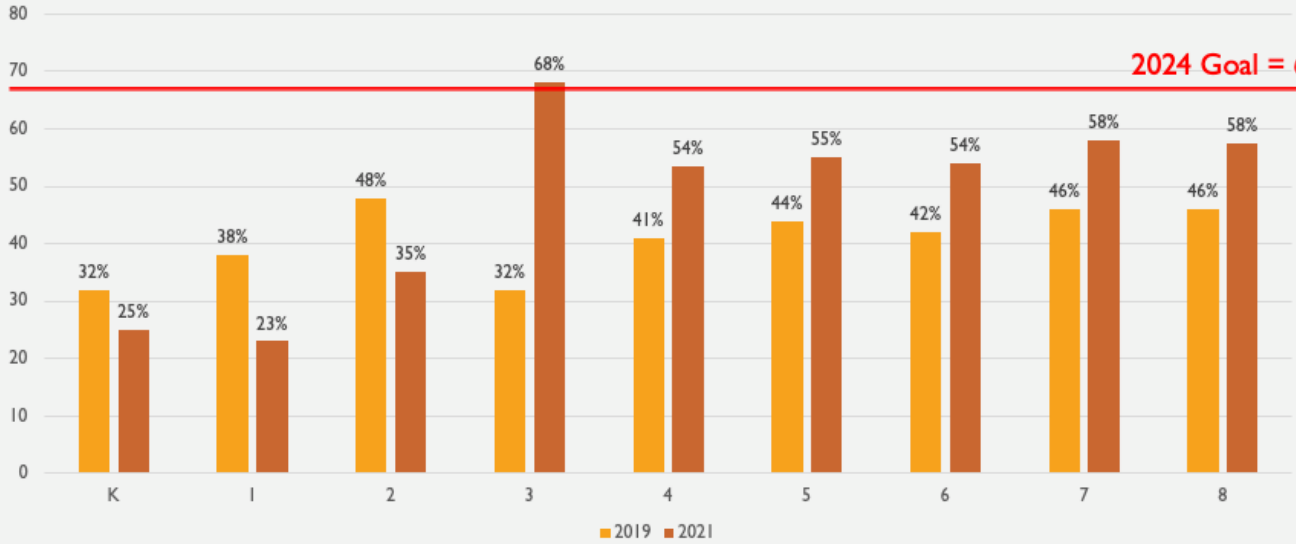


READING

2019 TAMELA SUMMATIVE AND 2021 END OF YEAR ISTATION/IMSSA
(COMPOSITE), BY GRADE

FMS Reading Proficiency (%) by Grade

2024 Goal = 66%

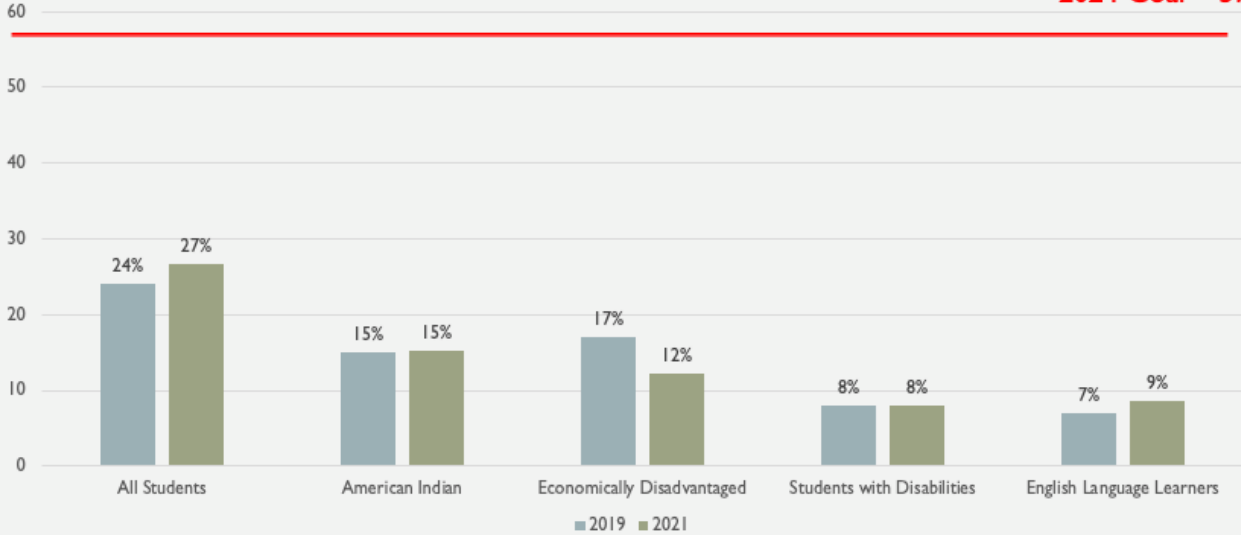


MATH

2019 TAMELA SUMMATIVE AND 2021 END OF YEAR ISTATION/IMSSA,
ALL GRADES

FMS Math Proficiency (%)

2024 Goal = 57%



MATH

2019 TAMELA SUMMATIVE AND 2021 END OF YEAR ISTATION/IMSSA,
BY GRADE

FMS Math Proficiency (%) by Grade

2024 Goal = 57%



SCHOOL SAFETY

Objective:

Background:

Methods:

Conclusion:

Action Plan:

GRADUATION RATES

Objective: Achieve and continuously improve academic excellence and prepare all students for college, career, and life success.

Background: “New Mexico implemented its first 4-year cohort graduation rate in 2008. Cohort rates prior to 2008 are not comparable. A cohort is named according to students expected fourth year of high school. Cohorts are tracked for one additional year past their expected year of graduation, yielding 5-year and 6-year graduation rates for the same cohort of students” (webnew.ped.state.nm.us). FMS’s goal is to reach 85% graduation rate by 2024 and continue implement best practices to surpass 85% thereafter. The 2021 graduation rate for ALL students was 77.4%; Native American students had a rate of 78.5%; Economically Disadvantaged students were at 62.9%; Students with disabilities had a rate of 65.1%; EL students had a rate of 78.4%.

Methods: Data on seniors is maintained in the student information system, Power School. Credits are reviewed with each senior by counselors at each site. Credit recovery classes/night classes and summer school are made available to all students lacking credits.

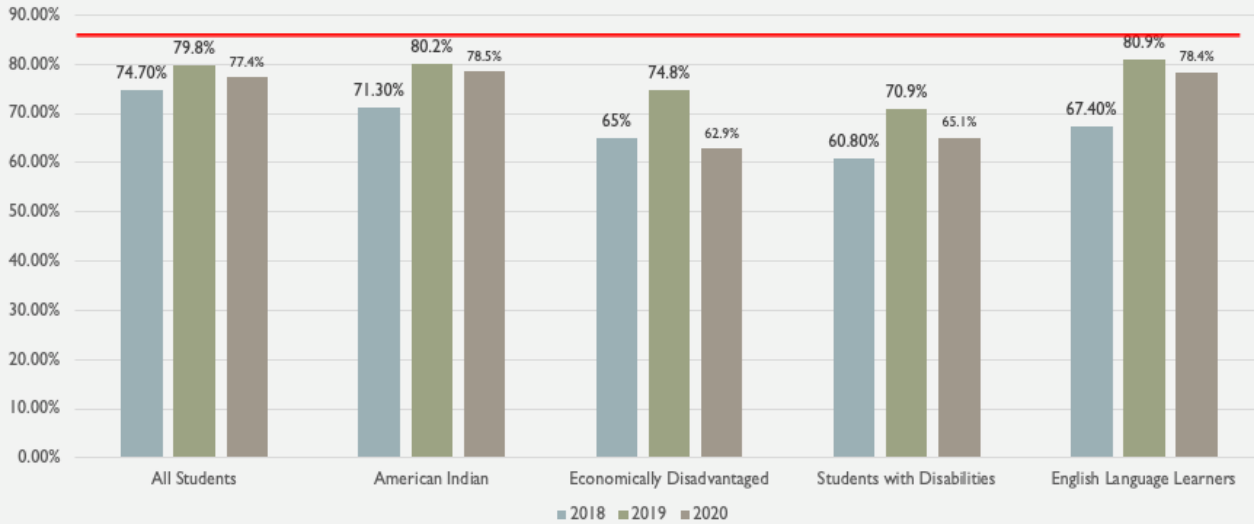
Conclusion: In reviewing the visual data in the subsequent page, ALL categories of students declined in graduation rates in 2021 with the smallest drop with Native American students at 1.7% while the highest drop was with Economically Disadvantaged students at 11.9%.

Action Plan: FMS Office of Indian Education will continue to support Farmington Municipal school’s goal of meeting or exceeding the National graduation rate.

GRADUATION

FMS Four-Year Graduation Rate

2024 Goal = 85%



ATTENDANCE

Objective: 2.1 ATTENDANCE

2.1.1 The Farmington Municipal Schools Board of Education shall provide attendance guidelines that adhere to state statutes.

A. Except as otherwise provided, a school-age person shall attend public school, private school, home school or a state institution until the school-age person is at least eighteen (18) years of age unless that person has graduated from high school or received a general educational development certificate. A parent may give written, signed permission for the school-age person to leave school between the ages of sixteen and eighteen in case of hardship approved by the local superintendent/designee or private school.

B. A school-age person subject to the provisions of the Attendance for Success Act shall attend school for at least the length of time of the school year that is established in that school-age person's school district, charter school or private school. The school district or private school shall not excuse a school-age person from attending school except as provided in that act.

C. Any parent of a school-age person subject to the provisions of the Attendance for Success Act is responsible for the school attendance of that person.

D. The local school board shall enforce the provisions of the Attendance for Success Act for students enrolled in their respective schools.

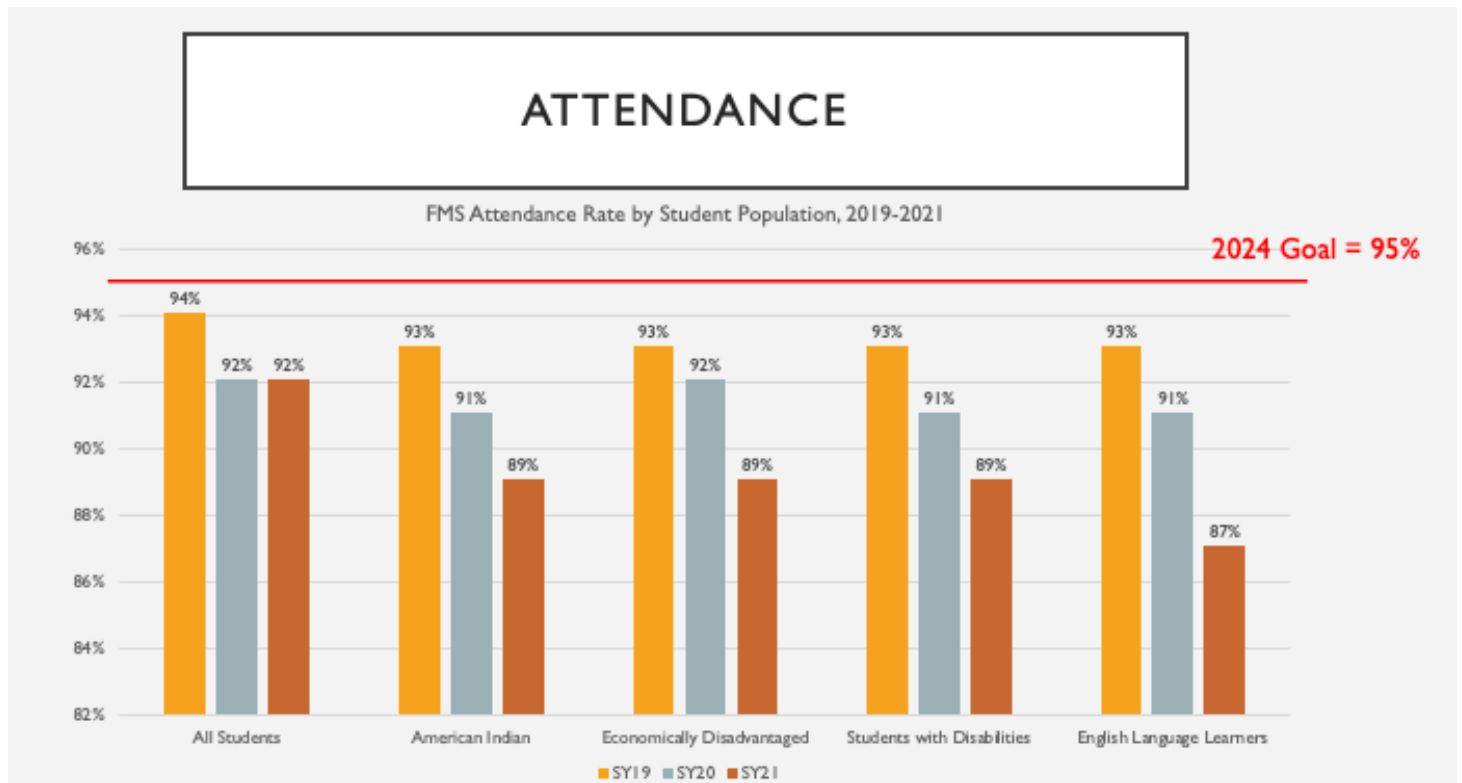
E. For further explanation see Section 2.11.1 of Board Policy

Background: Farmington Municipal Schools has revised the district student attendance policy per the passing of HB 236, the Attendance for Success Act. FMS School Board has approved all changes. The FMS attendance goal is to reach an attendance rate of 95% by SY 2024.

Methods: All Schools follow the district handbook that include the new language from the "Attendance for Success Act" with the exception of San Juan College High School, Rocinante High School, Rocinante Virtual Program, and Pre-K Academies. These schools are exceptions because they operate differently from the other traditional schools. For example, their schedules may include night school, morning and afternoon sessions, etc. Although, these schools might function differently, their handbooks are aligned with the district handbook. Per the data, all of Farmington Municipal Schools had a daily attendance rate over 90% in school year 2021. Farmington Municipal Schools employs a number of employees who work directly with ensuring students are in school. The Multicultural Services Office provides each secondary school with a Native American Youth Advisor (NAYA) who is works with Native American students who are truant or have attendance issues; The Exceptional Programs Office provides Advancing Measurement at PED (AMP) employees who work with students with Individual Education Plans (IEP) who have attendance concerns; The Title I Office provides a Community Outreach Coordinator who works will all other students, including Native American students and students with IEPs, district wide. Additionally, each school has an attendance liaison as well counselors and social workers who assist with keeping students in school.

Conclusion: Farmington Municipal Schools ALL students attendance rate exceeded 90% in SY 2020/2021 at 92%. However, when the data is broken down into subgroups, there is need for concern. Both Native American students and Students with disabilities drop 2% from 91% to 89%; Economically Disadvantaged students decreased by 3% going from 92% to 89%; Of most concern is the EL students who dropped 4% in their attendance rate. While it's celebratory that as a whole, ALL students maintained a 92% attendance rate during virtual schooling, it is evident the subgroups suffered considerably due to the remote environment caused by the pandemic.

Action Plan: With the proposed changes in the Board's attendance policy which has language in favor of student success, Farmington Municipal Schools will continue to work towards ensuring students attend school on a daily basis with the help of Native American Youth Advisors (NAYA), Advancing Measurement at PED (AMP), Mark Harris, Community Outreach Coordinator, Paul Pavlik, Homeless Liaison, along with teachers, counselors, and administrators at each school site.



PARENT AND COMMUNITY INVOLVEMENT

Objective: To work toward higher student achievement as a result of strong partnerships with highly engaged parents, families, and community. “Safe, Supportive, Collaborative Culture” (commitment 1).

Background: Each FMS school site has a Parent/Teacher Advisory (PTA) that includes parents and teachers. Title I provides schools with a parent liaison who works with families. FMS Multicultural Services (MCS) has a district Indian Education Committee (IEC) comprised of parents of FMS students. IEC has four parent members; MCS hosts public hearings for all Native American community members and chapter houses within district boundaries. FMS provides Academic Parent Teacher Teams (APTT). All eight (8) Title I elementary schools and one Title I Middle School are participating in APTT. APTT is an enhanced method of conducting the traditional Parent/Teacher Conferences. FMS also has the 21st Century that provides afterschool programs, has community partnerships with ENLACE housed at San Juan College, Farmington Public Library, and the Boys and Girls Club. Additionally, the district Work Force Community Liaison works with many local businesses to provide high school students with a hands-on experience in real work force. The Equity Council consists of parent, community, school, and student members.

Methods: The school site PTA meet as needed. The district IEC and PAC meet monthly throughout the year. Native American Programs holds two public hearings per year: one in the Fall and another in the Spring. The APTT model involves three meetings during the year – Fall, Winter, and Spring. Each meeting is 75 minutes in length.

Results: Eleven IEC and PAC meetings and a public hearing are held during the school year. The meetings are advertised through the district Facebook page, Twitter, and Websites. Equity Council meetings are held.

Conclusion: FMS MCS will continue to identify community needs and provide parental support through IEC, PAC, and Public Hearings. FMS has outlined processes to grow the parent engagement. Recruitment will primarily be conducted through the schools and word of mouth of parents who've completed the program. APTT will continue in the nine elementary schools and one middle school with the three other middle schools in conversation about conducting APTT as well.

Action Plan: FMS Native American Programs will continue to work with the community to seek additional Native American parents to become involved with IEC, PAC, and APTT.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective: FMS Native American Programs will support the identified unique and specialized needs for Native American students in the district.

Background: FMS Native American Programs provides seven Native American Youth Advisors, one in each secondary school who specialize in providing culturally responsive mentoring, ten Navajo bilingual teachers, a district Navajo Language Coach, and a district Assistant Director of Multicultural Services. Navajo Language courses are offered through the State Bilingual program at four of ten elementary schools, four of four middle schools, and two of four high schools. A Navajo Dual-Language program is provided at one elementary school in Kindergarten and first grade. Apache Elementary also has K-5 Plus program. Title I provides after school time in partnership with the Boys and Girls Club for all students in Title I schools. FMS also has Counselors at the elementary schools who provide social, emotional support. FMS libraries have been expanded to include maker spaces.

Methods: The Native American Youth Advisors (NAYA) provide daily supplemental transitional services at their respective schools for eligible Native American students in grades 6th – 12th. The advisors provide culturally responsive mentoring to support students to continue and maintain adequate school attendance, increase a letter grade in math and English, and decrease the number of disciplinary incidents. The Navajo bilingual teachers provide instruction in Navajo utilizing the district performance measures and topic scales. The Navajo Language Coach provides curriculum support for all Navajo bilingual teachers. The Assistant Director of Indian Education oversees all programs provided by Title VII, Johnson O'Malley, and School District Initiative grants that provide programs for Native American students enrolled in FMS.

Results: 2020 data demonstrates the impact the pandemic had on the Native American population particularly with attendance.

Conclusion: Grants received by FMS Multicultural Services continue to provide many programs for Native American students. The programs target cultural identity and the value of knowing who one is

Action Plan: FMS Native American Programs will continue to create a more cohesive data sets for each program offered throughout the district.

FINANCIAL REPORTS

Objective: To ensure that the unique cultural, language, and educationally related academic needs of Native American students are addressed so that they have the opportunity to meet/exceed academic requirements, FMS MCS applies for grants fulfill this need.

Background: FMS Native American Programs applies for four grants: The Navajo Nation Johnson O'Malley Grant, the Federal Title VI grant, and the New Mexico School District Initiative grant. Other grants FMS receives are: Title I Part A and D, Title II, Title III, Title VI, McKinney Vento, State Bilingual Multicultural.

Methods: The Navajo Nation Johnson O'Malley Grant is designed to focus activity on attendance, academic success, and the cultural social/emotional well-being of students. The Federal Title VI grant focuses on providing personnel to work with Native American children. The New Mexico School District Initiative grant focuses on providing Native American Juniors and Seniors a hands-on real work force experience through a paid internship.

Results: For SY 2020-21, the Johnson O'Malley awarded \$378,586.00; the Title VI grant awarded \$797,704.00; the School District Initiative Grant awarded \$70,608.00. Title I Part A - \$2,626,953.04, Title I Part D - \$12,705.79, Title II - , Title III - \$100,995.64, Title IV Part A - , Title IV Part B – 313,403.23, McKinney Vento – 15,000.00, State Bilingual Multicultural - .

Conclusion: Native American Youth Advisors are providing steps to academic success for secondary students.

Action Plan: Farmington Municipal Schools will continue to refine strategies to impact Native American success.

*CURRENT STATUS OF FEDERAL INDIAN
EDUCATION POLICIES AND PROCEDURES*

Objective: Per Section 7004:

1. Give the tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the educational program and activities provided by the LEA;
2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the LEA;
3. Modify, if necessary, its educational program to ensure that Indian children participate on an equal basis with non-Indian children served by the LEA;
4. Disseminate relevant applications, evaluations, program plans, and information related to the educational programs of the LEA in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of the Indian children and how the LEA may help those children realize the benefits of the LEA's education programs and activities;
5. Gather information concerning the Indian community views education issues, including the frequency, location and time of meetings;
6. Notify the Indian parents and tribes of the locations and times of meetings;
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's educational programs and activities; and
8. Modify the IPPs, if necessary, based upon an assessment by the tribes and parents of the effectiveness of their input regarding the development and implementation of the IPPs.

Background: Districts that claim federally recognized American Indian students residing on Indian lands for Title VII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. 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 Native American students.

Methods: Each year, the Indian Policies and Procedures and a list of students from their coverage areas are electronically shared with all Chapter Houses associated with FMS students. FMS MCS sets a date for a face-to-face meeting (ZOOM in current times) with all Chapter Houses to discuss the contents of the IPP and to verify students/families do live in their respective coverage areas. At this time, Chapter House officials can provide feedback, suggest changes or additions to the IPP.

Results: As of 2019-20, Multicultural Services visited all Navajo Chapters to provide a copy of the Indian Policies and Procedures (IPP). Approval signatures were collected from all chapters with the exception of Newcomb Chapter.

Conclusion: Farmington Municipal Schools has established a good working relationship with all Chapter Houses as well as the Navajo Nation.

Action Plan: Farmington Municipal Schools will continue to conduct consultations with tribal leaders and improving the communication process to keep all stakeholders informed as well as to strengthen Native education by supporting Navajo Bilingual classrooms and Youth Advisors while maintaining the integrity of what is outlined in 25CFR (Indian Education Act) that surrounds Indian Education (273 JOM) - relating to current styles and philosophies.

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

Objective: *To set forth the requirements for the implementation of the Attendance for Success Act. Specifically, this rule establishes requirements for the identification, reduction and reporting of truancy in all public schools including charter schools. In addressing truancy, the goal is to keep children in school until age eighteen and not to suspend, expel or outright punish them for being truant.*

[6.10.8.6 NMAC - N, 12-30-04; A, 09-30-09]

2.8 DROPOUT/WITHDRAWAL

2.8.1 Students Who Withdraw or Drop-Out

Background: The Attendance for Success takes into consideration the sovereignty of Native Americans enrolled in Farmington Municipal Schools (FMS).

2.11.5 Medical Appointments – Illness – Special Situations – Makeup Work
A student may, subject to the approval of the school principal or designee, be absent from school to participate in religious instruction for not more than one class period per school day with the written consent of the student’s parent at a time that is not in conflict with the academic program of the school. The public school shall provide time for the student to make up school work missed during the absence. . . A public school student, with the written consent of the student’s parent and subject to the approval of the school principal, may be absent from school to participate in tribal obligations. The public school shall provide time for the student to make up the school work.

As established by the rule, Farmington has a policy that supports the cultural well-being of the student. The goal is to institute a “Safe, Supportive, and Collaborative Culture” (commitment 1) in all schools to ensure all children attend school on a daily basis while also feeling safe to tend to ceremonial activities and/or obligations. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate, therefore, it is critical that students are uniformly supported when an absence from school is warranted.

Methods: All schools report absences with excused and unexcused identifiers through the student information system – PowerSchool. The Attendance for Success Law requires districts maintain an attendance policy that allows for the timely identification of

students with attendance and/or truancy concerns, ensuring intervention strategies are provided that will prompt students to attend school daily.

2.11.2 B Attendance Requirements, 5.

Notice to Parents of Unexcused Absence: For a student who has been identified as in need of early intervention or intensive support, the attendance team shall notify the parent in writing by mail or personal service on the parent of the student's absenteeism. The notice shall include a date, time and place for the parent to meet with the public school to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance. School attendance teams will follow the procedure as indicated in HB236(2019) sections 11 and 12.

When a student's absenteeism is chronic or excessive, a letter is sent to the student's parents/guardians to create a prevention and/or intervention plan for the student. If the student's attendance does not improve, schools will take additional steps to ensure attendance. The school may also make a referral for educational neglect to the New Mexico Child Youth and Families Division, in accordance with The Attendance for Success Act (HB236). FMS Multicultural Services provides Native American Youth Advisors at all secondary schools to assist with Native American students who have attendance and/or truancy concerns; The Title program provides a Community Outreach Coordinator, Mark Harris, who also works with attendance concerns for all students; Finally, Exceptional programs also provides AMP (Advancing Measurement in PED) personnel who work with students of concerns who have Individual Education Programs. With such support, Farmington Municipal Schools personnel at the building level as well at the district level to keep students in school and prevent dropping out.

Results: The 2020-2021 data indicates a total of 120 Senior (total does not include numbers lower than 10) students designated as having left FMS district for a variety of reasons (see below). Of the 120, 4.4% were Native American, 2.9% were Hispanic, and 2.2% were Caucasian.

Conclusion: The 2019-20 6th – 12th grade data indicates that there are more Native American Seniors are leaving FMS:

Action Plan: To support all schools to improve each school's "Safe, Supportive, and Collaborative Culture" (commitment 1) to create a sustainable climate that will warrant all children to want to attend school on a daily basis. Strengthen programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school.

Exit Comment	(A) Asian	(B) Black or African American	(C) Caucasian	(H) Hispanic or Latino	(I) American Indian/Alaskan Native
Absent 10 Days	<10	<10	16	22	33
Detained			<10	<10	
Drop-Out			<10	<10	<10
GED				<10	
Home School					<10
Moved out of State				<10	
No Show					<10
Released		<10	<10	<10	<10
Unable to Contact					<10

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

Objective: The district consultations act as a safeguard to ensure New Mexico schools provide a means of developing a shared understanding of educational programs and collaborate with Tribal entities to identify ways to improve opportunities for Native American students to be successful academically.

Background: Districts that claim federally recognized American Indian students residing on Indian lands for Title VII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. 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 Native American students.

Methods: A total of 402 students claimed Navajo reservation addresses SY 2020-21. Monthly Indian Parent Committee meetings were conducted. The meetings were announced on the district website and other venues as well. Public Hearings were also held in the Fall and Spring to inform the community of Indian Education programs. The district has consulted with all Navajo Chapter houses and provided copies of the IPP (see addendum). Farmington Municipal Schools administration holds consultations with the Navajo Nation.

Results: Multicultural Services Native American Programs staff communicated with all Navajo Chapters electronically to provide a copy of the Indian Policies and Procedures (IPP). Approval signatures were collected from all chapters. Farmington Municipal Schools administration held consultations with the Navajo Nation via Zoom in October 2020 and April 2021.

Conclusion: Native American students living on the Navajo Reservation accounted for 3.7% of enrollment in 2020-21. Transparency in the manner in which all Native American students are served is important. Partnerships have been built, albeit virtually in current times, to discuss and receive input from Tribal partners.

Action Plan: Farmington Municipal Schools will continue to communicate/collaborate the Tribal partners in the interest of success for all Native American students

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

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

Background: Of key consideration is how to reconcile Western research practices with that of Indigenous methodologies; Western researchers have historically exploited data as typically Indigenous participation is not considered and therefore research outcomes should lack validity; however, many academic texts or published articles are used as authoritative pieces of work. To that end, the lack of published Indigenous methods and theories are not readily available either as much of what can be shared is still oral. As such, much work is required to begin to decolonize Western research practices so that Indigenous students are afforded curricula that is meaningful and valid.

Methods: FMS has a Memorandum of agreement with the Navajo Nation; The school district has been consulting with the Navajo Tribe and Chapter Houses to discuss the services, programs, and education for Native American students and has been open to feedback and recommendations from the tribe. Local cultural experts are brought in to share language and culture with students to impact the power of self-identity, language preservation, and importance of the Indigenous voice. Native American Programs staff attend local, state, and National workshops/conferences to learn about current conversations around Indigenous research and curricula and bring back to the district to augment or modify current practices.

Results: Consultations with Navajo Nation in the Fall and Spring; Outreach to Chapter Houses – ongoing; Cultural/Language workshops – three per school each semester; NJOMA – Sept; NIEA – October; NICWA – April; Indigenous Language Institute – as applicable.

Conclusions: FMS Native American Programs consistently work towards gaining knowledge and strategies to best served the Indigenous population of the district. While there needs to be more work on gathering data to truly show the impact, Native American students have been progressing steadily as indicated by assessment trend data.

Action Plan: The district will continue work with NMPED Indian Education and their requirements that include student needs assessment; systematic framework and the accountability tool to use meaningfully to help Indigenous students be successful.

ACCESS TO NATIVE LANGUAGE PROGRAMS

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

Background: There are 20 school sites serving grades Pre-k through 12th grade: One preschool at two sites, ten elementary schools, four middle schools, and four high schools. Navajo Language and Culture courses, funded through the state Bilingual Multicultural Education Program, are located at two of four high schools, three of four middle schools, and four of ten elementary schools, one of which is a 50/50 model Dine Dual Language program.

Methods: All of the Navajo Bilingual classes are pull out programs with the exception of the Dual Language Program at one elementary school. The goal for students is for them to become bilingual and biliterate by developing high levels of academic proficiency in their first language, by developing high levels of academic proficiency in a second language and to demonstrate positive cross-cultural attitudes and behaviors/cross-cultural competency. K – 12th grade Navajo Bilingual use Proficiency Scales aligned to the Department of Dine Education. Of the ten teachers, four teachers hold only the 520 Language and Culture certificate, two teachers have both the 520 and NMPED teacher licenses, four teachers have NMPED teacher licenses only.

Results: Navajo Bilingual Proficiency Scales have not been available from K through 12th grade until SY 2020. Before then, only K-5 had proficiency scales but were not aligned to DODE standards. The assessment, Oral Dine Language Assessment (ODLA) was used before and then transitioned to the Dine Language Proficiency Assessment (DPLA). It was not administered in SY 2020-21; as of now, baseline data is not available.

Conclusions: Due to the change in assessment for ODLA to DPLA, inconsistent administration of the new assessment, and revised/new proficiency scales, there is not sufficient data to determine progress of program.

Action Plan: Native American Programs will work with teachers in learning how to effectively use a proficiency scale for instruction and to have proper Professional Learning Communities to impact student learning.