

Peñasco Independent School District
Department of Indian Education



Tribal Education Status Report

For School Year 2020-2021

Issued September 2021

Superintendent
Melissa Sandoval

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EXECUTIVE SUMMARY

The purpose of the Tribal Status Education Report is to provide information to the New Mexico Public Education Department and Native American tribes that are adjacent or within district boundaries. The Peñasco Independent School District in rural northern New Mexico has an 8% Native American student K-12th population for a total of 45 students with the majority coming from Picuris Pueblo (including 2 Navajo students and 1 Apache student). During the COVID-19 pandemic (March 2019-May 2020), PISD had to overcome many teachers, student and family obstacles regarding internet connections, remote and hybrid learning and limited communication. It was even more difficult for the district's Native American students to engage in school because since a majority of families did not have computers or internet connections, many families were lacking computer skills to assist their children with on-line learning.

Nevertheless, though PISD discovered many challenges, it has strived to provide support services to students and families by assigning Chromebooks, increasing teacher/parent communications, connecting households to the internet and increasing Pueblo community outreach through the creation of two new positions- tribal liaison and Indian education coordinator.

PISD's student assessments and data for Native American student is very limited as a result of having a small population of 8% and limited access to students for testing for the 2020-2021 school year.

INTRODUCTION

The Peñasco Independent School District's Tribal Education Status Report provides information on academic school performance on the Native American students attending the district. The TESR also gives the district and Picuris Pueblo the opportunity to see where Native American students rank in regards to academic achievement in reading, math and science for grades K-12.

Per the State of New Mexico Indian Education Act (IEA) Article 23A Indian Education, NMSA Section 22-23A- & Report and IEA rulemaking (Title 6, Chapter 25 Part 2.11): 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 TESR to NM tribes. B. Furthermore, a school district with Tribal lands located within its boundaries shall provide a district-wide tribal education status report.

The TESR shall include:

- Past and recent trends in education of Native American students in New Mexico

- Gaps in academic performance between Native American students and other ethnicities

- Data driven decision-making through the analysis of districtwide data.

STATUTORY REQUIREMENTS

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

22-23A-7. Report.

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

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

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

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;
- (11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

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

(13) Access to Native Language programs

*STUDENT ACHIEVEMENT**

Objective. To ensure student achievement in the Peñasco Independent School District (PISD), student growth or progress is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities

Background. The New Mexico assessments include the evaluation of student progress in the following areas: reading K-2 (Istation), Success for All (reading/SEL K-6), English language arts 3rd-11th (Measurement for Student Success and Achievement-MSSA), WIDA ELL- (paper & speaking); Math 3rd-11th (MSSA) which includes Algebra I-9th, Algebra II-10th-11th, geometry (10th-11th), science -7th & 10th, Spanish reading, reading for students with disabilities (ELA), Math for students with disabilities (Resource Math) and science for students with disabilities, and Tiwa Language.

For the 2020-2021 school year, New Mexico public schools received an accountability waiver from the United States Department of Education.

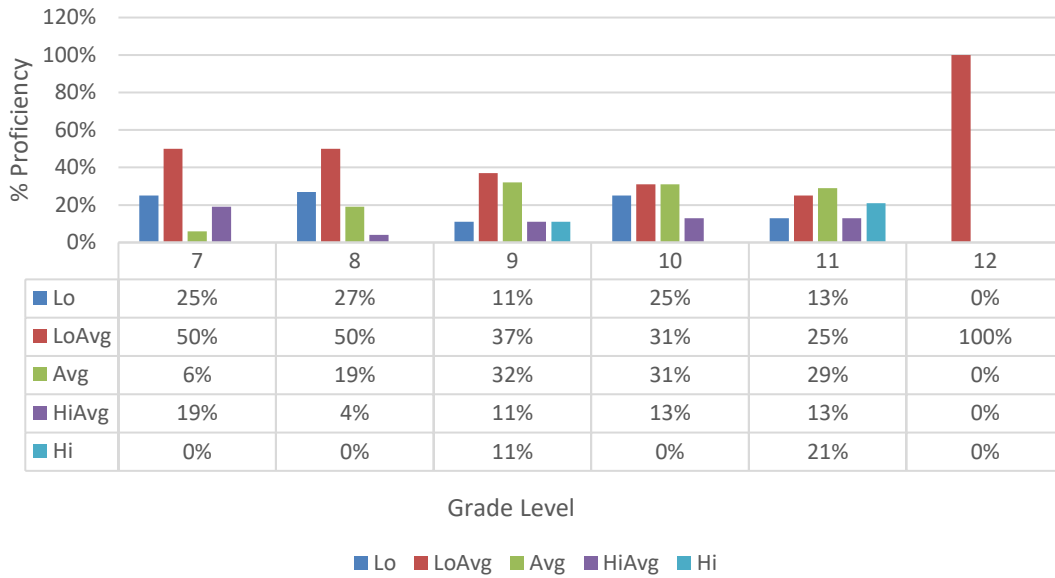
Methods. Peñasco Independent Schools use different assessments to measure student progress. These proficiencies include: Reading 180, IXL, IMSA, Istation, WIDA-ELL, standard-based assessment (SBA), Math 180 and Measure for Student Success and Achievement (MSSA).

The waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the COVID-19 pandemic.

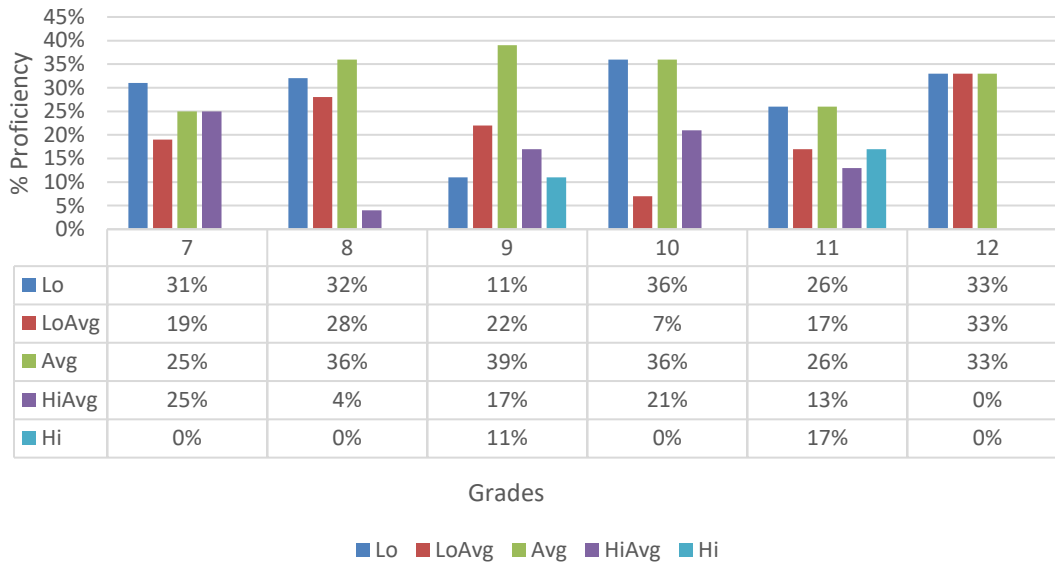
Results*

Due to the COVID Pandemic and the initiation of remote learning in March 2019, there are low participation rates on statewide summative assessments. Therefore, aggregated data from these assessments are not a reliable picture of academic achievement for New Mexico students.

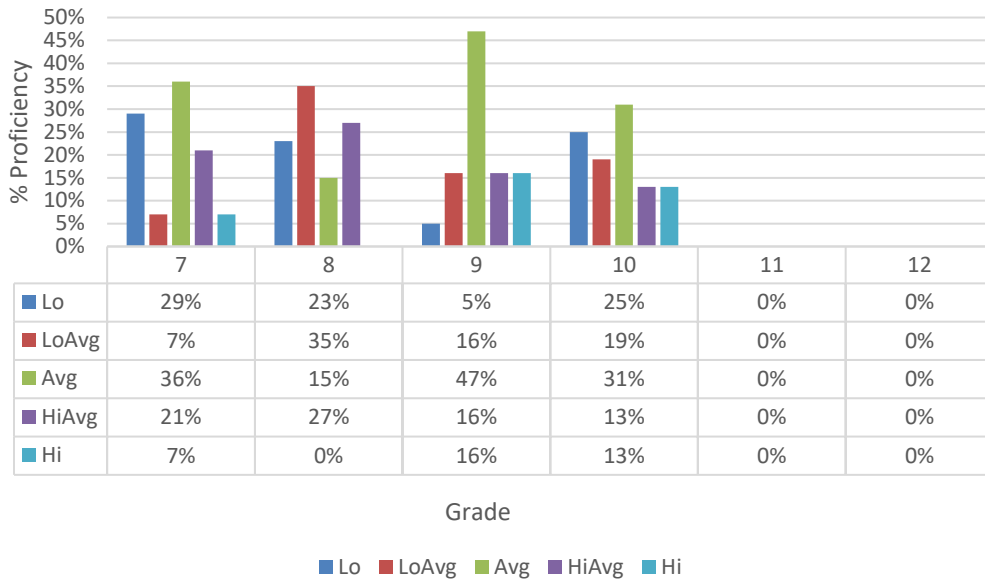
PISD Math 7-12th proficiency District Wide 2020-2021



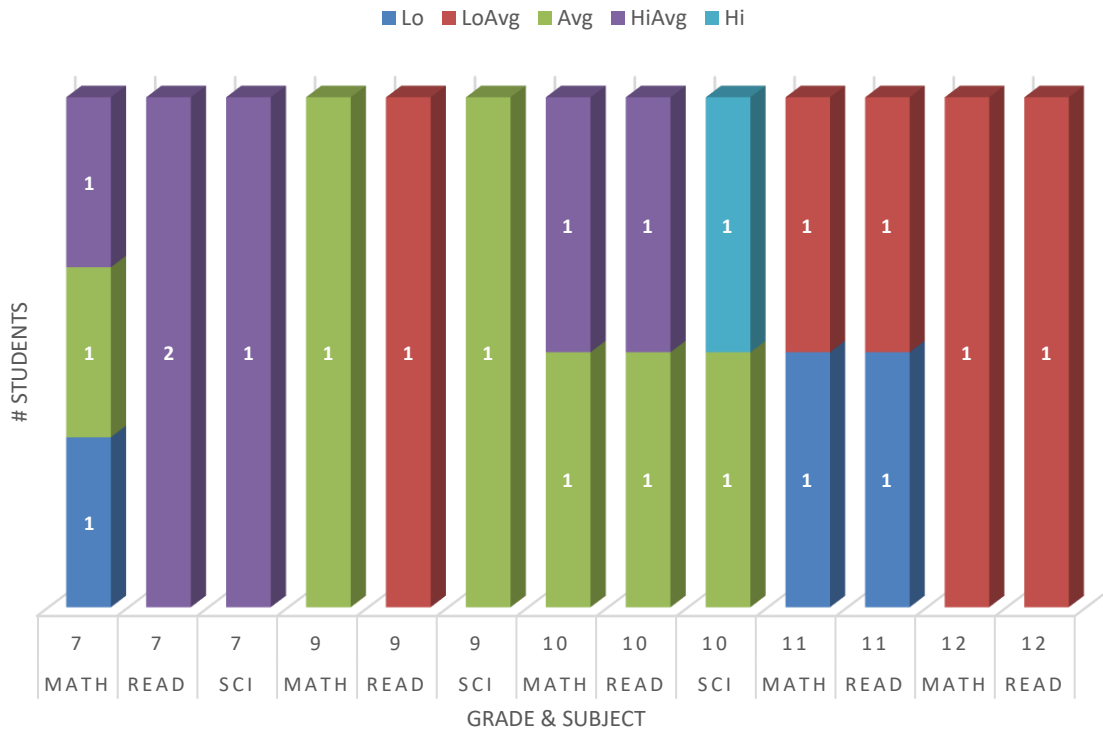
PISD Reading 7-12th proficiency District Wide 2020-2021



PISD 7th-12th Science Proficiency District Wide 2020-2021



PISD NATIVE AMERICAN READING, MATH & SCIENCE PROFICIENCY 2020-2021



Conclusion** For the 2020-2021 school year, PISD elementary students did not take the Istation or MSSA tests due to the COVID pandemic and remote learning challenges. Given the low participation on the Measure for Student Success and Achievement (MSSA), NMPED 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.

**Due to the COVID-19 pandemic, our students were on remote learning and though they took the short cycle assessments a remote learning environment could affect the accuracy of the data. Furthermore, due to the low numbers of Native American secondary student population, our data and analysis is very limited.

Action Plan. In order to increase student achievement, PISD is using IXL for intervention, and weekly assessments. Some students are receiving additional support by using the Math 180 and Reading 180 programs. The Waterford program was administered to elementary students during the pandemic. For school year 2021-2022 the elementary school is implementing the Success for All Reading program daily. This program incorporates classroom curriculum and instructional strategies that focus on leadership, professional development, cooperative learning, is researched based and provide school wide support for classroom programs. The SFA program provides social emotional learning support and cognitive development tools to enhance students social problem solving and critical thinking skills. The SFA reading program is administered daily to for 1.5 hours to our elementary students. Furthermore, PISD has after school tutoring both at the school campus (through the After School Program hosted by Community Schools) and the Picuris Education Department at Picuris Pueblo. After school tutoring and programming¹ indicate that students who participate have better attendance and academic achievement.

¹ Tomic, Robert, "The Impact Of After-School Tutoring On Elementary Student Achievement: A Program Evaluation" (2016). Dissertations. 217. <https://digitalcommons.nl.edu/diss/217>

SCHOOL SAFETY

Objective. To ensure that students at Peñasco Independent School District attend safe, secure and peaceful schools.

Background. The Peñasco Independent School District has a Safety Plan that to keep students, staff, and faculty safe. The district has policies and procedures to provide a safe campus as well as a school safety committee, safety implementation plans, prevention plans, emergency response plans, recovery plans, safe school reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB). We also are following COVID-19 school safety measures per the PED COVID-19 plan. We have very low rates of reportable discipline issues.

Methods. PISD is currently updating the School Safety Plan which will be finalized and submitted to NMPED. The plan will be presented to the Board of Education for approval and will be disseminated to school employees. Furthermore, PISD social workers and the Taos Behavioral Health staff are housed on campus to provide behavioral health support services and access to outside resources for students in order to prevent behavioral situations for arising and escalating. The goal of the district is to be proactive and to reach students before discipline issues affect their academic experience and to provide students and their families with local resources. To capture discipline information, Peñasco Independent schools utilizes the Student Information System (SIS) to disaggregate discipline data by ethnicity subgroups.

Results. For the 2020 school year, Native American students were not involved in any infractions at the Peñasco Independent School District. The results show that there is not a discrepancy with Native American students in terms of discipline.

District Wide there were no student infractions during the 2020-2021 school year. For the 2019-2020 school year the district had 3 infractions, 2 at the elementary school for Drugs and 1 at the middle school for breaking and entering.

Conclusion. Due to not identifying a disproportionate amount of discipline referrals for Native American students, we will continue to implement measures to lower and prevent discipline referrals for all students as outlined in the action plan identified below.

Action Plan. School Culture:

In order to strengthen communication, increase attendance and provide more support for Native American students, PISD hired a tribal liaison and Indian Education Coordinator. These two positions allow for better communication between the district and tribe, teachers, Native parents and students as well as provide additional support services. Additionally, in order to increase cultural awareness regarding Picuris students, the tribal liaison and Indian Education Coordinator will work with administrators and teachers to strengthen their understanding and relationships with Native American students. Additionally, the coordinators will collaborate with teachers to ensure the inclusion of culturally relevant content and curriculum.

Furthermore, we are implementing a positive behaviors support system that will encourage students to strive and achieve. In addition to the positive behavior support system, we are enhancing student's educational opportunities through our early high school program. Though many Native students participate in the College and Career activities, their success rate needs improvement.

GRADUATION RATES

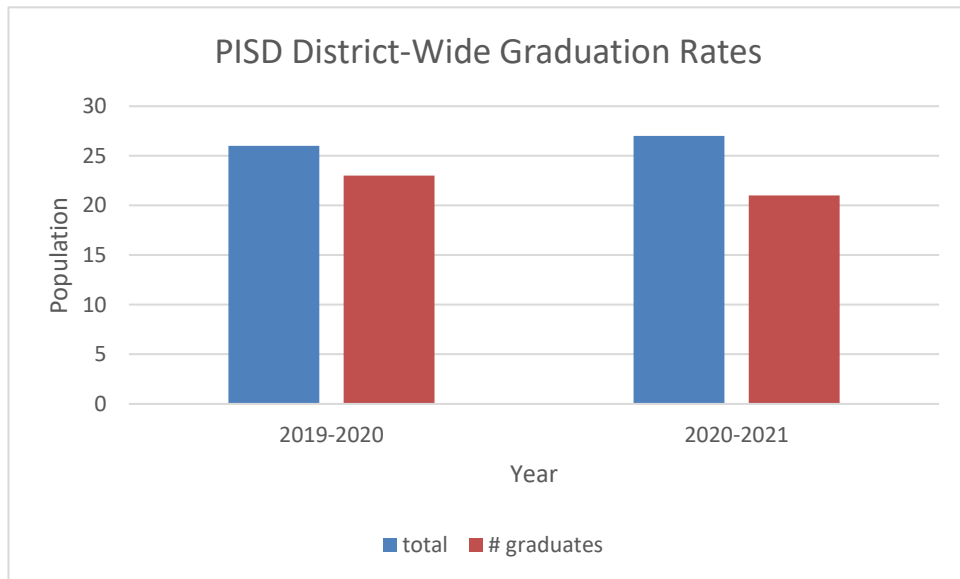
Objective. The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

Background. Transitioning to the National Governors Association (NGA) cohort computation methods, 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 NM Diploma of Excellence.

Methods. Due to the small number of American Indian students enrolled at Peñasco Independent School District, there is limited data for the AI student's graduation rate. PISD had 4 Native American female students graduate in 2020 and 1 Native American male who received his High School diploma during the summer of 2021. Two of the four female 2020 graduates enrolled in higher education institutions. PISD is implementing the IXL program at the secondary school to strengthen career development skills. We are also inviting organizations and guest speakers to the District's extended learning days to talk and share information about their work experience and careers. Our community school program is now being implemented at the secondary level which also focuses on career pathways, development and college readiness. Additionally, PISD is using the AVID and Naviance program to support secondary students in career pathway development and career and college readiness.

Results. Peñasco Independent School District has a trend of declining graduation rates for all students due to a decrease in overall enrollment. There is also a decrease in Native American student enrollment due to the fact that parents are opting to send their children to the Santa Fe Indian School beginning at 7th grade.

The graduation rates district wide for cohort 2019 was 88% and cohort 2020 was 78%. However, 100% of the Native American students attending Peñasco Independent School District as seniors receive their HS diploma.



Conclusion. Graduation rates for Peñasco Independent Schools exceed the state average. Graduation rates for Native American students at PISD has remained at 100% for the past 5+ years and have exceeded non-native American students.

It should be noted that for the 2020-2021 school year, our 11th & 12th grade students did not take the ACT or SAT tests due to the COVID-19 pandemic and remote learning.

Action Plan. We are monitoring and implementing college credit programs and scaffolded support that educators and students need to encourage college and career readiness and success such as the Early College High School Program, AVID and Naviance, with the goal of improving graduation rates. Also, we are providing alternative programs in Career Technical Education such as woodworking and metal works for secondary students as well as providing alternative schedules to accommodate our dual credit students whose numbers have increased over the years.

Our tribal liaison and Indian Education Coordinator will continue to work with the Picuris Education Division and families to support their children toward completing their High School requirements and entering higher education institutions. Collaboration will include meetings, trainings, and communication with teachers and administration regarding Indian Education and graduation success.

ATTENDANCE

Objective. Our attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting Peñasco Independent School District's initiatives such as increasing communication between teachers and parents, addressing the decrease in dropout rate while increasing attendance.

Background. Peñasco Independent School District pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. PISD actively pursues programs focused on addressing the academic needs of at-risk student, provides a variety of after school programs and builds capacity in truancy intervention support.

Methods. The Peñasco Independent School District has an attendance policy (JH-1550) which is included in the student/parent handbook and is distributed to all families at the beginning of the school year. The Student/parent handbook is also available to students and families on the PISD webpage. PISD keeps track of absences through PowerSchool software and the PED attendance success plan.

Results. Peñasco Independent School district 2020-2021 attendance rate 95.15%; our overall absent rate is 4.85%, our chronic absent rate is 13.35%. 2019-2020 chronic absence rate for American Indians was 25.53% and for 2020-2021 the rate was 14.63%

School Name	2019-2020 Overall Absence Rate	2019-2020 Chronic Absence Rate	2020-2021 Overall Absence Rate	2020-2021 Chronic Absence Rate
District-All students	5.70%	18.01%	4.85%	13.35%
PISD Elementary	7.42%	25.60%	8.40%	23.08%
PISD High	3.17%	6.42%	0.46%	0.95%
PISD Middle	4.48%	12.50%	1.72%	4.00%

Subpopulation Name	2019-2020 Chronic Absence Rate	2020-2021 Chronic Absence Rate
District-All students	18.01%	13.35%
Female	20.11%	9.87%
Male	16.16%	16.22%
Caucasian	16.56%	13.36%
American Indian	25.53%	14.64%
Hispanic	17.48%	13.52%
Non-Hispanic	20.63%	12.50%
Economically Disadvantaged	18.01%	13.35%
Students w/disabilities	24.14%	28.00%
English Language Learners	35.71%	18.18%

Subpopulation Grade Level	2019-2020 Chronic Absence Rate	2020-2021 Chronic Absence Rate
District-All students	18.01%	13.35%
K	28.57%	22.22%
1 st	23.53%	17.24%
2 nd	28.57%	32.26%
3 rd	17.86%	12.00%
4 th	17.86%	20.00%
5 th	9.52%	16.67%
6 th	20.83%	14.29%
7 th	14.29%	8.70%
8 th	10.71%	-
9 th	7.451%	3.85%
10 th	3.23%	-
11 th	8.00%	-
12 th	7.69%	-

Conclusion. The overall 2020-2021 absence rate for Native American students is at 4.85% and the chronic absence rate is 13.5%. For the 2020-2021 school year the absentee rates for Native American students were higher than previous years due to remote learning, poor internet connection and limited communication. Attendance increased during the school year because households received internet connections, and parents and students were more familiar and comfortable with remote learning instruction.

PARENT AND COMMUNITY INVOLVEMENT

Objective. The parent and community objectives are 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

Background. Parent involvement in education benefits students learning and engagement, parents, teachers and schools whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying which leads to more parent involvement, improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods. Peñasco Independent School District reaches out to parents through the school website, marquee, weekly newsletters, Community school meetings, tests, emails, Remind app, PTO and PAC meetings and other community events. PISD teachers directly communicate with parents regarding students’ performance, assignments and grades and record outreach on a communication log.

Results. American Indian students and parents are aware and more involved with school functions. Participation in school activities has increased as well as participation in leadership committees and councils. Communication between the district and Tribe have improved and is more frequent. We are currently in the process of creating a Memorandum of Understanding between Picuris Pueblo and the district as well as formalizing a data sharing agreement.

Conclusion. American Indian parents are more involved in student activities due to more notification through the school website, weekly newsletters, the Remind App. Due to the recent creation of the Picuris education division the district has been communicating more frequently with parents and the tribe regarding Indian Education at PISD.

Action Plan. Peñasco Independent School District will continue to keep updating postings on school website as well as use the Remind app in order to keep American Indian student and parents updated on school activities and functions.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective. The tribal students' education program objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools

Background. The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

Methods. Peñasco Independent School District supports academic growth and achievement through the following programs: STEM, Dual Credit, tutoring and Tiwa Language programs and an afterschool program.

Results. Due to the COVID 19 pandemic, Picuris student have been able to leave the pueblo at attend school activities. However, we still have one student who is participating in the dual credit program.

Conclusion. The number of Native American students participating in our Tiwa program has increased over the past 5 years. However, with the COVID-19 pandemic and remote learning, there has been a decrease in the number of students taking Tiwa this school year. The number of all students and American Indian student's' participation in the Dual Credit has increased as well. We need to improve CCR success rates for Native American students.

Action Plan. In years past the Tiwa program has funded by Picuris Pueblo through their IEA grant and was housed at PISD. This year is the first year for PISD to fully fund the program, Peñasco Independent School District will continue to offer the Tiwa program, Dual Credit, and other career technical programs. PISD will continue to encourage Native American students to participate in all programs available to further their education. We are working with the Picuris Education Administrator to provide course credit for work study programs that allow students to learn about and gain experience in careers that support the Pueblo such as Tourism, Solar Power, Environment and Government. We are also seeking to ensure that Native students have additional support in the Early College High School Program.

The following is included per the PISD Attendance policy (JH) J-1550:

- Definition of absenteeism and Attendance
- Penalty for unnecessary and excessive absenteeism
- Procedures for Notification
3rd absence, 5th absence, 8th absence
- Absence/Return Procedure
- Absences will be categorized as:
Excused, Medical Excuse, Bereavement Excuse, Native American Ceremonial Excuse, Unexcused absences

FINANCIAL REPORTS

Objective. The financial objective is, through the use of public school funds, to ensure that PISD provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attend PISD. In addition, PISD utilizes federal grants, Impact Aid Indian Education and the Formula grant, which provides a modest amount to support the purchase of technology (Promethium Interactive White Board), books and professional development materials.

Background. The New Mexico Public school funding formula is based on a model developed by the National education Finance Project (NEFP) in the last 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be added and a new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of inequity 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 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 NM 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 on a non-categorical manner, while providing for local school district autonomy.

Methods. Through tribal consultation, the Equity Council and the Community Schools initiative, PISD conducted a needs assessment to determine what academic, cultural, and social needs of Native American students.

Results PISD received funds from Title VII, Impact Aid Title VIII, Johnson O’Malley and the NM IEA grant to support programs for American Indian students. Title VII and Impact Aid funds were used to support Instructional staff including special education, staff, activities, culturally relevant materials for the classrooms, supplies for the Tiwa program and home literacy packets.

# AI Funding Sources	4
Total District Budget	\$8,086,938
Total Enrollment 80 day	349
AI 80 day enrollment	45
AI%	8
Indian Ed. Formula grant VII	\$8,424
Impact Aid in Education VIII	\$6,094
JOM	\$3,750
NM Indian Education Act grant	\$90,000
Total AI Funds	\$108,268
Amount per student	\$2,406

Conclusion. PISD American Indian students are getting their educational and cultural needs met with the funding of the Tiwa program. We are expanding culturally responsive materials and activities to all classrooms as well as providing professional development for instructional staff in CLR.

Action Plan. PISD will continue to apply for IEA funding to support the Tiwa program at the district level as well as seek additional funding towards professional development in culturally relevant education, social emotional learning and Indigenous language revitalization.

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective. The objective of Indian policies and procedures (IPP) is to ensure that PISD provides adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

Background. Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements

Methods. PISD usually meets with Picuris Pueblo government and parent committee to discuss the IPP once a year, however with the creation of the Picuris Education Division (PED), we are meeting monthly to discuss Indian education issues.

Results. The district has established Indian Policies and Procedures but is in the process of updating them with the input from the PED. They will be presented to the Picuris Tribal Council for comment and approved by the PISD Board of Education.

Conclusion. PISD meetings with the tribal council regarding the Indian Policies and procedures as been successful. The district will provide outreach to the Picuris Education Division in Indian Education.

Action Plan. PISD will continue to meet with tribal council yearly or as needed to discuss and/or make any necessary changes to the IPP. We are also working on finalizing a data sharing agreement and a Memorandum of Understanding with Picuris Pueblo. Information from the PED policies and Procedures will also be integrated into these documents and will include communication

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

Objective. The objective of this initiative is to ensure that NM schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

Background. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenges in obtaining resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods. PISD uses student information system to identify at-risk students based on grades, attendance, and discipline infractions. Students who are identified as at-risk are referred for support. Native American students who are at-risk are also referred to the Indian Education Coordinator and the Tribal Liaison.

Results. PISD dropout rate for American Indian students is 0%. In PISD’s Attendance Plan it will include an early referral form in order to provide additional support to students to prevent dropouts. (See Attendance Tiers I-IV)
Barriers for attendance include: frequently moves and forced school changes, students being raised by other family member, lack of transportation, substance abuse in household, domestic violence, and poverty.

Conclusion. The methods used to support Native American students at risk of dropout has been successful. Native American students attending PISD have a dropout rate of 0% over the past 5 years.

Action Plan. PISD offers different options to prevent Native American students from dropping out. PISD will have the student meet with the Student Assistance Team, PISD offers Credit Recovery, PISD has counseling available to students, student incentives, and after school tutoring. The PISD has more detail on preventing dropouts in their Attendance Success Plan.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective. The variable school calendar objective is to ensure that PISD 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 these students' ability to more regularly attend public school.

Background. New Mexico has a rich American Indian history and culture that cultivated 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 (IA

Methods. PISD acknowledges and supports the American Indian student's participation in tribal activities. PISD supports students to partake in tribal activities to further their cultural well-being and self-awareness.

Results. PISD acknowledges and supports the American Indian student's participation in tribal activities. PISD's calendar Committee is made aware of these days for cultural traditions.

Conclusion. PISD accommodates the American Indian student's participation to the best of PISD's ability. PISD does not start school until after the scheduled feast day of August 10th every year. PISD also recognizes another ceremonial day January 3rd in part of the schools Winter Break. PISD allows the Governor of Picuris Pueblo to excuse Picuris students anytime they have an activity they participate in.

Action Plan. PISD will request a feast day calendar from Picuris Pueblo to identify which days students will need to be excused from school and which days PISD can exclude from the school calendar to continue to support Native American student's participation in cultural traditions. Furthermore, the tribal liaison and Indian education coordinator who are Picuris members will communicate the feast day dates to the PISD administration.

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

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

Background. Districts that claim federally identifies American Indian Students residing on Indian Lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the NM IEA asserts that parent (s); families; tribal departments of education; community based organizations; the PED; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities and AI students

Methods. PISD meets with tribal council throughout the year and on an as needed basis. Furthermore, the district holds monthly meetings with the Picuris education staff.

Results. PISD met with various tribal committees for education, language and health. The PISD also met with tribal council and PAC members in the fall to discuss the start of school, curriculum and budgets. PISD meets again the winter to discuss Indian Policies and Procedures, funding applications, calendars and budgets. The district continues to stay in contact with Picuris regarding COVID-19 practices.

Conclusion. Our communication with Picuris has increased over the past year and because the Picuris elementary students are attending the Picuris Learning Center, PISD is sending therapists, social workers and staff to provide additional support services.

Action Plan. PISD will continue to meet with tribal council to discuss budgets and policies and procedures. PISD will continue to encourage parents to attend PTO and PAC meetings as well as leadership committees and councils.

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

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

Background. Indian Education has been working to strengthen the fields of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The indigenous research, methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Through the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

Methods. During the 2020-2021 school year, the Indian Education Coordinator participated in the PED Audit tool for Culturally Relevant Education training. PISD also has a rubric for assessing CLR supplemental materials and has identified the Indian Pueblo Cultural Center Indigenous Wisdom curriculum as a resource for teachers.

Results. The PISD will apply the PED Culturally relevant audit tool for Curriculum when it is approved and will use the CLR rubric for supplemental materials. In addition, PISD has offered two professional development trainings for teachers with a focus on the Indian Pueblo Cultural Center Indigenous Wisdom Curriculum K-12.

Conclusion. PISD will work with teachers to strengthen their understanding of culturally relevant education and to identify culturally relevant supplemental materials. Our focus is to support teachers in creating a learning environment that is culturally relevant to all students since the majority of our students still live a self-sustainable traditional lifestyle.

Action Plan. Our action plan consists of continuing to provide support for identifying CLR supplemental materials, and curriculum as well as encouraging teachers to teach CLR lessons from the IPPC Indigenous Wisdom curriculum K-12 which is subject specific. We will also provide professional development to our teachers in CRE and give teacher opportunities to bring in local people and presenters to share their work and personal experience.

Access to Native Language Programs

Objective. Ensure maintenance of Indigenous languages. Through the integration of language- and culture-based instructional strategies, methods, and practices helps to support the learning of Native American students along with their Indigenous language for the educational success of these students.

Background. PISD and Picuris Pueblo have been collaborating and supporting the Tiwa language revitalization program since 1986. Over the past 35+ the district has supported the Tiwa class by providing classroom space and materials, collaborated with Picuris teachers, instructor and leadership to create a learning environment for Native American students attending PISD. In the past, PISD and Picuris were able to certify instructors for NALC-520 certification, however, recently with the Picuris fluent speakers advancing in age, it has been very difficult to find a fluent speak who can be in the classroom.

Methods. In order to support the Tiwa Language program at PISD, the district is committed to support instructional staff in Native language revitalization training onsite and to pursue a higher education degree in bilingual education with an emphasis on native languages. Professional development in secondary language acquisition and Indigenous language revitalization as well as curriculum development will aid the Tiwa Instructor in the daily instruction. This will support Picuris pueblo's efforts to certify more tribal members for Native American Language and Culture (NALC-520 Certificate) Certification.

Results. Though the number of Native American students participating in our Tiwa program has increased over the past 5 years, this year our enrollment has declined due to upperclassmen taking classes to fulfill graduation requirements. There is also a small population of Native students who opted to take Spanish instead of Tiwa. Nevertheless, the majority of our Native American elementary students are taking Tiwa including our middle school students. During the 2020-2021 school year, remote learning and with the loss of our fluent Tiwa teacher, Native American students had a difficult time learning Tiwa. Secondary language acquisition can be very difficult to achieve when in-person learning is not provided. Nevertheless, the Tiwa program applied Total Physical response methods to engage students and to support the teaching of the Tiwa language when we did not have a fluent teacher.

Conclusion. PISD will continue to support the Tiwa Language revitalization efforts for Picuris Pueblo by providing scheduling, supplies and materials. Furthermore, we will support the class by continuing to provide the Promethean board as well as serving Tiwa students on campus. Our goal is to increase the number of students in the Tiwa class.

Action Plan. Our action plan consists of continuing to provide support for teaching the Tiwa language at PISD by providing a classroom, as well as providing promethium boards in the Picuris education center for remote students. Since the funding for the Tiwa Instructor is through Picuris Pueblo, curriculum development will be completed by the Picuris Tiwa committee which is comprised of fluent speakers. These elders will guide the instructor with specific subjects and vocabulary that will be taught in class. Furthermore, Picuris Pueblo will provide Indigenous language revitalization training to the instructor as needed.

CONCLUSION

The support for Indian Education at Peñasco Independent School District has increased tremendously over the past year due to the creation of the tribal liaison and Indian education coordinator positions. These two positions will help guide the district, teachers and staff in not only strengthening the relationship between Picuris Pueblo and PISD but will help in building a strong foundation in culturally relevant education, implementing social emotional learning strategies and creating a school culture that is accepting of all students within the La Jicarita valley.

PISD has provided outreach and support to Picuris in Indigenous Language acquisition for 34 years through direct communication, scheduling, materials and classroom space. It is our goal to continue our collaboration with Picuris Pueblo and to assist with maintaining the Tiwa language for the community.

Additionally, PISD is committed to aiding and advising Native American families in career and technical education, college readiness and applying to higher education institutions. In an effort to increase student's awareness of educational and career opportunities it is important to provide as many avenues for students and their families to pursue employment, military and high education opportunities.