

# Tularosa Municipal Schools



## **Tribal Education Status Report**

For School Year 2020-2021

*Wesley Todd Lindsay, Superintendent*

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## *EXECUTIVE SUMMARY*

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

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

On the fortieth day of the 2020-2021 school year, Tularosa Municipal Schools reported a total of 827 students with 223 Caucasian, 258 American Indian, and 322 Hispanic students. The data collected in this report includes student achievement, attendance, school district initiatives, and drop out and graduation rates. The districtwide Tribal Education Status Report also includes information regarding school safety, parent and community involvement, educational programs targeting American Indian students.

This report includes more detailed information regarding the performance of American Indian students in Tularosa Municipal Schools. We are required to submit this report by October 30, 2021 according to the Indian Education Act. This report will be submitted to the New Mexico Public Education Department, the Mescalero Apache Tribe, and other stakeholders.

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## INTRODUCTION

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

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

The second goal is to provide all students with a safe and welcoming learning environment. To accomplish this goal, each school in our district has an Approved Safe School Plan. These are updated annually to ensure that our students are in a safe school environment. Each school is focusing on improving the culture of our schools this year, and each school has this as a goal on their 90 Day Plan. With the advent of the Corona Virus Pandemic, the student learning environment has shifted from an in-person learning model to a virtual model. This has proved to be challenging in attaining and maintaining student engagement using this model.

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

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

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

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

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## *STATUTORY REQUIREMENTS*

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

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

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

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

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

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



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



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## *STUDENT ACHIEVEMENT*

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### **Objective.**

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

1. High student achievement for **all** students. The primary focus is in the areas of reading, language arts, and math.
2. Provide all students with a safe and welcoming learning environment.
3. For our district to have effective and efficient operations.

Tularosa Municipal Schools has implemented measures to strengthen the Native American culture and language in consultation with tribal community leaders, families, district administrators, and teachers to increase Native American proficiency in state mandated tests while increasing graduation rates.

### **Background.**

The New Mexico Public Education Department mandates annual assessments as part of the ESSA plan for the evaluation of student progress in the following areas: reading K-2; English language arts 3-11; math 3-11; science; Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

### **Methods.**

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.

### **Results.**

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.

### **Conclusion.**

Generally, Native American students are less proficient than their counterparts in reading and math according to the district's historical assessment data. Tularosa Municipal Schools will review the limited data provided by NM Public Education Department and formulate student education plans and interventions accordingly.

**Action Plan.**

While Tularosa Municipal Schools has reviewed the data available from the NM-MSSA and SAT School Day assessments, it has done so cautiously due to extenuating circumstances caused by the pandemic and the impact it has had on student participation and validity of the scores. The district will participate in iStations for grades K-2, NM-iMMSA for grades 3-8 and Imagine Learning's Galileo for grades 9-11 to assess students in reading, language arts, and math three times throughout the school year. This will allow teachers to identify areas of need through formative assessments to ensure proper instruction for individual students.

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



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## *SCHOOL SAFETY*

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**Objective.**

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

**Background.**

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

**Methods.**

School safety is our first priority. The following are some of the district safety practices:

- In depth safety plan developed and revisited each school year.
- Emergency drills practiced throughout the school year. These drills include fire, shelter-in-place, and evacuation drills.
- Each school has a discipline policy that is implemented consistently for all students including Native American students. All schools follow the Board Policy Manual which includes policies on bullying, racialized aggression, and harassment.
- Tularosa school district has a Wellness Policy that is reviewed and updated annually.
- Tularosa Municipal Schools coordinates with all parents including Native American families in response to disasters and emergencies.
- Identification cards and visitor's pass for all adults on campus.
- All staff have undergone background checks.
- Staff are trained to perform supervisory duties during student arrival and departure from school.
- Students participate in the YRRS survey that provides information on student health and wellness.

**Results.**

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

**Conclusion.**

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

**Action Plan.**

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



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## *GRADUATION RATES*

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**Objective.**

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

**Background.**

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

**Methods.**

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

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

**Results.**

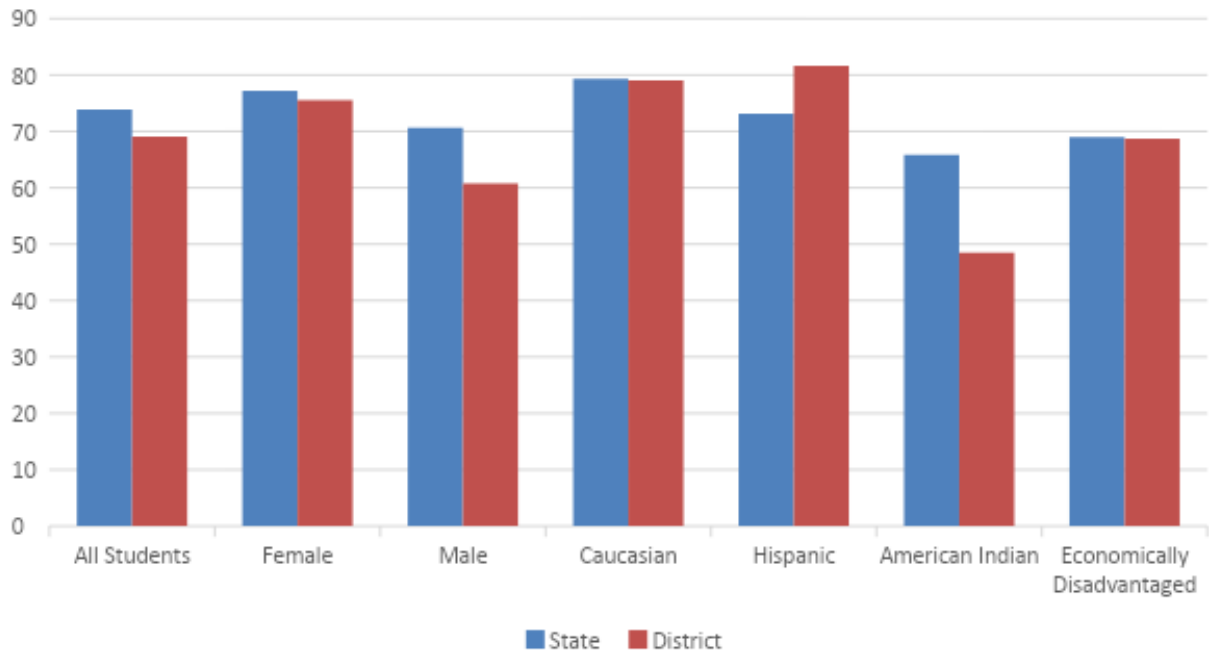
Tularosa High School's 4-year cohort graduation rate was certified in 2020. The 5-year cohort graduation rates for the cohort of 2020 will be certified in 2022.

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

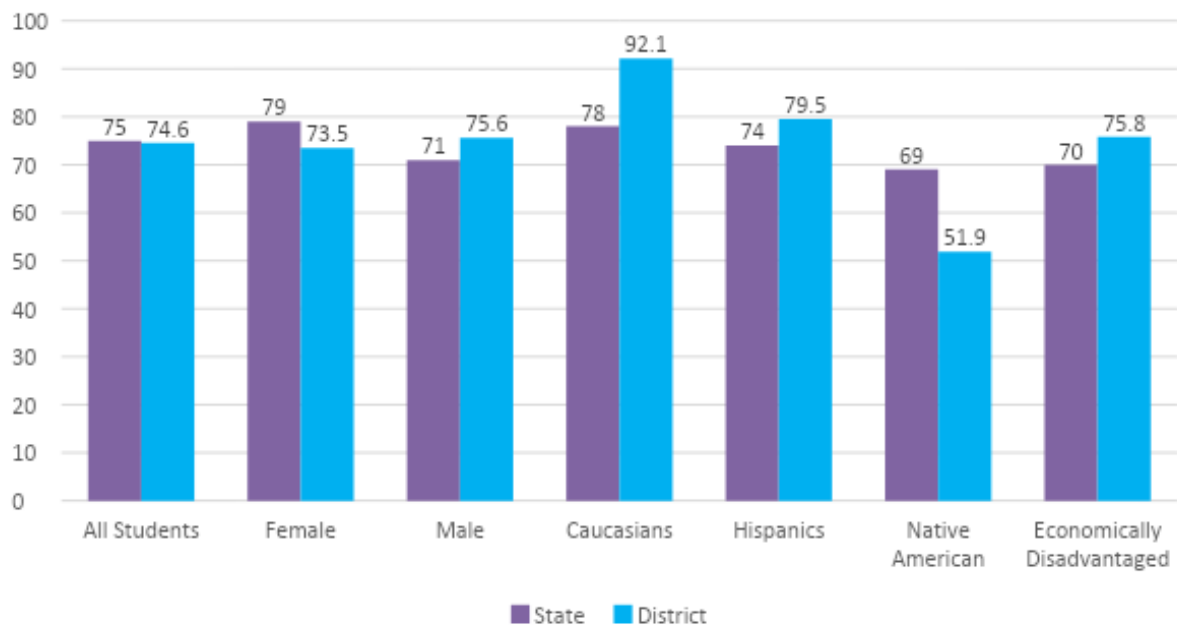
**Conclusion.**

The graduation rate for all students graduating in the 4-year cohort was 76.3 with 81.9 males and 68.0 females graduating at the end of their 4<sup>th</sup> year. The graduation rate for Caucasians was 82.1 compared to Hispanics whose rate was 84.7. The graduation rate for Native American is 52.2. For all years presented, the 4-year cohort graduation rate for Native American students was less than that of all other ethnic groups but has shown a steady increase each year for the last four years.

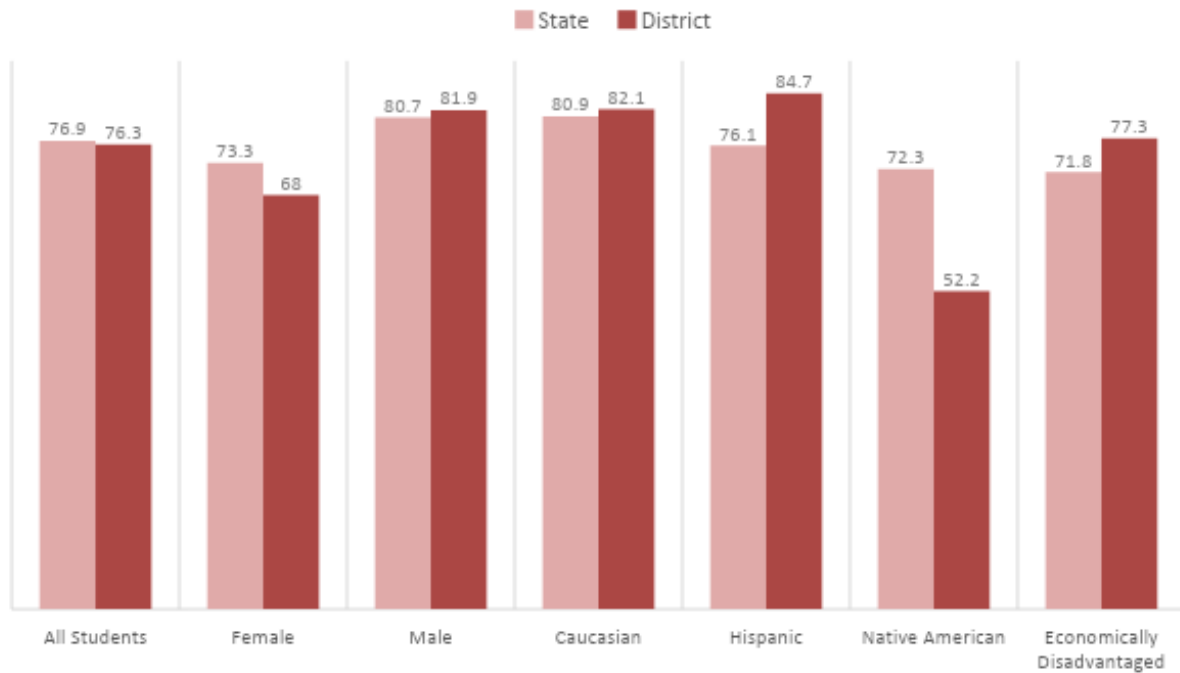
## Tularosa High School Comparison of Four Year 2018 Graduation Data State and District



## Tularosa High School Comparison of Four Year Cohort 2019 Graduation Data State and District



## Tularosa High School Comparison of Four Year Cohort 2020 Graduation Data State and District



### **Action Plan.**

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

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## *ATTENDANCE*

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### **Objective.**

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

### **Background.**

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

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

### **Methods.**

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

### **Results.**

The following table shows the number of students enrolled at the district level in 2021. The four STARS snapshots, 40-day, 80-day, 120-day and End of Year (EOY) were combined and unduplicated to result in the number of total students and American Indian Students and percent of American Indian Students.

#### **Student Enrollment All Snapshots 2020-2021**

<b>Group Enrollment</b>	<b>Pct American Indian</b>
All Students 827	31.2%
American Indian Students 258	

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>State Reports>Assessment>Student Snapshot Template Extract

**Conclusion.**

Overall, Native American attendance is consistently either above their counterparts or slightly lower. Remote learning had a significant impact on all students including Native American students in navigating remote learning challenges such as internet connectivity, social/emotional challenges of being separated from their peers, and technology issues.

**Action Plan.**

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

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## *PARENT AND COMMUNITY INVOLVEMENT*

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**Objective.**

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

**Background.**

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

**Methods.**

Parent and family engagement and consultation is part of the requirements from the New Mexico Public Education Department and the United States Department of Education under Every Student Succeeds Act (ESSA). Our district has a Parent Involvement Compact that is reviewed and updated each year, and each school also has a Parent Engagement Plan. These are required of Title I schools, and each school in our district has a School-wide Title I program.

**Results.**

Due to the pandemic, in-person parent and community involvement was limited. The following were ways that Tularosa Municipal Schools maintained communication with all families including families of our Native American students:

- Communication through School Messenger, text messages, and emails
- Virtual parent/teacher conferences
- All schools have a Parent Advisory Council for each site that met virtually
- PowerSchool Parent Portal to keep parents informed on their students' progress on grades and attendance
- Teacher newsletters
- Title VI Needs Assessment sent to Native American families to provide the district with information about the family perceptions regarding school programs and services

**Conclusion.**

Each school has many Parent Engagement Activities throughout the school year. Schools saw a definite improvement in parent involvement with the return to in-person learning throughout the district.

**Action Plan.**

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



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## *EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS*

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**Objective.**

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

**Background.**

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

**Methods.**

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

**Results.**

Even during the ongoing pandemic, Tularosa Schools was still able to provide:

- Attendance clerk that directly supports tribal students
- Tribal member visits to school campuses
- Native American liaison to work directly with our Native American students and families
- Coordination with Native American Tribal Council to collaborate on student needs

**Conclusion.**

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

**Action Plan.**

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



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## *FINANCIAL REPORTS*

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**Objective.**

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

**Background.**

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

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

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

**Methods.**

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

**Conclusion.**

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

**Action Plan.**

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

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*CURRENT STATUS OF FEDERAL INDIAN EDUCATION  
POLICIES AND PROCEDURES*

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**Objective.**

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

**Background.**

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

**Methods.**

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

**Results.**

On January 12, 2021, we had a meeting with the Gabe Aguilar, President of the Mescalero Apache Tribe. During the meeting we discussed many issues including updating the IPP, the school calendar, enrollment, and the Title VI and Title VIII Impact Aid Program. President Aguilar was also provided with the current budgets for all programs in the school wide plan including Title I, Title II, Title IV, Title VI, and Title VIII Impact Aid. He was asked if he had any input for the current budgeting. During the discussion, President Aguilar presented his concerns about the pandemic and continuing in a remote learning environment during this time. We discussed all students having devices for remote learning, and the connectivity to utilize those devices. Mr. Aguilar informed us that the Tribe had ensured that all students had access to internet through Mescalero Telephone Company. He further informed us that the Tribal Offices were closed because of this. There was also discussion regarding Mescalero Schools and Tularosa Schools regarding the transfer of students. The district did share information with President Aguilar regarding the Tribal Education Study Report that was presented to PED in the fall. President Aguilar also requested that we meet with the Community Services Committee which oversees education to continue consultation. We did meet with the committee on February 8, 2021 to review the items previously discussed with President Aguilar. We also discussed that Tularosa submits a School-Wide Title VI application to allow us to consolidate all funds including our Title I which also has a School-Wide program for all schools. We reviewed the school calendar and our overall enrollment along with the Native American enrollment. We reviewed student achievement, attendance, dropout rate, parent and community involvement, and graduation as well as educational programs. During the discussion, we did a comparison of how our Native American students compared to other groups related

to student achievement, attendance, graduation and dropout rate. We also provided a copy of the Tribal Education Status Report. We discussed the services provided by our Native American liaisons with one at the elementary/intermediate school and one at the middle/high school. We discussed the after school tutoring services that are being provided in Mescalero by our liaison and transportation for students after tutoring to home that is being provided by the Mescalero Youth Program. One focus area for the committee was an Apache Language Program to help maintain their language. We put this as a priority for our district and the committee. To date, we have not scheduled another meeting. Additionally, we met with the Parent Committee to discuss the Title VI program. That meeting was held on April 19, 2021. The school wide application was discussed along with the Title VI funding being used primarily to provide for two liaisons. The parents wanted to continue this practice. We also discussed the vacancy of one position, and we requested the committee's assistance with filling that position. We will be scheduling additional meetings to gather input for the operating budget and other federal program budgets for the upcoming year.

**Conclusion.**

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

**Action Plan.**

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



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

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**Objective.**

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

**Background.**

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

**Methods.**

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

- PowerSchool Parent Portal
- School Messenger
- Nursing Services
- Mental Health/Counseling Services
- Native American Liason
- Extended School Year Services
- College and Career Night
- Home visits
- Academic/Behavioral Interventions
  
- College and Career Technical Courses
- Summer School/Credit Recovery

**Results.**

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



**Conclusion.**

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

**Action Plan.**

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

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*PUBLIC SCHOOL USE OF VARIABLE SCHOOL  
CALENDARS*

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**Objective.**

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

**Background.**

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

**Methods.**

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

**Results.**

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

**Conclusion.**

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

**Action Plan.**

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

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

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**Objective.**

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

**Background.**

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

**Methods.**

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

**Results.**

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

**Conclusion.**

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

**Action Plan.**

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

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

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**Objective.**

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

**Background.**

**Methods.**

**Results.**

**Conclusion.**

**Action Plan.**





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## *CONCLUSION*

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

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

