

Zuni Public School District



Tribal Education Status Report

For School Year 2020-2021

Issued September 2021

Superintendent

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STATUTORY REQUIREMENTS

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

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

STUDENT ACHIEVEMENT

Objective.**Achievement Data**

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

Background.**Methods.****Results.****Conclusion.****Action Plan.****ZPSD Action Plan.**

- ❖ Increase the student attendance/graduation rate over the next three years.
- ❖ Decrease student truancy rates at each school site over the next three years.
- ❖ Students will demonstrate academic growth in literacy, math and science (K-12) for school year 2021-22

ZPSD initiatives are aimed at improving student performance in mathematics and ELA. The PED provides districts and schools systematic, differentiated support to address low student performance. The amount of support needed is determined by federal status, ZPSD's Achievement

Data— with the recent COVID -19 pandemic, testing did not occur at the end of the school year.

The support provided to districts, schools, and staff can take the following forms:

- Opportunity for school educators to apply to, and be selected into, the Principals Pursuing Excellence (PPE) and Teachers Pursuing Excellence (TPE) programs.
- Regional support from the PED staff to include tools to use for needs assessment and instructional audits.
- Technical assistance.

SCHOOL SAFETY

Objective.

Ensure that students in New Mexico schools attend safe, secure, and peaceful learning environments in schools.

Background.

New Mexico—as do other states —looks at strategies to keep students, staff, and faculty safe in schools. The School Safety plan offers new research and new approaches with the intent to

- assist schools and their community partners in the revision of the school-level safety plans;
- improve on Disciplinary Infractions incidents
- prevent an occurrence and/or recurrences of undesirable events;
- properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- to provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within the schools. These provisions include the following: policies and procedures for school safety, safety committees, safety implementation plans, prevention plans, anonymous tip lines, emergency response plans, recovery plans, safe schools reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

Methods.

The school districts including ZPSD submitted their current/revised Safety plans and data to PED for review; changes will be made as PED reviews and requests any changes to be made.

- School Site Principals develop their Safety Plans with their staff. Each school needs to be in compliance with the plan, drills and ensuring the safety of all students and staff.
- COVID-19 Guidelines: Developed by school site staff and Administration. Guidance was received from the NMPED, the CDC (Center for Disease Control and State Health Department).

Results.

At the beginning of the school year, all staff go through a review of policies on Bullying and Cyberbullying, Child Abuse and Neglect, Blood Borne Pathogens, Civil Rights, Harassment, American with Disabilities Act, Confidentiality, and Suicide Prevention.

Conclusion.

All school sites in ZPSD continue to work with staff, emergency personnel, and the tribe to review data for school infractions to see where improvements need to be made. Fire drills are conducted at the beginning of the school year and continue into the new school year. Evacuation/lockdowns

all become part of the school environment geared at ensuring safety. All ZPSD school sites do meet the criteria for the NMPED in regard to safety plans, drills, having a safety team and reporting to the state and PED. The district along with the Public Education Department will continue to work with staff, parents, students and communities in reviewing data such as the number of school infractions and how we can work together to keep everyone safe. This will include the tribal leaders and organizations.

Re-Entry plans are constantly being reviewed and changes made if needed. PED, the CDC and State Health Department provide guidance about any changes in COVID.

Action Plan.

ZPSD will continue to partner with PED to identify and work with school personnel to complete all of the safe schools indicators. ZPSD will identify key persons to partner with other tribal agencies and programs to encourage the ongoing planning, and coordination of services to keep schools safe. ZPSD staff will:

- Review Safety plans yearly
- Train district-wide staff, faculty and students to assess, facilitate and implement response to emergency/evacuation/lockdown drills
- Ensure each school site has a Safety Committee in place

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.

Graduation rates are one year lagged, so the most recent graduation data is from the 2019-2020 school year. The all student group had a slight decrease in graduation rates from 2017-2018 to 2019-2020, while the American Indian student group decreased graduation rates from 2017-2018 and 2018-2019, and increased slightly from 2018-2019 and 2019-2020. Included in these tables are reasons students did not graduate within 4 years.

Methods.

Data from Power School is used to help review credits, credit recovery classes, class schedules, attendance, behavior, and discipline. These are key student indicators that can help identify students who are lowering their odds for graduating from high school. All students are provided with a student handbook at the beginning of the school.

Results.

Our two ZPSD high schools are using ESW in the schools. Support can then be provided through effective interventions early enough in their educational experience that there is sufficient time to intervene. The EWS highlights risks utilizing an electronic dashboard. The dashboard includes the following key student indicators:

- Attendance: – The district works with the Tribal Courts for excessive absences and truancy rates increasing.
- Student Academic Performance: Students should all do well in class. Class grades such as D's and F's will not help a student graduate. If students get behind in credits, they will then have to attend summer school and/or take credit recovery classes. Credit recovery can be harder than regular school day classes. Making up credits takes time and that time could be spent on their current class work. The district uses Edgenuity for credit recovery.
- Behavior: one or more referrals, disciplinary infractions will keep a student at-risk from being successful in school and possibly not graduating. Once they start to miss school, they get behind, continue to miss and then drop-out.

Conclusion.

ZPSD needs to continue to communicate with students and with parents and inform them of any changes, concerns, and positive feedback on each student whether they are on track, or not on track to graduate. The Home School Liaisons make personal contact with parents and their families so that students will want to come to school and do well in class because they know there are people who care about them and support them with graduation.

Action Plan.

The statewide EWS electronic dashboard became available in January 2016. The dashboard is a tool that administrators, counselors, and SAT members can use to obtain an overall picture of their students. The College and Career Readiness Bureau (CCRB) provides opt-in professional development (PD) opportunities to schools for the EWS. This PD trains student assistance team (SAT) members to evaluate student data and respond with tiered interventions. Early reports from the two cohorts that are participating suggest that the SATs and Response to Intervention (RTI) format—when coupled with the dashboard information—prove to be powerful tools for schools to use in their support of at-risk students. ZPSD will:

- ✓ Utilize this tool for the 2021-22 school year to ensure that all American Indian students are given the opportunity to graduate from high school with a diploma, or college readiness skills.
- ✓ Continue to apply for the Carl D. Perkins Career and Technical Education Act grant to offer funding to schools in support of their career technical education. Twin Buttes Cyber Academy takes advantage of this funding.

Have school sites work with parents to meet the needs of students and identify why all students are not accomplishing in core subject areas.

4 Year Graduation Rate 2017-2018, 2018-2019, 2019-2020

Subgroup	2017-2018	2018-2019	2019-2020
All Students	73.2	71.7	71.0
American Indian Students	73.5	70.8	71.6

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

Reason Not Graduating for American Indian Students	Total
Still Enrolled	*
Withdrawn - dropout/outcome unknown	*
Total	12

*Indicates less than 10 students so results are masked

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.

ATTENDANCE

Objective.

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

Background.

The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands.

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. 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. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

Methods.

All school districts including ZPSD report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. A student is considered habitually truant if he or she has a total of 10 or more full-day, unexcused absences in a school year within that district.

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS. Student membership is collected and reported at the school, district, and state level—including the number of pupils in each of several categories from grades Kindergarten) through 12. Dropout data and rates are calculated only for grades 7–12. Dropout statistics provide the number of students dropping out in a given school year and are collected at the school district level. These statistics are then reported to the PED. Additional information can be found for dropout rates on the PED website.

Results.

American Indian students consistently have a lower attendance rate than their counterparts. The state-wide, habitually truant students saw a slight decrease overall, due to clarifying the definition of *habitually truant* at the school, district, and state level provided through EWS.

Conclusion.

For a variety of reasons, the New Mexico students' drop-out data does not capture the underlying causes for native students' dropping out of school.

Action Plan.

PED will continue to partner and collaborate with school districts to provide support in the identification of the causes underlying students dropping out of school and in the implementation of successful strategies to address and ameliorate dropout rates. As indicated in the graduation section, the EWS is an effective tool for schools to use in identifying struggling students who exhibit signs of not persisting to graduation.

Non-attendance is a leading indicator of student disengagement. The PED, local education agencies (LEAs), and BIE can support recipient schools by teaching them interventions and encouraging their participation in the EWS training program. Both national, evidence-based practices and NM EWS participant experiences suggest that RTI intercessions are tremendously effective at supporting students who struggle with attendance. RTI Tier 1 interventions within the EWS often target school-wide attendance issues.

Early Warning Systems combine data systems with student response systems to identify students early and provide proactive responses to student needs. EWS use readily available data to alert teachers and administrators about students who are on the pathway to dropping out of school. A key benefit of early warning systems is that they help educators know what to look for amid the mountains of student data. Early warning systems can be implemented at the middle and high school levels—even as early as 6th grade.

Student Enrollment All Snapshots 2020-2021

Group	Enrollment	Pct American Indian
All Students	1,349	98.9%
American Indian Students	1,334	

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

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

Student Dropout rate 2019-2020 (one year lagged)

Ethnicity	2019-2020 Drop Gr. 7-12	2019-2020 Overall % Rate
American Indian/Alaskan Native	19	3.2%
Asian	*	*
Hispanic	*	*
Multiracial	*	*

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>District and Location Reports>Dropout Reports>Final Dropout Rates

*Indicates less than 10 students so results are masked

PARENT AND COMMUNITY INVOLVEMENT

Objective.

The parent and community objective is to ensure that parents; community-based organizations; 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 the public schools.

Background.

The importance of parent involvement in education has been documented as benefiting students, 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. Parent involvement helps students have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

Methods.

The 23 school districts including ZPSD schools submitted their parent and community involvement indicators through a district-wide survey issued by IED. The IED team analyzed the data to determine which districts require assistance or additional support for parental and community involvement initiatives.

Results.

A schedule of our monthly JOM/IEC meetings is listed below. With the restrictions placed on all of us by the State COVID-19 mandates and tribal restrictions, it was especially difficult to continue to have our monthly meetings using Zoom. The challenges in our rural community with the use of technology equipment was little or no access to a reliable working Internet. Families would get cut off in the middle of a meeting.

Conclusion.

Many schools and school districts have organized activities directed toward involving families and the community in their children’s education. Research indicates that students with highly engaged families will attend school regularly, enjoy a more positive attitude, be involved in fewer discipline problems and incidences of bullying, and exhibit greater interest in higher education.

Action Plan.

The Indian Education Department seeks to support school districts and schools in developing, implementing, and reporting on activities that demonstrate a positive impact on student achievement and well-being throughout the school year. The division provides technical assistance and training in order to strengthen their support of continued collaboration and

consultation on allied efforts that lead to improvements in students' academic achievement and well-being. The JOM/IEC parent group encourages its members to be highly visible in the community for evening activities and to gather verbal/written input needed for future federal/state applications. The JOM/IEC does their annual Needs Assessment during the Fall to gather input for the various funding agencies. The paper survey is done during the Parent-Teacher Conferences at each school site. The information is shared with School Board members during one of their regularly scheduled meetings, every first and last Monday of each month.

Our plan was how to be creative and training our parent committee on the use of Zoom to conduct our meetings during this pandemic. Consultation continued with Tribal Leadership and ZPSD. It is very important that we meet with stakeholders to update them on the changes to the Indian Education Act and what we as a District are accountable for. We needed to make many changes to community events, and schedule meetings on how we will communicate during COVID-19 times.

**Federal/State Programs
Johnson O'Malley/Indian Education/Parent Advisory Committee
Monthly Meeting Schedule
For SY 2020 - 2021**

- Wednesday, August 19, 2021 - JOM/IEC Work Session via Zoom**
- Wednesday, September 16, 2020 - Zoom Meeting**
- Wednesday, October 21, 2020 - Zoom Meeting**
- Wednesday, November 18, 2020 - Zoom Meeting**

- Wednesday, January 12, 2021 - JOM/IEC Work Session via Zoom**
- Wednesday, January 20, 2021 - Zoom Meeting**
- Wednesday, February 17, 2021 - Zoom Meeting**
- Wednesday, March 17, 2021 - Zoom Meeting**
- Wednesday, April 21, 2021 - Year-end Student Banquet via Zoom**
- Wednesday, May 19, 2021 - Zoom Meeting**

All "ZOOM" meetings will start at 6:00 p.m.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

Bilingual Multicultural Education Programs (BMEP) recognize and support the maintenance of Tribal Languages, along with 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 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.

The Bilingual Multicultural Educational Program provides an annual report that includes data garnered from the STARS system and analyzed. For additional information or inquiries regarding bilingual multicultural education programs (BMEPs), please see the Bilingual Multicultural Educational Program annual report on the PED website. Additional PED bureaus provide assistance and input into the education programs supporting American Indian students statewide.

Results.

Based on the ZPSD's Data profile, Native American students involved in BMEP's was 925 students.

Conclusion.

Across the state, there are activities and educational programs that target American Indian students. In order to promote the sharing of best practices and supporting program improvement efforts, the mechanisms by which these programs function successfully or break down need to be properly documented and disseminated.

With the turnover rate for Administrators in the Bilingual department, ZPSD does not have much data to report and is in the process of revising their curriculum.

Action Plan.

The plan is to develop an equity tool of key indicators. This formula will allow districts to reflect on equitable distribution of resources and equitable participation of students in programs and coursework that leads to college and career readiness and success in life.

The district has several initiatives aimed at improving student performance in mathematics and English language arts (ELA). Districts and schools receive differentiated support to address low student performance.

The support provided to districts and schools can take the form of the following: regional support, implementation of Principals Pursuing Excellence and Teachers Pursuing Excellence programs, and PD on utilizing data-driven instruction for better student outcomes.

ZPSD currently operates the Dual Language program in Kindergarten - First Grades based on research indicating that these are the formative years when children are at their peak for learning new languages. It is the foundational years when students go through the “breakthrough phase” and move on up to the progression of learning and building proficiency in a new language.

FINANCIAL REPORTS

Objective.

The financial objective is, through the use of public school funds, to ensure that New Mexico schools 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 attending NM public schools.

Background.

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 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 accommodated and the ease with which new data could be added and new decision options made available.

Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.

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

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

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

Methods.

The 23 school districts submitted their financial report per the Public School Finance Act. The IED team analyzed the data to determine which districts or charter schools may require additional assistance to maximize educational opportunities for American Indian students. The financial reports indicator submissions are illustrated below, which includes the schools that receive federal funds such as Title VII, Title VIII, and Johnson O'Malley (JOM) funds. The schools and charters use operational resources to ensure that resources are applied to American Indian students' educational opportunities.

Conclusion.

The IED will continue to monitor expenditures and align department, district, and school support for the best results for New Mexico American Indian students' education.

Action Plan.

The IED will perform reviews of fund utilization to ensure fiscal expenditures are aligned with the needs of the New Mexico Indian student population. ZPSD will continue to use all funding sources to comply with federal/state mandates.

ZPSD 2010 - 21 Funding Sources	
Johnson O'Malley	\$216,661.00
Title VI - Indian Education	\$237,954.00
District Initiative	\$55,569.00
Title VIII (Impact Aid)	\$2,878, 269.00

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective.

The objective of Indian policies and procedures (IPP) is to ensure that New Mexico schools provide 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 VII 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 by 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 VII Impact Aid funding requirements.

Methods.

The 23 school districts submitted their current IPP simultaneously with their district's Impact Aid application. Each district's process of developing and implementing an annual IPP starts each fiscal year with the involvement of the district's Indian Education Committee/Parent Advisory Committees.

Results.

ZPSD and the Pueblo of Zuni developed/revised their IPP which was submitted along with their Title VII Impact Aid application. They do this on an annual basis.

Conclusion.

The 23 school districts provided the development and submission of their annual IPP, supporting the Impact Aid requirements and Indian Education Act. Consultation Meetings are conducted throughout the year with a Public Hearing schedule for all stakeholders to provide input on the use of funds. Zoom Meetings were used to collect input per COVID-19 restrictions.

Action Plan.

The objective is to ensure that New Mexico school districts' Indian Policies and Procedures are in compliance with appropriate tribal consultations throughout the school year. To this end, both entities are encouraged to continue to conduct meaningful collaborations and consultations in support of American Indian students.

ZPSD ensures that parent/community input is sought at their Johnson O'Malley and Indian Education Committee monthly meetings. Public input is on the agenda for every meeting for parents, students and Tribal officials to engage in and provide their feedback on spending of funds.

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

Objective.

The objective of this initiative is to ensure that New Mexico 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 challenged 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.

Dropout statistics report the number of students dropping out in a given school year and are collected at the school district level. Student membership is also collected and reported at the school, district, and state level, including the number of pupils in each of several categories from grades K through 12.

Dropout data and rates are calculated only for grades 7–12. A student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. This means that students dropping out during the regular school term in year one, who are not re-enrolled in school on October 1 of year two, are reported as year one dropouts. This is recorded in the dropout report in year two.

Results.

In order to retain students in school, New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Even with these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resourcing continues to be a challenge with all programs for student services.

Conclusion.

New Mexico students drop out for a variety of reasons and the data does not always capture the underlying causes. The top three reasons reported include student: 1) did not re-enroll; 2) had an invalid transfer; and 3) intends to take GED.

What is not reflected in the reported reasons are the social, health, and economic stresses that can affect dropout rates. Poverty is an underlying stress factor. For example, without adequate health care and nutrition, students may be absent more often from school due to poor health. Sometimes, family economics may require an older sibling to care for younger siblings who are at home, thereby affecting the student's regular school attendance. Students may leave school to help support their families. Some other factors that can influence dropout rates are: experimentation with drugs, teen pregnancy, chronic diseases, and being the victim of bullying.

Action Plan.

The objective is to encourage schools to continue to support efforts of American Indian students stay in school or become re-engaged. This can occur with the implementation of academic and cultural awareness and through collaboration with tribal governments.

ZPSD provides an initiative for the high schools to hold a one-day Career Fair in the Fall and Spring for career readiness. Both district and tribal programs, as well as military recruiters set up booths and do presentations for 9-12 grades. It is held in the gym due to the large number of participants. The schedule allows students to participate during their regular school day. During the new school year, the high schools will add additional days for Career Fairs.

PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

Objective.

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

Background.

New Mexico has a rich American Indian history and culture that cultivates the 23 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students.

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

Methods.

The 23 school districts submitted their current Public School Use of Variable School Calendars that align with collaborative efforts to support American Indian students with their self-identity, language, and culture and provide students opportunities to partake in these activities.

Results.

The chart below lists the variable school days that are offered to American Indian students within the 23 districts. This list serves as a guide to days of Native importance during the school year. About 48 percent of the districts follow a variable calendar and have a school calendar committee involved in the decision making.

Conclusion.

The majority of the 23 districts report the use of variable school calendars that support an American Indian student's cultural well-being and self-awareness.

Action Plan.

The objective is to encourage schools to continue to support American Indian students to develop and honor their cultural traditions while better ensuring school attendance. This is accomplished by the development of variable calendar days and in collaboration with community members, who ensure calendar days are accurate.

VARIABLE CALENDAR DAYS IN NEW MEXICO

ZPSD Appreciation Day	Pueblo of Zuni - Shalako
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*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 New Mexico 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 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. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

Methods.

The school districts submitted responses on district-wide surveys that provided input into the number of times districts met and discussed American Indian students' educational opportunities with the district's Indian Education Committee, parent advisory committees, Tribes, Indian organizations, and other tribal community organizations.

Results.

The dates listed below are the start of meetings by ZPSD and the Zuni Tribe for consultations with tribal stakeholders in the local decision-making process during the 2020–2021 school year.

All meetings were held via Zoom starting with March 2021, due to COVID-19 mandates by the State and Zuni Tribe. The Pueblo of Zuni had employees working from home which was not feasible for a lot of documents required for signatures and approvals.

Conclusion.

LEAs developed working relationships with their Indian Education Committee (IEC), parent advisory committees, Tribes, Indian organizations, and other tribal community organizations through the consultation and decision-making processes.

Action Plan.

The objective of ZPSD is to continue to work collaboratively with our parent advisory groups (JOM/IEC), district staff, and our tribal leaders. All stakeholders will be invited to attend public hearings, JOM monthly meetings, ZPSD School Board monthly meetings to share data, listen to parent input/recommendations and strengthen the relationship among the district/schools, parents, and community.



Date	Purpose of Meeting
August 2020	ZPSD/Tribal Consultation for State/Federal Grants
January 20, 2021	Public Hearing for Title VII
June 2021	ZPSD/Tribal Consultation
November 17, 2020	ZPSD/Tribal Consultation