

Tribal Education Status Report

School Year 2021-2022
November 15, 2022





The State of New Mexico

Tribal Education Status Report
For School Year 2021–2022
Issued November 2022

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Notices:

- This report reflects the data collected and the PED Bureau/Divisions programs/initiatives in Indian Education Division during the school year 2021–2022.
- The information presented in this document is an analysis/summary of data provided to the PED Indian Education Division by school districts and charter schools for the school year 2021–2022. While the PED monitors incoming data for completeness, the extent to which conclusions and generalizations can be drawn is dependent on the accuracy of the information provided by the responsible organization.
- Qualitative data is listed as close to verbatim from the district TESR submission as possible.
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Table of Contents

ACKNOWLEDGEMENTS-DISTRICTS/CHARTERS	3
ACKNOWLEDGEMENTS-IEAC	4
EXECUTIVE SUMMARY	7
INTRODUCTION	8
PROFILE OF INDIAN EDUCATION IN NEW MEXICO	8
STATUTORY REQUIREMENTS	9
NEW MEXICO STUDENT ACHIEVEMENT	10
<i>Figure 1. Statewide Assessment by Ethnicity</i>	<i>11</i>
<i>Figure 2. Reading by Grade</i>	<i>11</i>
<i>Figure 3. Math by Grade</i>	<i>12</i>
<i>Figure 4. Science by Grade</i>	<i>12</i>
<i>Figure 5. Proficiencies by Economic Status</i>	<i>13</i>
<i>Figure 6. Proficiencies by Gender</i>	<i>13</i>
<i>Figure 7. Proficiencies of Students with Disabilities</i>	<i>14</i>
<i>Figure 8. Proficiencies of Students with Free and Reduced Lunch</i>	<i>14</i>
PED INITIATIVES TO IMPROVE STUDENT ACHIEVEMENT	15
GRADUATION RATE	17
<i>Figure 9. Four- Year Graduation Rate by Ethnicity Over Time</i>	<i>18</i>
<i>Figure 10. Five-Year Graduation Rate by Ethnicity Over Time</i>	<i>18</i>
ATTENDANCE	19
<i>Figure 11. Attendance Rates</i>	<i>20</i>
<i>Figure 12. Chronic Absenteeism</i>	<i>20</i>
SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE	21
<i>Figure 13. Percentage of students dropping out of school</i>	<i>22</i>
SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF DROPOUTS AND INCREASE ATTENDANCE	23
SCHOOL SAFETY	30
<i>Figure 14. Reported Incidents 2021-2022</i>	<i>31</i>
PARENT AND COMMUNITY INVOLVEMENT	32
EDUCATIONAL PROGRAMS FOCUSING ON AMERICAN INDIAN STUDENTS	33
DISTRICT- EDUCATIONAL PROGRAMS FOCUSING ON AMERICAN INDIAN STUDENTS	34
FINANCIAL REPORTS	40
DISTRICT FUNDING 2021–2022: OPERATING BUDGET ESTIMATED REVENUE	41
<i>Figure 15. District Funding 2021-2022</i>	<i>41</i>
ESSA TRIBAL CONSULTATION REQUIREMENTS & CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES AND PROCEDURES	42
<i>Table 16. Impact Aid Program Indian Policies and Procedures</i>	<i>54</i>
<i>Figure 17. Tribal Consultation and Indian Education Formula Grant</i>	<i>44</i>
DISTRICT REPORTED CONSULTATIONS WITH INDIAN EDUCATION COMMITTEES; SCHOOL-SITE PARENT ADVISORY COUNCILS; AND THE TRIBAL, MUNICIPAL, AND INDIAN ORGANIZATION	45

DISTRICT REPORTED CONSULTATIONS WITH INDIAN EDUCATION COMMITTEES; SCHOOL-SITE PARENT ADVISORY COUNCILS; AND TRIBAL, MUNICIPAL, AND INDIAN ORGANIZATION	46
PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS.....	57
<i>Figure 18. Variable Calendar Days as Provided by Districts</i>	<i>57</i>
INDIGENOUS RESEARCH, EVALUATION MEASURES, AND CURRICULA FOR TRIBAL STUDENTS.....	53
DISTRICT ACTIVITIES- INDIGENOUS RESEARCH, EVALUATION MEASURES, AND CURRICULA FOR TRIBAL STUDENTS.....	54
ACCESS TO NATIVE LANGUAGE PROGRAMS	59
<i>Bilingual Multicultural Education Programs (BMEPs).....</i>	<i>60</i>
<i>Figure 19. Student Participation in BMEPs by Ethnicity</i>	<i>60</i>
<i>Figure 20. Student Participation in BMEPs by Native American Language.....</i>	<i>60</i>
<i>Figure 21. Student Participation in Native American Language Class along with Native American Language and Culture Certificate Staff</i>	<i>61</i>
CONCLUSION	62

Executive Summary

In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the New Mexico Public Education Department's (NMPED) and Local Education Agency's (LEAs) current initiatives specific to American Indian (AI) students and their educational progress. This report examines both the current conditions and recent trends in the education of New Mexico's American Indian students and provides action steps to strengthen existing programs or propose new activities to yield a positive outcome for American Indian students.

Data for the 13 reporting areas for 2021–2022 was gathered from the 23 school districts and 10 charters that serve a significant population of American Indian students or have tribal lands located within their school boundaries. Student achievement data for academic years 2019-2020 and 2020-2021, the US Department of Education granted New Mexico a waiver to bypass the assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA). Thus, the 2021-2022 student achievement data for student achievement data for 2021-2022 will be the baseline moving forward for New Mexico Students.

American Indian (AI) students show a 2.4% increase in the four-year graduation rate (2021) when compared to the previous year. The five-year graduation rate for American Indian students compared to other sub-groups was 77.8% (2020) with an increase of 5.6% from the previous year.

Further detailed information regarding the performance of American Indian students in local school districts can be found in the local TERS that each of the 23 school districts completed at the following link [District TERSs](#).

The PED has developed and implemented focused initiatives to support the educational success for all students, which includes Federal Programs, the Language and Culture Division, Special Education Division, the College and Career Readiness Bureau, and the Math and Literacy Division to name a few have been instrumental in these initiatives that are designed to address the educational gap and cultural development of American Indian students. Additionally, programs, activities, and outcomes from various grants, that are specific to American Indian students from within school districts are included within this report.

Integral to Every Student Succeeds Act Plan, the PED asserts an Affirmation of Tribal Consultation process that creates the opportunity for local school districts and tribes to engage in meaningful discussion and decision-making. Within that framework, the Indian Education Division continues to prioritize and strengthen state and local tribal consultation practices in the 2021-2022 school year with the development of training, a guidance manual, and on-site technical assistance has been provided. It is these efforts that will lead to best practices and solutions for supporting American Indian students.

The PED believes every New Mexico's child can succeed. To this end, the PED continues to maintain high expectations for all students and to strengthen partnerships with tribes, school districts and other American Indian Stakeholders to collectively achieve the greatest outcomes for American Indian students.

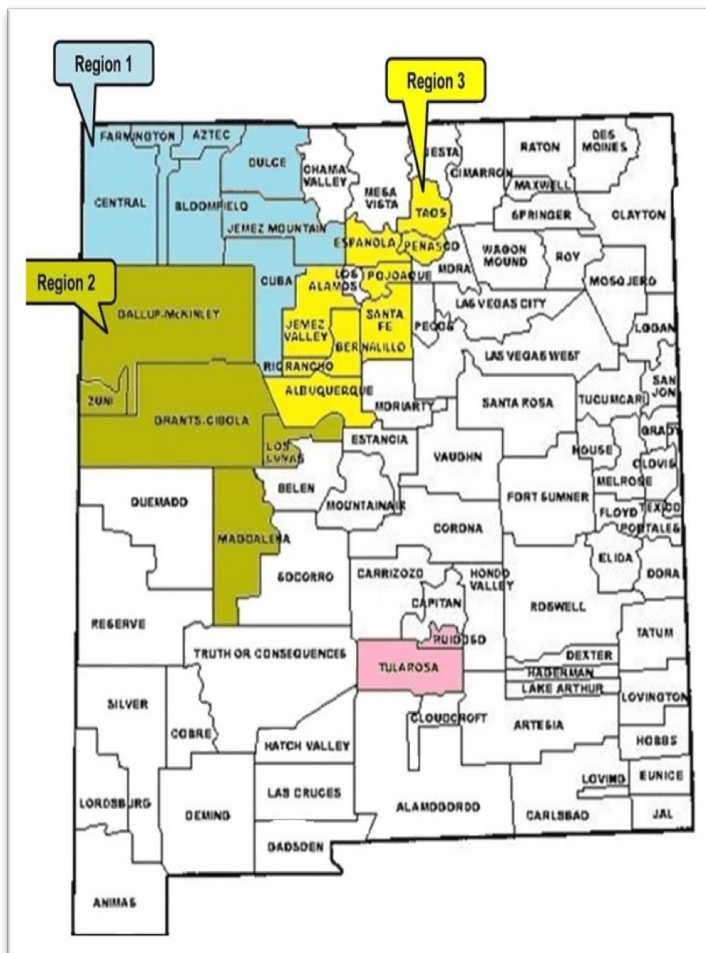
Introduction

Providing all New Mexico children with a quality education is the key to our state's future. In a continuing effort to ensure better student outcomes, the federal government passed Every Student Succeeds Act (ESSA), this law replaces the federal law "No Child Left Behind" (NCLB) in governing K–12 education.

The annual Tribal Education Status Report (TESR) provides the New Mexico Public Education Department (NMPED) the opportunity to analyze the progress of American Indian (AI) students and reflect on the strategies and goals set forth within the state plan can be maintained, strengthened, or revised to better meet the academic and cultural needs of AI students. This annual report also provides education stakeholders and educational institutions with state-wide data that can be used as part of a local planning and improvement processes, resulting in improved outcomes for American Indian students.

Of the 89 public school districts, 57 state charter schools, and 48 local charter schools in New Mexico, 23 public school districts and 10 charter schools (five state and five local) are located on or near tribal land and required to complete an annual TESR. Twenty-two districts and four charters submitted a TESR that supports the following sections: school safety, parent and community involvement, education programs (focusing on tribal students and incorporating Indigenous research, evaluation, and curricula), and access to native languages, the data collected include attendance, dropout rates, and graduation rates.

Profile of Indian Education in New Mexico



- 23 school districts and 10 charter schools are identified as serving a significant number of AI students
- 40,759 AI students in NM public schools
- 6,704 AI students in 41 BIE schools
- 3,438 Teachers identified as AI
- 42 Administrators identified as AI
- 1,544 Ancillary staff identified as AI
- 93 Native American Language and Culture Staff (NALC) identified as a level I
- 244 Native American Language and Culture Staff (NALC) identified as a level II
- 74.7% AI 4-year graduation rate (2021)
- Seven of eight languages of NM Tribes, Nations and Pueblos are taught in School-based language programs
- 7,045 students participate in Native Language Programs

Statutory Requirements

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant parts of this report:

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.

New Mexico Student Achievement

Objective.

Student achievement in New Mexico public schools is measured by statewide tests approved by PED.

Background.

The New Mexico assessments include the evaluation of student progress in the following areas: reading K–2; English language arts 3-8, 11; math 3–8, 11; Science in grades 5, 8 and 11, Spanish reading, reading math and science for students with disabilities.

Methods.

The following assessments were used in the 2021-2022 school year.

The New Mexico Measures of Student Success and Achievement (NM-MSSA) is the summative assessment in mathematics, English language arts (ELA), and Spanish language arts (SLA) for students in grades 3–8

The New Mexico Assessment of Science Readiness (NM-ASR) measures science proficiency aligned to the [New Mexico STEM Ready, Science Standards](#) for students in 5, 8, and 11th grades.

The Dynamic Learning Maps (DLM) test is taken in grades 5, 8 and 11 and is an alternate assessment designed for students with the most significant cognitive disabilities, for whom, even with accommodations, general state assessments are not appropriate.

SAT: All 11th grade students in New Mexico public schools will participate in the digital SAT during the school day in spring. This includes Reading, Writing, Language and Mathematics.

Starting in spring 2021, the state adopted the NM-MSSA Spanish Language Arts (SLA) assessment for grades 3-8 replacing the Spanish Reading SBA for grades 3-8. As a result, the Spanish Reading SBA is only offered at the high school level as a summative assessment.

Using Indicators of Progress (ISIP), I-station is able to assess student development in early reading, math, and English Language acquisition. I-station is given to K-2 grades and only early reading is analyzed for inclusion of assessments.

This section includes statewide disaggregated data for student sub-groups:

- **Ethnicity**—by student subgroups: American Indian, Caucasian, African American, Hispanic, and Asian.
- **Grade Level**— in reading, math, and science.
- **Economic Status and Free and Reduced Lunch**—in reading, math, and science.
- **Gender**—in reading, math, and science.
- **Students with Disabilities**— in reading, math, and science.

Conclusion/Results

The graphs in the next sections (pages 11-13) show the statewide percentage of students who are at or above proficiency by ethnicity, grade level, economic status and free and reduced lunch, gender and students with disabilities as measured by the New Mexico assessments.

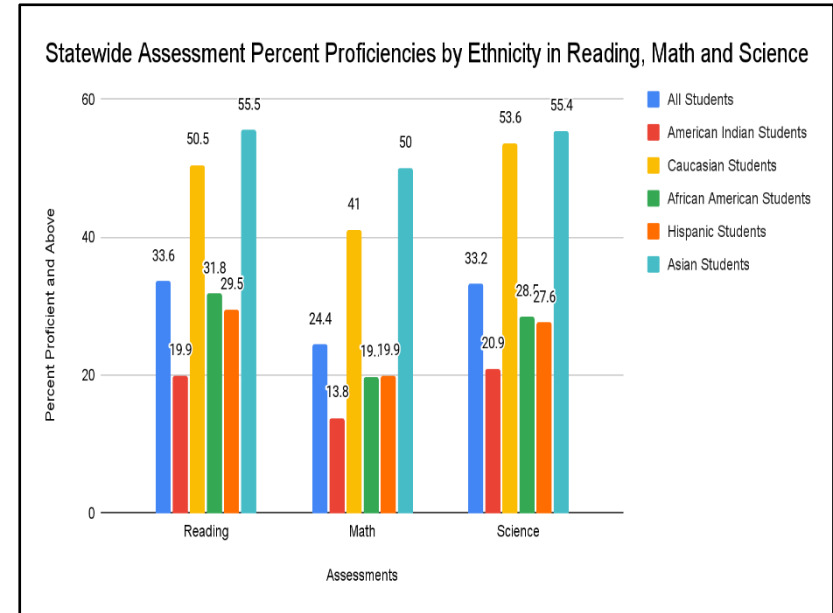
****2021-2022 assessments will be the baseline year for proficiencies****

Several PED initiatives are aimed at improving student performance these can be found on the following pages (14-16). To review district and charter initiatives please refer to following link [District TESRs](#).

Figure 1. Statewide Assessment by Ethnicity

Figure 1 shows statewide achievement data from SY2021-2022 *The New Mexico Measures of Student Success and Achievement (NM-MSSA)* in Mathematics, English language arts (ELA), for students in grades 3–8, *The New Mexico Assessment of Science Readiness (NM-ASR)* which measures science proficiency aligned to the [New Mexico STEM Ready, Science Standards](#) for students in grades 5, 8, and 11th grades. SAT: for all 11th grade students includes Reading, Writing, Language and Mathematics, and I-station-reading for K-2 grades.

- 20% of AI students were proficient in reading
- 14% of AI students were proficient in math
- 21% of AI students were proficient in science
- Compared to all students, AI students are about one third as proficient in reading as all students. The same can be said about science.

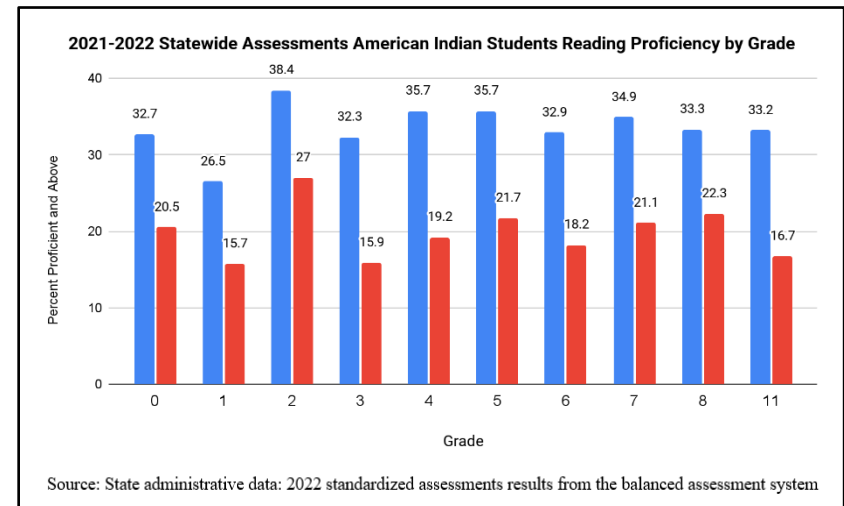


Source: State administrative data: 2022 standardized assessments results from the balanced assessment system

Figure 2. Reading by Grade

Figure 2 shows statewide achievement data from *The New Mexico Measures of Student Success and Achievement (NM-MSSA)* in English language arts (ELA), for students in grades 3–8. SAT: for all 11th grade students, this includes Reading, Language, and I-station includes reading for K-2 grades.

- AI students reading proficiencies were the highest in second, eighth, and fifth grades.
- AI student reading proficiencies were about half as high as all students regardless of grade.
- The gap between all students' reading proficiency and American Indian students is the smallest in second and eighth grades.

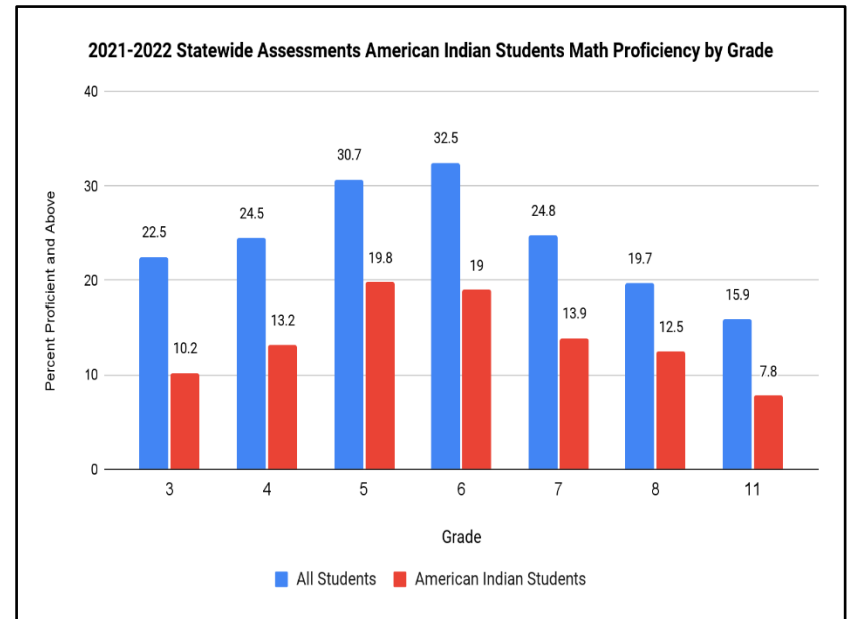


Source: State administrative data: 2022 standardized assessments results from the balanced assessment system

Figure 3. Math by Grade

Figure 3 shows statewide achievement data from *The New Mexico Measures of Student Success and Achievement (NM-MSSA)* in Mathematics, for students in grades 3–8, and SAT: for all 11th grade students.

- Proficiencies between all students and AI students' trends upward from the third grade to sixth and decrease starting in the seventh grade.
- The highest proficiencies for all students were in the sixth grade and AI students was in the fifth grade.

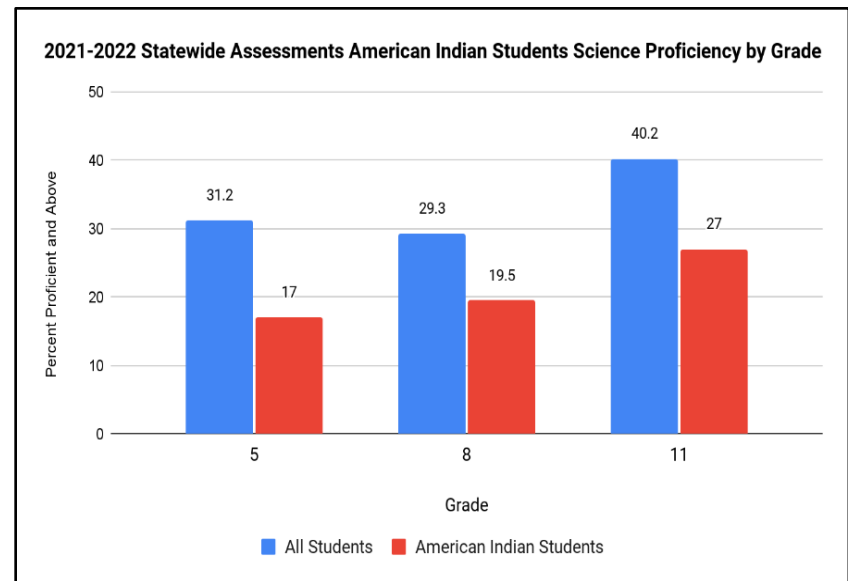


Source: State administrative data: 2022 standardized assessments results from the balanced assessment system

Figure 4. Science by Grade

Figure 4 shows statewide achievement data *The New Mexico Assessment of Science Readiness (NM-ASR)* which measures science proficiency aligned to the [New Mexico STEM Ready, Science Standards](#) for students in grades 5, 8, and 11th grades.

- Proficiencies for all students decreased from fifth grade to the eighth grade but increased in the eleventh grade.
- AI students' proficiency increased steadily from fifth to eighth to eleventh grade.
- All student's proficiencies were at least one third higher than AI proficiencies in science.



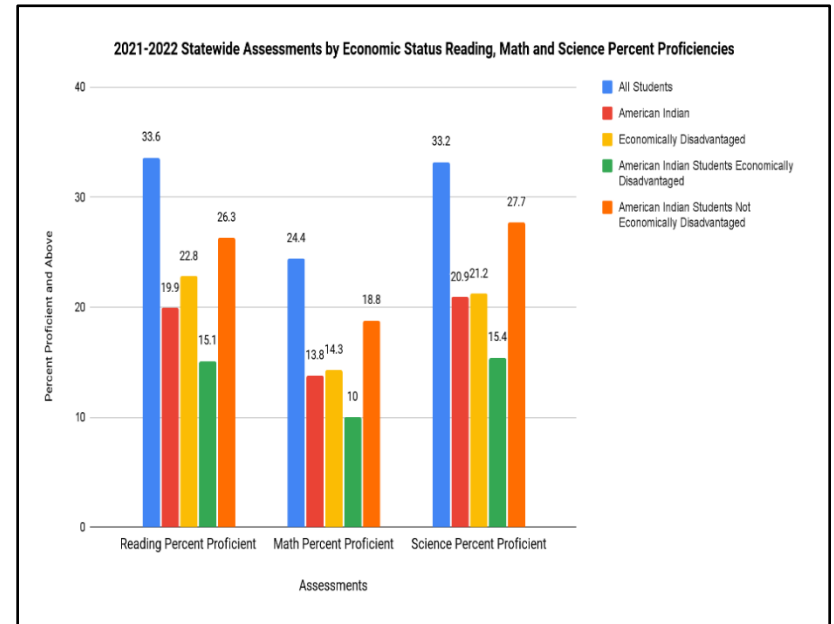
Source: State administrative data: 2022 standardized assessments results from the balanced assessment system

Figure 5. Proficiencies by Economic Status

Figure 5 shows statewide achievement data from *The New Mexico Measures of Student Success and Achievement (NM-MSSA)* in mathematics, English language arts (ELA), for students in grades 3–8, *The New Mexico Assessment of Science Readiness (NM-ASR)* measures science proficiency aligned to the [New Mexico STEM Ready, Science Standards](#) for students in grades 5, 8, and 11th grades. SAT: for all 11th grade students, this includes Reading, Writing, Language and Mathematics, and I-station which includes reading for K-2 grades based on a student’s economic status (students)

Comparisons can be made between all students, AI students, Economically Disadvantaged students as well as AI students who are Economically Disadvantaged.

- Economically Disadvantaged students have higher reading, math, and science proficiencies than AI students who are from economically disadvantaged backgrounds.



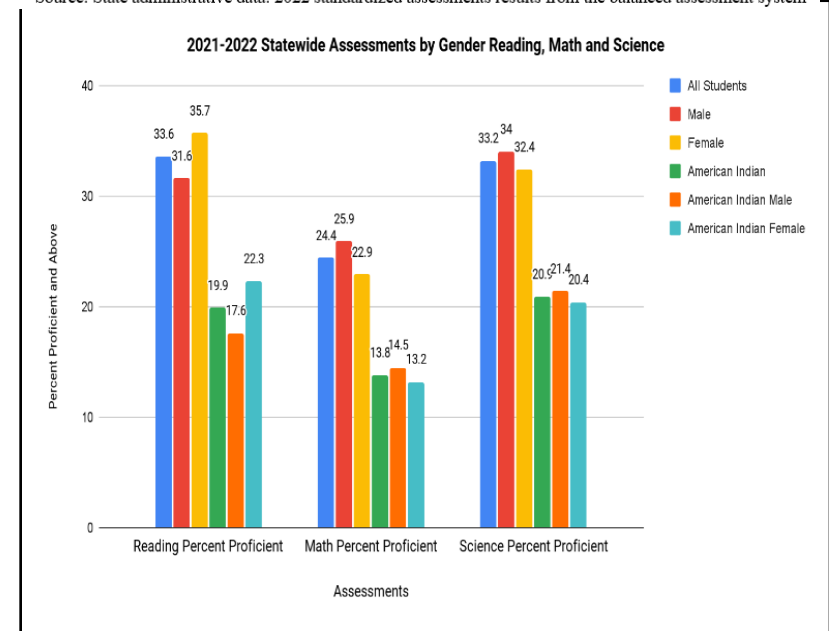
Source: State administrative data: 2022 standardized assessments results from the balanced assessment system

Figure 6. Proficiencies by Gender

Figure 6 shows statewide achievement data from *The New Mexico Measures of Student Success and Achievement (NM-MSSA)* in Mathematics, English language arts (ELA), for students in grades 3–8, *The New Mexico Assessment of Science Readiness (NM-ASR)* measures science proficiency aligned to the [New Mexico STEM Ready, Science Standards](#) for students in grades 5, 8, and 11th grades. SAT: for all 11th grade students, this includes Reading, Writing, Language and Mathematics, and I-station for reading K-2 grades.

Proficiencies in reading, math and science by gender shows gaps between male and female students

- Reading proficiencies are higher among females than males, while math and science proficiencies are higher with males
- AI females have higher reading proficiency than AI males
- AI males have higher math and science proficiencies than AI females

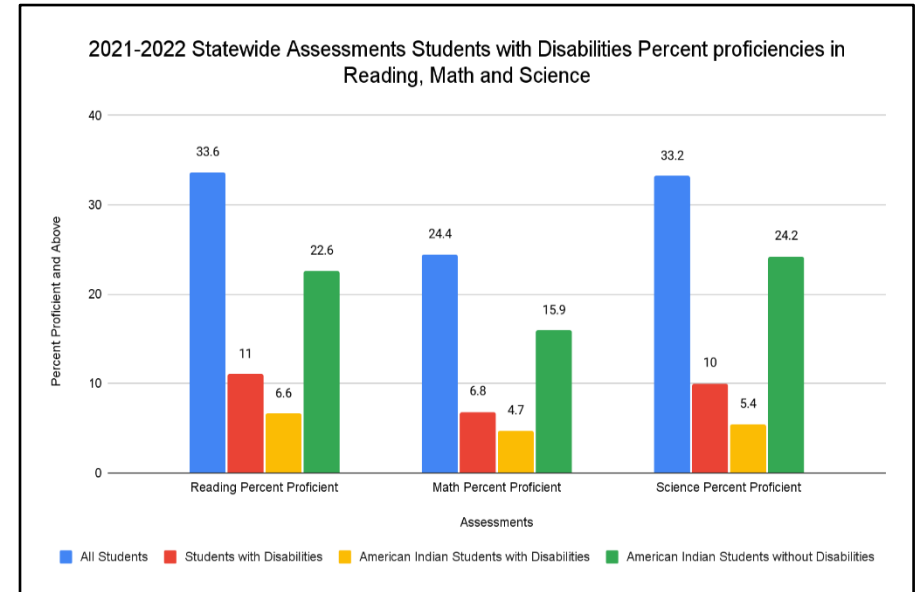


Source: State administrative data: 2022 standardized assessments results from the balanced assessment system

Figure 7. Proficiencies of Students with Disabilities

Figure 7 shows statewide achievement data from The Dynamic Learning Maps (DLM) tests taken in grades 5, 8 and 11 in the alternate assessment designed for students with the most significant cognitive disabilities, for whom, even with accommodations, general state assessments are not appropriate.

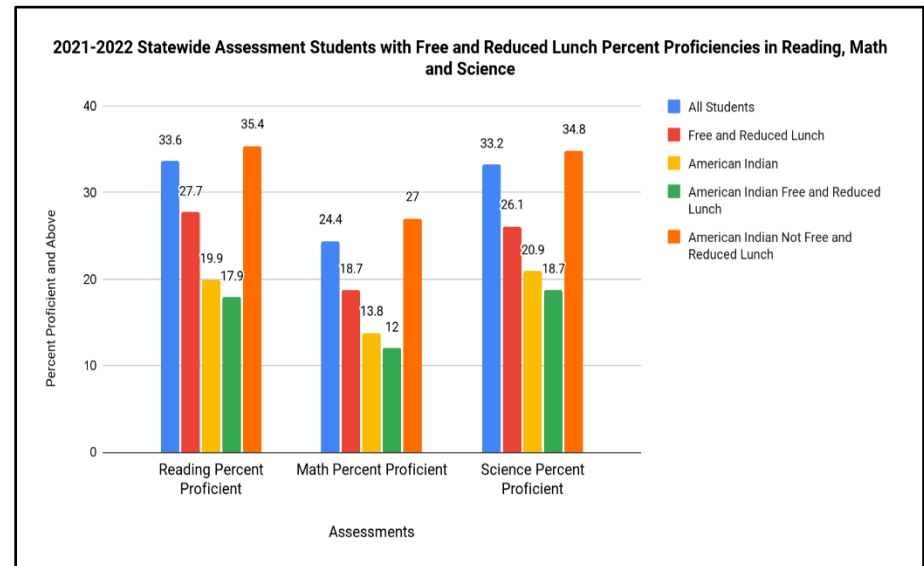
- AI students have lower proficiencies in reading, math, and science than all students.
- AI students with disabilities have lower proficiencies in reading, math, and science than other students with disabilities.



Source: State administrative data: 2022 standardized assessments results from the balanced assessment system

Figure 8. Proficiencies of Students with Free and Reduced Lunch

- AI students with Free and Reduced Lunch have lower proficiencies in reading, math, and science than other students with Free and Reduced Lunch.



Source: State administrative data: 2022 standardized assessments results from the balanced assessment system

PED Initiatives to Improve Student Achievement

<p align="center">Indian Education Division</p> <p>Provides funding and support for the purpose of improving academic achievement and eliminating achievement gaps in math, reading, and science.</p>	<p align="center">Educator Pathways Bureau</p> <p>Development of the educator pipeline including teacher residencies, educator fellowships, paid student teaching</p>
<p align="center">Literacy and Humanities Bureau</p> <p>Provides support in the use of the science of reading through research based professional development in structured literacy for all elementary educators</p>	<p align="center">Math and Science Bureau</p> <p>Provides support in mathematics to include curriculum-based professional learning and acceleration, well emphasizing early numeracy, algebraic thinking, algebra concepts and fostering positive student mathematics identities.</p>
<p align="center">Math and Science Bureau</p> <p>Provides support in instructional science to include rigorous middle and high school course development and curriculum-based professional learning to support high-quality instruction</p>	<p align="center">Math and Science Bureau</p> <p>Provides support in instructional Computer science supports to include expanding access to K–8, instructional strategies to integrate within the core academic curriculum and professional learning that prepares students for success in high school.</p>
<p align="center">New Mexico’s Multi-Layered System of Supports</p> <p>Support with MLSS, accelerated learning for all, and intensive interventions.</p>	<p align="center">New Mexico’s Multi-Layered System of Supports</p> <p>Support for collaborative practices such as professional learning communities and the use of communities of practice to support statewide educator collaboration on important instructional initiatives such as MLSS, literacy, social studies, fine arts, and other academic topics</p>
<p align="center">Instructional Materials Bureau</p> <p>Support in the use of High-Quality Instructional Materials including adopted materials that support cultural and linguistic instruction</p>	<p align="center">Instructional Materials Bureau</p> <p>Creation of a High-Quality Vender Market Place providing information on strong professional development aligned to the use of HQIM</p>
<p align="center">Curriculum and Instruction Bureau</p> <p>Development of the NM Instructional Scope which is a tool to support teachers in utilizing relevant instructional strategies and formative assessment to meet the needs of all students</p>	<p align="center">Assessment Bureau</p> <p>Support in the use of a balanced assessment system</p>
<p align="center">Assessment Bureau</p> <p>The Learning Management System (Canvas) provides on-demand professional development opportunities and options for micro-credentials across the state</p>	<p align="center">At-Risk Intervention Response Bureau</p> <p>Provides support to LEAs on best practices along with removing any barriers on the use of funds for the Family Income Index and At-Risk Intervention Funds in order to improve student academic achievement and student success in college or career for the at-risk student groups</p>
<p align="center">Safe & Healthy Schools Bureau</p> <p>Works to assist students who are chronically absent, through attendance recovery services that help local education agencies (LEAs) achieve the desired outcomes of the Attendance for Success Act through intensive and individualized efforts with students and families who have disengaged from school</p>	<p align="center">Safe & Healthy Schools Bureau</p> <p>Works to remove barriers to academic achievement by providing supports for student’s health and social emotional wellbeing to help keep them actively engaged in school.</p>

<p align="center">Safe & Healthy Schools Bureau</p> <p>Provides training and technical assistance to schools to implement Social Emotional Learning (SEL) strategies; behavioral health workforce recruitment and capacity building assistance; and guidance on trauma-informed restorative strategies, which support students and improve school attendance outcomes, school climate, reduce risk factors and improve the health and wellbeing of students, families, and communities.</p>	<p align="center">Black Education Act Bureau</p> <p>Working to decrease underlying racial and discrimination factors that impede student performance by increasing the number of offerings of Anti-Racism and Discrimination professional development trainings to school personnel.</p>
<p align="center">Community Schools & Extended Learning Bureau</p> <p>Provides funding and support to schools to create K-5 Plus programs, which are designed to narrow the achievement gap and reduce summer learning loss in grades K through 5.</p>	<p align="center">Community Schools & Extended Learning Bureau</p> <p>Provides funding and support to schools to create extended learning time opportunities for students for the purposes of improving academic achievement and eliminating achievement gaps in math, reading, and science.</p>
<p align="center">College and Career Readiness Bureau</p> <p>Implementing a Near-Peer Tutoring Program, which provides high school students with the opportunity to be paid as reading and mathematics tutors for middle and/or elementary school students.</p>	<p align="center">College and Career Readiness Bureau</p> <p>Implementing Careers2Communities, a program designed to increase all New Mexico students' college and career readiness, ensuring those students traditionally under-represented in higher education and the workplace can equitably achieve high-value career.</p>
<p align="center">College and Career Readiness Bureau</p> <p>Implementing career technical education (CTE), which provides students of all ages with the academic and technical skills necessary to succeed in future careers and to become lifelong learners. CTE courses follow rigorous academic and technical standards aligned to a school's core academic curriculum.</p>	<p align="center">Information Technology Division</p> <p>Is working to reduce the "homework gap" by ensuring all students have access to a dedicated digital device, all students have access to high-speed internet allowing them to work remotely from home, and school districts have sufficient resources for maintaining digital devices and providing internet access, remote learning, teacher training, and IT professional development.</p>
<p align="center">Priority Schools Bureau</p> <p>Implements the RISE (Resilience, Instruction, Support, and Excellence) program leverages the expertise of New Mexico's leaders to support and empower school leaders as they work to improve student achievement in their schools.</p>	<p align="center">Priority Schools Bureau</p> <p>Implements the Achieve Excellence (AE)-Rising program supports and empowers New Mexico's early-career and alternative licensure teachers and works with those teachers to improve instruction and increase student outcomes in their schools.</p>
<p align="center">Priority Schools Bureau</p> <p>Implements the CSSLE (Create a Safe and Supportive Learning Environment) program supports educators in fostering a learning environment in which students feel safe, relaxed, and willing to take risks, especially for learners who may be experiencing increased uncertainty during times of crisis.</p>	<p align="center">Priority Schools Bureau</p> <p>Implements the THRIVE which is an initiative focused on supporting New Mexico school leaders and helping them to develop instructional leadership skills that will in turn empower and develop New Mexico's teachers through the delivery of consistent performance and instructional coaching support</p>
<p align="center">Priority Schools Bureau</p> <p>Implements the LEAD program which supports new principals with less than 3 years of experience in developing best practices for effective coaching/mentoring, instructional infrastructure, data-driven instruction, effective school culture, and the use of feedback.</p>	<p align="center">Priority Schools Bureau</p> <p>Implements the LAUNCH which is a pilot program designed to support the retention of New Mexico teacher leaders by providing them professional learning grounded in leadership to support them in their career pathways; whether that be moving into a formal leadership pathway, or continuing to grow as a teacher leader, instructional coach, department chair, mentor, or master classroom teacher.</p>

Graduation Rate

Objective.

Ensure all American Indian (AI) students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. This diploma indicates NM's rigorous curricular standards have been met and required assessments have been passed. It differentiates the diploma from one earned with a GED. 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 method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves 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 a 5-year cohort graduation rate for AI students to better capture the number of students acquiring the New Mexico Diploma of Excellence.

Methods.

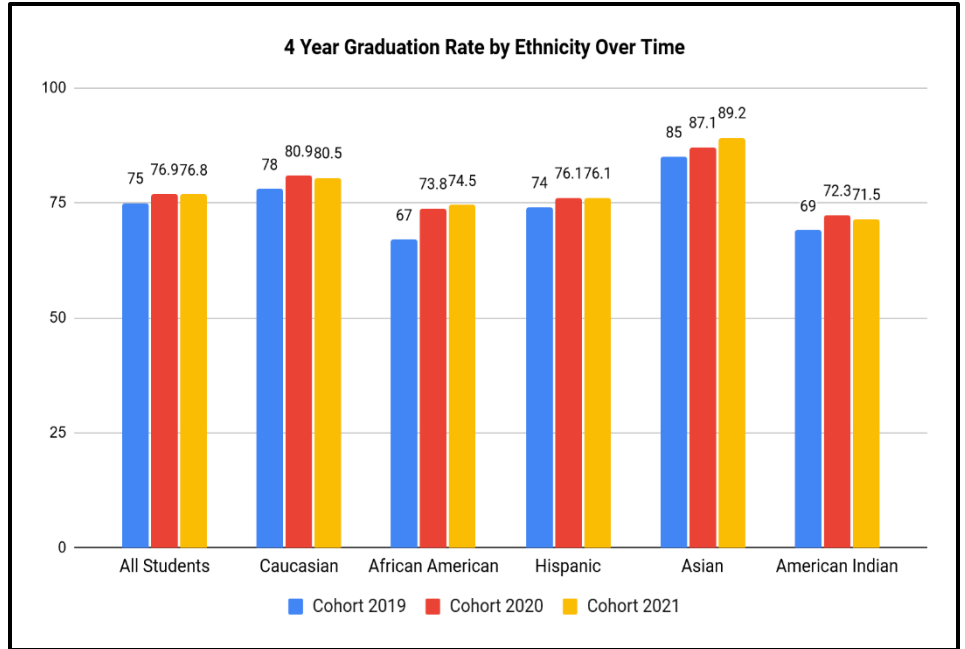
The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year of high school. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. For detailed rates by traditional subgroups, aggregated by school and district, view the NM PED website: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>. The results of the extended year's graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

Conclusion/ Results

The four-year graduation rates for students attending New Mexico Public Schools are reported one year behind, the five-year graduation rates are two years behind. The latest four-year graduation rates reported are from 2021. The 2022 four-year graduation rates will not be available until spring of 2023. AI students increased their four-year graduation rates significantly from 2019 to 2021. Five-year graduation rates dipped slightly between 2019 and 2020, with an increase by 2021.

Figure 9. Four- Year Graduation Rate by Ethnicity Over Time

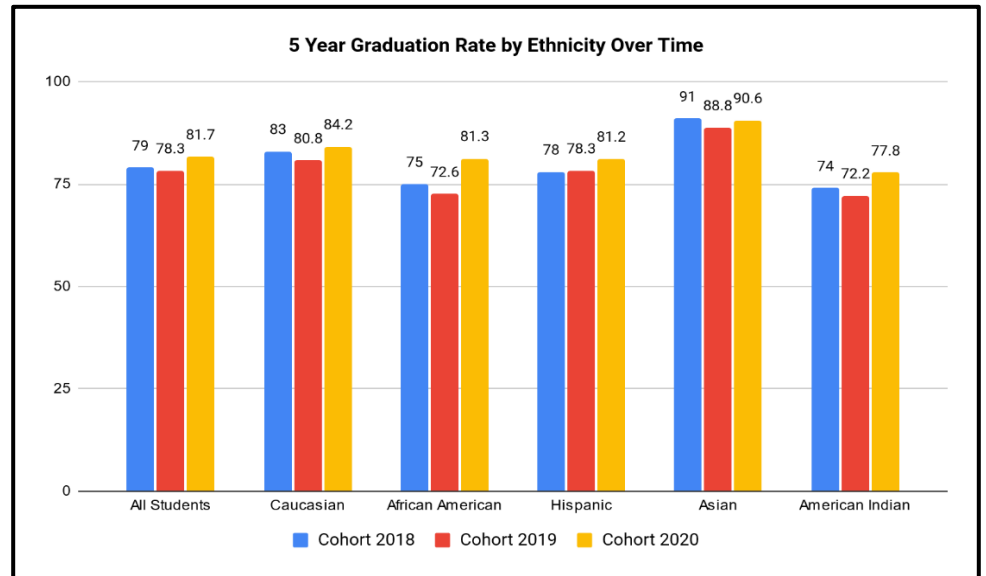
The four-year graduation rates for AI students have increased from the 2019 cohort.



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

Figure 10. Five-Year Graduation Rate by Ethnicity Over Time

For the Five-Year Graduation Rate- AI students had a slight decrease in the 2019 cohort compared to 2018 and showed a 5% increase by the 2020 cohort.



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

Attendance

Objective.

To increase student attendance and reduce absenteeism by providing interventions and prevention strategies.

Background.

The use of attendance rates to measure student achievement data is linked to research that has shown the more students are in school, the more access they have to high-quality instruction and highly effective teachers. Missed school days are missed opportunities to learn, which in turn prevents teachers from providing the high-quality instruction and learning opportunities for all students.

The Attendance for Success Act (HB 236, 54th Legislature, 2019) repeals The Compulsory School Attendance Rule (6.110.8.9 NMAC). The purpose of the Act is to provide a process for prevention, intervention, support and referrals when it comes to absences and chronic absenteeism. The Act also establishes school prevention strategies, enacting early warning systems, implementing tiered interventions and engaging support services designed to keep children in school so they may succeed.

Public school attendance policies include the establishment of an early warning system that includes evidence-based metrics to identify students who are at risk of chronic absenteeism or excessive absenteeism.

Methods.

The Attendance for Success Act seeks to determine root causes, utilize school, administrator, parent and community members in seeking solutions, and document and report efforts to reach every child or family needing assistance to improve attendance state-wide.

The Attendance for Success Act requires all public schools develop an Attendance Improvement Plan, as well as whole-school absence prevention strategies and submit to the PED. A four-tier intervention protocol is established for whole school prevention, to include attendance improvement targets, early intervention, and intensive support.

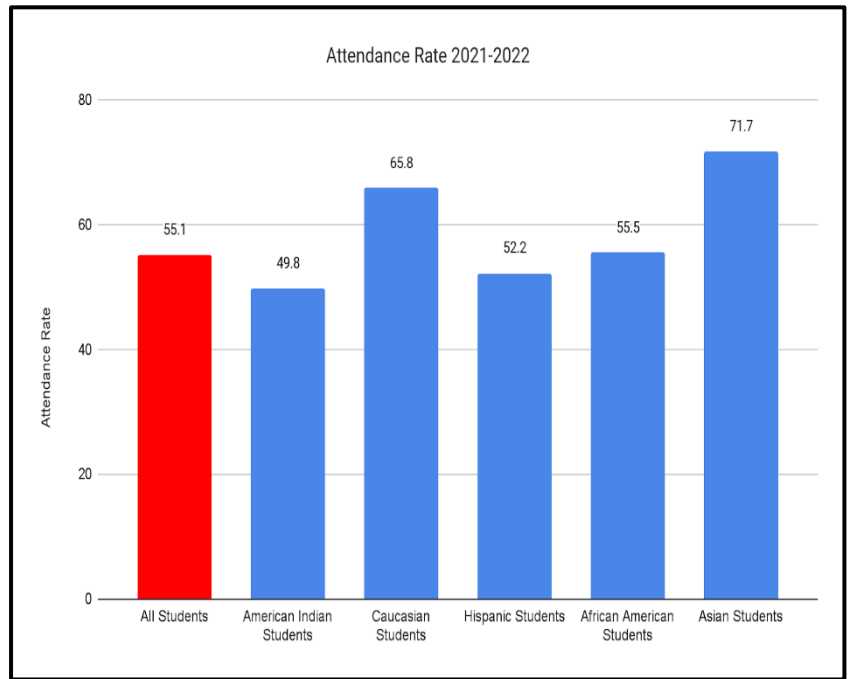
Chronic Absenteeism is defined as students missing 10% or more of school days due to absence for any reason, excused, unexcused absences or suspensions. This translates into students failing subjects and students dropping out of school.

Conclusion/ Results

The attendance rate calculations were revised for the 2021-2022 school year with the implementation of the Success for Attendance Act. Emphasis has been placed on determining chronic absenteeism which replaced the habitual truant Act. The current act is to assist with determining root causes for chronic absenteeism and to provide interventions to improve attendance for all students.

Figure 11. Attendance Rates

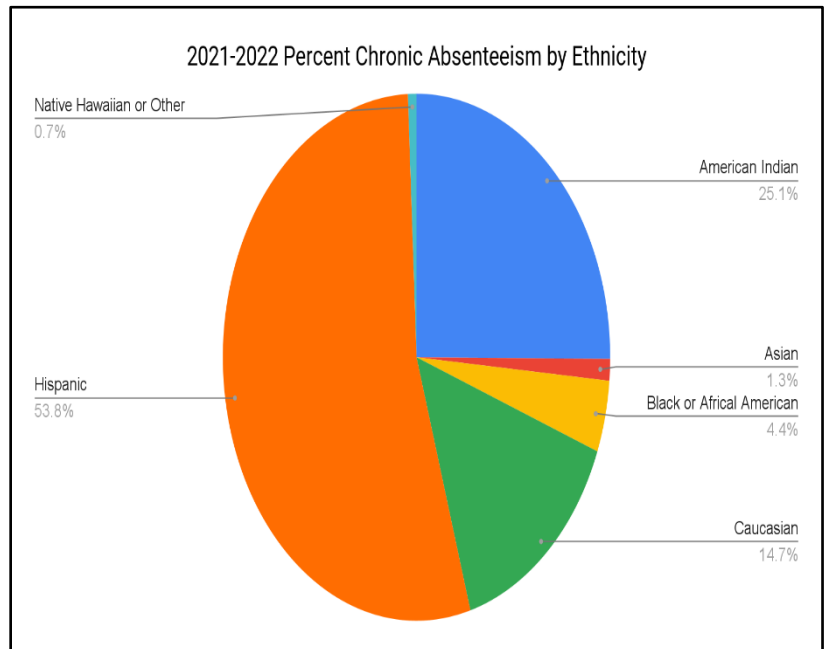
The attendance rate for all students combined was lower than some of the subgroup attendance rates. American Indian students continue to fall behind in attendance compared to other subgroups.



Source: STARS Reports: AYP Attendance Preview-Rolling Attendance Detail

Figure 12. Chronic Absenteeism

The change in the Attendance for Success Act now concentrates on the problem of chronic absenteeism. In 2022, Hispanic students had the largest percentage of chronic absenteeism with 53.8% and American Indian students had a high chronic absentee rate of 25.1%.



Source: STARS Reports: AYP Attendance Preview-Rolling Attendance Detail

School District Initiatives to Decrease the Number of Student Dropouts and Increase Attendance

Objective.

Ensure New Mexico schools provide initiatives and programs to support the decrease in the number of American Indian student dropouts

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. 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.

Methods.

Dropout statistics are reported annually, drop-out data is collected at the school district level and reported in STARS. Dropout rates are based on an unduplicated count of the End of Year (EOY) student snapshot from the prior school year. 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. Students dropping out during the regular school term in year one and 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. Dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, resulting in a lower graduation rate.

Conclusion/Results

Dropout rates for 2021 are reported in 2022. Initiatives by districts to decrease dropout rates are listed below. Most districts and charters have a higher dropout rate prior to graduating among American Indian students compared to all students. Exceptions to this are Central Consolidated Schools, Cuba Public Schools, Grants Cibola Schools, Farmington, Gordon Bernell Charter, Jemez Valley Public Schools, and Ruidoso Municipal Schools. New Mexico students drop out for a variety of reasons, and the data does not always capture the underlying causes. Data regarding the reasons for dropping out were not available at the time of this report.

Figure 13. Percentage of students dropping out of school

2020-2021 OVERALL % RATE OF STUDENTS DROPPING OUT PRIOR TO GRADUATING		
District Name	All Students— % Dropout	AI Students— % Dropout
Albuquerque Public Schools	4	4.9
Aztec Municipal Schools	None	None
Bernalillo Public Schools	5.2	5.3
Bloomfield Schools	5.8	6.4
Central Consolidated Schools	5.1	4.8
Cuba Independent Schools	21.6	19.7
Dulce Independent Schools	6.4	6.3
Dzil Diti'ooi School of Empowerment, Action, and Perseverance	*	*
Española Public Schools	5.8	6.9
Farmington Municipal Schools	4.8	4.4
Gallup-McKinley County Schools	4.9	4.9
Gordon Bernell Charter	41.6	32.4
Grants-Cibola County Schools	6.8	4.9
Hozho Academy	None	None
Jemez Mountain Public Schools	15.6	None
Jemez Valley Public Schools	15	12.8
Los Lunas Public Schools	3.9	3.4
Magdalena Municipal Schools	*	*
Middle College High Charter	18.6	20.6
Native American Community Academy	3.1	3.2
Peñasco Independent Schools	*	*
Pojoaque Valley Public Schools	4.1	8.4
Rio Rancho Public Schools	4.7	4/0
Ruidoso Municipal Schools	5.5	3.6
San Diego Riverside	*	*
Santa Fe Public Schools	4.1	5.3
Six Directions Indigenous School	*	*
Taos Municipal Schools	6.4	7.3
Vista Grande High	*	*
Walatowa Charter High	*	*
Zuni Public Schools	1.8	1.8

Source: STARS Report Dropout Rates

School District Initiatives to Decrease the Number of Dropouts and Increase Attendance

District	Activities
Albuquerque Public Schools	<ul style="list-style-type: none"> • The Indian Education Department supports the district plan by informing parents and students about the district plan through multiple venues, including parent messenger. • will also be made to increase dialogue between Tribal Leaders and APS around attendance issues of mutual concern. <ul style="list-style-type: none"> • These include feast days and participation of APS students in community ceremonies and other learning opportunities accessed through traditional ways of knowing. • Dialogue around specific challenges and solutions developed by Pueblo and other tribal communities in collaboration with other districts will also be resumed as APS works to determine the best practices to increase both engagement and success of APS AI/AN students both at school and as members of their respective tribal communities.
Aztec Municipal Schools	<ul style="list-style-type: none"> • Teachers take attendance for every class session. • Schools will notify parents of their student’s attendance, well also advocating the importance of student’s attendance while taking classes in person or online. • Aztec Schools received a three-year grant through the USDOE, implementing a Native Academic Advisor who works at the middle and high schools in assisting to decrease AI student dropout rates and increasing AI attendance at the school sites. • The Aztec district reports its attendance improvement plan no later than 45 days after the beginning of the school year. • To address the needs of at-risk students due to the pandemic, Koogler MS has implemented afterschool tutoring and Saturday tutoring for all students. • Aztec HS has implemented afterschool tutoring and online tutoring that meet in the evenings as well as Saturdays.
Bernalillo Public Schools	<ul style="list-style-type: none"> • The district encourages our schools, school site administration, and staff to continue to support our AI students to stay in school and engage them in their class, using the curriculum and becoming an important part of the school environment. • We will also continue to have meaningful consultation and collaborate with Tribal Leadership, Tribal Education Director’s, and Tribal Communities along with providing information, ask for recommendations and implement programs and other initiatives to help our students want to stay in school because they are supported, the staff is engaging them in school.
Bloomfield—BSD	<ul style="list-style-type: none"> • BSD implemented the following strategies to keep students in an educational setting while increasing attendance and decreasing the number of student dropouts: <ul style="list-style-type: none"> • Tutoring & Mentoring • Guidance Counseling • Native Youth Advisor at Secondary Schools • Attendance Saturday for student absentee makeup

<p style="text-align: center;">Central Consolidated Schools—CCSD</p>	<ul style="list-style-type: none"> • Critical Friends; Principal Coaching/Support through CES; K-12 Curriculum Alignment to CCSS, with culturally relevant materials; structured literacy; MobyMax and Ixl assessment, 3-12. • SSO: <ul style="list-style-type: none"> • Annual individual education plan meetings • Provide professional development for case managers • Weekly meetings site specialist • Monitoring • Documentation • Progress Monitoring • Parent-teacher communication.
<p style="text-align: center;">Cuba Independent Schools (CISD)</p>	<ul style="list-style-type: none"> • CISD staff will continue to review the impact of programs and activities being implemented in support of AI students and parents. Staff will also continue to research and implement best practices proven to lower the school’s dropout rate and increase attendance. • CISD has implemented the following strategies to keep students in an educational setting: <ul style="list-style-type: none"> • tutoring • mentoring • guidance counseling • home visits • culturally relevant instructional materials, strategies, and curriculum • Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas, etc.
<p style="text-align: center;">DEAP</p>	<ul style="list-style-type: none"> • DEAP continues to provide opportunities for students to engage in interventions to combat dropout rates including credit recovery options, attendance contracts and accommodations for students’ situations such as teen pregnancy as well as opportunities to engage in social emotional learning activities. • DEAP also work closely with families to identify solutions when transferring from DEAP or moving to another state. • Additionally, DEAP offer credit recovery and social emotional learning programming to support students struggling with academics and other areas
<p style="text-align: center;">Dream Diné Charter School</p>	<ul style="list-style-type: none"> • To increase the attendance rate for the school year 2020-2021 and prevent dropouts, the following was done: <ul style="list-style-type: none"> • Daily attendance taken and recorded by the teacher in the student information system • Parental contact to reinforce student attendance • Technology equipment provided for students to attend online learning • The Attendance Committee created and developed a system with goals to improve attendance in the classrooms and with remote learning. • Attendance plans were shared with parents, staff, and students. • Materials were ordered to support the plan, attendance certificates, ribbons, incentive supplies. • Attendance was monitored daily, and the clerk called parents of absent students. • Students that were present were given bonus points for attending school every day and rewarded every three weeks by using their points in “purchasing” items from our school store.
<p style="text-align: center;">Dulce Independent Schools (DISD)</p>	<ul style="list-style-type: none"> • The Dulce Independent School District has implemented initiatives which support three main goals: <ul style="list-style-type: none"> • increase student attendance, • decrease the number of student dropouts, and • increase academic support for American Indian Students. • The objective is to encourage schools to continue to support efforts of American Indian students to stay in school or become re-engaged in learning.

	<ul style="list-style-type: none"> • This occurs with the implementation of academic and culture awareness and through collaboration with the Jicarilla Apache Nation tribal government, in support of American Indian students. • Have developed a multi-tiered support strategy to improve attendance, with the support of the Jicarilla Apache Nation Police Department (Juvenile Division). <ul style="list-style-type: none"> • Tiers of support strategies include whole school prevention, individualized prevention, early intervention, and intervention support. • Data supporting strategies are from attendance records and are reviewed to identify chronic absenteeism for subpopulations and grade levels. • Barriers identified as contributors to chronic and excessive absenteeism include lack of dependable transportation, lack of prioritized value for school attendance from parents/guardians, appointments scheduled during school hours, custody cases, illness, and frequent moves or school changes.
<p>Española Public Schools—EPS</p>	<ul style="list-style-type: none"> • Espanola Public Schools provides students with opportunities for credit recovery to help ensure students are meeting graduation requirements. Tutoring is also available for all students in need of academic support. • EPS has implemented an Early Warning System at secondary to proactively identify at – risk students for failure. <ul style="list-style-type: none"> • Further, the Indian Education Department works with students to increase attendance, increase college readiness, and decrease dropout rates. • Programs to support this work include college visits, and credit recovery or summer school.
<p>Farmington Municipal Schools</p>	<ul style="list-style-type: none"> • FMS Multicultural Services provides Native American Youth Advisors at all secondary schools to assist with Native American students who have attendance and/or truancy concerns; • The Title program provides a Community Outreach Coordinator, Mark Harris, who also works with attendance concerns for all students; Finally, Exceptional programs also provides AMP (Advancing Measurement in PED) personnel who work with students of concerns who have Individual Education Programs. • With such support, Farmington Municipal Schools personnel at the building level as well at the district level to keep students in school and prevent dropping out.
<p>Gallup- McKinley County Schools—GMCS</p>	<ul style="list-style-type: none"> • The district has a Career Pathways Program implemented in middle and high schools. • The Pathways focus on connecting learning to student career goals. Beginning in middle school and in high school, classes are sequenced so students have the necessary knowledge to pursue their career goals and build relevance to school learning. • In addition, students demonstrate their understanding of skills, aptitude, and educational requirements for their career field by integrating the learning with careers.
<p>Grants Cibola County Schools (GCCS)</p>	<ul style="list-style-type: none"> • The district conducted a survey for all families living in and out of the reservation and identified students who had no or limited internet access. • GCCS made an initiative to help provide internet access to students especially in the remote areas. • All students were provided with the necessary equipment to attend to online classes. GCCS received a good amount of funding from both the state and federal governments to be able to help improve the students’ ability to connect to the internet especially in remote areas. • The Diversity and Inclusion Department will support the district plan through parent and student notification about the district plan through multiple modalities including School Messenger. • Attendance liaisons will continue to be provided to schools through Title IV and Title VI. The dropout rate of AI students is lower than Caucasian students and

	slightly higher than Hispanic students. There is a 0.10 percentage difference between AI student dropout rate and the subgroup with the closest dropout rate.
Jemez Valley Public Schools	Did not submit a TESR
Jemez Mountain Schools	<ul style="list-style-type: none"> • The objective of this initiative is to ensure Jemez Mountain School District schools will provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of Native American Students. • Current methodology and methods include identification of appropriate/necessary social and academic supports. • The district’s operational framework and routine updates provide support within its academic and support programs. Native American students have access to support programs. The district will continue this process.
Los Lunas Public Schools	<ul style="list-style-type: none"> • Los Lunas Schools offers an opportunity high school, Century High School. They accept students who have left their respective traditional high schools for various reasons and allows them to fulfill graduation requirements in a variety of ways, such as Edgenuity (credit recovery) classes and traditional classes. • Century High School has smaller class sizes and far fewer students in attendance than that of a traditional high school. • LLS offers the K-12 Family School Digital Academy to its students as an additional option. • All three Native American Liaisons will work with school officials and the Pueblo of Isleta truancy department to address non-attendance and truancy. • Los Lunas Schools will continue to collaborate with the Pueblo of Isleta Truancy department to identify those students who are at risk of becoming habitually truant and will work together to remedy the situation. • Truancy contracts are created and signed by all involved parties and additional resources and supports are offered at this time.
Magdalena Municipal Schools (MMSD)	<ul style="list-style-type: none"> • MMSD employs various initiatives to increase Native American attendance rates and decrease Native American dropout rates. • MMSD uses the STARS Chronic Absenteeism and Dropout reports, EWS data and the district’s SIS system-PowerSchool-to continually identify at-risk students. • The Student Advocate, the Navajo Home-School Liaison, and the Counseling and SEL Team provide support and determine the barriers students and families face around school attendance and dropout. • Programs such as AVID and increases in CTE course offerings at the high school are developed and focus on our AI population across the district encourage increased attendance and prevent dropout. • MMSD offers after school and summer school programs designed for students who are not on standard and/or not on track to graduate. • Transportation is always provided for all Alamo students who participate. • These opportunities allow students to get additional intervention and support 1-2 days a week after school with certified teachers. • This allows for high school students to recover credits through an online, computer-based program (Edgenuity) so students can recover credits during the school year or during a month-long summer program offered each June. • Attendance and assessments data from after-school and during summer school programs, Edgenuity progress and completion reports, and the number of high school students who recover credits and get back on track for four-year high school completion are collected to determine effects on improved attendance and dropout rates.

<p>Native American Community Academy—NACA</p>	<ul style="list-style-type: none"> • NACA Wellness wheel gauges the student’s holistic well-being and creates a framework for positive improvement which, in turn, provides a guide to increase intellectual, physical, emotional, and community areas for a student. This is a foundation for student success at NACA. • An advisor is assigned to each student which helps foster student connectedness for both the school and family. This relationship is ultimately how a student stays in school and continues to engage in their education. • NACA is a community school with various community partnerships that provides activities, programs, and interventions outside of the classroom. • Tribal liaisons and educational departments help track members of their tribe/pueblo with attendance, grades, and overall academic success. This partnership helps keep students on track with their attendance and classwork.
<p>Peñasco Independent Schools (PISD)</p>	<ul style="list-style-type: none"> • 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. • 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, has counseling available to students, student incentives, and after school tutoring. The PISD has more detail on preventing dropouts in their Attendance Success Plan.
<p>Pojoaque Valley Schools</p>	<ul style="list-style-type: none"> • The Native American Liaisons will continue to monitor absences and report concerns to Native American students to their parent/guardian and to the Tribal Education Director for students with signed FERPA waivers. • The district will also continue to strengthen parent involvement. • The district has also implemented progressive disciplinary procedures and additional support with the Saturday school program at the high school. • Teachers, counselors, and Native American Liaisons may recommend students for the program who are at risk.
<p>Rio Rancho Public Schools</p>	<ul style="list-style-type: none"> • The objective is to encourage schools to continue to support the efforts of American Indian students to stay in school or become re-engaged. This can occur with the implementation of academic and cultural awareness and through collaboration with tribal governments. • Within our district, several initiatives have been implemented and sustained to support increased attendance for American Indian students that include—but are not limited to: <ul style="list-style-type: none"> • experiential projects, reading and math interventions, incentive programs, after school programs, tiered interventions, tutoring, alternative settings, attendance/truancy policies, parent liaisons, home visits, incentives, school counselors, Native American liaison/advisor, positive behavior interventions and support, suicide prevention, attendance policies and procedures, parent educator programs, student assistance teams, counseling, career exploration for K–12, extracurricular activities/clubs, credit recovery, Saturday school, after-school programs, parent engagement, student health centers, Early Warning System with High Plains, culturally relevant curriculum and cultural experiences, out-of-school opportunities including international travel experiences, and college engagement programs to provide support for academic success.

<p>Ruidoso Municipal Schools</p>	<ul style="list-style-type: none"> • The objective of this initiative is to ensure 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. <ul style="list-style-type: none"> • Staffed attendance clerk directly supports tribal students • Contact with parents made to offer available support • Nurse present on campus to reduce unnecessary early dismissal • Native American Liaison calls and conducts home visits with families about tardies and absences (sends 5–10-day attendance letters) and makes referrals to Tribal Court for truancy, if necessary • Weekly attendance drawing to encourage perfect attendance • Local field trip for students with Perfect Attendance or High Honor Roll status
<p>San Diego Riverside Charter</p>	<p>Did not submit a TESR</p>
<p>Santa Fe Public Schools</p>	<ul style="list-style-type: none"> • In order to retain students in school, schools actively pursue programs focused on addressing the academic needs of at-risk students and building truancy intervention programs. • Many schools have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. • Our SFPS superintendent has launched a “be visible” campaign for all schools. • As per the Attendance Success Act every school site has established an Attendance Team. • In addition, our secondary Native American students have dedicated peer navigators to monitor student’s attendance, behavior, and coursework on a week basis. <ul style="list-style-type: none"> • This allows for early intervention. On the prevention side, our schools strive to engage students in creative ways to mitigate absenteeism.
<p>Six Directions Indigenous School</p>	<ul style="list-style-type: none"> • Six Directions Indigenous School staff implements the following strategies to keep students in an educational setting: <ul style="list-style-type: none"> • mentoring • home visits • culturally relevant instructional materials, strategies, and curriculum • parent mentoring students • Advocacy Class that provides an opportunity for students to discuss issues, concerns,
<p>Taos Municipal Schools—TMS</p>	<ul style="list-style-type: none"> • TMS has implemented an Early Warning System at the secondary level to proactively identify at – risk students. • Further, Indian Education Tutors and the Indian Education liaison work with students to increase attendance, increase college readiness and decrease dropout rates. • Programs to support this work include college visits, and credit recovery summer school at Taos Pueblo Education and Training Division, and meetings to offer support to students and families. • Taos Municipal Schools will continue to collaborate with Red Willow education center to provide credit recovery to Native American students. • Native American tutors, families, Indian Education manager, and Taos Pueblo tribal government will continue collaboration to support students and work toward continued reduction of students who are identified as “drop out”.

<p style="text-align: center;">Tularosa Municipal Schools</p>	<ul style="list-style-type: none"> • Tularosa Municipal Schools will continue to work with the Mescalero Education Committee to identify the best strategies and practices to improve attendance and decrease the dropout rate. • The district provides the following services to provide additional supports and services: <ul style="list-style-type: none"> • PowerSchool Parent Portal • School Messenger • Nursing Services • Mental Health/Counseling Services • Native American Liaison • Extended School Year Services • College and Career Night • Home visits • Academic/Behavioral Interventions • College and Career Technical Courses & work-based learning opportunities • Summer School/Credit Recovery
<p style="text-align: center;">Walatowa High Charter School</p>	<ul style="list-style-type: none"> • WHCS implements the following strategies to keep students in an educational setting: <ul style="list-style-type: none"> • Employment: McDonalds Archway Program-High School Employment • Pueblo of Jemez JVR-Project Hope • Tribal Attendance Policy (POJ Education Dept.) • Tribal Ed. Collaborative (POJ, POZ, POSA &POI Education Dept.) • UNITY • Tribal Court/JHHS Behavioral Health WHCS RESTORATIVE JUSTICE Student Discipline. • Pueblo of Jemez and Zia Cultural Presentations • 5-Sandoval - Project Venture D. Shije etc. • Annual School Calendar – WHCS annual school calendar is built around the traditional calendars of the two Pueblo communities that represent most of our student body. WHCS Governing Board members are involved to ensure the calendar reflects community events and activities. • JHHS Behavioral Health and Tribal Program • HiSET Assessment • WHCS Tutoring
<p style="text-align: center;">Zuni Public Schools</p>	<ul style="list-style-type: none"> • 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

School Safety

Objective.

Ensures students in New Mexico schools attend safe, secure, and peaceful schools.

Background.

New Mexico looks at strategies to keep students, staff, and faculty safe in schools. The School Safety Plan (SSP) offers new research and new approaches, with the intent to assist schools and their community partners in the revision of the school-level safety plans; prevent an occurrence and/or recurrences of undesirable events; properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

New Mexico school districts have developed supports to ensure the safety of students within 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 NM PED Coordinated School Health and Wellness Bureau (CSHWB).

<https://webnew.ped.state.nm.us/wp-content/uploads/2022/07/NM-Planning-For-Safe-Schools-Guide-2022-2023.pdf>

Methods.

In the fall of 2022, the Planning for Safe Schools Guide 2022-2023 was revised. The revised version of this Planning for Safe Schools in New Mexico Guide aligns with the National Response Framework (NRF) and includes guidance and best practice recommendations from the 2013 Guide for developing High Quality School Emergency Operation Plans.

The goals for safe schools in New Mexico include:

- All students will have access to public educational services in a safe, secure, healthful, caring, and respectful learning environment.
- All school personnel will be able to carry out their duties in a safe, secure, healthful, caring, and respectful work environment.
- Students, school staff, parents and communities will understand safe schools are everyone's responsibility and, in the long run, benefit the whole community.

A copy of the Safe Schools Plan Rubric can be viewed at:

<https://webnew.ped.state.nm.us/wp-content/uploads/2022/07/NMPED-SSP.Rubric.-2022-2023.pdf>
([Safe-School-Plan-Template-22-23.pdf \(state.nm.us\)](#))

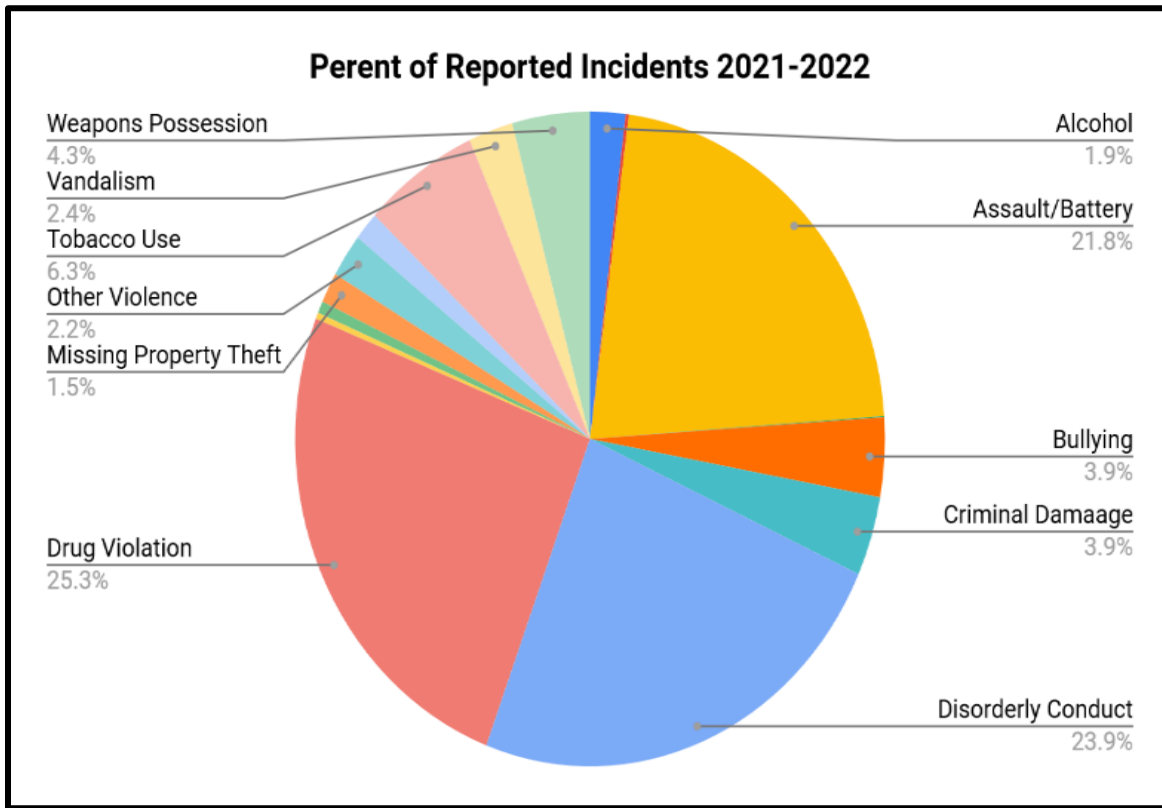
Conclusion/Results

The safe schools' indicator submissions—as reported in the NM PED STARS data—illustrate the positive effect of collaboration and identification of support systems for schools and Tribes. Most school districts have submitted their current safety plans and data to the NM PED for review. Changes will be made as the NM PED reviews them. From an overall perspective, NM schools have been successful in keeping most of their students and employees safe from harm. However, some schools do face serious problems of on-campus violence and criminal activity. It is important to develop an understanding of these problems so the best possible strategies can be devised for preventing crime and increasing school safety.

- Safe School Plan Submissions are due by December 2, 2022, every three years, information not available
- Infractions and how each districts addresses how to improve the school safety can be located at [District TESRs](#).

Figure 14. Reported Incidents 2021-2022

Statewide reported incidents among American Indian students involved drug violations, disorderly conduct and assault and battery.



Source: STARS Report 2021-2022 Incidents

Parent and Community Involvement

Objective.

Ensure parents, tribal departments of education, community-based organizations, urban AI community members, the NMPED, universities, and Tribal, State, and local policymakers work together to find ways to improve educational opportunities for AI students by encouraging and fostering parental and community involvement within public and charter schools.

Background.

When parents participate in their children's education, the result is an increase in student academic achievement and improvement in the student's overall attitude and school behavior.

Methods.

The Every Student Succeeds Act (ESSA) of 2015 serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. Parent and family engagement and consultation have always been a key piece of the law, which is focused on the participation of families in schools that enroll large numbers of low-income students.

Gaps in educational opportunity and achievement will only be remedied when those closest to the affected students—parents, families, and communities—drive decision making. The family engagement and parent resources provided by the NMPED are designed to build and support sustainable family-school partnerships. This process takes time, leadership skills, professional development, coaching, tools, and resources. Family and parent resources may be accessed on the PED website: <http://families.ped.state.nm.us/>

Conclusion/Results

Parent engagement is implemented differently across districts and tribal communities, as recorded in school districts' local TESRs.

Educational Programs Focusing on American Indian Students

Objective.

Recognize and support American Indian (AI) students enrolled in public schools and charter schools by addressing their unique academic and cultural needs.

Background.

The Indian Education Act of 2003 prioritizes support to meet the unique educational and culturally relevant academic needs of AI and Native Alaskan students through the efforts of local education agencies, Indian tribes and organizations, postsecondary institutions, and other entities.

Methods.

AI serving school districts submitted a district wide TESR. Under the IED School District Initiative Grant, 23 Native serving school districts and 10 charter schools were eligible to apply for a non-competitive grant under the Indian Education Act Funding, along with the 22 federally recognized Tribes, Pueblos, and Nations. Under the Strengthening Tribal Programs Grant, 22 tribes, pueblos, and the Navajo Nation were eligible to apply for those competitive funds. In their applications, tribes and school districts were required to focus on one or more of the following priority areas: 1) College, Career, and Life Readiness, 2) Whole Child and Culturally Responsive Education, 3) Culture and Identity Development and 4) Asset-Based Supports and Opportunities and aligning these priorities to the elements within the Indian Education Acts- Systemic Framework

Conclusion/Results

The **Indian Education Act Grants** that are issued for the purpose of improving academic and cultural achievement opportunities in alignment with the requirements of the Indian Education Act Systemic Framework (see chart below) and in alignment with NMPEDs strategic pillars.

Grantees will choose a purpose/priority(s):

- College, Career, and Life Readiness
- Whole Child and Culturally Responsive Education
- Culture and Identity Development
- Programs, Asset-Based Supports and Opportunities

Systemic Framework		
Innovative Programs	Business Partnership Projects	Enrichment programs
Prevention of violence, suicide, and substance abuse	Rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students.	Comprehensive guidance and counseling services
Post-Secondary Programs	American Indian Language Programs	Family literacy services
Programs to assist students to enter, remain/or re-enter high school and increase the graduation rate	American Indian Language Restoration Programs	Early interventions to help struggling students
Career preparation activities	Promote land-based learning, student identity development, & holistic wellness	Special health-nutrition-related services

District- Educational Programs Focusing on American Indian Students

District	Activities
Albuquerque Public Schools	<ul style="list-style-type: none"> • APS Indian Education Department is committed to serving the needs of AI/AN students through the provision of quality educational programs. These programs include but are not limited to: <ul style="list-style-type: none"> • Intervention programs in reading and mathematics • Teaching of the APS Indigenous Values Framework • The Indian Education Credit Recovery Program • Summer cultural enrichment programs • Senior stoles with seals attached for heritage language, culture, and community service • Dual credit courses through the Institute for American Indian Arts (IAIA) for high school Zuni and Navajo language courses • Native American Jobs for America’s Graduates (JAG) at Del Norte and Cibola High Schools • Courses such as the Navajo History and Government courses
Aztec Municipal Schools	<ul style="list-style-type: none"> • Aztec students attended the American Indian Science and Engineering Society conference. • After school tutoring program • Three Navajo Language classes are available at the middle school listed as (two classes) Navajo Language I and one Navajo Language II. <ul style="list-style-type: none"> ○ Aztec HS—one Navajo Language I, one Navajo Language II, and one Navajo Government class are available. • Aztec district has an ELL program to serve Native American students by using the ACCESS test by measuring their reading and writing skills.
Bernalillo Public Schools	<ul style="list-style-type: none"> • Culturally responsive experiences for students at Santo Domingo Elementary & Middle School through Kewa guest speakers, field trips, gardening elective courses, traditional crafts, and games; as well as the introduction of an outdoor classroom, green house, and school garden curriculum. • Native American Studies classes were offered at Bernalillo High School to educate students about the experiences of Indigenous peoples from a broad perspective, with significant attention given to our states and nation’s intercultural heritage/complex history. • Student success coaches at our high school and three middle schools for 6th-12th grade students, serving the 7 Pueblos of Cochiti, Santo Domingo, San Felipe, Santa Ana, Sandia, Zia, and Jemez. The coaches work with tribal liaisons, counselors, and teachers regarding monitoring of grades, support for students who are off-track to graduate, and informing parents of their child’s credits.
Bloomfield—BSD	<ul style="list-style-type: none"> • Bloomfield School District recognizes and supports American Indian/ DINE students enrolled in schools by addressing their unique academic and cultural needs
Central Consolidated Schools—CCSD	<ul style="list-style-type: none"> • Innovative dual credit offerings combined with industry work experiences will result in students being ready to enter the workforce and the post-secondary setting. • The district has implemented initiatives to address our American Indian English Learners by providing professional development and learning for our administrators and teachers across content areas. • Educators Rising is a diverse, student-led grassroots movement that aims to inspire high school and college students to serve their communities by entering the field of education.

	<ul style="list-style-type: none"> • Teacher Mentorship Program Teacher Mentors use collaborative feedback processes to improve their teaching. This process is based in cooperative adult learning • LETRSLETRS (Language Essentials for Teachers of Reading and Spelling) for K-5 educators give teachers the skills they need to master how to teach the five essential components of literacy, plus writing, spelling, and oral language. • CLRI: The CLRI Pilot Training Pathway was implemented for designing and implementing the CLRI Framework across content areas. • Critical Friends Mentoring helps people involved with schools to work collaboratively in independent, reflective communities. • Community Schools identified a team in the Intercultural and Community Outreach Department to support the Community Schools Project at a pilot school.
<p align="center">Cuba Independent Schools (CISD)</p>	<ul style="list-style-type: none"> • Transformational Community Engagement Coordinator to communicate and collaborate with Native American families regarding barriers that can prevent student, who come from reservation communities, from achieving success in public schools. <ul style="list-style-type: none"> • Includes outreach to families in the more remote areas of the reservation; • Diné Heritage Language Program designed for Native American students to revitalize language; • English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for Native American students; • Reading interventionist at the Elementary School and Mid School; • Tutoring Intervention incorporated into the school day; • Summer school credit recovery and tutoring; • Indian Parent Committee (IPC) that collaborates with CISD staff to develop Indian Policies and Procedures and discuss use of funds to ensure student success and direct beneficial educational programs for Native Americans
<p align="center">DEAP</p>	<ul style="list-style-type: none"> • DEAP's four focus areas guide us in the curriculum and programming we implement. • DEAP's new charter contract explicitly outlines mission specific goals tied to both Diné Culture and Land Based Learning. As a result, all students participate in a Diné Studies course. In addition, DEAP offers Native Literature and Indigenous STEAM courses to middle school students. • High School students have opportunities to participate in dual credit courses at Diné College in Navajo Studies and the Navajo Cultural Arts Program.
<p align="center">Dream Diné Charter School</p>	<ul style="list-style-type: none"> • Teaching was delivered online for students using ZOOM. • In-person teaching continued with technological support and resources. • Professional Development was provided for teaching using Google classroom and ZOOM Training was provided for parents on technology. • Hotspots and technology devices were provided for students and families. • Tutoring services were provided to all students. • Attendance was taken by the teachers and parents were called to assure students attended.
<p align="center">Dulce Independent Schools (DISD)</p>	<ul style="list-style-type: none"> • Dulce Independent School District provides the Bilingual Multicultural Education Program, a daily two-hour language and heritage instruction model in the Jicarilla language for grades K-5, and English Language Learner support for grades K-12. End of Year Jicarilla proficiency data were gathered. • Project based learning is conducted district wide to support and encourage culturally and linguistically relevant educational experiences. • The Dulce Independent School District educational programs strive to provide students culturally relevant instructional materials, tutoring services, credit recovery, and equitable learning environments.

<p>Española Public Schools—EPS</p>	<ul style="list-style-type: none"> • EPS offers Tewa Language classes at San Juan Elementary School and as an alternative language class at middle and high school level • Seniors that are graduating are eligible for the State’s bilingual seal but have to get tested and certified by the tribe they are enrolled in.
<p>Farmington Municipal Schools</p>	<ul style="list-style-type: none"> • The Native American Youth Advisors (NAYA) provide daily supplemental transitional services at their respective schools for eligible Native American students in grades 6th – 12th. • The advisors provide culturally responsive mentoring to support students to continue and maintain adequate school attendance, increase a letter grade in math and English, and decrease the number of disciplinary incidents. • The Navajo bilingual teachers provide instruction in Navajo utilizing the district performance measures and topic scales. The Navajo Language Coach provides curriculum support for all Navajo bilingual teachers. • The Assistant Director of Indian Education oversees all programs provided by Title VII, Johnson O’Malley, and School District Initiative grants that provide programs for Native American students enrolled in FMS.
<p>Gallup- McKinley County Schools—GMCS</p>	<ul style="list-style-type: none"> • Gallup McKinley County schools will continue to provide instructional support with professional development, engagement strategies, offering a Heritage Language program, and college, career, civic readiness at each school to support American Indian student success. • The district continues to research and review other programs and learning opportunities to support American Indian students’ educational goals
<p>Grants Cibola County Schools (GCCS)</p>	<ul style="list-style-type: none"> • American Indian student participation in these programs and activities helped motivate students to do well in school as well as increased self-esteem and identity, better attendance, and a sense of belonging to the school’s culture. • Through the language and culture classes, AI students are being exposed to Native values and cultures that would enable them to gain respect for others and their own culture and identity The district will continue to look at practical and innovative ways of expanding parental involvement. • There have been discussions surrounding integrating student extra-curricular activities into increasing parent involvement. It is well known parents participate when there are events where students are being honored for their academic achievement. There are activities already in place that leverage on student extra-curricular activities and academic achievement which need to be made more robust so as to further increase parental involvement.
<p>Jemez Mountain Schools</p>	<ul style="list-style-type: none"> • Jemez Mountain Public Schools support academic growth and achievement through the following programs: STEM, Amplify, Traditional Assessments (NMSBA) and the DLPA, Dine Oral Language Proficiency tests (K-12).
<p>Jemez Valley Public Schools</p>	<p>Did not submit a TESR</p>
<p>Los Lunas Public Schools</p>	<ul style="list-style-type: none"> • Tutoring • TIWA language classes • Social Studies curriculum • Los Lunas Schools continued one-to-one with laptops for all high school students. Middle and elementary school students all had one-to-one iPads. Mobile hotspots were given to students who needed one. • Graduation Banquet was held to honor American Indian students who were graduating. • Books and/or E-books were purchased for the school libraries across the district. These books were either written by American Indian authors or were written about American Indian history, culture, art, folklore, and customs.

<p>Magdalena Municipal Schools (MMSD)</p>	<ul style="list-style-type: none"> • Navajo Bilingual-The Navajo Bilingual program was implemented at the district • NMPED Indian Education School District Initiative-This state Indian education grant serves all Native American students across the district to support college and career readiness for our Navajo students. • Demonstration Grant for Indian Children-This is a four-year Federal grant that supports various programs and staff across the district who focus exclusively on college and career readiness for all Native American students from early childhood to 12th grade. • Expanded CTE program which includes welding and woodworking, • Early Childhood Coalition which brings together agencies across Socorro County focused on families with children birth to 5Y.
<p>Native American Community Academy—NACA</p>	<ul style="list-style-type: none"> • Indigenous Language Program: The vision of Indigenous languages for Young Native Leaders at NACA strives to promote a sustainable learning environment that supports language development through innovative classroom settings and culturally specific experiences in connection with the land, personal wellness, and surrounding Indigenous communities. • Land Based Curriculum: NACA is working to develop and implement a land-based curriculum that will help urban Native youth reconnect with land and support their Indigenous identity development. • ACE Programming: NACA is one of the schools selected by our Community Partner, NISN to have the ACE grant be a part of our after-school programming. • Dual Credit Partnerships with IAIA, Navajo Technical University and CNM • The NACA College Engagement and Career Development team assists students registering for dual credit classes through our Junior and Senior Seminar classes. • Junior Internship Program • Davis NM Scholarship Program • Simon Scholars Scholarship Program • Summer Enrichment Program: CU Boulder-Upward Bound and College Horizons • APEX Credit Recovery Online Program
<p>Peñasco Independent Schools (PISD)</p>	<ul style="list-style-type: none"> • Frequent meetings between District and tribal leaders to discuss Indian Education issues • Support and host school events that highlight Native American culture like the Winter and Spring festivals • Offer daily 45-minute Tiwa language class for grades K-12 • Tribal Liaison and Indian Education Coordinator attend elementary and secondary staff meetings • Introduce Indigenous Wisdom curriculum to teachers as project-based lessons taught during extended learning days • Seek federal funding under the Impact Aid and Formula I grant for career and college development opportunities for all students • Support AVID strategies • Attend AVID conference- 15 staff/teachers attended during the summer of 2022 • Field trips to community colleges and HE institutions for Native American students • Provide professional development in culturally relevant education for teachers
<p>Pojoaque Valley Schools</p>	<ul style="list-style-type: none"> • Classes and clubs that focus on the Native American student population. These classes and clubs provide opportunities to students that are both culturally and linguistically relevant. • Tewa language classes to students from grades K-12. The Tewa language classes are taught by staff that are approved by all the pueblos and have the required licensure from NMPED. • The districts work with the Tribal Education Directors to plan Governor’s luncheons. The luncheons provide an opportunity for Governors and Tribal Education Directors to meet with their students for support and to share the services offered within the pueblo.

	<ul style="list-style-type: none"> The Native club is also helpful in organizing and planning the annual Native Senior Banquet which usually takes place in the Spring.
Rio Rancho Public Schools	<ul style="list-style-type: none"> SAT/ACT/AP preparation materials and exam fee reimbursements Dual credit programs, cultural competency support for educators Elementary summer school 6th and 8th Grade Academic Youth Development Credit recovery scholarships Student Centered Activities/Programs (District RRPS Native American Pageant, Native American Senior Banquet, School Supply Cost Reimbursement Program, Native American Student Union at the comprehensive high schools) Title, I school wide programs Title III supplemental support for identified English Learners Bilingual Multicultural Education Program Opportunities K-12 <ul style="list-style-type: none"> Bilingual Multicultural Education Programs (BMEP) support the maintenance of Tribal languages and serve American Indian Students. American Indian Students Involved in BMEPs - 24. Community engagement events (Native American Summer Academy, guest speakers)
Ruidoso Municipal Schools	<ul style="list-style-type: none"> Staffed attendance clerk directly supports tribal students Tribal member visits campus to teach Native American language Connections to the Tribal offices to collaborate on issues STEM/Robotics program, tutoring MESA One Book One Community Knowledge Bowl
San Diego Riverside Charter	Did not submit a TESR
Santa Fe Public Schools	<ul style="list-style-type: none"> NASS Summer Program offered during the month of June. Students in grades 1-7 are eligible to enroll. For 8-12th grade tribal students they are encouraged to participate in the Identity Project and Film Camp as well as summer bridge programs. The school year tutoring is offered and available for all tribal students. We partner with Reading Quest and Tutors to Teachers to provide additional support for our students
Six Directions Indigenous School	<ul style="list-style-type: none"> Bilingual Multicultural Education Program Heritage Model Diné and Zuni Languages and Cultures designed for American Indian students to revitalize language; Expeditionary learning excursions; Field trips to Indigenous sites such as El Moro, Mt. Taylor, Red Rocks and NACA; Special funding for developing an indigenous library; Special funding for Career and College preparation; Davis Scholar College Engage Program
Taos Municipal Schools—TMS	<ul style="list-style-type: none"> Taos Municipal schools provide Native American tutors to all American students in grades K-12. Tiwa language classes are provided to Enos Garcia Elementary students, which has the largest population of Taos Pueblo students. Tiwa language classes have been expanded to Taos Middle School for all students' grades 6th through 8th. TMS is working with the Taos Pueblo Government to expand the Tiwa Language program to Taos High and will be hiring a certified Tiwa Language teacher. Indian Education Grants are written to support college and career readiness for students as well as culturally relevant instruction.

<p>Tularosa Municipal Schools</p>	<p>Tularosa Schools provided:</p> <ul style="list-style-type: none"> • Attendance clerks that directly support tribal students • Tribal member visits to school campuses • Native American liaisons to work directly with our Native American students and families • Coordination with Native American Tribal Council to collaborate on student needs • Late buses to Mescalero so Native American students can participate in afterschool programming
<p>Walatowa High Charter School</p>	<p>WHCS will strengthen programs that focus on American Indian students as follows:</p> <ul style="list-style-type: none"> • Continue implementing the WHCS Rigorous Curriculum Plan • Re-evaluate the use of federal funds to ensure the needs of American Indian students are being met. • Continue to communicate and collaborate with American Indian families about barriers that can prevent students, who come from reservation and urban communities, from achieving success in public schools. • Continue to provide information on programs/services available to students and families as well as school activities and procedure.
<p>Zuni Public Schools</p>	<ul style="list-style-type: none"> • The district has several initiatives aimed at improving student performance in mathematics and English language arts (ELA). • 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 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

New Mexico is a State Equalization Guarantee (SEG) state that provides for a centralized school funding formula. The SEG distribution is the amount of money distributed to each school district to ensure its operating revenue (including its local and federal revenues), are calculated at an amount that is at least equal to the school district's program cost. The calculations are based on local and federal revenues reported from June 1 of the previous fiscal year through May 31 of the fiscal year for which the SEG is being computed. The SEG distribution occurs prior to June 30 of each fiscal year.

The revenues reported in this report includes Johnson O'Malley (JOM), Indian Education Act Fund, Title VI Federal Indian Education Formula grant, and Title VII Federal Impact Aid grants. Johnson O'Malley (JOM), Indian Education Act Grants and Title VI are reported as funding sources directly providing opportunities for services and programs directed to AI students. Both title programs and JOM 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.

The financial reports are based on estimated operating budgets reported by each district or charter school, for further federal, state or local revenues reported by districts and charter Schools refer to NMPEDs Statewide Online Financial Reporting System [Open Books](#) , that also reports administrative costs, salary and benefits costs and program costs.

As of November 2022, Tribal Leaders will be able to review the Revenue Sources (Johnson O'Malley, Title I, Impact Aid, to name a few) that a District or Charter School received for the School Year 2021-2022 and how that funding (revenue) improved student outcomes through the programs and services provided for the students or how capital projects undertaken improved the conditions of a school building.

BIE financial for 2022 can be reviewed at [Budget Justification Bureau of Indian Education FY2022 \(doi.gov\)](#)

Updated December 2, 2022

Johnson O'Malley (JOM)- Programs are offered to American Indian and Alaska Native students and may include programs such as culture, language, academics and dropout prevention.

Eligible applicants are tribal organizations, Indian corporations, school districts or States with eligible American Indian and Alaska Native children attending their schools or public school districts that have established Indian Education Committees to approve supplementary support programs that benefit American Indian and Alaska Native students. Eligible American Indian and Alaska Native students are enrolled members of a federally recognized tribe or at least one-fourth or more degree of Indian blood descendant of a member of a federally recognized Indian tribal government eligible for services from the Bureau. In addition, eligibility requires these children be between age 3 through grades 12, with priority given to children residing on or near an Indian reservation.

Title VI Federal Indian Education Formula grant - The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging State academic standards. Projects help Indian children sharpen their academic skills, assist students in becoming proficient in the core content areas, and provide students an opportunity to participate in enrichment programs that would otherwise be unavailable. Funds support such activities as culturally responsive after-school programs, Native language classes, early childhood education, reading/math/STEM and/or general academic tutoring, wellness, career and college awareness, improving attendance and graduation rates, American Indian/Alaska Native cultural workshops, and dropout prevention.

Applicants must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how it will assess students' progress toward meeting its goals and will provide the results of this assessment to the parent committee, Indian community, and tribes whose children are served by the LEA.

District Funding 2021–2022: Operating Budget Estimated Revenue

Figure 15. District Funding 2021-2022

Updated December 2, 2022

Budget Entity	Johnson O'Malley	Navajo Nation	Indian Ed Formula Grant	Indian Education Act	Impact Aid	Grand Total
Albuquerque Public Schools	\$135,469.76	\$ -	\$525,886.33	\$89,597.00	\$615,483.33	\$1,366,436
Aztec Municipal Schools	\$ 65,223.25	\$ -	\$88,375.74	\$90,000.00	\$ -	\$243,599
Bernalillo Public School	\$ -	\$ -	\$148,388.39	\$88,795.00	\$1,954,763.00	\$2,191,946
Bloomfield Schools	\$56,694.65	\$ -	\$120,373.84	\$46,658.00	\$272,922.00	\$496,648
Central Consolidated Schools	\$512,431.38	\$345,899.07	\$1,339,108.29	\$90,000.00	\$9,375,294.00	\$11,662,733
Cuba Independent Schools	\$58,444.55	\$ -	\$106,629.20	\$90,000.00	\$135,026.00	\$390,100
Dream Dine' Charter School	\$ -	\$ -	\$ -	\$90,000.00	\$ -	\$90,000
Dulce Independent Schools	\$ -	\$ -	\$ -	\$90,000.00	\$1,162,470.00	\$1,252,470
Dzil Dit L'ooi School of Empowerment & Perseverance	\$ -	\$ -	\$ -	\$90,000.00	\$ -	\$90,000
Espanola Public School District	\$ -	\$ -	\$15,967.29	\$90,000.00	\$ -	\$105,967
Farmington Municipal Schools	\$404,709.72	\$ -	\$1,092,178.00	\$70,608.00	\$234,462.00	\$1,801,958
Gallup-McKinley County Schools	\$ -	\$126,334.53	\$1,777,628.22	\$84,000.00	\$13,890,440.00	\$15,878,403
Gordon Bernell Charter School	\$ -	\$ -	\$ -	\$90,000.00	\$ -	\$90,000
Grants Cibola County School District	\$ -	\$ -	\$ -	\$90,000.00	\$ -	\$90,000
Hozho Academy	\$ -	\$ -	\$ -	\$90,000.00	\$ -	\$90,000
Jemez Mountain School District	\$5,100.17	\$ -	\$ -	\$33,072.00	\$122,962.00	\$161,134
Jemez Valley Public Schools	\$ -	\$ -	\$ -	\$90,000.00	\$672,654.00	\$762,654
Los Alamos	\$ -	\$ -	\$14,548.99	\$ -	\$ -	\$14,549
Los Lunas Consolidated Schools	\$ -	\$ -	\$65,801.43	\$ -	\$183,547.00	\$249,348
Magdalena Municipal Schools	\$21,032.31	\$ -	\$15,127.16	\$70,521.00	\$182,898.00	\$289,578
Middle College High School	\$ -	\$ -	\$ -	\$90,000.00	\$ -	\$90,000
Native American Community Academy	\$ -	\$ -	\$ -	\$90,000.00	\$1,832.00	\$91,832
Penasco Independent School	\$ -	\$ -	\$ -	\$90,000.00	\$ -	\$90,000
Pojoaque Valley Schools	\$ -	\$ -	\$61,885.80	\$90,000.00	\$451,724.00	\$603,610
Rio Rancho Public Schools	\$ -	\$ -	\$84,761.30	\$90,000.00	\$ -	\$174,761
Ruidoso Municipal Schools	\$ -	\$ -	\$69,842.00	\$50,000.00	\$70,186.00	\$190,028
San Diego Riverside School	\$ -	\$ -	\$ -	\$90,000.00	\$124,776.00	\$214,776
Santa Fe Public Schools	\$28,752.42	\$ -	\$89,459.85	\$90,000.00	\$ -	\$208,212
Six Directions Indigenous School	\$ -	\$ -	\$ -	\$90,000.00	\$192,159.00	\$282,159
Taos Municipal Schools	\$ -	\$ -	\$ 51,761.57	\$50,219.00	\$49,567.00	\$151,548
Tularosa Municipal Schools	\$ -	\$ -	\$48,335.19	\$ -	\$134,654.00	\$182,989
Vista Grande High School	\$ -	\$ -	\$ -	\$90,000.00	\$ -	\$90,000
Walatowa Charter High School	\$ -	\$ -	\$11,167.00	\$60,000.00	\$250,094.00	\$321,261
Zuni Public School District	\$38,974.00	\$ -	\$426,110.02	\$55,569.00	\$3,785,028.00	\$4,305,681

Federal & State- Tribal Consultation Requirements

ESSA-Tribal Consultation- LEAs are required to complete who receive an Indian Education Formula Grant in the amount of \$40,000 or have 50% or more of its student enrollment of AI/AN

Updated December 2, 2022

- Per section 8538 of the Federal ESSA requirements, affected local educational agencies (LEAs) must consult with Indian Tribes, or those tribal organizations approved by the Tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs.
- Under section 8538, an affected LEA is one that has either:
 - 50% or more of its student enrollment comprised of AI/AN students, OR
 - Received an ***Indian education formula grant under Title VI*** in the amount of \$40,000.
 - Every Student Succeeds Act (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act of 1965. Previously known as the No Child Left Behind Act (NCLB), this reauthorization gives states the liberty to implement standards and accountability to address their unique educational needs

State Defined-Tribal Consultation- LEAs are required to complete if they are identified as a Historically defined Indian impacted School District

- “Historically defined Indian impacted school district” means a school district, a state-chartered charter school, or locally chartered charter school that meets at least one of the following criteria:
 1. serves at least 175 American Indian or Alaska Native students and is located wholly or partially on tribal land; or
 2. identifies at least ten percent of its overall student population as American Indian or Alaska Native and is located wholly or partially on tribal land; or
 3. identifies at least forty-five percent of its overall student population as American Indian or Alaska Native.

Student Needs Assessment

Beginning in the 2020-2021 school year, a historically defined Indian impacted school district shall:

- By October 15, and every three years thereafter, conduct an American Indian/Alaska Native student needs assessment to determine what supports are needed in school, at home, and in the community to help American Indian and Alaska Native students succeed in school, graduate with a diploma of excellence, and be prepared to enter post-secondary education or the workplace;
- Seek best practices for conducting an American Indian/Alaska Native student needs assessment that is appropriate for localized needs, to include school, home, and the community;
- Conduct tribal consultation with local Indian nations, tribes, and pueblos to prioritize and address, the needs identified in the American Indian/Alaska Native student needs assessment;
- Prioritize in its school district budget the needs of American Indian and Alaska Native students and closing the achievement gap between American Indian and Alaska Native students and all other student groups *through the use of state and federal funding* for American Indian and Alaska Native students, at-risk students, or economically disadvantaged students;
- Apply for appropriate financial assistance, which may include state, federal, or private grants, to assist with meeting the requirements of 6.35.2.11 NMAC;
- Hold a public meeting with members of the district’s American Indian and Alaska Native students’ tribal leadership, parents, and the Indian education division at least twice during each school year, *once by November 30 and once by April 30, to report on the American Indian/Alaska Native student needs assessment and the historically defined Indian impacted school district’s evaluation of progress;* and

- Conduct, submit to the department, and publish on its website an annual review on the evaluation of progress to determine if amendments are needed to the systemic framework or accountability tool.

Systemic Framework

- Beginning in the 2020-2021 school year, a historically defined Indian impacted school district shall:
 1. develop and publish on its website by January 15, a systemic framework for improving educational outcomes for American Indian and Alaska Native students, in collaboration with:
 - (a) school employees;
 - (b) American Indian and Alaska Native students and families;
 - (c) social service providers;
 - (d) community and civic organizations;
 - (e) the school district's or charter school's equity council; and
 - (f) any other entities, including a consultant, identified by the historically defined Indian impacted school district; and
 2. conduct a tribal consultation with local Indian nations, tribes, and pueblos on the development and implementation of the systemic framework for improving educational outcomes for American Indian and Alaska Native students.
- A historically defined Indian impacted school district may request assistance from schools of education at post-secondary institutions in New Mexico to identify best practices in collecting and using student-centered data to inform teaching strategies and school-wide efforts to close the achievement gap between American Indian and Alaska Native students and all other student demographic groups.
- The Indian education division shall assist a historically defined Indian impacted school district as required during the development and implementation of the systemic framework.

Annually

- A historically defined Indian impacted school district or an Indian nation, tribe, or pueblo may request amendments to the systemic framework or accountability tool as the result of the annual review on the evaluation of progress.
- A historically defined Indian impacted school district shall reevaluate the American Indian/Alaska Native student needs assessment every three years, or more frequently if determined necessary because of a change in American Indian or Alaska Native student enrollment within the historically defined Indian impacted school district.
- The American Indian/Alaska Native student needs assessment may be incorporated into a historically defined Indian impact school district's existing school improvement structure.

Annually, the department shall:

- when approving school district budgets, consider whether a historically defined Indian impacted school district's budget accomplishes the prioritized needs from the American Indian/Alaska Native student needs assessment; and
- require the historically defined Indian impacted school district to submit a written statement to the department, which will be published on the department's website, detailing the ways in which the historically defined Indian impacted school district's budget successfully met or failed to meet the prioritized needs from the most recent American Indian/Alaska Native student needs assessment. The historically defined Indian impacted school district shall also submit the written statement to any Indian nation, tribe, or pueblo located within the exterior boundaries of the historically defined Indian impacted school district. Prior to April 15 of each year, the historically defined Indian impacted school district shall submit to the department the written statement, along with its operating budget, for the ensuing fiscal year. The date for the submission of the written statement for

each historically defined Indian impacted school district as required by this paragraph may be extended to a later date by the secretary.

Figure 17. Federal and State Tribal Consultation- updated December 2, 2022

District/Charter Name	# All Students	# AI Students	% AI Students	Indian Education Formula Grant	Required to complete Tribal Consultation
Albuquerque	84,665	7,073	8.4	\$1,051,773	Yes
Aztec	2,654	532	20.0	\$176,751	Yes
Bernalillo	2,920	1,440	43.3	\$296,777	Yes
Bloomfield	2,651	1,098	41.4	\$240,748	Yes
Central Consolidated	389	4,795	92.5	\$915,281	Yes
Cuba	693	514	74.2	\$213,258	Yes
DEAP	51	51	100		Yes
Dream Diné	48	47	97.9		Yes
Dulce	596	565	94.8		Yes
Española	3,169	293	8.3	\$31,935	Yes
Farmington	11,401	4,732	41.5	\$2,184,356	Yes
Gallup McKinley	12,895	9,731	75.5	\$1,475,461	Yes
Gordon Bernell Charter	220	57	25.9		No
Grants/Cibola	3,338	1,570	47.0		Yes
Hozho Academy	498	235	47		Yes
Jemez Mountain	183	73	39.9		No
Jemez Valley	377	268	71.1		Yes
Los Lunas	8,401	798	9.5	\$29,098	Yes
Magdalena	292	107	36.6	\$28,522	Yes
Middle College High	142	104	73.2		Yes
NACA	483	452	93.6		Yes
Peñasco	332	32	9.6		Yes
Pojoaque	1,778	324	18.2	\$71,467	Yes
Rio Rancho	17,742	1,594	9.0	\$187,948	Yes
Ruidoso	1,889	344	18.2	\$139,684	Yes
San Diego Riverside	55	55	100		Yes
Santa Fe	12,333	362	2.9	\$178,920	Yes
Six Directions	66	64	97.0		Yes
Taos	2,479	237	9.6	\$103,523	Yes
Tularosa	863	245	28.4	\$96,670	Yes
Vista Grande High Sch	85	38	44.7		Yes
Walatowa Charter	39	39	100	\$22,334	Yes
Zuni	1,368	1,343	98.2	\$852,220	Yes

** A local education agency must follow both state and federal policy**

District Reported Consultations with Indian Education Committees; School-Site Parent Advisory Councils; and the Tribal, Municipal, and Indian Organization

Objective.

Ensure 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 (AI) students.

Background.

In December 2015, the Every Student Succeeds Act (ESSA) was adopted as the primary law governing K–12 education in the United States. ESSA requires each state to submit a plan that is aligned with the requirements of the new law. The New Mexico Public Education Department (NMPED) initiated formal consultation with tribal leaders, tribal administrators, and community members to gain input into the New Mexico ESSA State plan.

Methods.

Tribal consultation and decision making process of the district’s Indian Education Committee, parent advisory committees, Tribes, Indian organizations, and other tribal community organizations.

Conclusion/Results

Tribal Consultation as required by ESSA is intended to help develop relationships among state, tribal, and local educators, and officials. Specifically, establish grounds for a trusting relationship and foster transparent dialogue regarding the leverage of state or federal funds to meet the needs of Native American students and families. Tribal Consultations is meant to be an ongoing communication that can be held monthly, bimonthly, quarterly, and annually. The effort to build these relationships leads to mutual understanding, respect, and consensus-based decision that results in collaborative efforts to develop appropriate curricula, programs, and services.

District Reported Consultations with Indian education Committees; School-Site Parent Advisory Councils; Tribal Municipal and Indian Organization

District	Activities
Albuquerque Public Schools	<ul style="list-style-type: none"> • It is evident the large school district must keep two parent organizations in order to reach as many parents as possible in urban and rural student attendance areas. • The Indian Parent Committee meets quarterly with parents in a variety of out-reach or venues of communication. • Parents have an opportunity to be elected, learn protocols of running meetings and establishing goals/objectives annually. • They are charged in ways and means of seeking how best to improve educational opportunities for all students now and in the future. • The second parent group is the IEC who meet monthly serving and addressing better ways of improving student education opportunities as well as meeting federal/state program requirements on parent engagement. • Monthly meetings also include local tribal education departments and the 12 communities that represent the school district. The school district consistently holds Tribal consultation two times per year.
Aztec Municipal Schools	<ul style="list-style-type: none"> • The Aztec MS Indian Parent Committee and the School-Site parent advisory committees exist to address and support all parents and students in the educational system. The collaboration extends to the Tribal entities that surround the school district. It is most evident, the direction the district has moved forward by holding scheduled parent meetings at school and district wide. • In addition, the formal bi-annual Tribal Consultation meetings with the Navajo Nation have been consistent; meetings with the local Kinteel Residential Campus (KRC) Board of Education (a residential home for Native American students attending the public school). • The district-wide parent advisory committee continues to obtain parent input and recommendation on how best to serve Native American students in the school system. Further, the parent group takes action on required federal program reviews, recommendations, and approval for school district application renewal and submission. • The NM Yazzie-Martinez rulings are considered while planning the direction the parent organization would like to move forward with. In addition, a strong parent support and move to place two Native American parents to the district wide equity committee shows strong intent to work in partnership with the school district.
Bernalillo Public Schools	<ul style="list-style-type: none"> • The parent organizations at the district level and the local schools involve the parents and community addressing student needs seeking concerns, recommendations and to strengthen the partnership. • Monthly meetings are held at the school sites and district wide with program reviews and approvals along with the IPP process as required by Impact Aid funding. • Tribal Consultations with the area Pueblos are held in the fall and in the spring sharing school and program information in support of the Native American students. • In addition, meetings are held specifically with the Pueblo Governors to discuss current updates and changes. • Importantly, the district revealed to first look at themselves to see what concerns and programs are working; and those that need to be improved to ensure students are provide the best education with equity. • The school's Indian Education department will continue to collaborate with the local

	tribal communities, district staff, schools, parents, and students with candidness, to listen to them, and to strengthen the partnership.
Bloomfield— BSD	<ul style="list-style-type: none"> • BSD embraces positive routines, structures, and traditions of family and community. • Parents and community are diverse who share common values of church, family, independence, and advocate for excellence in education. • The district wide Indian Education Committee (IEC) is active in planning, and acts with approvals on federal programs such as Title VI, JOM and Title VIII Impact Aid along with parent recommendations to better provide quality education for Native American students. • The Indian Education Policies and Procedures as well as the Indian Education Act requires the school district to obtain parent signatures of the current leadership to verify district consultation and communication with local tribal members and parents. • Tribal Consultation is practiced twice per year with the Navajo Nation Education Department as formal exchanges and discussion on student education and student performance as well as to further ensure the twelve Yazzie/Martinez indicators are being met. The meetings are intended to clarify needs for greater student success.
Central Consolidated Schools—CCSD	<ul style="list-style-type: none"> • CCSD has a parent involvement policy which is developed with parents and school leadership. These describe how parents can become involved in the school and meeting throughout the school year. • Further the school sites continue to have School-Parent Compact meeting frequently to build capacity for greater involvement. • In addition, the school district continues annually with the Indian Education Committee (IEC) and Indian Parent Advisory Committee (IPAC) to involve K-12 parents, teachers, and students in serving as an active voice, participation and connection between schools and tribal community in support of student services, parental support, community involvement, and academic achievement. • Surveys and focus groups are used to evaluate programs and activities. Results are used to amend and revise goals to promote student and parent contribution aligned with district, state, and federal initiatives as well as reflections to the Yazzie-Martinez rulings and the NM Indian Education Act.
Cuba Independent Schools (CISD)	<ul style="list-style-type: none"> • CISD Indian Ed Parent Committee (IEPC) meets a minimum of eight times per year and plays a major role in conducting a comprehensive needs assessment to identify the needs of students with supportive funding programs. • A logic model approach is used to determine key areas through the input of the school district strategies to reach parent involvement; the output of supportive resources and various activities; these promote greater outcome of parent/community participation. • Known involvement and outreach to the rural communities of the Navajo Nation Chapters at Counselor, Ojo Encino, and Torreon via the Tri-Chapter Council continue to meet monthly at rural site locations. Various issues and information are shared on student performance, various program funding and family activities; all to meet the needs of students. • Further, Tribal Consultation occur twice a year meeting with the Navajo Nation Education Department. • Indian Policies and Procedures allows for parents and communities to work together in seeking ways to best improve student learning opportunities.
DEAP	<ul style="list-style-type: none"> • DEAP Charter School strongly values the monthly involvement of families through the Parent Advisory Committee and has incorporated many opportunities for intergenerational learning and valuing community leaders who make great efforts to bring local knowledge into the school’s learning spaces. • The school was able to continue parent and student activities through online gatherings. • A variety of venues are used to reach parents and community. DEAP firmly believes parent and community involvement are key in identifying solutions forward. • DEAP partnered with local community organizations and members during the

	<p>construction of the traditional Hogan dwelling and provided support for various COVID-19 informational activities.</p> <ul style="list-style-type: none"> • DEAP works with the Navajo Nation Department of Diné Education to complete the annual Tribal Consultation in October and March annually, with signed copies. • The consultation provides data to the Department as well as pathways for collaboration on developing Diné language and culture programs with the partnership of the local Navajo Nation government chapter and Dine’ College to identify opportunities for students and education ideas to thrive.
Dream Diné Charter School	<ul style="list-style-type: none"> • Parental involvement is one of the primary focuses of the small charter school in support of overall student academics and performance. • It is recognized such engagement is known to increase academic performance, attendance, behavior and to reach graduation. • A PAC organization continued to hold the school and parent participation together during the pandemic with various family events. • School leaders meet monthly with the PAC on newly established goals or the continuance of what worked. • Communication is key to parent involvement and how best to support children who attend the school. • Various means of outreach exists as especially with the community partners from other organizations.
Dulce Independent Schools (DISD)	<ul style="list-style-type: none"> • Dulce ISD takes a proactive approach with responsibility in engaging with tribal leaders and key stakeholders on major initiatives while considering how to continuously refine educational systems and best support students, parents, and educators. • Expectations for improved Tribal consultation between the school district and the Jicarilla Apache Nation Tribal Council focuses on sharing information on ESSA, Indian Education Act, and the New Mexico State Plan twice per year.
Española Public Schools—EPS	<ul style="list-style-type: none"> • Espanola Public Schools consults with Parents and Native American Families in a committee called the Indian Education Committee to determine days to meet monthly, calendar dates, communication methods via district School Messenger and emails, posted on district website, identify parent leadership and to share information, updates, initiatives, and to seek input to improve student needs. • Further the committee confirms the Indian Policies & Procedures, listen to current and proposed programming, and to seek possible approval for grants. Tribal consultations occur biannually with the Pueblo of Ohkay Owingeh and Santa Clara Pueblo Board of Education.
Farmington Municipal Schools	<ul style="list-style-type: none"> • FMS conducts monthly Indian Parent Committee meetings which are announced on the district website and other venues. Public Hearings and Tribal Consultations are held in the Fall and Spring to inform the community of Indian Education programs. • The district has consulted with the Navajo Government Chapters and provided copies of the IPP presented annually. • The school administration holds tribal consultations with the Navajo Nation education department. • Further multicultural Services Native American Programs staff communicates with all Navajo Chapters electronically to provide a copy of the IPP for input as well as other programmatic reviews and approvals. Approval signatures were collected from all chapters.
Gallup-McKinley County Schools—GMCS	<ul style="list-style-type: none"> • There are two district wide Parent organizations. • One parent organization involves parents from all the schools to join and serve the ASC or Advisory School Council. • Members can have a voice in site-based decisions and events. • Secondly, the DPAC or District Parent Advisory Council. Parents can give advisement, parent recommendations and certain federal program approvals primarily in support of the K-12 Native American students.

	<ul style="list-style-type: none"> • Students in remote learning situation, Microsoft TEAMS and email messages become a common method of communication for parents. • Home school liaisons as well as electronic methods certainly helps with distributing information and lessons to parents and their children. • Publications and events are distributed to all Navajo Nation chapters within the school district as well as the city and county government. • Further, the formal tribal consultation meetings are held biannually as required to offer current student, school, funding, and operation. • In addition, the Navajo Nation meets quarterly with the district leaders regarding the Navajo language and culture program.
<p>Grants Cibola County Schools (GCCS)</p>	<ul style="list-style-type: none"> • GCCS Indian Parents Advisory Committee (IPAC) was created as one means of parent participation and communication to disseminate district information to parents and to inform the district of the concerns of parents. • The monthly IPAC meetings help make the communication between parents and the district more open and robust. • The school district administration consistently holds tribal consultation meetings with the Pueblo of Acoma leadership, Pueblo of Laguna leadership, the Acoma Board of Education, and the Navajo Nation Department of Diné Education. • School site principals also provide opportunities for parent engagement in a variety of activities, presentations on school performance and one on one with parents regarding the student academics and student performance. • Meetings are still held virtually to maintain the improved participation and the safety of everyone.
<p>Jemez Mountain Schools</p>	<ul style="list-style-type: none"> • JMS has an (IEC) Indian Education Committee who meets quarterly to review policies and provide input on student and community needs. • The committee uses surveys and questionnaires to obtain parent input and opinions. • School site PAC meet monthly with parents and district wide leadership. • Instructional staff and the IEC usually design and help plan programs to further enrich, engage, and to teach the Dine’ Native Language and Culture. • Also, further engagement from parents and the community at large in cultural various events using the four seasons of DINE teaching and philosophy. • The Parent Liaison also establishes and maintains relationships with Native students and families to ensure academic, behavioral and health related issues are communicated, and appropriate services are provided. • Through district PAC and leadership, principals are guided and supported in many of their engagement activities. • The greatest involvement by JMS involvement by students, parents and community is prevalent on Culture Day. • The district can provide specialized strategies to support Native American students by conducting community needs assessment while following Indian Education Policies and Procedures.
<p>Jemez Valley Public Schools</p>	<p>Did not submit a TESR</p>
<p>Los Lunas Public Schools</p>	<ul style="list-style-type: none"> • Annually the LLPS district leadership collaborates with the Pueblo of Isleta Department of Education (POI/DOE) and tribal officials monthly. • Topics include various program and student funding sources. • Indian Education Committee (IEC) meetings/parent meetings were also held throughout the school year. • Fall and a spring survey are sent out to the families to solicit their input on the programs being offered by Los Lunas Schools. Results of the fall and spring survey were shared and/or discussed with the POI/DOE, the Indian Education Committee, parents, and tribal leadership. • Four Indian Education Committee/parent meetings are held each school year. In addition, one virtual Public Hearing regarding the Title VI Formula Grant are usually

	held for programmatic purpose. These leadership committee attends the Government-to-Government meetings.
Magdalena Municipal Schools (MMSD)	<ul style="list-style-type: none"> • MMSD Native American parents participate in all the activities offered across the school every year by in-person parent activities. • Parents have numerous opportunities to engage and participate in school district parent nights and events while the restrictions for NM and the Navajo Nation begin to lift. One of the most impactful opportunities for Native American parents to be involved in school decisions are the monthly Indian Education Advisory Council meetings held in the Alamo Community at the Alamo Navajo Chapter House. <ul style="list-style-type: none"> • Presentations include funding programs within the district, disaggregated Native American student data, the specific cultural and linguistic needs of our NA students, and the evaluation of each specific Native American program. • The district strives to truly inform parents and provide meaningful information that helps all stakeholders make determinations about the effectiveness of the district’s educational goals and programs and provides opportunities for parents through needs assessments and quality of education surveys to provide input to the school to make improvements for all students. • Parents/community members play an active role in the monitoring of these programs with seven Alamo community members who serve on the IEAC as Navajo Bilingual Program members, Title VI members, Impact Aid IPP, and JOM members.
Middle College High School	<ul style="list-style-type: none"> • MCHS annually updates its Indian Policies and Procedures with stakeholders, tribal communities and parents. <ul style="list-style-type: none"> • IPPs are current, and fully approved. Middle College continues to meet regularly with Tribal stakeholders, such as the Department of Dine’ Education and parents of Tribally enrolled students. • Tribal Consultations are consistently held two times per year with the Navajo Nation Department of Dine’ Education. • Special interest by Native American parents to serve on the governance council per their new bylaws has allowed for greater involvement. Through various parent and community engagement the school can meet identified student’s needs. Support school programs and approve budget and program applications.
Native American Community Academy—NACA	<ul style="list-style-type: none"> • NACA prioritizes engaging and consulting with families and tribal stakeholders. • As a means of Tribal consultation and informed decision making, NACA participates in the NM Indian Education Committee and consultation group. • The school has a strong and active parent advisory committee and works with local partners, tribal governments, Indian organizations, and other tribal community organizations to support American Indian students from all over New Mexico. • In addition, NACA holds tribal summits for all tribes that have student representation at NACA. These meetings and consultations provide student and school information. Quarterly check-ins and updates are sent to the tribal entities. • NACA students are part of the NMPED Indian Education Youth Advisory Committee and work closely with the parent organization.
Peñasco Independent Schools (PISD)	<ul style="list-style-type: none"> • Peñasco ISD has established the PTO and PAC where parents can be involved, learn about school district programs and student support to learning. • Communication centers around the school website, marquee, weekly newsletters, Community school meetings, testing information, emails, Remind app and other community events. PISD teachers directly communicate with parents regarding students’ performance, assignments and grades and record outreach on a communication log. • American Indian students and parents are aware and more involved with school functions due to more notifications. • Participation in school activities has increased as well as participation in leadership committees and councils. • Communication between the district and the recently created Picuris tribal education division, more frequent communications has occurred and has improved. A

	Memorandum of Understanding is currently in progress between Picuris Pueblo and the district as well as formalizing a data sharing agreement.
Pojoaque Valley Schools	<ul style="list-style-type: none"> • The PVSD meets with the Tribal Education Directors and Native Parent Committee in both the Spring and Fall; and meets with the Tribal Education Directors every month to communicate current events happening at the school and changes that might be occurring. • Quarterly meetings are held with PVSD staff and the Native American Parent Committee with a goal to have an equal representation among the Pueblos. • All parents of Native American students are encouraged to join. • The district meets with Tribal Governors once a year to educate on all school funding support, program services and demographics.
Rio Rancho Public Schools	<ul style="list-style-type: none"> • RRPS engages in good-faith efforts with tribal consultations and parent from all nations, pueblos, and tribes of students. • Tribal consultations occur two times per year with the Pueblo of Jemez. • In addition, Pueblo Governors' meetings are held periodically to communicate with tribes' health and safety and educational issues. • The Native American Parent Advisory Committee at the district and school level meet a minimum of 5 district level meetings throughout the year. <ul style="list-style-type: none"> • These meetings include school based Native American liaisons, district staff, parents, extended family members, and students. • Additional meetings are offered as requested by the Native American Parent Advisory Committee (NAPAC) board. <ul style="list-style-type: none"> • This provides for further consultations with parents, community, and tribal entities on an as needed basis and upon request. RRPS has 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. • The importance of training on cultural sensitivity as well as perspective when interacting with our American Indian students has been a main goal.
Ruidoso Municipal Schools	<ul style="list-style-type: none"> • RMS Native American parent council meets quarterly which includes the Impact Aid IPP review and approval on Indian policies and procedures to obtain feedback and recommendation on Native American student success, concerns and learning support. • RMS submits the IPP to the tribe for review and hold Tribal Consultation prior to submission of the annual impact aid application. • Outreach to the parents and communities are performed by the Native American liaisons who meet once a month to collaborate regarding student achievement, attendance, and programs. • Further the RMS The meets with Tribal Leaders four times a year as well on student programs, funding, and student academic and support. • Two parent information sessions are held with the Mescalero Tribe each year in Tribal Consultations. Collaboration between Tribal leaders and the RMS are effective in ensuring parents/families of American Indian students have the opportunity and are encouraged to participate in school-site Parent Advisory Councils (PACs) as well as with Tribal, Municipal, and Indian organizations.
San Diego Riverside Charter	Did not submit a TESR
Santa Fe Public Schools	<ul style="list-style-type: none"> • SFPS develops working relationships with the Indian Education Committee (IEC) and the school parent advisory committees. • Informal communication occurs on a regular basis throughout the school year with an open pathway for dialog and communication which has built a strong partnership to meet the needs of all Native American students. • Further partnership includes the Tribes, Pueblos, Indian organizations, and other tribal community organizations.

	<ul style="list-style-type: none"> • Formal Tribal consultations are held twice per year with the local Pueblo leadership and tribal education directors as well as with the Navajo Nation Department of Dine’ Education. • In addition, SFPS leaders, tribal leaders and tribal education departments meet more often annually for school district updates, program support of all students, collaborative decision-making processes in support of student learning.
<p>Six Directions Indigenous School</p>	<ul style="list-style-type: none"> • SDIS parent activities on campus has proven very successfully in increasing parental engagement; in addition, the Parent Portal, Email Blasts and Text Blasts and home visits are venues used successful in providing resources for parents who are able to access the internet or text messages. • The programs and activities that are being implemented in support of American Indian parents and students have yielded very good results in terms of increasing the involvement of parents in the education of their children. • SDIS consults with parents, community members, the Navajo Nation, and the Pueblo of Zuni in developing, reviewing and approving Indian Education Policies and Procedures (IPP). • Annual Tribal Consultation meetings with the Navajo Nation Department of Diné Education and the Pueblo of Zuni continues. School partners identified are the McKinley County Community Health Alliance, and other regional educational support organizations. • Relationships with the National Indian Youth Leadership Project and the Native American Community Academy (NACA) Inspired Schools Network (NISN). UNM Gallup and Dine’ College will continue in support of SDIS goals on fulfilling its commitment to Culturally Relevant Indigenous Education and interdisciplinary project-based learning.
<p>Taos Municipal Schools— TMS</p>	<ul style="list-style-type: none"> • Taos MS has always demonstrated and consulted with Taos Pueblo Parents and Native American Families within the district to be involved in the IEC as they meet monthly. • Meeting reminders are sent to parents and students via district School Messenger, emails, posted on district Canvas system and by reminders from Native American Tutors. • The primary purpose of the monthly meetings is to share school information, updates, initiatives, and to seek input to improve Indian Education learning for students. • In addition, the district holds quarterly Tribal Consultation meetings with the Taos Pueblo Governor’s Office. • Reviewing the Taos MS Indian Policies and Procedures for parental approval as well as to discuss the current and proposed programs involving students and parents.
<p>Tularosa Municipal Schools</p>	<ul style="list-style-type: none"> • TMS has Parent Advisory committees at each school site. <ul style="list-style-type: none"> • Each school encourages parental involvement in the educational programs and to know best how to improve the educational opportunities of our students. • In accordance with the Impact Aid IPP and ESSA, school representatives from the district meet with the Mescalero Tribe meet to two times per year to discuss the educational programs, school budget, and opportunities for our Native American students. • Representatives from the district also attend Government to Government meetings when they are held in Mescalero only.
<p>Walatowa High Charter School</p>	<ul style="list-style-type: none"> • The Walatowa High Charter School Executive Director participates annually in the Tribal Consultation process and meets with the Pueblo of Jemez and Pueblo of Tsyia Tribal Administration to discuss the best types of educational programs for WHCS Native American students. • The Walatowa High Charter School Executive Director provides TESR to the above-mentioned tribal administration and tribal education departments. • The IPPC/WHCS Governing Board, WHCS Executive Director reviews the IPP annually, WHCS Goals and Objectives, annual DASH Plan and WHCS Governing

	Board sign the IPP and other federal program documents as representatives of the Pueblo of Jemez, Pueblo of Tsyia and Jemez Valley Corridor.
Zuni Public Schools	<ul style="list-style-type: none">• 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.• 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.

Indian Policies and Procedures- LEAs required to complete that receive Impact Aid

- Districts that claim federally recognized AI 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.
 - Elementary and Secondary Education Act (ESEA) requires school districts to obtain the signature of approval by the New Mexico Tribal Leader or their designee residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures (IPP), pursuant to federal Title VII Impact Aid funding requirements.
 - 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.
 - The chart below illustrates the number of districts that are compliant with a submission of a current year IPP.

Table 16. Impact Aid Program Indian Policies and Procedures

District Name	Impact Aid Program Indian Policies and Procedures	
	Completed with Tribal Signature	Does not Receive Impact Aid
Albuquerque	Missing signature	
Aztec Municipal		X
Bernalillo	Not received	
Bloomfield		X
CCSD	Missing signature	
Cuba	Missing signature	
DEAP		X
Dream Diné		X
Dulce	Not received	
Española		X
Farmington	Missing signature	
Gallup	X	
Gordon Bernell Charter		X
Grants	Not received	
Hozho Academy	Not received	
Jemez Mountain	X	
Jemez Valley	Not received	

District Name	Impact Aid Program Indian Policies and Procedures	
	Completed with Tribal Signature	Does not Receive Impact Aid
Los Lunas	X	
Magdalena	Missing signature	
Middle College High	Not received	
NACA		X
Peñasco Independent	Not received	
Pojoaque Valley	X	
Rio Rancho		X
Ruidoso		X
San Diego Riverside		X
Santa Fe		
Six Directions Indigenous	Missing signature	
Taos	X	
Tularosa	Not received	
Vista Grande High Sch		X
Walatowa Charter High	Missing signature	
Zuni Public Schools	X	

Source: Indian Education Division

Impact Aid

Since 1950, Congress has provided financial assistance to local school districts through the Impact Aid Program. Impact Aid provides assistance to school districts with concentrations of children *residing on Indian lands, military bases, or other Federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property.*

Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts; these districts may use the funds in whatever manner they choose in accordance with their local and State requirements.

Most recipients use these funds for current expenditures, but recipients may use the funds for other purposes such as capital expenditures, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs.

[Impact Aid Program](#)

Public School Use of Variable School Calendars

- Several of the 24 school districts and 10 charters, included in their TESR current public-school use of variable school calendars.
- Many school districts refer to their school calendar committees to review, modify, and recommend a school calendar that takes AI students' culture and traditions into account. School calendars are then approved by the district's school board.
 - These calendars reflect collaborative efforts to support AI students with their self-identity, language, and culture by providing students with opportunities to partake in their cultural activities.

Figure 18. Variable Calendar Days as Provided by Districts

All Souls Day (November 1st)	Pueblo of Isleta Feast Day
Alamo Indian Days	Pueblo of Jemez Feast Day
Ceremonies of self-identity and self-healing	Pueblo of Laguna Feast Day
Cultural Day, Pueblo of Acoma	Pueblo of Nambé Feast Day
Gathering of Nations	Pueblo of Pojoaque Feast Day
Jicarilla Apache Tribal Feast, Go Jii Ya	Pueblo of San Ildefonso Feast Day
Mescal Harvest and Roast	Pueblo of Santa Ana Feast Day
Native American Senior Day	Pueblo of Santa Clara Feast Day
Navajo Nation Fairs	Pueblo of Santo Domingo Feast Day
Navajo Nation Family Day	Pueblo of Taos—San Geronimo Feast Day
Navajo Nation Memorial Day	Pueblo of Tesuque Feast Day
Navajo Nation Police Officer Day	Pueblo of Zia Feast Day
Navajo Sovereignty Day	Pueblo of Zuni-Shalako
Ohkay Owingeh Corn Dance	Shiprock Northern Navajo Fair (Professional Development Day)
Ohkay Owingeh Feast Day	Tribal Governors' Irrigation Day
Pueblo of Acoma Feast Day	Winter and spring break extended to accommodate dances
Pueblo of Cochiti Feast Day	Zuni Appreciation Day

Indigenous Research, Evaluation Measures, and Curricula for Tribal Students

Objective.

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

Background.

The IED has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian education has been to improve education for our AI students enrolled in all schools.

Methods.

To develop effective curricula for tribal students and increase their educational opportunities, the school districts submit a district-wide Tribal Education Status Reports on behalf of the districts' implementation of Indigenous research, evaluation measures, and curricula for tribal students.

Conclusion/Results.

The PED has hired an Indian Education Curriculum and Instruction Specialist who will be working on Indigenous research, evaluation measures, and curricula with respective Tribes, Pueblos, and Nations. Below are supports for Indigenous models that support research, evaluation, and curricula from districts.

District Activities- Indigenous Research, Evaluation Measures, and Curricula for Tribal Students

District	Activities
Albuquerque Public Schools	<ul style="list-style-type: none"> • The school district Indian Education Department has been involved in various aspects of research related topics, including individual teacher professional development, book studies, independent research by staff pursuing doctorate degrees, literature review, and coordination of grant applications with higher education institutions, and lecture presentations. <ul style="list-style-type: none"> • Merging Pathways (monthly) • Indian Education Teacher Collaboration Meetings • Dine Language Teacher Collaboration Meetings • Jobs for American (JAG) Trainings • College and Career Related Training (counselor)
Aztec Municipal Schools	<ul style="list-style-type: none"> • Aztec Schools works with the Department of Dine Education-Office of Standards, Curriculum, and Assessment Department in developing assessments for our 520 teachers to implement in assessing Navajo Language learning for the classes being taught. • Assessments were given to 8th grade and 12th grade students and the results indicated low comprehension. • A drop in learning loss of the Navajo language during the pandemic has not helped our students.
Bernalillo Public Schools	<ul style="list-style-type: none"> • The research and development of a Native American curriculum became a reality for the 2017- 2018 School Year. • The district has partnered with Dr. Leola Tsinnajinnie, professor of Native American Studies at UNM, in developing the curriculum and lessons. During the 2019-2020 school year, we had (4) classes and Dr. Tsinnajinnie continues to enhance the lessons and the curriculum. • Nathan Jopek (Laguna/Diné) is the classroom teacher who places a strong emphasis on building a sense of community in the classroom as students make connections between identity, cultural heritage, and broader community needs/issues. • The Department had multiple professional development days about our series “Towards Culturally Relevant Instruction” in collaboration with the Indian Pueblo Cultural Center’s Indigenous Wisdom Curriculum.
Bloomfield—BSD	<ul style="list-style-type: none"> • The Oral Diné Language Assessment is being utilized at five (5) Bloomfield schools. • District data shows that high school students are at beginning proficiency levels while middle school students are lower in proficiency for the Navajo language. • These courses are supplemental for students and not part of the core curriculum.
Central Consolidated Schools—CCSD	<ul style="list-style-type: none"> • Training on Culturally and Linguistically Diverse Instruction (CLRI) is provided and highly encouraged. • Our state and federal Indian Education grants provide core teachers opportunities to take advantage of the funding by incorporating CLRI into their core instruction, order culturally and linguistically relevant supplies and materials, and provide cultural and linguistic enrichment opportunities such as field trips and participating in conferences. • Our Heritage Language teachers incorporate cultural themes into language instruction and focus on oral language development by providing opportunities for beginning conversation and utilizing Projects-Based learning. • The Intercultural and Community Outreach will continue to support all teachers

	regardless of their content area and provide opportunities to imbed CLRI into their instruction.
Cuba Independent Schools (CISD)	<ul style="list-style-type: none"> The CISD BMEP Diné Heritage Program Language teachers (grades K-12) met with the CISD Federal Program staff, focused on researching and adapting the CISD Diné language curriculum, assessments, and instructional methods. The CISD BMEP Diné Heritage Program Language teachers (grades K-12) and the CISD Federal Program staff developed a K-12 curriculum / scope and sequence for teaching Diné Language and Culture.
DEAP	<ul style="list-style-type: none"> DEAP has formal MOUs with Diné College for Dual Credit, Diné College Teacher Education Program, and the NACA Inspired Schools Network. In addition, DEAP has collaborated with various partners including Teach for America, COPE, Diné Studies Conference, Navajo Cultural Arts Program, UNM POLLEN Program and Teach for All. In addition, DEAP students and staff are also engaged in the planning, development, and implementation of rigorous and culturally relevant curriculum through various trainings, activities, and courses.
Dream Diné Charter School	<ul style="list-style-type: none"> Use the Navajo Curriculum that centers around the seasons and family Hands-on Project Based Learning Community Partnerships continue to be developed and encourage Professional Development surrounding Navajo Language and Culture with DODE.
Dulce Independent Schools (DISD)	<ul style="list-style-type: none"> The Dulce Independent School District works towards continuous improvement to develop effective curricula for tribal students that is culturally and linguistically responsive and increases their educational opportunities, on behalf of the district's implementation of indigenous research. The Dulce Independent School district has researched and evaluated the development and assessment of the Jicarilla Apache language and cultural program.
Española Public Schools—EPS	<ul style="list-style-type: none"> Staff attended the virtual Government to Government Summit meeting. <ul style="list-style-type: none"> The summit meeting allows for a meeting between NMPED and Tribal governments as per the Indian Education Act. Tribal governments are encouraged to share their input on the education of Native American students. EPS works collaboratively with surrounding Pueblos for input, development, and approval of curriculum.
Farmington Municipal Schools	<ul style="list-style-type: none"> FMS has a Memorandum of agreement with the Navajo Nation; The school district has held consultation with the Navajo Tribe and Chapter Houses to discuss the services, programs, and education for Native American students and has been open to feedback and recommendations from the tribe. Local cultural experts are brought in to share language and culture with students to impact the power of self-identity, language preservation, and importance of the Indigenous voice. Native American Programs staff attend local, state, and National workshops/conferences to learn about current conversations around Indigenous research and curricula and bring back to the district to augment or modify current practices. Consultations with Navajo Nation in the Fall and Spring; Outreach to Chapter Houses – ongoing; Cultural/Language workshops – three per school each semester; NJOMA – Sept; NIEA – October; NICWA – April; Indigenous Language Institute – as applicable.
Gallup-McKinley County Schools—GMCS	<ul style="list-style-type: none"> All Gallup McKinley County Schools have a Navajo language/culture teacher who provides instruction to attain Navajo oral language proficiency. Under the NMPED Bilingual Multicultural Education program, GMCS has incorporated the Heritage Language model. <ul style="list-style-type: none"> This program is to revitalize the students' native language use through oral language instruction. The district has worked closely with the Department of the Dine Education

	<p>from Navajo Nation on the curriculum and has provided professional development for Heritage Language teachers.</p> <ul style="list-style-type: none"> • Gallup McKinley County Schools uses the Diné Content Standards to support and drive instruction for our Heritage Language and Culture Program. • These standards are placed in a specific sequence called the GMCS Year at- A- Glance (YAG). • Curriculum documents were also added to give an example of what the standards look like in a teaching situation. <ul style="list-style-type: none"> ▪ These documents are updated annually as processes are improved.
Grants Cibola County Schools (GCCS)	<ul style="list-style-type: none"> • To achieve the goal of helping AI students grow with deep cultural awareness and understanding their history, GCCS offered the three major Native languages in Cibola County into the curriculum namely: Acoma Keres and Culture, Laguna Keres and Culture, and Navajo Language and Culture. • In addition, the Native American Studies was offered as an additional course in the curriculum to further strengthen the cultural knowledge of AI students. • The Diversity and Inclusion Department will continue to participate in the development and implementation of culturally relevant curriculum and the gathering and dissemination of educational resources that district teachers can use in the classroom.
Jemez Mountain Schools	<ul style="list-style-type: none"> • Previous leadership determined the language program lacked appropriate alignment to grade level expectations using Common Core State Standards. • Classroom teachers working with external curriculum coaches researched and identified available DINE Language and Culture curriculum. • A new curriculum was adopted, and implementation began during the 2022-2023 school year.
Jemez Valley Public Schools	Did not submit a TESR
Los Lunas Public Schools	<ul style="list-style-type: none"> • Los Lunas Schools (LLS) continues to enhance the social studies curriculum with culturally relevant learning opportunities for seventh grade students at the two middle schools in the Los Lunas School District. • Students engaged in culturally relevant instructional lessons and activities during class and specifically during the New Mexico History section/class. • Teachers used informational text to teach historical information about American Indians within the history of New Mexico. During the 2021 – 2022 school year Los Lunas Schools also supported Native language and cultural curricula by offering TIWA I and TIWA II language courses at both Los Lunas and Valencia High schools. • Los Lunas Schools added books and/or eBooks either by American Indian authors and books and/or eBooks about American Indian history, culture, art, folklore, and customs for all its school libraries. • A new culturally and linguistically responsive K-8 English Language Arts curriculum was adopted with input from staff from the Pueblo of Isleta Department of Education.
Magdalena Municipal Schools (MMSD)	<ul style="list-style-type: none"> • MMSD initially implemented the Navajo Heritage Language Revitalization Program into the district 15 years ago. • During that four-year initial implementation, MMSD consulted with the Alamo community through surveys, roundtable discussions, in conjunction with Alamo community elders, the Office of Navajo Nation Language, Culture, and Community Services, and hired its first Navajo certified language teacher. • MCREL two years ago and provided culturally relevant trauma-informed schools training to EVERY staff member in the district, from bus drivers to cafeterias workers, to teachers, school board members, and Alamo-Magdalena Early

	<p>Childhood Coalition members to gain new insight and learn the latest developments in trauma research, particularly the generational trauma created by forced Indian education and boarding schools on our Alamo families and community.</p>
<p>Native American Community Academy— NACA</p>	<ul style="list-style-type: none"> • NACA has used Understanding by Design (UbD) for 13 years to design yearlong and unit curricula at each grade level. Each teacher creates their framework for the year with essential questions guiding the way. These essential questions are on display for students to see the “big picture” of what they will be learning. UbDs often are created using a backwards design and are adjusted when needed throughout the school year. • The next step for NACA’s curriculum is the buildout of interdisciplinary performance tasks that center on land-based learning and healing for students. Performance tasks for the Elementary literacy project. • NACA will continue to use research of indigenous curricula to help guide the teacher’s creation of their UbD.
<p>Peñasco Independent Schools (PISD)</p>	<ul style="list-style-type: none"> • In continuation from the 2020-2021 school year the Indian Education coordinator has continued to receive training in culturally relevant education and promote the Indigenous Wisdom curriculum. • 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.
<p>Pojoaque Valley Schools</p>	<ul style="list-style-type: none"> • The Pojoaque Valley School District Native American Liaisons virtually attended the Government-to-Government Summit in August of 2021. • The Native American Liaisons also attend the NMPED monthly TED calls with Secretary Steinhaus every third Wednesday of the month. Often, there are presenters from outside organizations who will offer training and their services in public schools or on the pueblos. • The Liaisons also attends professional development training offered by NMPED. • All District staff attended professional development training regarding socio-emotional health for our students. • Collaborating with community partners to offer information to students. • AVID program is offered to the Native American students to prepare for college. Promotion of programs that are culturally and linguistically relevant for Native American students.
<p>Rio Rancho Public Schools</p>	<ul style="list-style-type: none"> • Research and data have been shared with all sites. • All sites have a Native American Liaison who participates in professional development. • Curricula: Resources are available to support a Linguistically and Culturally Responsive learning environment for all students.
<p>Ruidoso Municipal Schools</p>	<ul style="list-style-type: none"> • These measures are currently not in place. However, Ruidoso Municipal School District is a partner with the NMPED in the creation of new and appropriate cultural and linguistic curricula for both our Native and non-English speakers. • The District will continue to work to provide American Indian students, their families, and the Tribal community with programming to improve academic success, improve attendance, reduce the dropout rate, and the on-time graduation rate while continuing to ensure all programming available to American Indian students.
<p>San Diego Riverside Local Charter</p>	<p>TESR not provided</p>

<p>Santa Fe Public Schools</p>	<ul style="list-style-type: none"> • There are currently no Indigenous Research and evaluation measures implemented district wide. • However, there are numerous teachers that teach in a balanced and comprehensive approach to history. • The teachings acquaint students with the historical, cultural, and contemporary issues significant to the experience of Native American people while addressing false images, stereotypes, and inaccurate myths. • All teachers district wide have been trained in the following: Values and biases reflection on student learning. continuing with our Partners at the Museum of Indian Arts & Culture, IPCC, NMPED IED and other Native entities to provide training for our teachers. e IPCC Curriculum is posted on our SFPS resource page for teachers to access and download curriculum. Professional development opportunities are shared with teachers K-12 throughout the school year to increase their knowledge of Native American issues
<p>Six Directions Indigenous School</p>	<ul style="list-style-type: none"> • Six Directions Indigenous School (SDIS) staff has attended Navajo Nation Educational meetings, Government to Government meetings. • the Wisdom Curriculum Conference sponsored by the Indian Cultural Center and University of NM Indian Education Department, and the New Mexico Public Education Indian Education Department that have helped to shape the school curricula.
<p>Taos Municipal Schools—TMS</p>	<ul style="list-style-type: none"> • TMS collaborates with Taos Pueblo annually to provide professional development to TMS teachers regarding the history and values of Taos Pueblo. • TMS teachers work with Tribal government to plan lessons that include Native American perspectives in the curriculum. • Taos Pueblo Education and Training Director and TMS Indian Education Director collaborate to determine needs of professional development for staff at TMS.
<p>Tularosa Municipal Schools</p>	<p>Information not provided</p>
<p>Walatowa High Charter School</p>	<ul style="list-style-type: none"> • Through the WHCS RIGOROUS CURRICULUM PLAN, WHCS staff participated in training that focused on researching and adapting lesson plans to include culturally relevant materials into the curriculum, assessments, and instructional methods • The WHCS Faculty and staff will be working on the further development of a curriculum and scope and sequence through researching culturally relevant materials.
<p>Zuni Public Schools</p>	<p>Information not provided</p>

Access to Native Language Programs

Objective.

it is imperative that native language and bilingual programs are part of a schools' development plan".

Background.

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

Methods.

Research suggests incorporating Native American languages and cultures into academic settings can improve educational engagement and outcomes, including improved retention, graduation rates, college attendance rates, and standardized test scores.

Results/Conclusion

This section includes data from bilingual programs, to include how many students are taking native language classes in each district, as well as how many 520 teachers are certified to teach native languages in each district.

Bilingual Multicultural Education Programs (BMEPs)

- BMEPs support the maintenance of Tribal languages and serve Native American students who represent 13% of the state’s total population and 16% of students in the BMEPs.
- Together, Hispanic and Native American students constitute the majority of all New Mexico students, which is consistent with representation within BMEP participation.
- In New Mexico, around 420 schools in over 50% of all school districts provide Spanish or Tribal language BMEPs.

Figure 19. Student Participation in BMEPs by Ethnicity

- The table below illustrates the number of students participating in BMEPs for the last four years.

Student Participation in BMEPs by Ethnicity							
School Year (SY) 2018-2019 to 2021–2022							
SY	Total # of students	Total # of Hispanic Students		Total # of Native American Students		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
18–19*	322,776	35,783	163,757	7,025	25,414	3,417	87,380
19-20*	320,581	36,030	162,938	7,246	25,257	3,330	85,780
20-21*	306,504	33,687	159,594	7,073	24,661	2,919	78,570
21-22*	308,265	34,566	159,781	6,885	25,095	3,124	78,814

*Data does not include PreK. **Source:** STARS 80th day

Figure 20. Student Participation in BMEPs by Native American Language

Student Participation in Native American Language Programs								
SY2018-2019 to SY2021–2022								
Year	Language and Number of Students Enrolled							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY18–19*	4,784	255	454	232	25	90	902	6,742
SY19–20*	4,648	280	663	291	48	49	989	6,968
SY20-21*	4,889	281	767	173	34	79	1,047	7,270
SY21-22*	4,983	248	649	171	13	54	927	7,045

*Data in previous years taken out of district self-reported SharePoint Instructional Plans. **Source:** STARS 80th day

Figure 21. Student Participation in Native American Language Class along with Native American Language and Culture Certificate Staff

- Research suggests incorporating Native American languages and cultures into academic settings can improve educational engagement and outcomes, including improved retention, graduation rates, college attendance rates, and standardized test scores.

District	Teachers	Students
APS	13	591
AZTEC	1	56
BERNALILLO	12	493
BLOOMFIELD	3	240
Central Consolidated	18	1285
CUBA	3	392
Espanola	2	126
Farmington	6	466
Gallup	35	3172
Grants	2	105
Hozho Academy	1	132
Jemez Mountain	1	67
Jemez Valley	1	55
Los Lunas	1	34
Magdalena	1	20
Pojoaque	2	165
Six Directions	2	82
Taos	1	17
Zuni	27	859
Total	132	8357

Source: STARS 120 day

Conclusion

The overall TESR provides key points on AI student outcomes across 13 reporting areas to the NM PED Indian Education Division (IED). The reporting period for the TESR is from SY 2021-2022, reflecting the resilience and recovery of communities, families, schools, and students. NM schools and communities have supported student achievement and success through challenging circumstances brought forward by the COVID-19 pandemic. The summary of student achievement data and support specific to AI students was provided by school districts and charter schools and is presented in the district descriptions provided. In SY 2020-2021, due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the US Department of Education granted the New Mexico PED a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

The NM PED is committed to providing guidance and support to Tribes and school districts to foster partnerships, to reach the growth outcomes, set out for AI students within the New Mexico's Every Student Succeeds Act Plan and in addressing the Martinez Yazzie lawsuit. In addition, the IED provides technical assistance and guidance on tribal consultation internally, as well as to school districts and charter schools, to advocate for tribal involvement in the decisions that impact AI students. The NM PED Indian Education Division is committed to improving the data collection and analysis that informs program development and educational decision making for AI students across the state. Every effort was conducted to ensure school districts' TESR reports were received and included for this TESR.