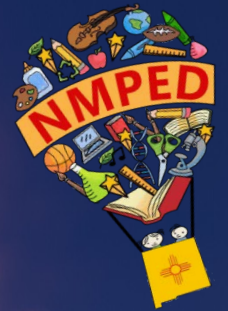


New Mexico Public Education Department



Tribal Education Status Report 2019–2020





The State of New Mexico

2019–2020 Tribal Education Status Report Issued November 2020

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Notes

This document is available at <https://webnew.ped.state.nm.us/bureaus/indian-education/reports/> under Indian Education Division (IED) reports.

Some information in this document was adapted from the Tribal Education Status Report (TESR) for School Year 2018–2019, a copyright-free document published by the New Mexico Public Education Department.

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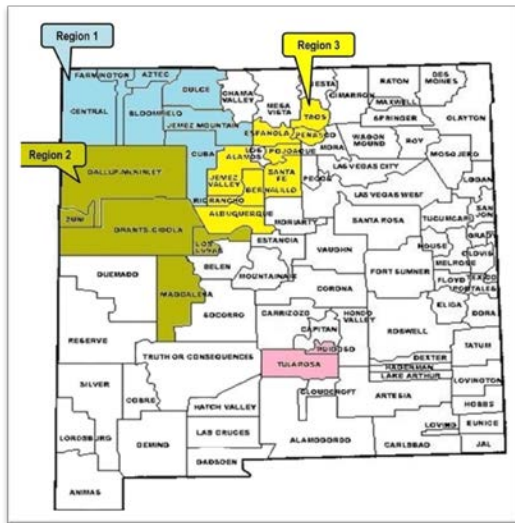
Introduction

This compliance report provides information regarding American Indian students' public school performance and how performance is measured. This information is shared with legislators, educators, tribes, and communities and is disseminated at the semiannual government-to-government meetings.

The New Mexico Public Education Department (NM PED) is required by statute to provide this compliance report annually so that education and tribal communities can make informed decisions about how to meet the academic and cultural needs of American Indian (AI) students and improve outcomes. Indian education stakeholders and other education institutions may use the data in this report for local planning and improvement processes focused on improving the quality of education for AI students.

The data in this report was gathered from the 23 school districts and 7 charters that serve a significant population of AI students or have tribal lands located within their school boundaries. The data collected includes student achievement, attendance, school district initiatives, and drop out and graduation rates. Of the 23 school districts, 22 submitted a districtwide Tribal Education Status Report (TESR) that supports the following sections: school safety, parent and community involvement, and education programs targeting tribal students that incorporated Indigenous research, evaluation, and curricula.

Profile of Indian Education in New Mexico



23 districts and 7 charter schools identified as Native serving public school entities.

Approximately 35,300 American Indian students in public schools.

Approximately 5 percent of state-wide district staff identified as American Indian.

Approximately 6,000 American Indian students in 28 Bureau of Indian Education (BIE) operated and tribally controlled schools.

Tribal Consultation Process

The NM PED, districts, and charter schools are required to adhere to the tribal consultation process. The purpose of the tribal consultation requirement is to create the opportunity for local school districts, charters, and Tribes to engage in meaningful discussion and decision making. The Indian Education Division (IED) provides districts, charters, and Tribes with Tribal consultation training, guidance manuals, and on-site technical assistance to inform best practices and solutions for supporting AI students.

The purpose of the affirmation of consultation document is to best ensure that districts adhere to the tribal consultation requirement that establishes the relationship between Tribes, Nations, and Pueblos. Districts and charters must consult tribes, or those tribal organizations approved by the Tribes located in the area served, prior to submitting a plan or application for covered programs.

Indian Education Act Tribal Education Status Report Requirements

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.

New Mexico Student Achievement

Objective	Data—disaggregated by ethnicity, gender, economic status, and disabilities—is used to develop strategies and programs that improve American Indian (AI) student achievement and outcomes.
Background	The New Mexico assessments include the evaluation of student progress in the following areas: reading K–2; English language arts 3–11; math 3–11, which includes Algebra I (may be given in grade 8), Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III; science; Spanish reading; reading for students with disabilities; math for students with disabilities; and science for students with disabilities.
Methods	<p>During school year (SY) 2018–2019, students in grades K–2 were tested in reading using the Istation assessment, and students in grades 3–11 were tested using the New Mexico (NM) assessments. These NM assessments include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; PARCC (Partnership for Assessment of Readiness for College and Career)—administered fall 2018, and New Mexico Standards-Based Transition Assessment of Mathematics and English Language Arts (TAMELA) – administered spring 2019.</p> <p>Beginning in SY 2017–2018, proficiencies, rather than scaled scores, are now used to categorize student progress, with testing data reported as the number of students who meet the cut-off point for proficiency. All assessment scores have been standardized to reflect proficiencies, and <i>proficient</i> and <i>above proficient</i> have been combined. Masking rules are applied to all data to prevent identification of students in small groups (fewer than 10). This is known as “suppression” and is used to comply with the Family Educational Rights and Privacy Act (FERPA).</p> <p>Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/</p>
Results	<p>The graphs in this section show the statewide percentage of students who are at or above proficiency by ethnicity, as measured by the New Mexico assessments. The overall gains and losses seen in student achievement are based on all 2019 test results.</p> <p>Native American students showed a four percent decrease in reading proficiencies from the previous school year.</p> <p>Native American students showed consistency in math proficiencies from 2017–2018 to 2018–2019.</p> <p>Native American students showed a one percent decrease in science proficiencies from the previous school year.</p>
Conclusion	Generally, AI students are less proficient than their counterparts in reading, math, and science. Reading proficiencies of AI students, who are not economically disadvantaged, are twice as likely to be proficient or better than those AI students who are economically disadvantaged. AI female students’ reading proficiencies scores are nine percent higher than those of their AI male counterparts’. However, they score similarly in science and slightly lower in math.

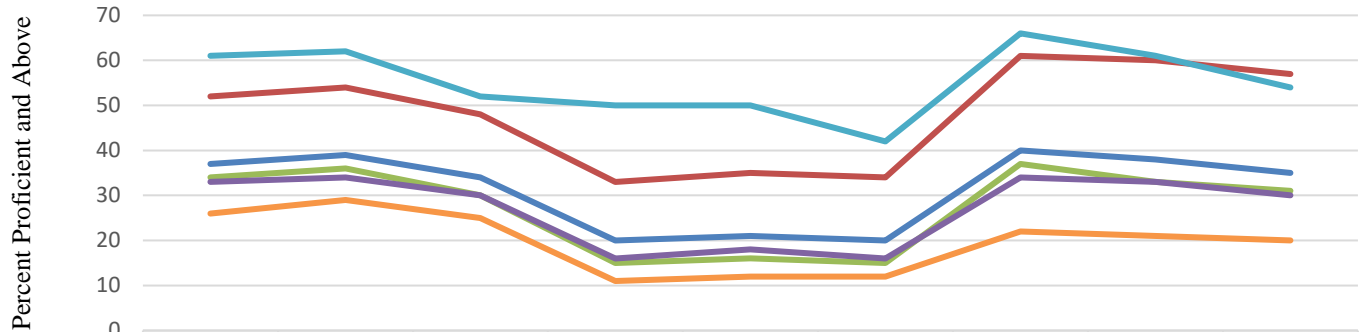
NOTE: Due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the US Department of Education has granted the New Mexico Public Education Department (PED) a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Thus, the student achievement data within this section was not collected in school year 2019–2020. Student data from 2018–2019 has been repeated.

New Mexico Public School Assessments

I-Station	Reading K–2
PARCC/TAMELA	English language arts 3–11 Math 3–8 Algebra I (may be given in grade 8) Algebra II Geometry Integrated Math I Integrated Math II Integrated Math III
SBA	Science Spanish Reading
NMAPA	Reading for Students with Disabilities, Math for Students with Disabilities, and Science for Students with Disabilities

Statewide Assessment by Ethnicity

Three-Year Statewide Assessment Comparison
Percent Proficiencies by Ethnicity in
Reading, Math and Science



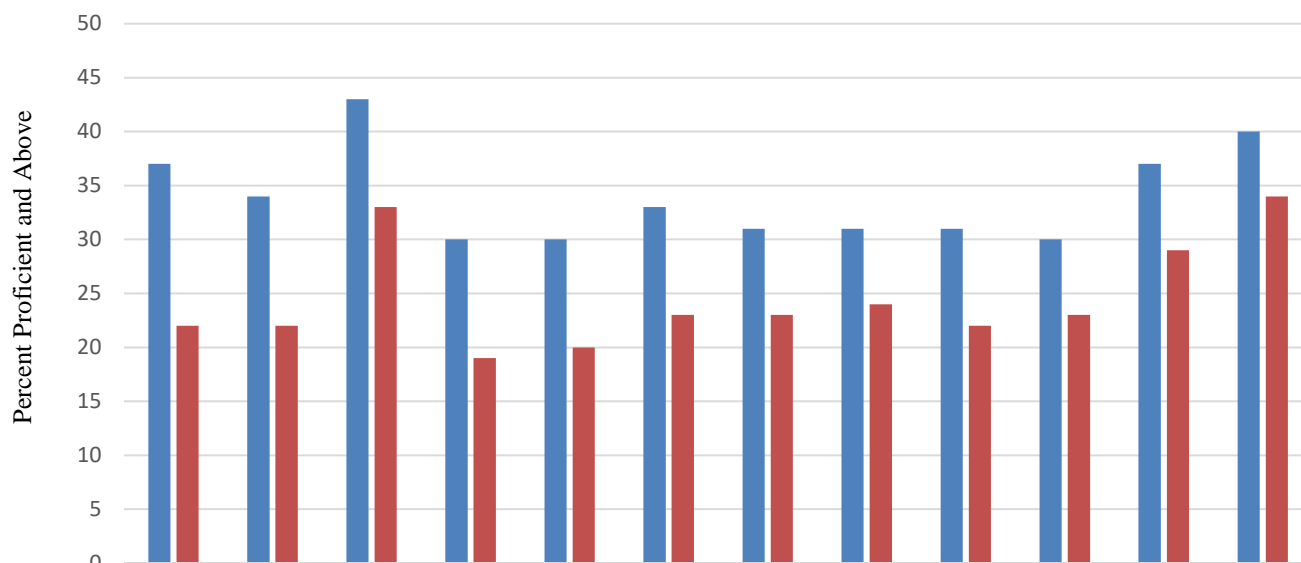
	2016-2017 Reading	2017-2018 Reading	2018-2019 Reading	2016-2017 Math	2017-2018 Math	2018-2019 Math	2016-2017 Science	2017-2018 Science	2018-2019 Science
All Students	37	39	34	20	21	20	40	38	35
Caucasian	52	54	48	33	35	34	61	60	57
African American	34	36	30	15	16	15	37	33	31
Hispanic	33	34	30	16	18	16	34	33	30
Asian	61	62	52	50	50	42	66	61	54
American Indian	26	29	25	11	12	12	22	21	20

In SY 2018–2019, 25 percent of AI students were proficient in reading, 12 percent in math, and 20 percent in science. The proficiency rate of American Indian (AI) students in 2018–2019 decreased from SY 2017–2018 in reading (by 4 percent), remained the same in math, and decreased slightly (1 percent) in science.

- Proficiency rates for AI students are considerably lower than those of students of other ethnicities.
- Compared to the percentage of proficient Caucasian students, AI students compare as follows: In reading, there are almost half as many proficient AI students, and in math and science, there are nearly one-third as many proficient AI students.
- Compared to the percentage of proficient Asian students, AI students compare as follows: In reading, there are nearly half as many AI students who are proficient; in math, one-fifth of AI students are as proficient; and in science, almost one-third of AI students are as proficient.

Reading by Grade

2018-2019 Statewide Assessments American Indian Students Reading Percent Proficiency by Grade



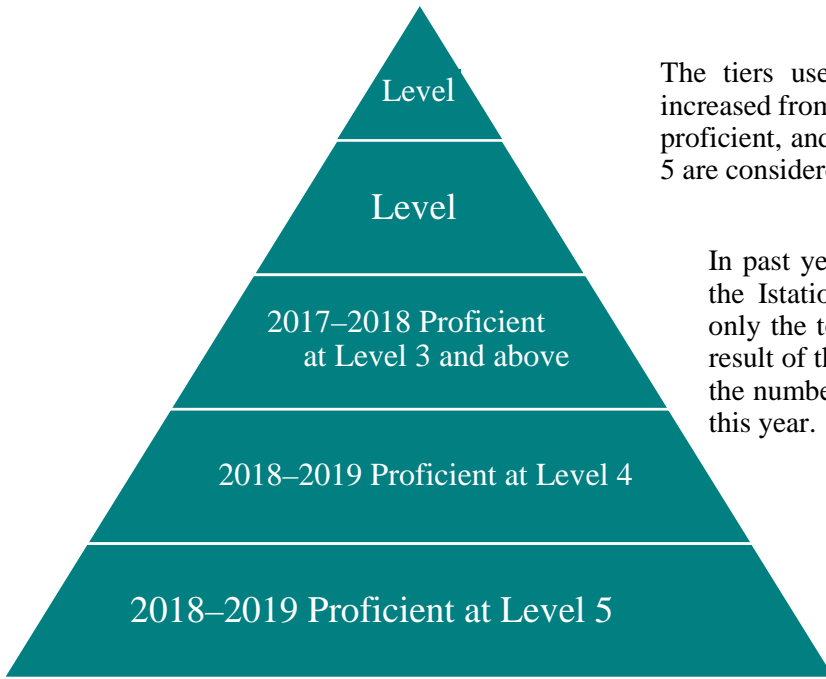
	K	1	2	3	4	5	6	7	8	9	10	11
All Students	37	34	43	30	30	33	31	31	31	30	37	40
AI Reading	22	22	33	19	20	23	23	24	22	23	29	34

Grades K–2 proficiencies for all students statewide were determined using the Istation assessment.

Grades 3 to 11 proficiencies are based on the fall administration of the PARCC, the TAMELA, SBA Legacy, and NMAPA tests. The following are the results:

- For AI students, reading proficiencies are at their lowest level in the 3rd and 4th grades, with only 19 and 20 percent achieving proficiency.
- With the change in the Istation tier levels, the proficiency rates became more consistent with the PARCC/TAMELA tests for third graders and above.
- Reading proficiency for AI students is the highest in the 11th grade but still below all students’ proficiency rate by seven percent.
- The gap between all students’ reading proficiency and AI students’ is smallest in 7th and 11th grades, with AI students closing the divide to a seven percent difference.

Istation Level Tiers

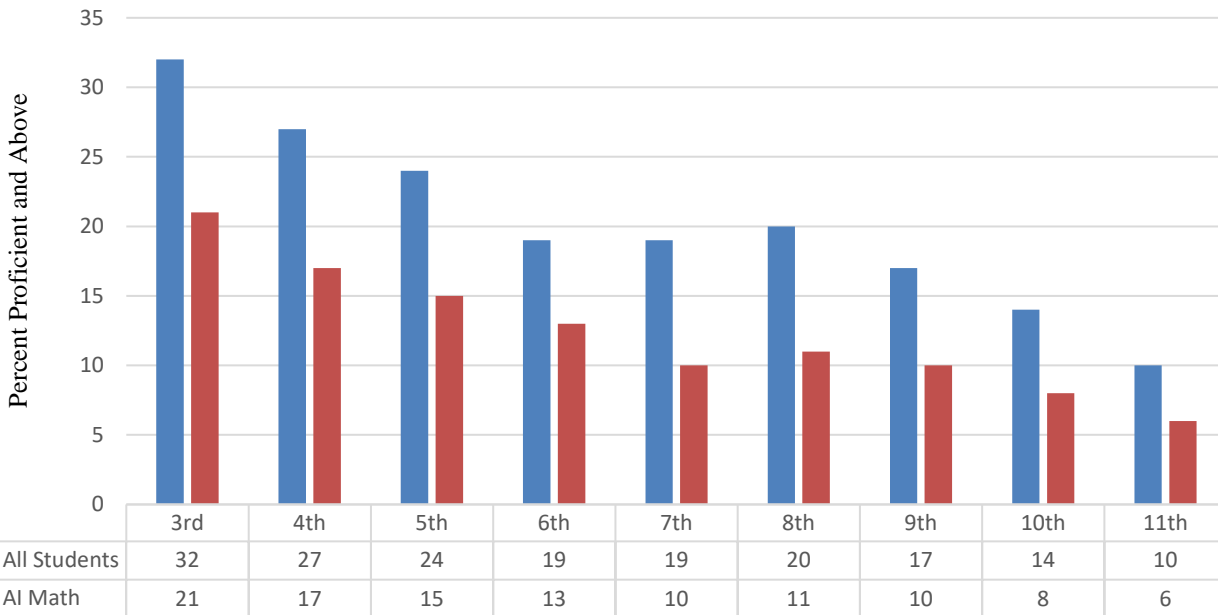


The tiers used to measure proficiency in Istation were increased from three to five levels. In past years Level 3 was proficient, and with the change for 2019, only Levels 4 and 5 are considered proficient.

In past years, the top 60 percent of those administered the Istation were considered proficient, but this year, only the top 40 percent are considered proficient. As a result of the re-calibration, there is a dramatic change in the number of K-2 students determined to be proficient this year.

Math by Grade

2018-2019 Statewide Assessments
American Indian Students
Math Percent Proficiency by Grade



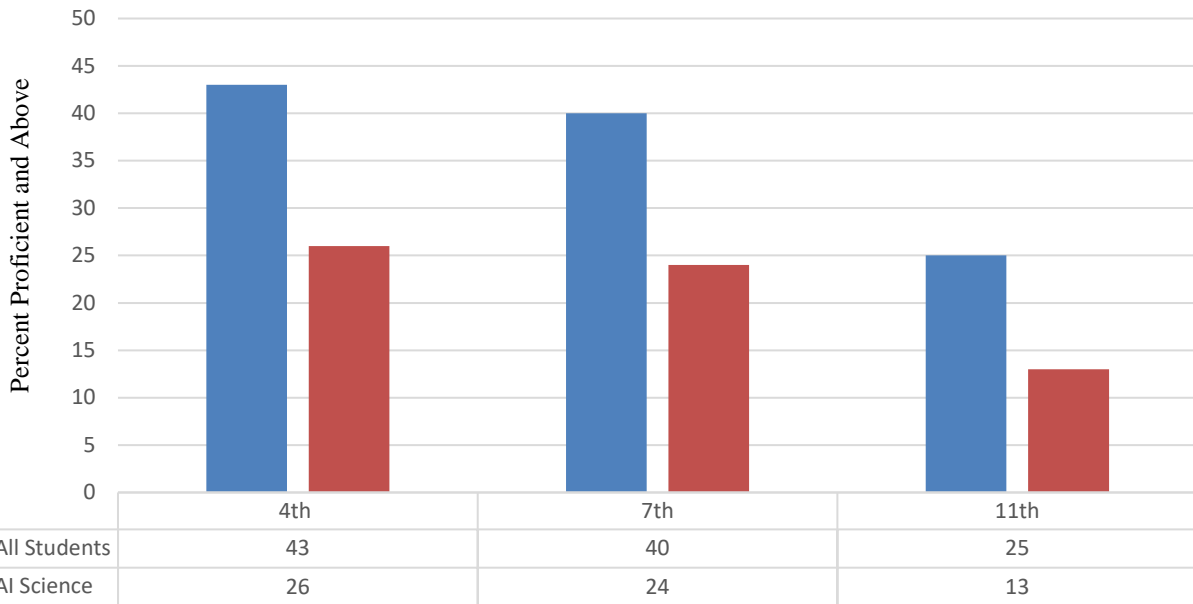
The 2018–2019 math proficiency by grade chart indicates student achievement for AI students were the highest in the earlier grades.

Generally, all students' math proficiency, whether AI or all students, gradually decreases as students' progress through the grades.

- The highest math proficiency for AI students is in 3rd grade.
- AI students' math proficiencies are below all other students in grades 3–11.
- All students' proficiencies are the lowest in 11th grade, as are AI student proficiencies

Science by Grade

2018-2019 State-Based Assessments
American Indian Students
Science Percent Proficiency by Grade

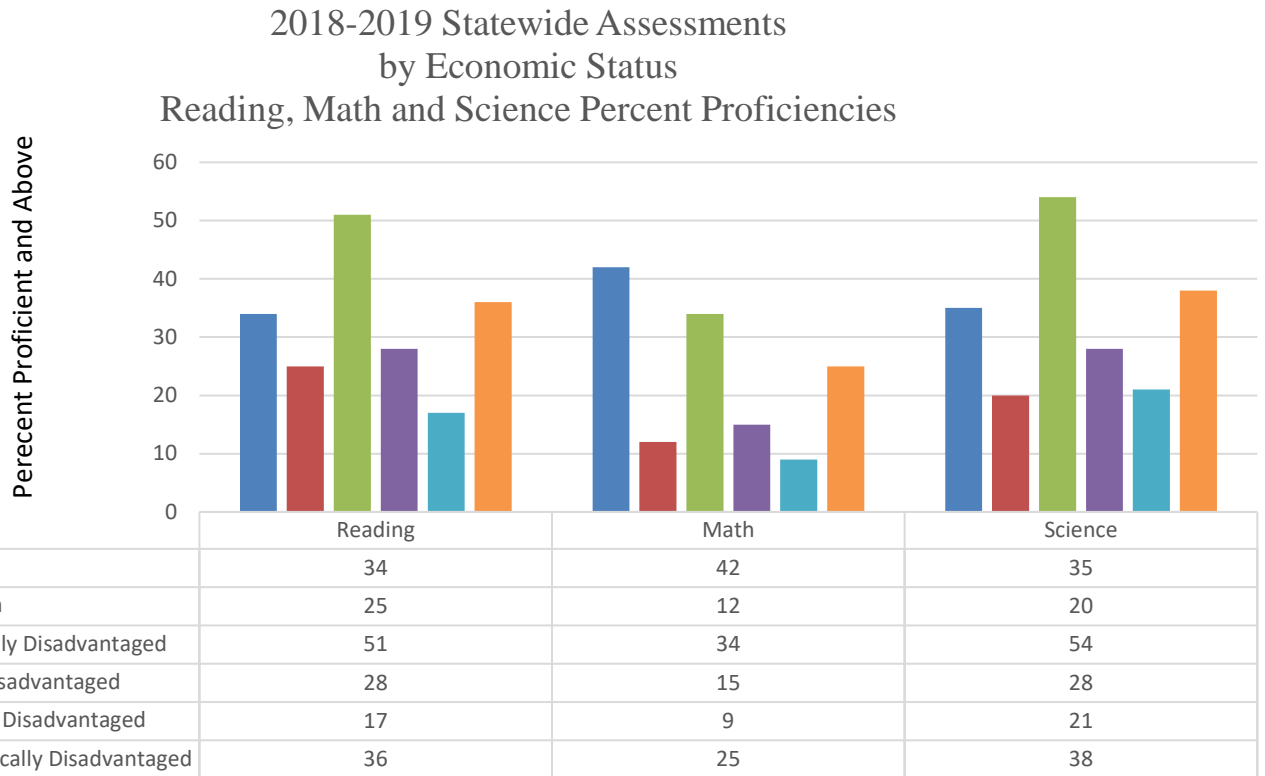


The 2018–2019 Science Proficiency by Grade report provides the following results:

- Generally, all students' proficiencies—whether AI students or not—gradually decrease as they progress through the grades.
- The percentage of students proficient in science is the lowest in 11th grade.
- The percentage of AI students who are proficient in science is greatest in 4th grade.
- For AI students, science proficiencies are at their lowest level in 11th grade.

Reading, Math, Science Proficiencies

Proficiencies by Economic Status

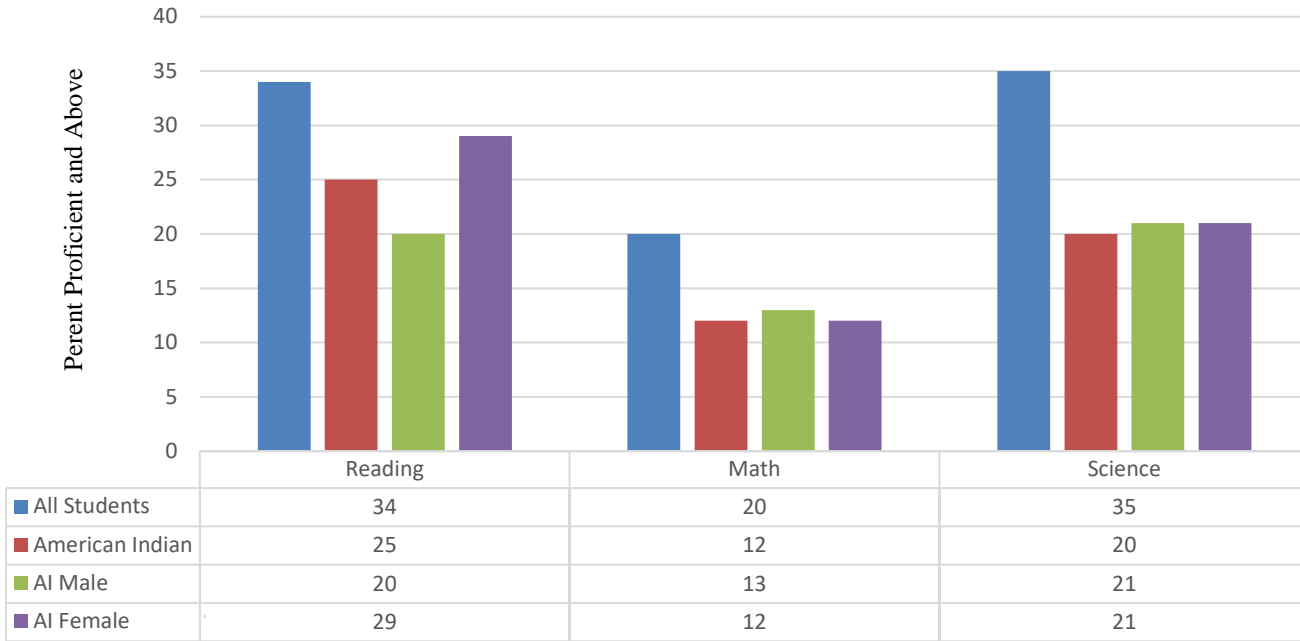


When considering American Indian students who are economically disadvantaged (AI ED) vs AI students who are not economically disadvantaged (AI NED), the following is found:

- AI ED students' proficiencies are substantially lower than AI NED students.
- Reading proficiencies of AI ED students are 29 percentage points lower than NED AI students
- Math proficiencies for AI ED students are 16 percentage points lower than NED AI students.
- AI ED students' science proficiencies are 17 percentage points lower than NED AI students' proficiencies.
- In reading, NED AI students' proficiencies are slightly better than all students.

Proficiencies by Gender

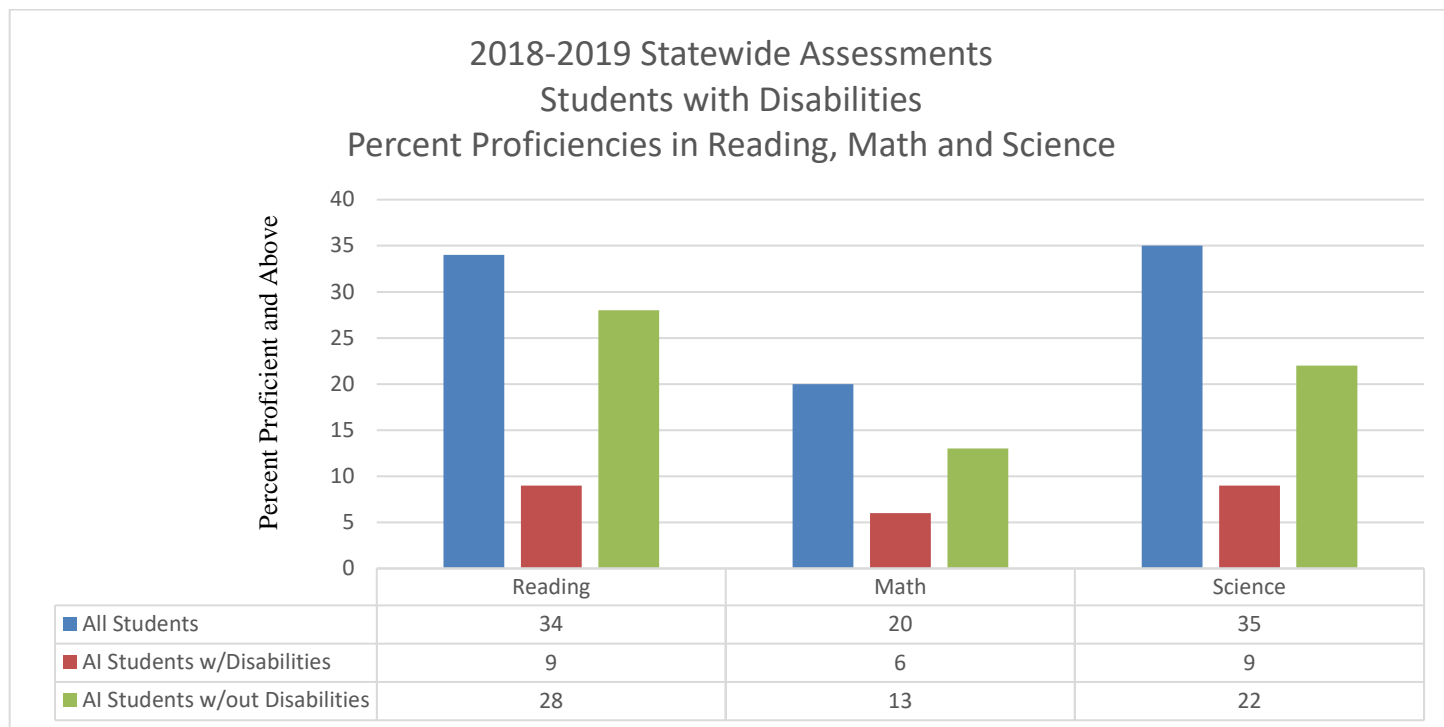
2018-2019 Statewide Assessment
Percent Proficiencies by Gender in
Reading, Math and Science



The 2018–2019 Proficiencies by Gender report provides the following results:

- In reading, there is a proficiency gap between AI female and AI male students, with females achieving proficiencies higher than males. This gap currently stands at nine percentage points.
- Male AI students have slightly higher proficiencies in math than AI female students.
- In science, AI male and female students have similar proficiencies.

By AI Students with Disabilities



The 2018–2019 Proficiencies of Students with Disabilities chart provides the following results:

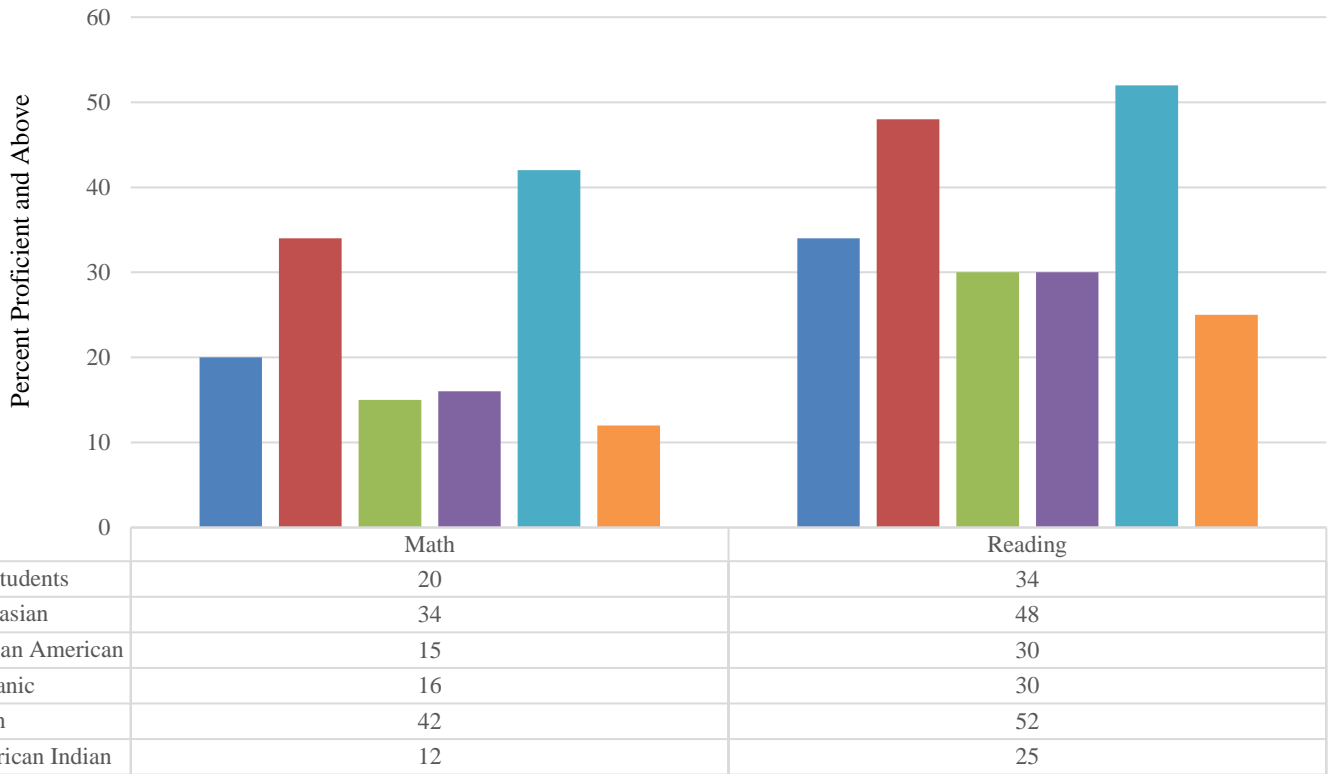
- AI students with disabilities have lower proficiencies in reading, math, and science, when compared to AI students without disabilities.

As Measured by the TAMELA

The TAMELA—the Transition Assessment of Mathematics and English Language Arts—was developed to measure the full extent to which students are demonstrating mastery of the New Mexico Common Core State Standards (NMCCSS) in mathematics and English language arts. It is a transitional assessment, linking items from the same item bank as the previously used PARCC, in order to have comparability of test results. Students in grades 3–11 were assessed using the New Mexico Standards-Based Transition Assessment. Students in the 12th grade are assessed differently for graduation requirements.

The transitions assessment was administered only in spring 2019. In June 2019, the NM PED issued a Request for Proposals for a new summative assessment for math and ELA. The new math and ELA assessments, which will be administered beginning in spring 2020, are: the New Mexico Measures of Student Success and Achievement (NM-MSSA) (grades 3–8), the PSAT (grade 10), and the SAT (grade 11).

2018-2019 TAMELA Assessments Percent Proficiencies by Subgroups



Source: All Valid Tests—TAMELA only 2019

In the spring of 2019, New Mexico schools administered the Standards-Based Transition Assessment of Mathematics and English Language Arts (TAMELA)

The 2018–2019 TAMELA Proficiencies Report indicate the following results:

- AI students are underperforming all other student groups in math and reading.

School Safety

Objective	Ensure that students in New Mexico schools attend safe, secure, and peaceful schools.
Background	<p>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.</p> <p>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/2019/09/SHSB_NM-Planning-For-Safe-Schools-Guide-2019-2020.pdf</p>
Method	<p>In the fall of 2019, the Planning for Safe Schools Guide 2019 was revised. The revised version of this Planning for Safe Schools in New Mexico School Guide, Fall 2019 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.</p> <p>The CSHWB oversees two key surveys that are administered biennially in New Mexico The Youth Risk and Resiliency Survey (YRRS) The School Health Profiles (SHP)</p> <p>Co-sponsored by the NM Department of Health and the NM PED, the YRRS is conducted in approximately 90 percent of school districts, including schools with large AI populations. The YRRS Steering Committee is inclusive of the Albuquerque Area Southwest Tribal Epidemiology Center (AASTEC), which provides specific, targeted, and nurturing oversight to its identified schools in 27 Native American communities, which includes 19 pueblos, 2 Apache nations, and 3 Navajo chapters—among others—throughout a tri-state area. A copy of the Safe Schools Plan Rubric can be viewed at https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/SHSB_SSP.Rubric.2019_.pdf</p> <p>The YRRS Steering Committee also works in collaboration with the Bureau of Indian Affairs (BIA) to coordinate the YRRS with the BIE’s Native American specific survey distributed every six years. The data resulting from the YRRS assists schools, students, and communities to develop and implement sustainable program activities and interventions. The surveys question the risk-taking behaviors and resiliency factors of AI youth. The data is used to understand, address, and improve the health behaviors of all middle and high school students in these communities.</p>
Results	<p>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.</p>
Conclusion	<p>The majority of the 23 school districts and 7 charter schools supported by the IED have safety indicators that effectively sustain their schools’ climate. With the CSHWB revising the SSP requirements, all schools will receive localized technical assistance from the bureau, in order to come into compliance with ESSA.</p>

New Mexico Youth Risk and Resiliency Survey Results (YRRS)

The New Mexico YRRS is a tool used to assess the health risk behaviors and resiliency (protective) factors of New Mexico middle and high school students. The YRRS is part of the national [Center for Disease Control Youth Risk Behavior Surveillance System \(YRBSS\)](#), but the survey results have widespread benefits for New Mexico at the state, county, and school district levels.

The YRRS is offered to a selection of middle schools and high schools in each school district in the fall of odd-numbered years. All data is self-reported by students, who voluntarily complete the survey during one class period.

Additional specific results can be found on the following website: <http://youthrisk.org/> Reports are state (aggregated), county, and district-specific. Each district owns the district data, so requests for district-specific data must be sent to the school. The YRRS will not be updated until results from the 2019 survey are completed.

New Mexico Youth and Resiliency Survey 2017—High School Results, % and #s			
Year	# of AI	% of AI	# Statewide
2013	3,446	18	19,093
2015	2,736	17	15,930
2017	3,133	17	18,451

New Mexico YRRS Survey Question	Year	% of AI Students	% Statewide
Rarely or never wore a seat belt	2013	9.68	8.08
	2015	17.85	11.73
	2017	6.77	6.72
Bullied on school property past year	2013	16.90	19.40
	2015	18.20	18.00
	2017	15.39	18.01
Electronically bullied past year	2013	8.10	13.00
	2015	11.90	13.60
	2017	10.74	13.74
Missed school due to safety issues at school	2013	7.90	7.50
	2015	7.60	7.20
	2017	8.74	10.08
Experienced dating violence past year	2013	10.70	11.10
	2015	9.40	8.90
	2017	10.31	10.67
Texted or emailed while driving past 30 days	2013	31.20	41.70
	2015	28.60	38.00
	2017	30.37	40.00
Overweight or obese	2013	37.70	29.70
	2015	41.90	31.30
	2017	43.13	31.65
Met recommended physical activity guidelines	2013	33.10	29.70
	2015	30.30	30.20
	2017	26.51	28.78
Watched TV for two hours or more on school days	2013	48.80	47.10
	2015	46.60	42.20
	2017	41.82	36.78
Non-school computer use for 2 hours or more on school days	2013	49.10	50.30
	2015	53.80	52.60
	2017	55.42	51.78
Have not had sexual intercourse	2013	55.90	58.80
	2015	62.70	64.30
	2017	64.13	62.18

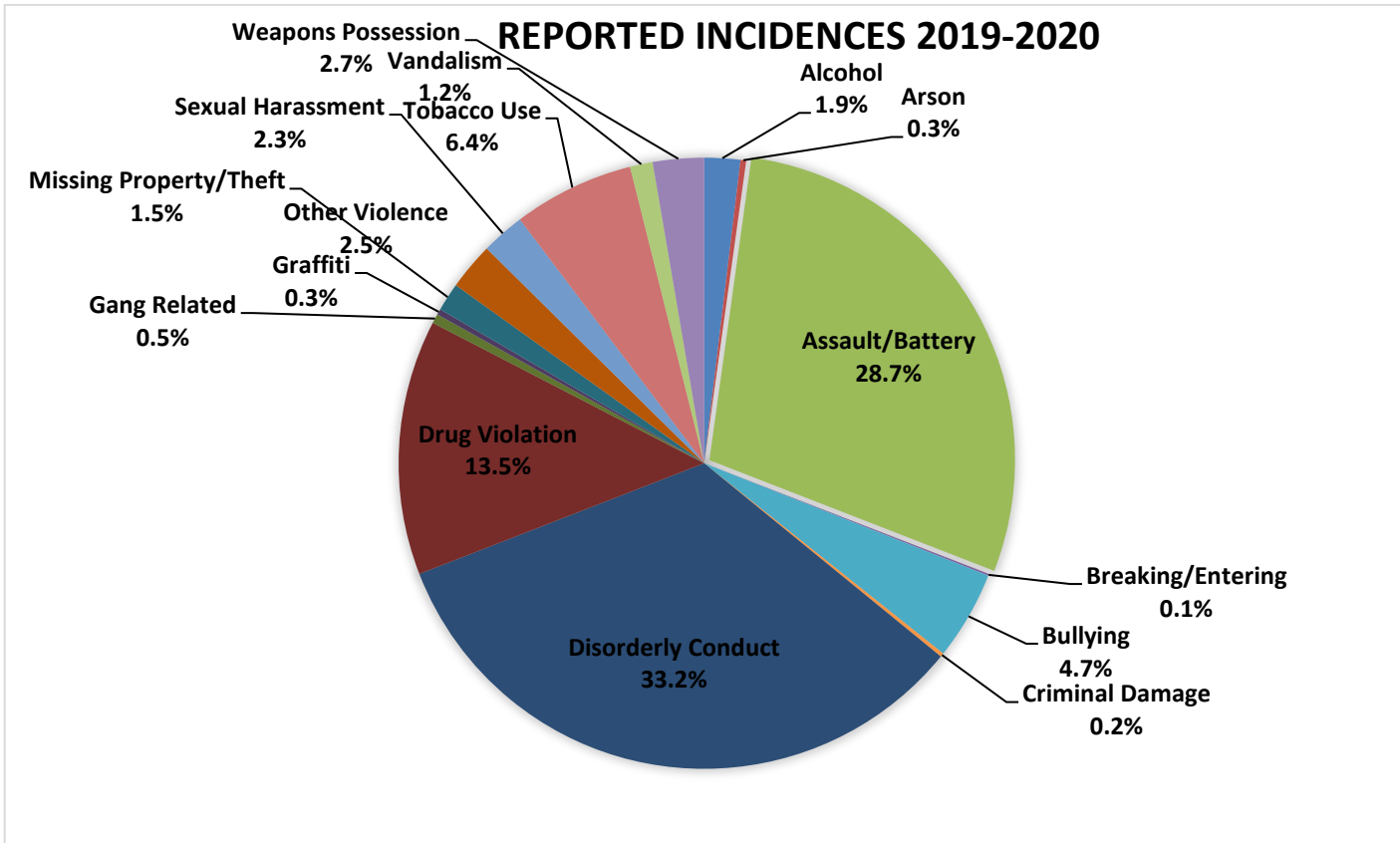
New Mexico YRRS Questions	Year	% of AI Students	% Statewide
Alcohol use in past 30 days	2013	21.50	31.10
	2015	18.90	25.00
	2017	20.44	27.47
Rode in car driven by someone who had been drinking alcohol past 30 days	2013	21.70	23.30
	2015	21.70	19.70
	2017	21.37	20.38
Drove a vehicle after drinking alcohol past 30 days	2013	8.10	10.70
	2015	6.90	7.40
	2017	7.17	7.04
Drank alcohol on school property past 30 days	2013	24.57	17.15
	2015	5.80	5.10
	2017	7.17	6.71
A teacher or adult at school listens to student	2013	29.50	35.70
	2015	30.30	37.30
	2017	31.72	39.45
A teacher or adult at school believes student will be a success	2013	47.60	44.60
	2015	43.60	46.30
	2017	44.16	47.55
A parent or other adult at home is interested in student's schoolwork	2013	44.80	48.80
	2015	42.70	48.60
	2017	43.13	49.31
Student plans to go to college or some other school after high school	2013	69.00	68.40
	2015	64.30	69.90
	2017	65.38	66.28
Has a friend who really cares about student	2013	51.90	58.80
	2015	56.50	61.60
	2017	57.45	61.73
There are clear rules at school about what a student can and cannot do	2013	51.90	45.70
	2015	50.00	49.30
	2017	49.24	50.76
Involved in extracurricular activities outside of school	2013	34.20	36.50
	2015	41.00	47.40
	2017	25.33	34.83
Persistent sadness and hopelessness for at least 2 weeks*	2013	30.30	31.90
	2015	35.00	32.90
	2017	36.89	36.59
Persistent sadness and hopelessness for at least 2 weeks* Boys only	2013	22.20	21.90
	2015	26.70	23.50
	2017	29.70	27.35
Persistent sadness and hopelessness for at least 2 weeks* Girls only	2013	38.60	42.30
	2015	43.90	42.40
	2017	44.39	45.96
Seriously considered suicide* Overall	2013	16.70	16.90
	2015	17.80	16.30
	2017	20.69	18.27
Physical fight on school property in past 12 months	2013	10.40	10.68
	2015	28.87	25.34
	2017	8.87	9.11
Seriously considered suicide* Boys only	2013	13.50	12.70
	2015	11.60	11.40
	2017	15.33	14.04
Seriously considered suicide* Girls only	2013	20.00	21.20
	2015	24.40	21.20

New Mexico Youth Risk and Resiliency Survey Questions	Year	% of American Indian Students	% Statewide
	2017	26.18	22.46
Made a suicide plan* Overall	2013	10.90	11.20
	2015	13.40	10.90
	2017	14.50	12.37
Made a suicide plan* Boys only	2013	9.50	8.00
	2015	8.40	6.80
	2017	11.34	9.63
Made a suicide plan* Girls only	2013	12.30	14.40
	2015	18.90	15.10
	2017	17.74	15.07
Attempted suicide* Overall	2013	13.00	11.40
	2015	13.00	9.60
	2017	14.40	10.21
Attempted suicide* Boys only	2013	10.80	8.70
	2015	9.70	6.60
	2017	11.57	7.98
Attempted suicide* Girls only	2013	15.20	14.10
	2015	16.40	12.40
	2017	16.90	12.21
Purposely cut or burned self without suicidal intent* Overall	2013	20.40	21.00
	2015	24.40	21.00
	2017	24.19	20.61
Purposely cut or burned self without suicidal intent* Boys only	2013	15.70	13.80
	2015	16.50	13.00
	2017	16.36	14.25
Purposely cut or burned self without suicidal intent* Girls only	2013	25.30	28.50
	2015	33.00	29.10
	2017	32.20	26.96
Marijuana use**	2013	34.40	28.70
	2015	33.80	24.70
	2017	37.22	27.94
Synthetic marijuana use (e.g., Spice, K2)**	2013	12.70	9.40
	2015	8.50	6.20
	2017	7.15	5.48
Cocaine use**	2013	6.40	7.80
	2015	4.10	4.10
	2017	3.79	4.91
Inhalant use**	2013	5.10	6.00
	2015	4.70	4.30
	2017	4.63	4.94
Used a pain killer to get high**	2013	6.10	7.90
	2015	10.60	7.60
	2017	6.97	6.64
Heroin use**	2013	3.70	5.40
	2015	1.90	2.40
	2017	1.96	2.77
Methamphetamine use**	2013	4.30	6.20
	2015	2.60	2.70
	2017	2.45	3.00
Offered an illegal drug on school property	2013	30.50	35.00
	2015	25.40	27.60
	2017	24.87	26.50

New Mexico Youth Risk and Resiliency Survey Questions	Year	% of AI Students	% Statewide
Ever injected an illegal drug	2013	3.00	3.90
	2015	3.10	3.10
	2017	2.92	3.19
Cigarette Use**	2013	16.10	16.90
	2015	15.90	11.00
	2017	14.62	11.08
Used chewing tobacco, snuff, or dip**	2013	9.00	9.20
	2015	9.70	7.80
	2017	8.50	7.73
Smoked cigars or cigarillos**	2013	11.10	13.40
	2015	11.90	10.10
	2017	9.76	10.04
Carried a weapon in the past 30 days	2013	20.85	22.54
	2015	23.24	22.54
	2017	24.25	23.36
Carried a weapon on school property in the past 30 days	2013	4.59	5.78
	2015	3.58	4.93
	2017	4.59	5.92
Carried a gun in the past 30 days	2013	8.20	8.19
	2015	10.29	7.73
	2017	9.18	8.91

Reported Incidences, School Year 2019–2020

The graph below shows the percentage of ALL incidents reported in public school districts statewide. The highest percent of incidences was disorderly conduct, assault and battery, and drug violations.



Source: STARS Student Infraction Report

Discipline Infractions (DI) Reported

2019–2020 DI

The 2019–2020 infractions report includes additional infractions, such as arson, breaking and entering, criminal damage, gang related, and other violence. In 2019–2020, the number and percentage of infractions reported for AI students in public schools show a decrease in all categories compared with 2018–2019. The largest decrease in infractions came from disorderly conduct and assault and battery.

Discipline Infractions (DI) Reported	Alcohol	Arson	Assault/Battery	Breaking/Entering	Bullying	Criminal Damage	Disorderly Conduct	Drug Violation	Gang Related	Graffiti	Missing Property/Theft	Other Violence	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession
# of All Students	502	87	7536	32	1231	55	8699	3534	140	80	391	646	592	1677	324	711
# of AI Students	93	9	439	3	86	11	1222	516	3	6	44	60	27	127	29	95
% of AI Students	18.5	10.3	5.8	9.4	7.0	20.0	14.0	14.6	2.1	7.5	11.3	9.3	4.6	7.6	9.0	13.4

2018–2019 DI

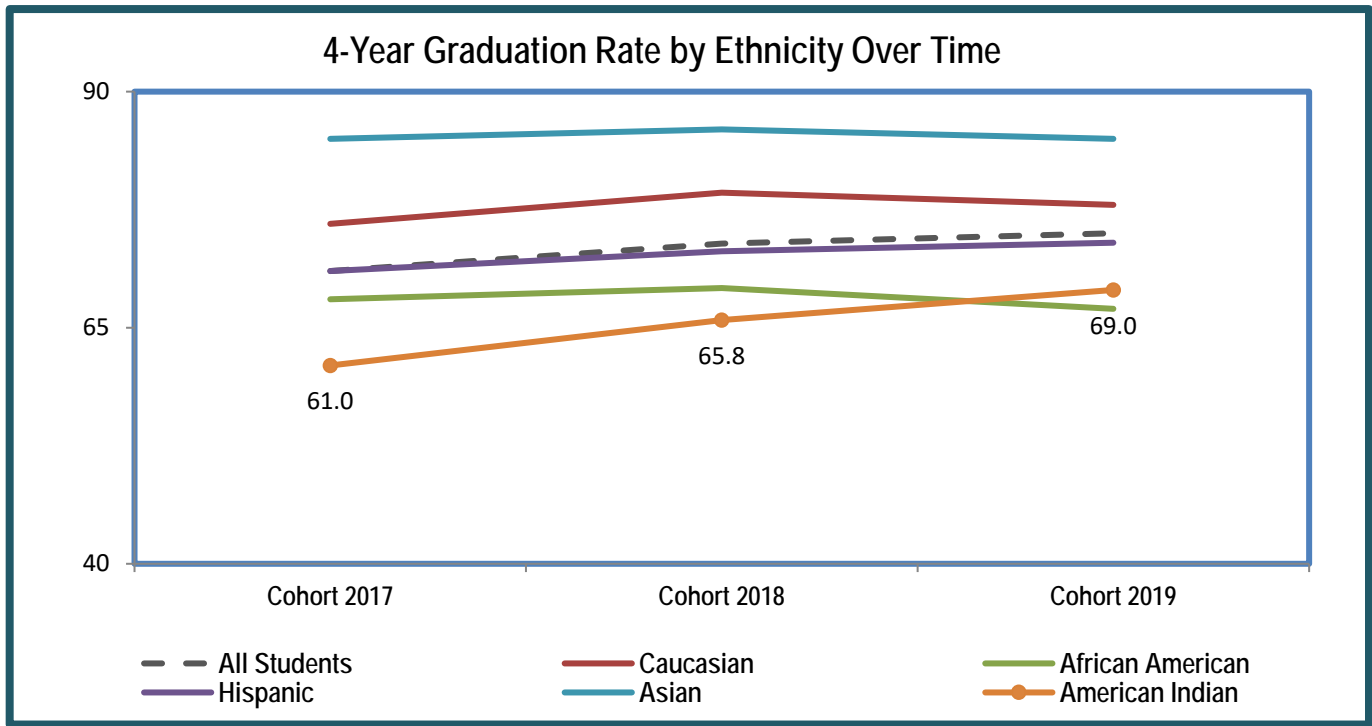
Discipline Infractions Reported	Alcohol	Assault/Battery	Bullying	Disorderly Conduct	Drug Violation	Graffiti	Missing Property/Theft	Sexual Harassment	Tobacco Use	Vandalism	Weapons Possession
# All Students	508	11,357	1978	12,835	4162	120	580	712	1829	453	778
# AI Students	64	921	147	2050	573	14	33	56	112	51	154
% of AI Students with DI	13	8	7	16	14	12	4	8	6	11	20

Graduation Rate

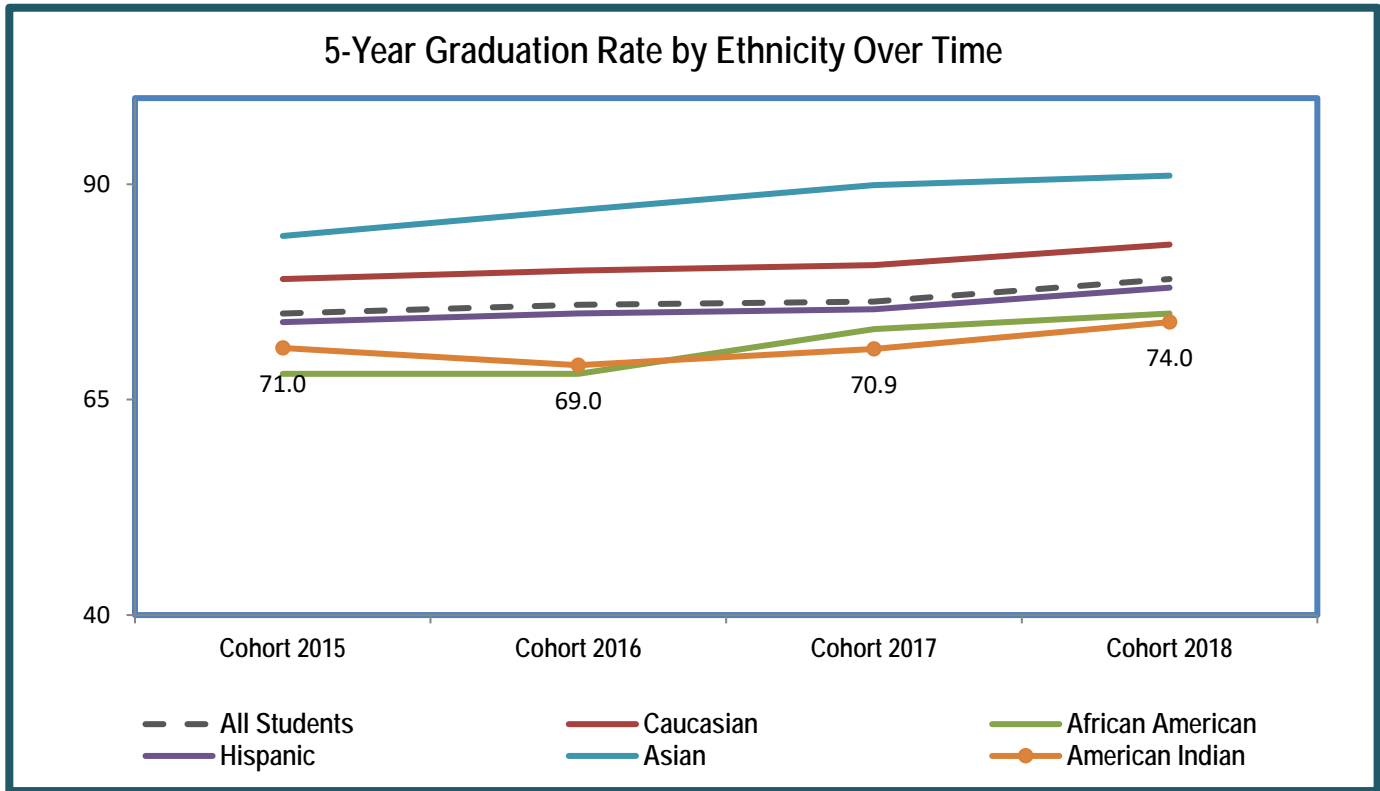
Objective	Ensure that all American Indian (AI) students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. This diploma indicates that NM's rigorous curricular standards have been met and required assessments have been passed. It differentiates the diploma 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 in order 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. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. 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.

Results	<p>New Mexico’s 4-year cohort graduation rate was certified in 2019. The 5-year cohort graduation rates for the cohort of 2018 were certified in March 2019. Both the 4-year and 5-year cohorts are reported on the PED website.</p> <p>The rates include outcomes for students who did not graduate, dropped out, or continue to be enrolled. Information about non-graduates assists schools in targeting dropout prevention and devising and providing programs for struggling students.</p> <p>For cohort 2019, the 4-year AI cohort graduation rate is at 69 percent, which is a rate 6 percent lower than the 4-year graduation rate of all students.</p> <p>For cohort 2018, the 4-year AI cohort graduation rate is at 66 percent, which is a rate 7 percent lower than the 4-year cohort graduation rate of all students.</p> <p>For cohort 2018, the 5-year AI cohort graduation rate was 74 percent, a 5 percent difference from the graduation rate of all students.</p>
Conclusion	<p>AI students are graduating at a rate of 69 percent in their 4-year cohort; given the extra year, an additional 4 percent graduate. Graduation rates fluctuate across the 23 districts: for the 4-year rate, they range from 49 to 84 percent, but the 5-year graduation rate for the 23 districts generally is higher than the 4- year graduation rate. AI students are able to graduate at a higher rate when given longer to complete their schooling.</p>

Four-Year Graduation Rate by Ethnicity over Time



Five-Year Graduation Rate by Ethnicity over Time



ESSA New Mexico Rising—Cohort Graduation Rates

Similar to the student achievement goals outlined above, the four-year, five-year, and six-year adjusted cohort graduation rates contained herein align with the State’s efforts to meet the ambitious “Route to 66” 2030 goal. As such, New Mexico has established the expectation that for the:

- four-year adjusted cohort, more than 84.5 percent of the class of 2022 will graduate high school (this is a 2.26 percent increase per year for all students);
- five-year adjusted cohort, more than 88 percent of the class of 2021 will graduate high school (this is a 2.1 percent increase per year for all students); and
- six-year adjusted cohort, more than 90 percent of the class of 2020 will graduate high school (this is a 1.8 percent increase per year for all students).

These metrics align with the goal of graduating more than 80 percent of the high school class of 2020, as outlined in the NM PED’s strategic plan. New Mexico will continue to provide direct support to the districts and high schools in achieving these student outcomes, while committing to a high standard for what a high school diploma means for our children. While the standard for high school graduation has been lowered by some states around the country, New Mexico is committed to ensuring that, when a student graduates from high school, they are prepared for college and a career in the 21st century. NM graduates continue to meet high expectations, demonstrating competency in reading, writing, math, science, and social studies. They graduate academically prepared for college and are workforce ready. New Mexico recently achieved the graduation rate of 71 percent. With continued high expectations and appropriate supports and interventions for struggling students, we expect to see our students continue to rise to the challenge.

As with academic achievement, the four-, five-, and six-year cohort graduation rates were calculated with a focus on closing achievement gaps; all subgroup data required by federal mandate were included in these determinations. These graduation goals across the different cohorts require INCREASING graduation rates while DECREASING remediation rates. The accelerated graduation rate, regardless of subgroup, does not exceed three percent per academic year. This projected student academic growth aligns with PARCC assessment performance in ELA and math and recent trends in the graduation rate. This trajectory is ambitious, yet realistic, and sets New Mexico on a path toward our “Route to 66” goal in 2030. Given New Mexico’s college-and-career-ready bar for high school graduation—which must be maintained in the decade ahead—this is attainable.

Source: <https://webnew.ped.state.nm.us/wp-content/uploads/2020/02/New-Mexico-ESSA-Plan-2019.pdf>

Four-Year Adjusted Cohort Graduation Rate in Percentages—Current & Goal

Subgroup	Baseline % Grads in 2016	% Graduated—Goal for 2022
All students	71	85
African American	61	78
American Indian	63	79
Asian/Pacific Islander	81	91
Caucasian	76	88
Economically disadvantaged students	67	82
English learners	67	82
Hispanic	71	84
Students with disabilities	62	79

Five-Year Adjusted Cohort Graduation Rates and Goals

Subgroup	Baseline % Grads in 2015	% Graduated—Goal for 2021
All Students	75	88
African American	68	83
American Indian	71	85
Asian/Pacific Islander	84	93
Caucasian	79	90
Economically disadvantaged students	72	86
English learners	73	86
Hispanic	74	87
Students with disabilities	68	83

Six- Year Adjusted Cohort Graduation Rates & Goals

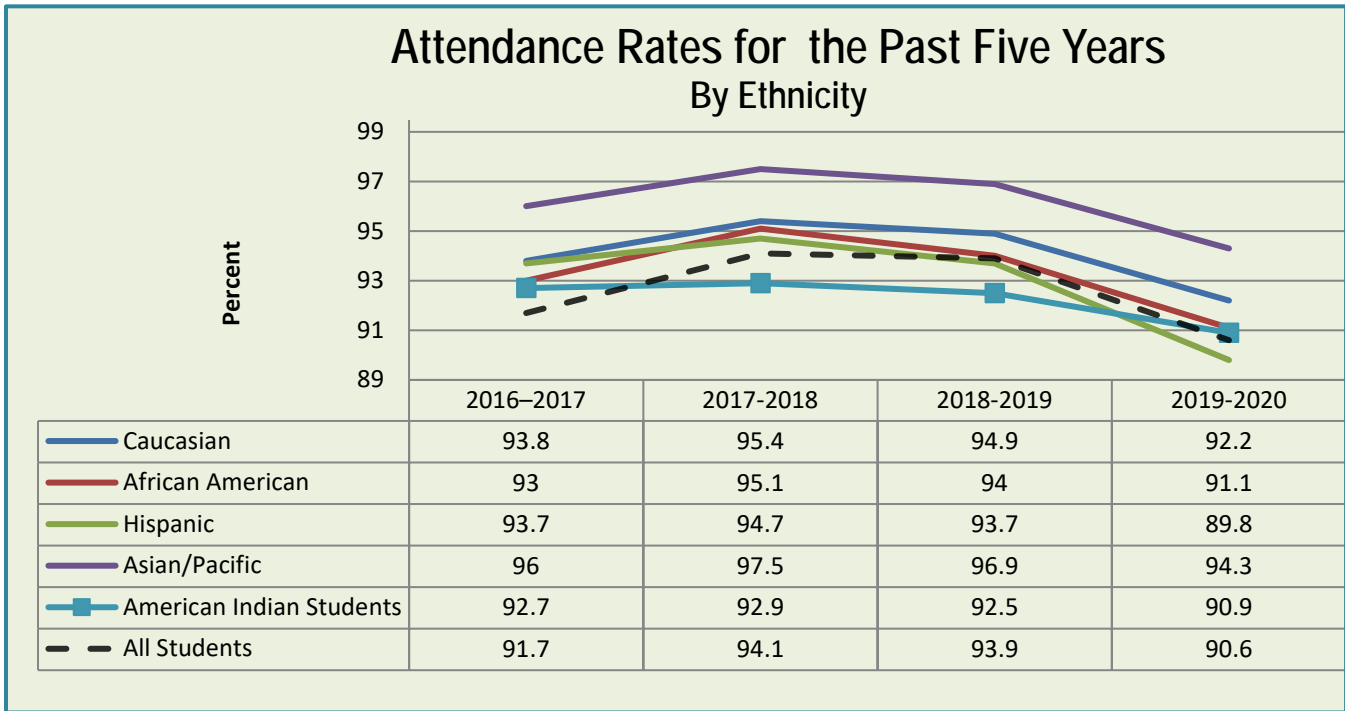
Subgroup	Baseline % Grads in 2014	% Graduated—Goal for 2020
All Students	79	90
African American	76	88
American Indian	75	88
Asian/Pacific Islander	91	97
Caucasian	83	92
Economically disadvantaged students	75	88
English learners	76	89
Hispanic	78	89
Students with disabilities	72	86

Attendance

Objective	Ensure that all students attend school every day and on time.
Background	<p>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.</p> <p>The Compulsory School Attendance Rule (6.10.8.9 NMAC) takes into consideration the sovereignty of every American Indian Pueblo, Tribe or Nation. The rule requires an established set of policies to be identified by each governing entity in support of the cultural well-being of their students, with the goal of keeping children in school until the age of eighteen. The local school board or governing body of the district or charter school adopts an attendance policy to this end.</p> <p>New Mexico pursues programs and strategies to meet the needs of at-risk students and address obstacles associated with keeping students in school, addressing academic needs of students, and building capacity of truancy intervention programs.</p>
Methods	<p>The school districts and charter schools report absences with excused and unexcused identifiers through the Student Teacher Accountability Reporting System (STARS). They certify that the information is being reported consistently at the 40th-, 80th-, and 120th-day intervals and end-of-year, in a manner as specified by the NM PED. STARS tables were sorted by the attendance rates of AI students within the districts for the SY 2019–2020 based on the 120th day attendance. A student is considered habitually truant, if they have a total of 10 or more full-day, unexcused absences in a school year within that district.</p> <p>The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truant students in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS. Student membership is collected and reported at the school, district, and State levels—including the number of pupils in each of several categories from grades kindergarten through 12.</p> <p>Source: STARS 120D Student Attendance Assessment Report by Subgroup.</p>
Results	<p>The results below indicate that, for the past five years, AI students consistently attend at a lower rate than their counterparts. However, AI attendance rate has decreased slightly since 2018–2019. This may be the result of the COVID-19 pandemic, where all students regardless of ethnicity had lower attendance rates in 2019–2020. Habitually truant data was not available in STARS for the 2018–2019 or 2019–2020 school years.</p>
Conclusion	<p>For a variety of reasons, the New Mexico students’ drop-out data does not capture the underlying causes for AI students’ dropping out of school.</p>

Attendance Rates

For the Past Five Years



Source: NM PED AYP (annual yearly progress) Attendance—Rolling Attendance by Subgroup

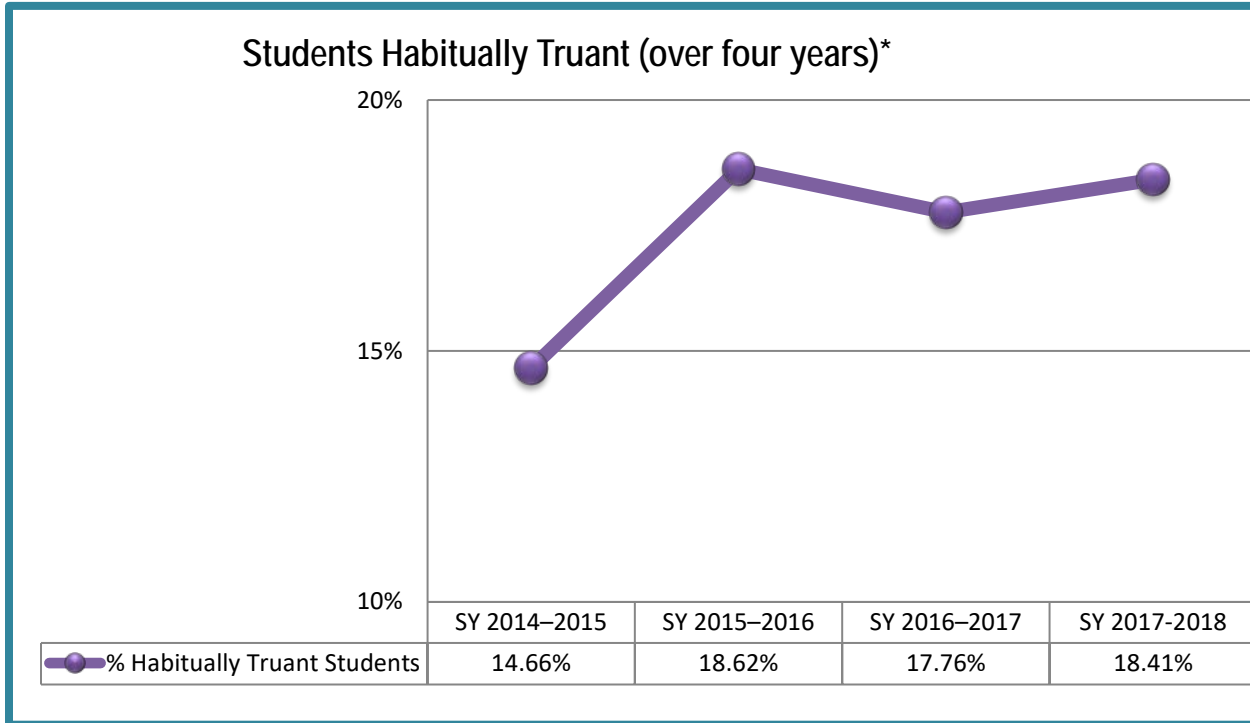
- The attendance rate for AI students has decreased slightly since the 2017–2018 school year, as have all other groups. The 2019-2020 school year shows a greater decrease in attendance, possibly due to the COVID-19 pandemic.

America Indian Student Attendance Rate 2019–2020

District (SY 2019–2020)	% All Students	% AI Students	District (SY 2019–2020)	% All Students	% AI Students
Region I			Region III		
Aztec	93.3	93.8	Albuquerque	96.6	95.6
Bloomfield	93.6	92.8	NACA	92.4	92.6
Central Consolidated	93.3	93.1	Bernalillo	88.5	88.1
Cuba	88.8	88.8	Española	85.4	84.2
Dulce	80.6	81.7	Jemez Valley	90.1	91.2
DEAP Charter	95.1	95.1	Peñasco	94.6	93.4
Farmington	93.8	93.2	Pojoaque Valley	60.4	60.7
Jemez Mountain	88.5	91.8	Rio Rancho	93.3	91.8
Region II			Ruidoso	93.2	92.8
			Taos	92.9	90.2
Gallup-McKinley	89.6	89.1	Tularosa	91.0	86.6
Grants-Cibola	89.7	87.2	Walatowa Charter	99.6	99.6
Hozho Academy	97.5	97.1	San Diego Riverside	98.1	98.1
Los Lunas	94.0	93.6			
Magdalena	93.7	92.0			
Six Directions	92.2	92.3	Statewide	90.6	90.9
Zuni	90.7	90.7			
Dream Diné Charter	92.1	92.1			

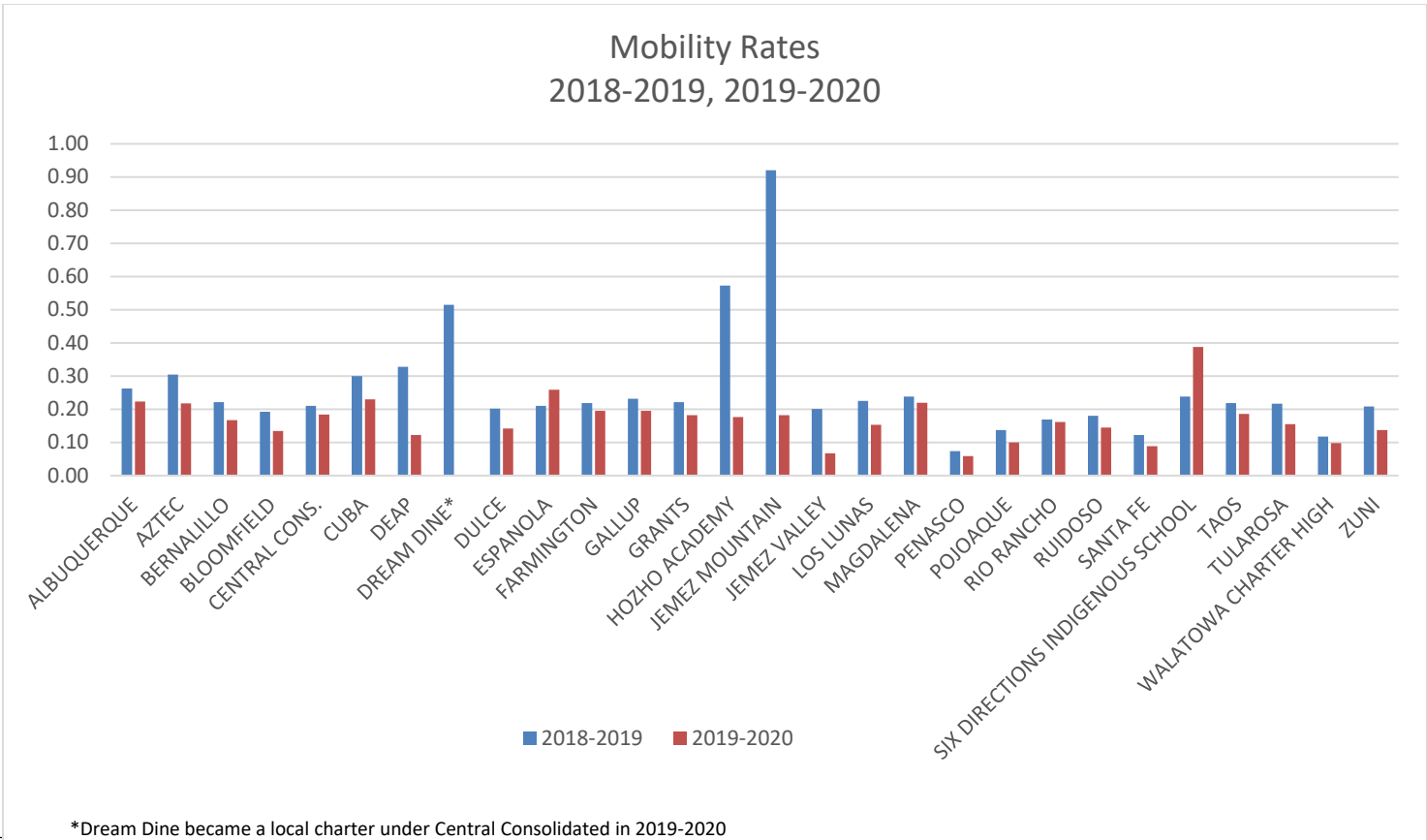
- The attendance rate for AI students compared to all students isn't significantly different. Although, the attendance rate for students from Pojoaque Valley School District is significantly lower than the attendance rate of the other school districts.

Students Habitually Truant (over four years)



- This line graph shows a four-year history of habitually truant students. This truancy data was unavailable in STARS for 2018–2019 and 2019–2020.

Student Mobility



- Mobility is measured as the number of students transitioning from one school to another school or other circumstances such as transferred to BIE school, or previously enrolled in a BIE school, or transferred from outside the district. The graph shows mobility rates of districts, all which are below one percent. For SY2018–2019, the highest mobility rates were with Jemez Mountain, Dream Diné, and Hozho Academy. Most districts decreased their mobility rates from 2019–2020, with the exception of Española and Six Directions Indigenous School.

Parent and Community Involvement

Objective	Ensure parents, tribal departments of education, community-based organizations, urban AI community members, the NM PED, universities, and Tribal, State, and local policymakers work together to find ways to improve educational opportunities for AI students. 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	<p>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.</p> <p>These schools sometimes qualify as Title I schools. 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 NM PED 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/</p>
Results	Parent engagement is implemented differently across districts and tribal communities, as recorded in school districts’ local TESRs.
Conclusion	<p>Many schools and school districts have organized activities directed toward involving families and the community in their children’s education. The best way to access a local school district’s parent engagement activities for the 2019–2020 school year is through each district’s locally submitted TESR. These reports can be found on the IED’s website: https://webnew.ped.state.nm.us/bureaus/indian-education/reports/.</p>

District Reporting Parent and Community Involvement

District	Documentation
Albuquerque Public Schools	<p>Support for APS students by parents and the community included: back-to-school supplies, student recognition, an elementary pow-wow, a fashion show, winter stories, reimbursements, summer cultural enrichment classes, educational travel, and workshops for parents who serve on the Indian Education Committee. AI/AN (Alaskan Native) students are recognized for their outstanding achievement in eleven categories annually each school year by school staff from respective students' school. AI/AN students' parents are reimbursed for costs incurred in seven categories, which include: cap and gown, ACT/SAT fees, online core coursework, eyeglasses, college application fees, lab fees, and AP—Advanced Placement course fees. Numerous educational field trips were taken to primary source of study locations initiated by respective teachers to enhance education. Parents participated in at least two activities with students.</p>
Aztec Municipal Schools	<p>Activities to promote parent and community involvement included: Indian education meetings, held at least six times a year; public hearings, held at least twice a year; parent-teacher organization meetings, held once a month; Honoring Native American Heritage month; Honor American Indian Veterans; math night; literacy night; the traditional process by which a sheep is butchered; ribbon skirt making; ribbon shirt/tie making, and Navajo Shoe Game night. The number of parent participants for activities ranged from 3 to over 200 participants, while the community support ranged from 1 to 25 businesses, who came to support student and community learning together for the well-being of our Aztec district children and our community.</p>
Bernalillo Public Schools	<p>The district has had community meetings within different tribal communities. Parent-teacher conferences take place twice a year. A student success project held community engagement meetings with presentations on the project, as well as results of a survey that discussed parental concerns. Additionally, meetings were held to inform parents and community about changes in the Indian Education Act, by the addition of HB 250. Consultation with Tribal leadership and Tribal communities continues, especially with regard to changes for accountability as defined in the Indian Education Act.</p>
Bloomfield	<p>The district hired two Native youth advisors to provide support to students while also investing funds into cultural field trips, reading and mathematics tutoring, and involving parents. The Johnson O'Malley (JOM) Indian Education Committee (IEC) includes five representatives from the community and met 11 times during SY 2019–2020. They participated in the district needs assessment process, reviewed federal program grants and the district budget, and made recommendations regarding the educational needs of AI students.</p>

<p>Central Consolidated Schools— (CCSD)</p>	<p>CCSD identified the following impactful programs or activities tailored to supporting AI students, parents, and communities: After school tutoring, Edgenuity, Credit Recovery, Brain Pop, Stemsscopes, and IStation, math and reading for 3rd to 8th grades. Math, Brain Quest, and Summer Bridge K–6 workbooks were ordered to support students during pandemic school closures. Science fairs, fine arts performances, and robotics competitions were additional academic opportunities available. Back-to-school supplies and supplemental instructional materials were distributed alongside laptops for students who needed to take assessments.</p> <p>The Parent Indian Education Committee (IEC) is comprised of eight parent representatives from three regions within the district. The Indian Parent Advisory Committee (IPAC) is comprised of elementary and secondary level teachers who serve alongside high school student representatives. Both committees involve parents, community leaders, teachers, and students to advocate for the betterment of their schools. Their work impacted student services, parental support mechanisms, community involvement efforts, and academic achievement gaps. Participants from 16 schools attended the NM PED Indian Education Summit and tribal consultation meetings. Navajo teachers received training in second language acquisition and methodologies, long-term sustainability strategies, and curriculum and assessment revisioning.</p> <p>AI students participated in a series of sponsored cultural activities that fostered the importance of identity and the continual use of the Navajo language. Public hearings, tribal consultation meetings, parent orientations, and surveys were utilized to evaluate district programs and activities. Based on community feedback, parents, students, and teachers highly emphasized the need for building strong and healthy Native American families. CCSD has implemented a Pandemic Action Plan that helped to identify gaps in technology support and learning, provide further teacher professional development opportunities, and robo-calls and text messaging services for parents to keep them informed of school updates. This communication has included a weekly message to the community from the superintendent and drive-in open houses to provide technical support to parents.</p>
<p>Cuba Independent Schools (CISD)</p>	<p>CISD identified the following top three impactful programs/ activities tailored to supporting American Indian students, parents, and communities:</p> <ol style="list-style-type: none"> 1. The use of AI liaisons to visit families in the more remote areas of the reservation to notify parents of student deficiencies. This helped in keeping parents involved in their children’s education. Parents were grateful to be alerted about any difficulties their children were experiencing. 2. Back-to-school supplies distribution and supplemental instructional materials for AI teachers. Teachers were able to provide additional instructional materials to assist students in the classroom. 3. Indian Education Parent Committee (IEPC) met seven times during SY 2019–2020. This was fewer than last year, due to the COVID-19 pandemic. IEPC members participated in the district needs assessment process and reviewed federal program grants, assisted in parent and student surveys that were distributed to all Native families, made recommendations on the educational needs of Native American students, as well as made recommendations on how funds are spent in support of Native American students. The IEPC shared information with the three Navajo Chapters whose children attend the CISD: Counselor, Ojo Encino, and Torreón.

<p>Dream Diné Charter School</p>	<p>Dream Diné held various programs throughout the year to engage parents, families, and the community. Some of these programs included: family nights, IEP/SAT meetings, parent-teacher conferences, community events, PAC meeting classroom parties, and tutoring for students. Participation was good, and there was great interest in attending activities, especially those centered around the Navajo culture.</p>
<p>Dulce Independent Schools</p>	<p>Community involvement for the SY 2019–2020 with the various Jicarilla Apache Nation (JAN) departments greatly impacted student and family engagement. These included a wide variety contributions: 1) emergency medical services collaboration with DHS health classes to provide training and CPR certification for each student in their health classes; 2) Rio Arriba STOP program; 3) JAN EMS and JAN PD collaboration before DHS prom that provided the Mock Crash and other student trainings to raise awareness about the harmful outcomes that are experienced with drinking and driving behaviors; 4) although cancelled due to the pandemic, JAN departments (JAN Fire Department, EMS, Dental Health, and Behavioral Health) collaborated to produce a health fair at Dulce Elementary School; 5) JAN Behavioral Health extended outreach to DISD to distribute ECHO backpacks for students experiencing food insecurity; 6) community focus groups, comprised of parents and key tribal professionals, worked to help gather input toward improving social climate through culturally responsive teaching, positive media, and recruitment and retention; 7) JAN participation in COVID response, providing guidance from JAN Homeland Security on handling COVID testing, community lock-down, JAN workplace leave with pay letter to parents, food distributions, WI-FI community hotspots, etc; 8) community involvement also included activities such as block parties, field trips, safety education and cultural activities.</p>
<p>Dzil Dítl'ooí School of Empowerment, Action, and Perseverance (DEAP)</p>	<p>DEAP values the involvement of families and has incorporated opportunities for inter-generational learning. Activities provided during the 2019–2020 year included: family feast days, student field trips, student-led conferences, community presentations, parent volunteer hours, college and career readiness programs, as well as cultural events celebrating arts, feasts, storytelling, and sacred sites.</p>
<p>Española Public Schools</p>	<p>The district meets with tribal liaisons on a monthly basis. Since the pandemic, they have met remotely. There are also monthly Title VII meetings, in which students, as well as parents, teachers, Tribal education directors, and Tribal officials are involved. Students appointed by Tewa teachers to the IEC committee come from middle and high school as representatives of the student body.</p>
<p>Farmington Municipal Schools (FMS)</p>	<p>FMS identified the following programs that occurred to support AI students, parents, and communities: Parent-Teacher Advisory (PTA) groups meet when needed, Title I provides schools with a parent liaison who works with families, the multicultural services department's Indian Education Committee (IEC) is comprised of four parent members that hosts public hearings for all Native American community members and chapter houses within district boundaries.</p> <p>Academic Parent Teacher Teams were initiated in 2016–2017 and provide traditional parent and teacher conferences for all eight Title 1 Elementary schools and one Title 1 middle school. The District Parent Partnership program is held after work hours for parents to learn about various departments and programs. The 21st Century program provides afterschool programming for students. The Office of Indian Education (OIE) provides 7 Native American youth advisors, one in each secondary school, who specialize in providing culturally responsive mentoring, 10 Navajo bilingual teachers, a district Navajo language coach, and a district assistant director of multicultural services.</p>

<p>Gallup McKinley County Schools (GMCS)</p>	<p>In partnership with local and regional media outlets, the district continues to keep parents and community members informed on all school activities and opportunities available to their students. Information is also distributed to all Navajo Nation chapter houses and local government entities. A number of initiatives support our students as they move toward college or career. 1) The McKinley Academy was created as an early college high school program that accelerates educational prospects for students towards obtaining a college degree. 2) The district’s college and career pathway program provide statewide partnerships with local businesses, hospitals, and banking institutions. 3) In order to connect students early on (elementary school to high school) to career goals, the program gives participants the opportunity to learn about various jobs and build workplace skills. 4) All GMCS high schools have agreements in place for dual credit programs, allowing students to earn college and high school credits simultaneously. College partners include Navajo Technical University, San Juan College, New Mexico State University, Grants, and the University of New Mexico, Gallup. 5) Home school liaisons help with the distribution of important school information to parents and chapter houses. 6) Home visits are also completed by teachers, counselors, and school principals. 7) Open houses and other family nights focusing on math, literacy, and science are held throughout the year.</p> <p>Advisory School Councils (ASC) and the District Parent Advisory Council (DPAC) are dual parent organizations that have membership elected by parents from each school. ASC members have the opportunity to weigh in on site-based decisions and events. The DPAC advises the district on federal programs, the Indian Policies & Procedures, and grant applications. Last year, GMCS hosted a series of Navajo language lessons for parents and community members. A Navajo language festival was cancelled this year because of school closures. All schools were provided fiscal allocations for increasing parental involvement and for celebrating the cultural diversity of students. Funding was used for food and supplies for families, literacy and math nights, and for cultural activities.</p>
<p>Grants-Cibola Public Schools</p>	<p>Parents and the community are involved in our children’s education in numerous ways. 1) Grants-Cibola district has an Indian Parent Advisory committee that disseminates district information to parents and informs the district of parental concerns. 2) Grandmas Clubs, formed in the elementary schools, work alongside teachers to assist in the teaching-learning process. 3) Parents’ Night enables parents to cook for students at the school. 4) Open houses allow parents to interact with their students’ teachers and gives them the opportunity to be involved in school activities and in their students’ education. All of these programs are great support systems for students, teachers and parents.</p>
<p>Jemez Mountain Public Schools</p>	<p>Parents and the community are involved in our children’s education in numerous ways. 1) The Parent Liaison for the district establishes and maintains relationships with American Indian families to ensure academic, behavioral, and health related issues are communicated and appropriate services are provided. 2) AI students and parents are aware of program offerings and language classes. 3) AI parents are more involved in student activities due to awareness created through communication by each school’s principal and postings on the school website. Obstacles to participation include outside variables, such as extreme weather conditions and impassable roads, and these can negatively impact parent’s physical attendance in some events. Lack of increased participation for “at school” events is an area of concern.</p>
<p>Los Lunas Public Schools</p>	<p>The Indian Education Committee (IEC) assisted in developing, planning, evaluating, and implementing Native American Programs that meets the academic needs of all Native American Students. The IEC members review copies of the Title VI and other grant applications that impact Native American students. The Native American Parent Liaison supports the Los Lunas, Valencia High, and Century High Schools. The liaison provides academic events, college and career readiness, and sponsors the Tewa Club. A new position, the Native American Parent Liaison, supports Los Lunas and Valencia Middle Schools. This position sponsored a Native American Club at both middle schools,</p>

	organized field trips for students, and attended Individualized Education Program (IEP) meetings. Many scheduled events were cancelled due to the COVID-19 pandemic.
Magdalena Municipal Schools	The district organized Monthly JOM/Indian Education Advisory Council Meetings at the Alamo Chapter House and monthly school board of education meetings with various activities throughout the year. Monthly programs focus on Native American funding programs, student data, cultural and linguistic needs of Native American students, and evaluation of specific programs for Native American students. Native American parents participate in all activities offered by the district throughout the year. Parents and community members are very active in monitoring programs offered by the district. JOM/IEAC parent participation continues to increase each year.
Native American Community Academy (NACA)	NACA supports a NACA parent community, where teachers and administrators engage parents in planning cultural and language events inviting students' groups to share their learning cross-generationally with families. Parents are engaged in planning for Native language classes, college and career readiness, student-led parent-teacher conferences, cultural school events, the Hiyupo Alliance—an alliance of programs that supports boys and young men to heal, grow, and thrive, so they become community leaders.
Peñasco Independent School District	The district has PAC meetings and winter and spring festivals. AI parents are more involved in student activities because of Facebook alerts and postings on the school website. Peñasco Independent Schools District's attendance in the winter and spring festivals has increased. AI students and parent involvement in our festivals have increased, with the addition of traditional dances performed by AI students and parents.
Pojoaque Valley Schools	The Native American Parents Committee (NAPC) is comprised of parents interested in assisting the district with ideas and process implementation of academic programs. The district hosts a Parent Advisory Committee that meets quarterly and is managed by parents, and attended by parents, tribal authorities, and school district personnel.
Rio Rancho Public Schools	Parents and the community are involved in our children's education in numerous ways. 1) Student credentialing (parent-teacher conferences) provides information to parents about school testing, student data, and parent education via workshops (e.g., Parent University, courses, and training). 2) Native American parents and students are provided strategies that support learning at home. 3) Community meetings and community engagement events provide information to families on how to monitor and discuss schoolwork with student(s). 4) The district hosts organized activities directed toward involving families and the community in their children's education. 5) In efforts of continual improvement, programs are refined and improved based on feedback gathered from students, parents, and community members through measures including anecdotal notes, observations, and perception feedback through surveys.
Ruidoso Municipal Schools	It is the priority for the district to ensure continued opportunities for parents and the community to become involved and engaged with students. Schools embrace Parent Advisory Councils (PACs), which hold monthly meetings that engage the public decision-making process, host festivals and other activities for the students. The Ruidoso Municipal School District meets with Tribal leaders regarding offering of Apache Language to the primary school students.

<p>Santa Fe Public Schools (SFPS)</p>	<p>Parent surveys are conducted throughout the school year in order to identify additional support or opportunities for involvement. Each school site has a parent and community involvement plan that is unique to each school’s environment and needs of the community. SFPS has a Native American Parent Committee that consists of parents from diverse tribal backgrounds. This committee collaborates and advises the district on Title VI, Johnson O’Malley, and NM PED school district grant initiatives, as well as in the planning of activities. Increased activities take place in the spring season. There are parent advisory councils, Indian Education committee meetings, and school advisory councils (SAC) at each school site. The SAC is created to assist the school principal with school-based decision-making and involves parents.</p>
<p>San Diego Riverside Charter School (SDRCS)</p>	<p>Five programs are tailored to support AI students, parents, and their communities at school. SDRCS hosts regular events to involve parents and the community in the education of children and strengthening family bonds. 1) Parents invite teachers and students to their homes on traditional ceremony days to experience traditional food and customs. 2) Parent/teacher groups organize activities, parent information events, and fundraising events throughout the year. 3) Members of the communities for students provided some cultural experiences including: how to use the horno, creating traditional drums, familiarizing students with a variety of sports equipment, and introducing them to different forms of traditional pottery and art. 4)The Jemez Creative Team and seniors from the Intergenerational Center visited schools in the winter to share traditional stories and teach storytelling techniques. 5) In 2019, student-led conferences increased parent attendance from previous years.</p>
<p>Six Directions Indigenous School (SDIS)</p>	<p>Six Directions Indigenous School staff identified the following impactful activities tailored to supporting AI students, parents, and communities: 1) Indigenous Day—parents participate as presenters; 2) student-led conferences—parents collaborate with their students by facilitating conferences, and parents then attend the conference; 3) parent – teacher-student conferences; 4) parents get involved as volunteers for fundraising; 5) parents mentor students on campus; they provide guidance with academics, language, culture, and traditions, in order to improve student achievement and success. 6) The parent portal provided online at the SDIS website offers resources where parents can enroll in email/text blasts that provide community information. The involvement of parents in activities has proven successful in increasing their engagement. Home visits by staff has also been successful for families unable to attend activities or access information online.</p>
<p>Taos Municipal Schools (TMS)</p>	<p>The Indian Education designees (the superintendent and director of federal programs) are involved in supporting the learning community. 1) They meet monthly with the Indian Education Committee, the Taos Pueblo Board of Education, and the Taos Pueblo Education and Training Division as well as an annual school board meeting. They also meet with the Taos Pueblo governor’s office to review Indian policies and procedures, programming, and approval for grants. 2) A parent survey is given to all families at the start of the school year and a follow-up survey at the end of the school year. The survey requests information about services that are needed, as well as the effectiveness of school initiatives. 3) A back-to-school event, hosted by both Taos Public Schools and the Pueblo of Taos, provides school supplies for Native American students. Community program staff also attend this event and provide parents with information on supports available in the areas of health, childcare, social services, and college and career readiness. 4) The school board recognized students who demonstrated academic growth and success for the first quarter of school. 5) The TMS Indian Education program staff and the Taos Pueblo government work together to plan events that recognize Native American students’ successes. 6) The district provides Tiwa language classes to students at Enos Garcia Elementary.</p>

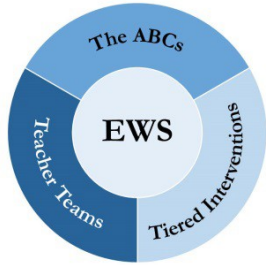
Tularosa Municipal Schools	Each school has a Parent Advisory Council that provides input on various activities at the school site. These councils also provide input for the budgeting process and for the Title programs. All schools have parent/teacher conferences twice per year. The elementary and intermediate school have two days for conferences in October and two days in March. The middle and high school have one day in October and one day in March. The Parent Advisory Meetings also provide parents with the opportunity to review and provide input for programs, textbooks, budgets, and activities that may be planned at the school site. Additionally, the district and school administrators meet with the Mescalero Education Committee under the Mescalero Community Services Committee to discuss these same areas to gain input from Tribal parents and committee members.
Walatowa High Charter School	The use of tribal officials to visit families proved successful in keeping parents involved with their children’s education. Parents and the Pueblo of Jemez Tribal administration are included in the annual school improvement plan. They also review federal program grants, distribute district information to all AI families, and make recommendations on educational needs and how funds are allocated for AI students. Additional support provided by supplemental instructional materials have had a positive effect on AI students’ academic progress.
Zuni Public Schools	The Zuni Public Schools held various programs for the community and parents, which included a JOM/IEC Parent Institute, the Zuni Native Parent Academy, and monthly JOM/Indian Education and Parent Advisory committee meetings via Zoom. These meetings provide academic information as well as funding sources and how the district utilizes these funds. JOM/IEC has an annual needs assessment in the fall, and the results are shared with school board members. The district provides technical assistance and training to students to improve student academic achievement.

Educational Programs Targeting Tribal Students—Highlights

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 7 charter schools were eligible to apply for those competitive funds. 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) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting Native language programs and English learners, and 5) school systems’ alignment between the NM PED and the Bureau of Indian Education operated schools/tribally controlled schools.

Results	The IED awarded competitive grants under the Strengthening Tribal Programs and School District Initiative Grant. IED also supported the following initiatives: Indigenous New Mexico—an Indian education curriculum; Teaching Support Initiative; Talent Development; Early Warning System; the E-Rate Initiative that connects Indian communities and country to internet access; cultural competency training; and tribal consultation training. Additionally, IED works collaboratively with the NM PED's Language and Culture and Licensure Bureaus to provide assistance for the implementation and maintenance of tribal heritage language programs within public and charter schools.
Conclusion	Across the state, there are activities and educational programs that target AI students. Bilingual and Multicultural Education Programs (BMEP) provide support for students participating in various Native American language programs. Districts have implemented educational programs targeting tribal students for support. These programs have been documented in local school district Tribal Education Status Reports and can be found on the IED's webpage.

Early Warning System (EWS)



In order to increase academic achievement and the attendance and graduation rates, while decreasing the drop-out rate, the IED has identified college and career awareness as a focus area for the current and upcoming school years. In a partnership with the IED, John Hopkins Applied Behavioral Awareness Talent Development has developed a program that provides a college and career Early Warning System (EWS). The EWS is a school-based process that identifies, monitors, and provides supports for students who are at risk for dropping out. Of the Native serving schools across the state, three schools have been selected to pilot the EWS intervention process to support Native student success. The three

schools include Los Alamos Elementary School, Cuba Middle School, and Taos Municipals Schools. Among the three sites, 26 teachers, administrators, and staff were trained in EWS practices and 5 received their certification as EWS coordinators.

NM PED E-Rate Initiative



The PED is part of a multi-agency group, which includes the Department of Diné Education, Department of Information Technology, and Indian Affairs Department, that is looking to improve broadband connectivity on tribal land. The focus for connectivity are schools—public schools on tribal land, tribally controlled schools, and BIE schools. The goal of improving bandwidth for our tribal schools is to reduce costs, improve connectivity, and address digital equity as part of educational equity. Tribal governments are being encouraged to install additional fiber as their schools and libraries are being connected. The additional fiber can be used to connect chapter houses, government buildings, rural health clinics, E-911 services and emergency call centers, and other public facilities. Participants in the process will be able to collaborate in designing and sharing a solution for their communities.

Tribal Consultation and Cultural Competency Training



Tribal consultation is an integral part of addressing the unique needs of AI students through the inter-governmental coordination between NM PED, school districts, tribal governments, tribal education departments, and communities. The IED has created a Tribal Consultation Guidance Document and training that provides support to school districts and New Mexico tribes, in order to foster meaningful and timely tribal consultation practices. The training provides an overview of tribal consultation mandates through the ESSA and the State of New Mexico's IEA require tribal consultation for NM PED and for local education agencies (LEAs). It also includes the NM PED's Collaboration and Communication Policy that establishes

agency requirements for government-to-government relations that are designed to achieve educational attainment for the state's AI students. Consistent with the State Tribal Collaboration Act mandates for state agencies to promote cultural competency in providing effective services to American Indians or Alaska Natives, the IED—in collaboration with tribal governments and educational leadership—developed a cultural competency training to support NM PED and school districts to develop an understanding of federally recognized Indian Nations, Pueblos, and Tribes in New Mexico; the History of Indian Law and Policy; cultural competency; and responsiveness for tribal consultation. Training has been provided to the NM PED bureaus, school districts, tribal education departments, and tribal leadership.

National Indian Youth Leadership Project (NIYLP)



The core of NIYLP programming is outdoor adventure (hiking, backpacking, ropes course, rappelling, rock climbing, mountain biking, canoeing, kayaking) re-connecting contemporary Indigenous youth with the natural world. Service learning is a cornerstone of NIYLP's work, with cultural themes and activities blended throughout. The original camp model has evolved into a year-round program, with both in- and out-of-school programming, a curriculum, lesson plans, and over 25 years of qualitative and quantitative evaluation results. NIYLP's approaches to building resiliency are guided by the wisdom of Native elders and the traditional values that Indigenous cultures share. Programs offer strength-based, positive alternatives to the deficit approaches found in many treatment and school-based prevention programs.

Bilingual Multicultural Education Programs (BMEPs)

BMEPs support the maintenance of Tribal languages and serve Native American Students who represent 10 percent of the state’s total population and 16 percent 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 450 schools in over 50 percent of all school districts provide Spanish or Tribal language BMEPs.

Student Participation in Native American Language Programs

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

Student Participation in BMEPs by Ethnicity SY 2015–2016 to SY 2019–2020							
Year	Total # of Students	Total # of Hispanic Students		Total # of AI Students		Other Students	
		In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs	In BMEPs	Not in BMEPs
SY15–16	338,608	40,033	167,419	8,302	26,394	4,030	92,430
SY16–17	337,056	38,215	168,581	7,661	26,770	3,971	91,858
SY17–18	327,476	37,102	162,069	7,514	25,831	3,662	91,298
SY18–19*	322,776	35,783	163,757	7,025	25,414	3,417	87,380
SY19–20*	320,581	36,030	162,938	7,246	25,257	3,330	85,780

*SY18–19 or 19–20 data do not include PreK.

Source: STARS SY2019–2020, 80th day

- The total number of students participating in Tribal language BMEPs has increased slightly as compared to the previous year. The table below details these figures.

Student Participation in Native American Language Programs

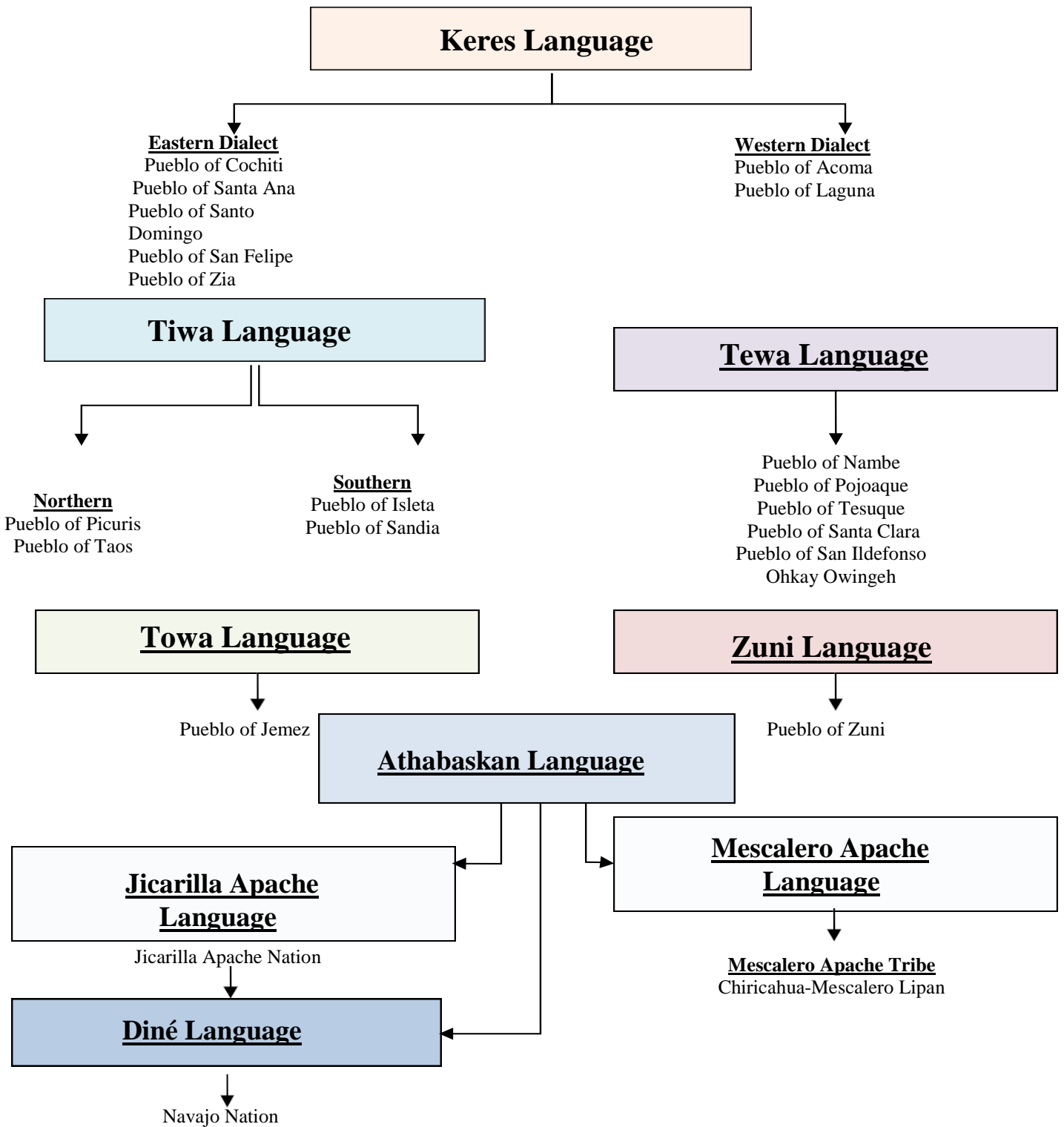
Student Participation in Native American Language Programs SY2015–2016 to SY2019–2020								
Year	Language and Number of Students Enrolled							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY15–16	5,807	397	475	334	38	91	778	7,920
SY16–17	5,366	379	444	119	32	87	868	7,295
SY17–18	5,321	321	493	288	55	91	825	7,394
SY18–19*	4,784	255	454	232	25	90	902	6,742
SY19–20*	4,648	280	663	291	48	49	989	6,968

*STARS 80th day (data in previous years taken out of district self-reported SharePoint Instructional Plans)

Source: STARS SY2019–2020, 80th day

Native American Languages Spoken in New Mexico

Native American Languages Spoken in New Mexico—Figure 1



NM PED-IED—Strengthening Tribal Programs

Grant Profiles 2017–2020

These are grants offered to the NM tribes for tribal language programs for fiscal years 2017–2020. Competitive grants awarded 2017–2019, were awarded to recipients to develop programs in one or more of the five priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting Native language programs and English learners, and 5) school systems alignment between the PED and the Bureau of Indian Education operated /tribally controlled schools. 2019–2020 competitive grants were awarded to recipients to develop programs in one or more of the four priority areas: 1) college, career, and life readiness; 2) culturally and linguistically relevant education and social and emotional learning; 3) culture and identity development; and 4) increasing access to Native American language programs.

Tribe, Pueblo, Nation	2017–2018 Award Amount	2018–2019 Award Amount	2019–2020 Award Amount
Acoma	39,605.96	47,685.04	71,877.65
Cochiti	60,000.00	46,252.92	85,616.00
Isleta	45,150.00	24,443.00	60,046.00
Jemez	47,096.00	19,979.30	100,000.00
Jicarilla	-	-	-
Laguna	-	-	90,640.00
Mescalero	-	-	98,875.00
Nambé	38,667.00	26,493.60	70,501.00
Navajo	59,023.00	37,522.80	100,000.00
Ohkay Owingeh	19,747.35	16,229.85	86,445.00
Picuris	39,000.00	43,101.57	61,876.00
Pojoaque	30,000.00	-	95,483.00
San Felipe	33,566.00	20,606.25	99,911.13
San Ildefonso	29,232.00	37,801.00	100,000.00
Sandia	30,035.63	-	96,375.00
Santa Ana	35,006.00	5,000.00	100,000.00
Santa Clara	23,100.00	-	100,000.00
Santo Domingo	50,032.50	38,955.00	93,032.52
Taos	44,670.00	55,439.20	99,617.76
Tesuque	38,451.00	56,958.55	80,768.00
Zia	51,576.00		100,000.00
Zuni	28,000.00		99,832.99
Totals	\$741,958.44	\$476,468.08	\$1,885,946.53

Source: SHARE Financials, FY ending 2020

Grant Priorities by Tribes, Pueblos, Nation

TRIBE	PRIORITIES
Acoma	The Acoma Department of Education grant priority was for increasing access to Native American language programs.
Cochiti	The Pueblo de Cochiti Education and Language Program grant priority was for culturally and linguistically relevant education and social and emotional learning.
Isleta	The Isleta Tiwa Language Program grant priority was for increasing access to Native American language programs.
Jemez	The Pueblo of Jemez Education and Language Program grant priorities were for college, career and life readiness and increasing access to Native American language programs.
Laguna	The Pueblo of Laguna's grant priority was for increasing access to Native American language programs.
Mescalero	The Mescalero Apache Tribe's grant priority was for increasing access to Native American language programs.
Nambé	The Pueblo of Nambe-Tewa Language Program grant priority was for culture and identity development.
Navajo	The Department of Diné Education grant priority was for increasing access to Native American language programs.
Ohkay Owingeh	Ohkay Owingeh Pueblo's grant priorities were for increasing access to Native American language programs and college, career, and life readiness.
Picuris	The Pueblo of Picuris Language and Culture Program grant priority was for increasing access to Native American language programs.
Pojoaque	The Pueblo of Pojoaque's grant priority was for increasing access to Native American language programs.
San Felipe	The Pueblo of San Felipe Department of Education grant priority was for increasing access to Native American language programs.
San Ildefonso	The Pueblo of San Ildefonso Tewa Language Program grant priorities were for culturally and linguistically relevant education and social and emotional learning; college, career, and life readiness; and culture and identity development.
Sandia	The Pueblo of Sandia's grant priorities were for college, career, and life readiness, and increasing access to Native American language programs.
Santa Ana	The Pueblo of Santa Ana Department of Education grant priority was for college, career, and life readiness.
Santa Clara	The Pueblo of Santa Clara's grant priority was for increasing access to Native American language programs.
Santo Domingo	The Pueblo of Santo Domingo Keres Language Program grant priority was for increasing access to Native American language programs.
Taos	The Pueblo of Taos Education and Training Division grant priority was for increasing access to Native American language programs.
Tesuque	The Pueblo of Tesuque Tewa Language program grant priority was for increasing access to Native American language programs.
Zia	The Pueblo of Zia's grant priorities were for college, career, and life readiness and for culturally and linguistically relevant education and social and emotional learning.
Zuni	The Pueblo of Zuni priority was for increasing access to Native American language programs.

School District Initiatives Grant Priorities Profile 2017–2020

These are grants offered to the Native serving school districts for fiscal years 2017–2020. Grants were awarded to develop curriculum and instructional materials, including a teacher certification and assessment processes.

2017–2019 grants were awarded to recipients to develop programs in one or more of the five priority areas: 1) attendance and truancy, 2) cultural competency and culturally responsive learning environments, 3) college and career readiness, 4) supporting Native language programs and English learners, and 5) school systems alignment between NM PED and the Bureau of Indian Education operated schools/tribally controlled schools. Competitive grants awarded in 2019–2020 were awarded to recipients to develop programs in one or more of the four priority areas: 1) college, career, and life readiness; 2) culturally and linguistically relevant education and social and emotional learning; 3) culture and identity development; and 4) increasing access to Native American language programs.

School Districts and Charters	2017–2018 Award Amount	2018–2019 Award Amount	2019-2020 Award Amount
Albuquerque Public Schools	\$42,600.00	\$56,466.00	\$90,000.00
Aztec Municipal Schools	\$34,652.00	\$42,893.06	\$64,000.00
Bernalillo Public Schools	\$32,000.00	\$23,533.45	\$90,000.00
Bloomfield Public Schools	\$25,283.00	\$9,000.00	\$52,200.00
Central Consolidated	\$40,094.00		\$60,000.00
Cuba Independent	\$25,243.00	\$46,020.60	\$90,000.00
DEAP Charter	\$15,429.00	\$15,889.12	\$74,540.00
Dream Diné	\$20,079.00	\$25,000.00	\$67,301.00
Dulce Independent			\$47,907.00
Española Public Schools	\$3,750.00		\$83,909.00
Farmington Municipal	\$27,117.00	\$22,700.00	\$55,203.78
Gallup–McKinley County Schools	\$25,000.00	\$29,916.88	\$90,000.00
Grants Cibola	\$29,425.00	\$21,739.92	\$90,000.00
Hozho Academy			\$90,000.00
Jemez Mountain	\$25,118.19	\$23,989.90	\$25,000.00
Jemez Valley	\$29,942.00	\$30,758.48	\$50,000.00
Los Lunas	\$6,680.00		
Magdalena Municipal	\$42,707.20	\$59,595.61	\$80,232.00
NACA		\$25,006.30	\$90,000.00
Peñasco	\$17,000.00	\$16,846.06	\$85,253.18
Pojoaque	\$1,500.00	\$27,510.12	\$90,000.00
Rio Rancho	\$10,000.00	\$40,072.00	\$54,950.00
Ruidoso Municipal			\$50,000.00
San Diego Riverside		\$53,311.01	\$90,000.00
Santa Fe	\$22,004.30		\$89,658.00
Six Directions			\$90,000.00

Taos Municipal	\$46,000.00	\$22,469.26	\$90,000.00
Tularosa			
Walatowa	\$20,000.00		\$50,000.00
Zuni Public	\$11,250.00	\$19,061.85	\$36,441.00
TOTAL	\$510,273.69	\$611,779.62	\$2,016,604.96

School District Initiatives Grant Priorities by School Districts and Charters

Albuquerque Public Schools	School District Initiative Grant priority was for culturally and linguistically relevant education and social and emotional learning.
Aztec Municipal Schools	School District Initiative Grant priorities were for college, career, and life readiness and increasing access to Native American language programs.
Bernalillo Public Schools	School District Initiative Grant priority was for culturally and linguistically relevant education and social and emotional learning.
Central Consolidated Schools	School District Initiative Grant priority was for culture and identity development.
Cuba Independent Schools	School District Initiative Grant priorities were for college, career, and life readiness; culturally and linguistically relevant education; and social and emotional learning; and culture and identity development.
DEAP	School District Initiative Grant priorities were for culture and identity development.
Dream Diné Charter School	School District Initiative Grant priority was for culture and identity development.
Dulcé Independent Schools	School District Initiative Grant priority was for college, career, and life readiness.
Española Public Schools	School District Initiative Grant priorities were for culturally and linguistically relevant education; social emotional learning; and college, career, and life readiness.
Farmington Municipal Schools	School District Initiative Grant priorities were for increasing access to Native American language programs and culture and identity development.
Gallup McKinley County Schools	School District Initiative Grant priority were for culturally and linguistically relevant education and social emotional learning, culture and identity development, and increasing access to Native American language programs.
Grant Cibola County Schools	School District Initiative Grant priorities were for college, career, and life readiness and increasing access to Native American language programs.
Jemez Mountain	School District Initiative Grant priority was for increasing access to Native American language programs
Jemez Valley	School District Initiative Grant priority was for college, career, and life readiness.
Magdalena	School District Initiative Grant priority was for college, career, and life readiness.
Native American Community Academy—NACA	School District Initiative Grant priority was for culturally and linguistically relevant education and social and emotional learning.

Peñasco	School District Initiative Grant priority was for college, career, and life readiness
Pojoaque Valley Schools	School District Initiative Grant priorities were college, career, and life readiness and increasing access to Native American language programs.
Rio Rancho Public Schools	School District Initiative Grant priorities were college, career, and life readiness and culturally and linguistically relevant education and social and emotional learning.
Ruidoso Pubic Schools	School District Initiative Grant priorities were college, career, and life readiness and culturally and linguistically relevant education and social and emotional learning.
San Diego Riverside Charter	School District Initiative Grant priorities were culturally and linguistically relevant education and social and emotional learning
Santa Fe Public Schools	School District Initiative Grant priorities were culture and identity development and college, career, and life readiness.
Six Directions Indigenous Charter	School District Initiative Grant priority was for culture and identity development.
Taos Municipal Schools	School District Initiative Grant priority was for college, career, and life readiness.
Walatowa Charter High	School District Initial Grant priorities were for increasing access to Native American language programs; culturally and linguistically relevant education and social and emotional learning; college, career, and life readiness; and culture and identity development.
Zuni Public Schools	School District Initiative Grant priorities were for cultural and linguistically relevant education and social and emotional learning.

Source: FY20 IEA RFA Priorities

Financial Reports

Objective	Ensure that New Mexico schools provide equitable operational resources to support and improve services to NM tribal students
Background	<p>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 that 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.</p> <p>Since 1997, the SEG has committed to equalized educational opportunity at the highest possible revenue level. The school district reports its annual program cost and revenues each year through NM PED’s School Budget and Finance Bureau.</p>
Methods	<p>There are various funding resources the districts pursue and report annually to provide equitable educational opportunities for AI students through both State and Federal funding. The revenues reported include: Johnson O’Malley (JOM), Indian Education School District Initiative, Title VII Federal Indian Education grants, and Title VIII Federal Impact Aid grants. Title VII and Title VIII are reported per the compliance requirement from the two funding sources that directly provide opportunities for services 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. NM Indian Education Act grants are awarded through a competitive application process.</p> <p>Additionally, school districts have the opportunity to apply for other grant opportunities offered through the NM PED. The PED offers several funding opportunities using State allocations and Federal flow through allocations. Many allocations of funds are conducted through a competitive process. Other funding, like the BMEPs, is generated by the number of students and hours of participation in school-based programs.</p>
Results	<p>The financial report includes 23 school districts and 7 charter schools that receive State and Federal funds supporting AI students. The report includes the IED’s School District Initiative Award, Title VII— Indian Education, Title VIII—Impact Aid, and JOM funds. The report only offers the estimated operating budget revenues as reported by district.</p> <p>The financial report provides the total enrollment of all students in addition to the AI subgroup enrollment. The report portrays the percentage of AI students enrolled in each school district and the amount of revenues received. The per-student average is calculated by taking the total revenue generated, divided by the AI enrollment within each identified district. The localized, district-wide TESRs submitted for 2019–2020 also provide financial report details from each respective district and charter school.</p>
Conclusion	The financial reports are based on estimated operating budgets reported by each district. There are three school districts that do not meet the requirements to receive Title VIII Impact Aid funding. These three districts are Aztec Municipal, Santa Fe Public, and Rio Rancho Public Schools. There are four district charters that are not eligible for Impact Aid. These charters are DEAP, Dream Diné , Hozho Academy, and Six Directions.

District Funding 2019–2020: Operating Budget Estimated Revenue

District	Total District Budget	25184 Indian Ed Formula Grant	25147 Impact Aid Indian Education	25131 Johnson O'Malley	27150 Indian Education Act
Albuquerque	1,435,693,501	0	7,379	0	90,000
Aztec	50,521,246	0		33,568	64,000
Bernalillo	69,875,709	238,340	1,733,488		90,000
Bloomfield	55,472,141	219,175	338,971	78,241	52,200
Central	111,625,163	1,215,514	10,316,875	327,119	60,000
Cuba	15,968,451	69,432	484,168	37,216	90,000
DEAP	489,808				74,540
Dream Diné	806,967				67,301
Dulce	23,701,991		1,453,675		47,907
Española	54,419,157		30,692		83,909
Farmington	151,878,146	295,852	34,463	295,852	55,203.78
Gallup	232,536,693		17,751,517		90,000
Grants/Cibola	69,125,373		1,230,477		90,000
Hozho Academy	1,264,927				90,000
Jemez Mountain	5,967,901	134,478	134,478		25,000
Jemez Valley	11,628,497	542,920	542,920		50,000
Los Lunas	125,708,997	166,404	166,404		
Magdalena	7,775,580	133,017	133,017		80,232
NACA	5,635,504				90,000
Peñasco	7,042,572	6,826	6,826	0	85,263.18
Pojoaque Valley	27,343,701	957,428	957,428		90,000
Rio Rancho	278,783,521				54,950
Ruidoso	45,014,068	145,787	145,787		50,000
San Diego Riverside Charter	1,734,739	163,631	163,631		90,000
Santa Fe	345,395,204				89,658
Six Directions Indigenous	1,484,471	25,130			90,000
Taos	39,040,757	90,793	25,130		90,766
Tularosa	18,551,183	283,226	90,793		0
Walatowa Charter High School	3,113,171	2,625,677	283,226	0	50,000
Zuni	26,147,665	25,130	2,625,677	215,674	36,441
GRAND TOTAL	5,953,349,845	5,270,934	38,658,302.00	987,670	2,017,370.96

Current Status of Federal Indian Education Policies and Procedures

Objective	Ensure that New Mexico schools provide adequate and meaningful tribal consultations with regard to the basic support payment requirements under the Federal Impact Aid regulations.
Background	<p>Districts that claim federally identified AI students residing on Indian lands for Title VII Impact Aid funding (formally known as Title VIII) shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico Tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures, pursuant to federal Title VII Impact Aid funding requirements.</p> <p>The regulations covering the Impact Aid Program Indian Policies and Procedures (IPPs) requirements under Title VII (formally known as Title VIII) of the ESEA (as amended) were revised, effective January 31, 2017 (see https://www2.ed.gov/programs/8003/ipp.html) The revised regulations include changes to the mandatory elements of the IPP document as well as new requirements for the consultation process.</p>
Methods	Each district's process of developing and implementing an annual IPP starts each fiscal year with the involvement of the district's Indian Education Committee/Parent Advisory Committees.
Results	The chart below illustrates the number of districts that are in compliance with a submission of a current year IPP. The data below was collected by the NM PED's School Budget and Finance Bureau.
Conclusion	Supporting the requirements of the Impact Aid and the Indian Education Act, 19 school districts and one charter school provided the development and submission of their annual IPP.

District Name	Impact Aid Program Indian Policies and Procedures	
	Completed with Tribal Signature	Doesn't Receive Impact Aid
Albuquerque	X	
Aztec		X
Bernalillo	X	
Bloomfield	X	
Central Consolidated	X	
Cuba	X	
DEAP		X
Dream Diné		X
Dulce	X	
Española	X	
Farmington	X	
Gallup	X	
Grants	X	
Hozho Academy		X
Jemez Mountain		X
Jemez Valley		X

District Name	Impact Aid Program Indian Policies and Procedures	
	Completed with Tribal Signature	Doesn't Receive Impact Aid
Los Lunas	X	
Magdalena	X	
NACA		X
Peñasco	X	
Pojoaque	X	
Rio Rancho	X	X
Ruidoso	X	
San Diego Riverside	X	
Santa Fe		X
Six Directions Indigenous	X	X
Taos	X	
Tularosa	X	
Walatowa Charter High	X	
Zuni	X	

School District Initiatives

Objective	Ensure that 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 and drop-out data is collected at the school district level and reported in STARS. Dropout data and rates are calculated only for grades 7–12. A student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions. This means that students dropping out during the regular school term in year one, 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.
Results	Initiatives for decreasing dropout rates are implemented differently across districts and tribal communities, as recorded in school districts' local TESRs.
Conclusion	New Mexico students drop out for a variety of reasons, and the data does not always capture the underlying causes. The top three reasons reported include that students 1) did not re-enroll, 2) had an invalid transfer, and/or 3) intend to take the GED.

Dropout Rate

2018–2019 OVERALL % RATE OF STUDENTS DROPPING OUT PRIOR TO GRADUATING		
District Name	All Students— % Dropout	AI Students— % Dropout
Albuquerque Public Schools	3.2	4.5
Aztec Municipal Schools	3.4	3.1
Bernalillo Public Schools	4.8	4.7
Bloomfield Schools	5.1	6.0
Central Consolidated Schools	3.4	3.3
Cuba Independent Schools	1.5	*
Dream Diné	N/A	N/A
Dulce Independent Schools	5.7	5.8
Dzit Dit Lool School Of Empowerment Action and Perseverance	11.8	3.3
Española Public Schools	3.2	*
Farmington Municipal Schools	2.8	2.6
Gallup-McKinley County Schools	3.5	3.8
Grants-Cibola County Schools	4.7	7.0
Hozho Academy	N/A	N/A
Jemez Mountain Public Schools	0.0	*
Jemez Valley Public Schools	2.2	*
Los Lunas Public Schools	3.0	*
Magdalena Municipal Schools	1.3	*
Native American Community Academy	1.5	*
Peñasco Independent Schools	1.8	*
Pojoaque Valley Public Schools	2.9	*
Rio Rancho Public Schools	1.2	*
Ruidoso Municipal Schools	1.5	*
San Diego Riverside	0.0	0.0
Santa Fe Public Schools	1.5	*
Six Directions Indigenous School	0.0	*
Taos Municipal Schools	4.2	8.4
Tularosa Municipal Schools	2.9	*
Walatowa Charter High	4.2	*
Zuni Public Schools	6.2	5.9

Source: STARs Final Dropout Rates 2018–2019

* Indicates there were fewer than ten students who dropped out, so numbers and percentages are masked.

- In SY 2018–2019, AI students, between grades 7–12, had a dropout rate of 3.9 per population of 16,470 American Indian students. Dropout rates are one year lagged, so 2019–2020 will not be available until next year.

Initiatives by District

District	School District Initiatives to Support the Decrease in the Number of American Indian Student Dropouts as Listed in the District-Wide TESR Reports
Albuquerque Public Schools—APS	<p>Beginning in 2016, APS has gone to a four-zone model, meaning each zone encompasses grades K–12 within a cluster of schools. The zone approach allows the school principal consistent contact to provide students with support and guidance. This enables a continuum of education that begins in pre-school and ends with seniors walking across a stage to pick up their diplomas. During the 2017–2018 school year, the AI/AN attendance rate rose 2.5 percentage points from the previous school year, and the gap between AI/AN students' attendance and the other subgroups has narrowed. By 2019–2020, attendance increased from the previous school year. The attendance rate for 2019–2020 was 97 percent, which was a five-year high. By 2019–2020, APS improved the monitoring of absences, increased communication with parents, and created a climate in which students appreciated the value of coming to school.</p>
Aztec Municipal Schools	<p>Aztec district reports its attendance improvement plan no later than 45 days after the beginning of the school year. Aztec student dropout rate for 2018–2019 (one year lagged) was 3.4 percent. Due to COVID-19 pandemic, it is difficult to follow the attendance act for this year.</p>
Bernalillo Public Schools—PBS	<p>The number of graduates has increased the last two years. More students stay in school and want to graduate. The graduation rate has been over 85 percent or more for AI students. Support is very apparent as per reporting from our student success coordinators, Native American liaisons, and BPS staff. The PED's IED has provided professional development to each of our school sites on the importance of the Indian Education Act, Yazzie/Martinez, the Indian Policies and Procedures, why students may be missing school, and how to support them.</p>
Bloomfield School District—BSD	<p>BSD implemented the following strategies to keep students in an educational setting—increasing attendance and decreasing the number of student dropouts: 1) tutoring & mentoring, 2) guidance counseling, 3) placing a Native youth advisor at secondary schools, and 4) attendance Saturday for student absentee makeup. Bloomfield did not report a dropout rate. A majority of AI students attended the following schools with the following attendance percentages: 1) Charlie Brown ALT School (91.5%), 2) Naaba Ani Elementary School (87.9%), 3) Mesa Alta Junior High School (95%), 4) Central Primary School (91.5%), and 5) Bloomfield High School (95.1%). BSD staff continued to review the impact of programs and activities that were implemented to support AI parents and students.</p>
Central Consolidated Schools—CCSD	<p>CCSD implemented the following strategies to keep students in an educational setting—increasing attendance and decreasing the number of student dropouts: tutoring, student mentoring, guidance counseling, home-visits, parent drive-in open houses, and culturally relevant instructional materials, activities, and curriculum.</p> <p>CCSD reported the overall district AI student attendance rate for SY 2019–2020 neared the state average percentage rate. District staff implemented several initiatives to combat truancy, chronic absences, and drop-out rates. A truancy coach was hired for two of the high schools in the Shiprock area. Each building has a designated secretary to monitor attendance. Schools provided advisement classes and support for their GEAR UP mentorship program. Principals send out 3-, 5-, and 10-day truancy letters to parents. Students with chronic truancy receive attendance contracts in which a Saturday is designated for <i>Attendance School</i> for students to make up their absences. High school seniors are provided continuous learning plans to ensure they remain on track to graduation. Students receive a laptop to ensure they meet academic requirements. Dual enrollment and AP courses continue to be offered. College career readiness (CCR) coordinators are available for students to ensure they continue online college courses. CCSD supports attendance reporting for remote learning for PreK through 12th grade. While some students have time, equipment, and support to participate in instructional activities remotely, others do not. CCSD procedures on attendance accounts for inequities when providing for how student attendance in remote learning is determined. Additionally, for students who do not have electricity at home, attendance is taken daily either by a phone call or at meal delivery stops.</p>

<p>Cuba Independent Schools— CISD</p>	<p>CISD implemented the following strategies to keep students in an educational setting and to increase attendance, decrease the number of student dropouts: tutoring, mentoring, guidance counseling, home visits, culturally relevant instructional materials, strategies and curriculum. Advocacy Class provides an opportunity for students to discuss issues, concerns, ideas, etc. CISD staff continued to review the impact of programs and activities that have been implemented to support AI parents and students. Staff continued to research and implement best practices to lower the school dropout rate and increase attendance.</p>
<p>DEAP</p>	<p>DEAP provides opportunities for students to engage in interventions to combat dropout rates. These include 1) credit recovery, 2) attendance contracts, 3) accommodations for students, such as teen pregnancy, as well as 4) opportunities to engage in social and emotional learning activities. DEAP staff also work closely with families to identify solutions when students transfer from DEAP or move to another state.</p>
<p>Dream Diné Charter School</p>	<p>Dream Diné integrates Response to Intervention (RTI) and after school tutoring to support its academic programming. Prior to COVID-19, yearly reporting of participation was extremely high because of the number of activities available for students and families, such as family nights, parent teacher conferences, and attending governing board meetings.</p>
<p>Dulce Independent Schools— DISD</p>	<p>DISD uses early warning systems with student response systems to identify students at risk for dropping out early and provide proactive responses to student needs. These systems are implemented at the middle and high school levels. The Early Warning System uses three indicators: 1) attendance (chronic absenteeism), 2) behavior (being suspended or exhibiting mild misbehavior), and course performance (failure in math or English). To keep students in school, DISD actively pursues programs focused on addressing the academic needs of at-risk students and building truancy intervention programs.</p>
<p>Española Public Schools—EPS</p>	<p>The district is in the process of creating a strategic plan to address dropouts. The planning involves the EPS administration with input from tribal entities and the community as a whole.</p>
<p>Farmington Municipal Schools—FMS</p>	<p>FMS staff implemented strategies to keep students in an educational setting to increase attendance and decrease the number of student dropouts with tutoring, student mentoring, guidance counseling, home-visits, culturally relevant instructional materials, activities and curriculum, and (NAYA) Native American Youth Advisors.</p> <p>District staff implemented several initiatives to combat truancy, chronic absences, and drop-out rates. The Multicultural Services Office hired Native American youth advisors (NAYA) for each secondary school; they specialize in providing culturally responsive mentoring. The Title I Office provides a community outreach coordinator, who works with all other students, including Native American students and students with IEPs, district wide. A community outreach coordinator and homeless liaison were hired to ensure chronic student absences were addressed properly with families. FMS elementary schools are staffed with counselors who provide social and emotional support. District libraries have been expanded to include maker spaces and has partnered with the Farmington Boys and Girls Club. When a student’s absenteeism is chronic or excessive, schools send a letter to parents to create a prevention and/or intervention plan for the student. If the student’s attendance does not improve, additional steps are taken to ensure the parents are aware of the poor attendance record. 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>

District	School District Initiatives to Support the Decrease in the Number of American Indian Student Dropouts as Listed in the District-Wide TESR Reports—cont
<p>Gallup McKinley County Schools—GMCS</p>	<p>GMCS implemented tutoring, mentoring, guidance counseling, home-visits, culturally relevant instructional material, activities and curriculum, and college prep courses to keep students in an educational setting and increase attendance and decrease the number of student dropouts. Districtwide attendance rates have varied by grade levels: elementary students (92.6%), middle school students, (91.6%) and high school students (88.2%). Until school closures in March 2020, elementary schools had the highest percentage of students attending school regularly. GMCS staff implemented several initiatives to combat truancy, chronic absences, and drop-out rates. These included: 1) Integrating positive behavior supports to increase attendance, 2) incentives like field trips, and 3) school parties. These helped to combat absenteeism and to improve behaviors in schools. For students with a pattern of excessive absences, poor student achievement, or escalating disruptive behaviors, a Student Assistance Team (SAT) process is in place. The SAT process involves students, parents, teacher(s), and a counselor/administrator to develop a plan to address problems(s). GMCS also has regular home visits by teachers, counselors, or administrators, acting as home-school liaisons. District staff continue to review the impact of programs and activities implemented to support AI parents and students. Administrative staff are committed to the research and implementation of best practices to lower school dropout rates and increase attendance.</p>
<p>Grants Cibola</p>	<p>School counselors monitor progress of identified students who are at the risk of dropping out of school. One-on-one counseling is provided to these students. There is assurance of collaboration and engagement from the educational system and the Pueblos/Tribes regarding academics and cultural awareness. This provides a positive effect on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school.</p>
<p>Jemez Mountain Public Schools</p>	<p>The district current methods include identification of appropriate and necessary social and academic supports for students. Jemez Mountain Schools dropout rate was 0 percent for 2018–2019.</p>
<p>Los Lunas Public Schools</p>	<p>Los Lunas Schools offers an alternate opportunity high school, Century High School. In this setting, students are encouraged to fulfill graduation requirements in a variety of ways, such as Edgenuity classes, credit recovery, traditional classes, and the Distance Learning Academy. The Distance Learning Academy provides students the opportunity to attend classes on Fridays only and hold a job the rest of the week. Century High School has smaller class sizes and far fewer students in attendance than a traditional high school. The Native American liaison works with school officials and the Pueblo of Isleta Truancy Department to address non-attendance and truancy. The district continues to collaborate with the Pueblo of Isleta Truancy Department to identify those students who are at risk of becoming habitually truant and remedy the situation.</p>
<p>Magdalena Municipal Schools</p>	<p>A student advocate partners with the Navajo home-school liaison and conducts home visits to provide support and determine barriers that students and families have around school attendance and dropout rates. The student advocate continues case management for families identified at-risk, due to poor attendance throughout the school year. The district offers after-school and summer school programs, targeted for students who are not on a standard track or not on track to graduate. These opportunities allow students to get additional intervention and support one to two days a week after school with certified teachers. High school students can recover credits through an online, computer-based program (Edgenuity) during the school year or during a month-long summer program offered each June. Attendance and assessment data from after-school and during-summer-school programs are collected to determine effects on improved attendance and dropout rates. As a result of these efforts, attendance rates improved both at the middle and high schools in 2019–2020, and the high school had the highest attendance rate in the past three years. Dropout rates have declined over the past three years, as has chronic absenteeism rates over the past two years.</p>

District	School District Initiatives to Support the Decrease in the Number of American Indian Student Dropouts as Listed in the District-Wide TESR Reports—cont
Native American Community Academy—NACA	NACA implements an integrated student supports (ISS) to engage its students. These include OST, Wellness and Advisory courses, mentorship programming (Hiyupo Alliance) for at risk boys, an on campus health clinic, and more. NACA is in its first year of implementation as a community school.
Peñasco Independent School District	The district uses the student information system to identify at-risk students based on grades, attendance, and discipline infractions. Those AI students identified are referred to the tribal education coordinator for support. This methodology has been successful in decreasing the dropout rate.
Pojoaque Valley Schools	The district provides two Native American liaisons. The liaisons meet with AI students to monitor attendance, grades, and graduation status. The district provides Tewa instruction from K–12 th grade. Tribal leaders host American Indian luncheons at the secondary schools. The purpose is to provide a forum for students to interact with tribal leaders. School tutoring is available by the Pueblos, and the district offers electronic learning and credit recovery.
Rio Rancho Public Schools	The district staff supports efforts and approaches that encourage students to stay in school through the implementation of academic and cultural awareness and collaboration with tribal governments. Continued partnership with Eight Northern Indian Pueblos Council, Inc. provides students with access to licensed mental health professionals with extensive knowledge and training in culturally responsive services. The district employs a full time Native American support assistant/liaison at each of our high schools. Initiatives that have been implemented to support increased attendance for AI students include: 1) experiential projects, 2) reading and math interventions, 3) after-school programs, 4) tiered interventions, 5) tutoring, 6) parent liaisons, 7) home visits, 8) school counselors, 9) Native American liaison/advisor, 10) positive behavior interventions and support, 11) suicide prevention, 12) parent educator programs, 13) student assistance teams (SATs), 14) counseling, 15) career exploration for K–12, 16) extracurricular activities/clubs, 17) credit recovery, 18) Saturday school, 19) after-school programs, 20) Early Warning System with High Plains, 21) culturally relevant curriculum and cultural experiences, 22) international travel, and 23) college engagement programs to provide support for academic success.
Ruidoso Municipal Schools	The district provides the following supports to increase attendance and decrease student dropouts: 1) an attendance clerk directly supports tribal students, 2) contact with parents made to offer available support, 3) a nurse present on campus to reduce unnecessary early dismissal. 4) The district has a Native American liaison who calls and conducts home visits with families to discuss their student’s tardiness and absences (sends 5- and 10-day attendance letters) and makes referrals to Tribal Court for truancy, if necessary. 5) Incentives are provided to students, such as weekly attendance drawing to encourage perfect attendance and 6) local field trip for students with perfect attendance or High Honor Roll status.
San Diego Riverside Local Charter	San Diego Riverside serves a 100 percent AI student population, from grades K–8. All students qualify as at-risk. The school does not have dropouts, it tracks habitual truancy and analyzes the underlying causes. The school does track late arrivals and early dismissals of students. Three indicators putting students at high-risk for chronic absenteeism include: 1) substance abuse in parent household, 2) unstable living conditions, and 3) lack of priority to getting students to school on time daily by parents/guardians.
Santa Fe Public Schools—SFPS	SFPS staff pursue programs that focus on academic needs of at-risk students and building truancy intervention programs. Some schools have agreements with outside agencies to provide for the educational and social needs of student at risk of dropping out. Even with these efforts, schools continue to be challenged to meet the needs of at-risk students. Adequate resources continues to be an additional burden.

Six Directions Indigenous School	Six Directions Indigenous School staff implement strategies to keep students in school through mentoring, home visits, culturally relevant instructional materials, strategies and curriculum, parent mentoring students and Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas and etc.
Taos Municipal Schools	The district has implemented an Early Warning System at the secondary level to proactively identify students at risk for failure. Further, Indian education tutors and the college liaison work with students to increase attendance, increase college readiness, and decrease the number of students who drop out. College visits and credit recovery summer school programs at Taos Pueblo Education and Training Division, offer support to students and families. These credit recovery programs, as well as alternative school settings, assist these students in meeting graduation requirements.
Tularosa Municipal Schools	Tularosa Municipal Schools has implemented many initiatives to decrease the dropout rate. The district has a credit recovery program for high school students. This program allows all students, including Native American students, to complete course work to meet the graduation requirements. There are also dual credit programs to allow students to obtain additional credit outside the high school coursework, while earning college-level credit. The district works with the Tribal Truancy Court to identify at-risk students and those in need of interventions. There are Native American liaisons who work with the school, the Tribe, and the parents to improve attendance.
Walatowa Charter High	The district has a number of supports in place through JHHS Health and Human Services, Alternative Academic options, the restorative justice model, Jemez and Tsyia Pueblo Tribal programs for their students. This has resulted in an above-average graduation rate, assessment improvement, and college and career participation rate.
Zuni Public Schools	The district provides an initiative for the high schools to hold a one-day Career Fair in the fall and spring for career readiness. The district collaborates with tribal programs, as well as military recruiters to set up booths and hold presentations for 9–12 grades. It is held in the gym, due to the large number of participants. The schedule allows students to participate during their regular school day. For school year 2019–20, the high schools will add additional days for Career Fairs. In order to encourage schools to support efforts of AI students to stay in school, the implementation of academic and cultural awareness programs is imperative as is collaboration with tribal governments.

Public School Use of Variable School Calendars

Objective	Ensure that New Mexico schools collaborate with tribal governments to identify the important cultural events in their American Indian (AI) students' lives and adjust their school calendars, where possible, to account for these days of cultural importance.
Background	<p>AI education in New Mexico represents rich cultural traditions and diverse educational practices. The 35,000-plus students, who represent the NM tribes and pueblos and other tribes from throughout the United States, attend over 185 public and charter schools in the state of New Mexico. These students were the focus of State and Tribal legislators who established the Indian Education Act (IEA) in 2003.</p> <p>The assurance of collaboration and engagement from educational systems and Pueblos/Tribes regarding academics and cultural awareness has positive effects on the educational success of AI students. By using variable school calendars, schools directly address their AI students' cultural and family responsibilities and enhance these students' ability to more regularly attend their public school.</p>
Methods	<p>The 22 school districts that submitted their district-wide TESR included their current public school use of variable school calendars. 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. 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.</p> <p>Source: 2020 District-wide TESR</p>
Results	Since 2015, the chart below lists the variable school days that are offered to AI students within the 23 districts and 7 charter schools. This list serves as a guide to days of Native importance during the school year 2019–2020.
Conclusion	The majority of the 22 districts report the use of variable school calendars that take into account AI students' cultural well-being and self-awareness.

Variable Calendar Days as Provided by Districts

Variable Calendar Days as Provided in the SY 2019–2020 District-Wide TESRs	
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

School District Consultations

Objective	Ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with tribal entities to find ways to improve educational opportunities for American Indian (AI) students.
Background	<p>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 (NM PED or PED) initiated formal consultation with tribal leaders, tribal administrators, and community members to gain input into the New Mexico ESSA State plan.</p> <p>Over the course of two government-to-government meetings and one additional tribal consultation, tribal leaders were given the opportunity to learn more about ESSA; share concerns, priorities, and expectations with NM PED leaders; and help the PED set goals for increasing the success of our AI students. Also, prior to the ESSA consultations, the IED, in collaboration with the NM PED’s Federal Programs Division, provided tribal leaders and tribal education department staff with a pre-ESSA workshop to help facilitate a meaningful discussion at the government-to- government meeting and Indian Education Summit.</p>
Methods	Relating to ESSA, the gathering of feedback at the Fall 2016 Government-to-Government meeting was facilitated by New Mexico First, a public policy organization that assists communities with important, impactful issues. The findings from the fall consultation were recorded in a final report issued by NM First and titled Government-to- Government Meeting: Community Meetings, Summarizing the Tribal Government Session And Community Feedback. The report was distributed both locally and statewide and used to inform the NM PED’s development of the State plan.
Results	<p>The feedback from the tribal consultations resulted in the following local education agency (LEA) tribal consultation provision that was included in the New Mexico ESSA plan.</p> <p>Tribal Consultation. The IED developed a process for ensuring meaningful tribal input at the local level to address Impact Aid, ESSA requirements for title programs, and general consultation. This includes the requirement that LEAs serving AI students submit an Affirmation of Consultation document alongside their district’s budget submission in the spring of each school year, confirming that local tribes were meaningfully engaged in the budget development process that supports each local district’s overall educational strategy.</p>
Conclusion	<p>ESSA created the opportunity for the NM PED to re-engage with tribal leaders and key stakeholders on major initiatives, while considering how to continuously refine educational systems and best support educators.</p> <p>Expectations for improved tribal consultation at the State Education Agency (SEA) and LEA have been put into place per the Every Student Succeeds New Mexico State Plan.</p>

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

<p>Albuquerque Public Schools</p>	<p>Monthly Indian Parent Committee (IPC) meetings are conducted and quarterly for the Indian Education Committee (IEC). An annual retreat is conducted to review the prior year and current years’ budgets, programs staffing, data, and surveys. Review of federal regulations and laws that pertain to the AI/AN student is reviewed and updated. There was also participation in local meetings (e.g., Native American Resource Seminar and Fair). The 2019–2020 IPC and IEC meetings had 106 parents participating, a decrease from the previous year. There were two Tribal leaders’ summits, with a total of 70 participants for both summits. Multiple meetings (4) were canceled this year, although parents completing a survey stated meetings were useful and their participation was valued.</p>
<p>Aztec Municipal Schools—AMS</p>	<p>Due to the COVID-19 pandemic, communication was mostly by e-mail with the Navajo Nation for consultation purposes. Zoom meetings were attempted but did not occur due to technical difficulties between the AMS district and the Navajo Nation Department of Dine’ Education (NNDODE). Aztec district sent their tribal consultation binder of programs offered for enrolled students. Public hearings were held through Facebook and/or Snapchat. Some of the areas covered included internships with the PED for juniors and seniors, recommendations to consult with other Tribes, a need for an assistant in the Indian Education office, allowance for graduation caps to be beaded, and additional staff/resources for the AI.</p>
<p>Bernalillo Public Schools</p>	<p>Bernalillo Public Schools has worked hard to strengthen partnerships with tribal communities. Impact Aid meetings are held the second Wednesday of the month. Two tribal leaders meetings are held, one in September and the second in March. Individual meetings with tribal leaders and governors are held at the beginning of the school year and the beginning of the calendar year. Tribal community meetings inform communities about school and district programs and hear any recommendations from the community and issues or concerns community members might have.</p>
<p>Bloomfield</p>	<p>The Johnson O’Malley Indian Education Parent Committee (JO IEPC) met 11 times in SY2019–2020. These meetings clarified needs to determine obstacles hindering the success of AI students. JO IEPC members participated in the district needs assessment process, reviewed federal program grants and the district budget, and made recommendations for supporting the educational needs of AI students. Their recommendations included revisions and input to the Title VI Impact Aid Indian Policies and Procedures. State bilingual parent meetings were held four times this school year. Two tribal consultation meetings (September 2019 and April 2020) were hosted by the district with the Navajo Nation to ensure the 12 Yazzie/Martinez indicators were met.</p>
<p>Central Consolidated Schools</p>	<p>Tribal consultation meetings are scheduled every school year with local tribal leaders. Participants included chapter officials, Navajo Nation Department of Education leadership (DODE), the Indian Parent Advisory Committee, and the district IEC and included an annual fall semester meeting with parents and community members. The Navajo Nation DODE schedules consultations twice a year, in the fall and spring. The goal of the hearings was to garner feedback and suggestions on the federal grants and programs within the district.</p>

<p>Cuba Independent Schools</p>	<p>The CISD Indian Education Parent Committee (IEPC) meets a minimum of eight times each year with principals, surveys counselors, teachers, parent liaisons, special education staff, as well as parents and students. These meetings are intended to clarify needs to determine what is hindering the success of Native American students. Then needs are prioritized, and an analysis is completed to determine root causes for each prioritized need. A logic model approach determines key elements for resources needed, how they are funded, activities, and expected results.</p> <p>The IEPC met seven times in SY2019–2020. Due to the COVID-19 Public Medical Emergency, the IEPC was unable to meet during March and April, 2020. Cuba Schools Central Office Administrative Team consulted with the Navajo Nation and met with the Navajo Nation Consultation Team to discuss educational programs for Navajo students attending Cuba schools. They also met monthly with the Navajo Nation Chapter Presidents from Counselor, Ojo Encino, and Torreon via the Tri-Chapter Council meetings. Collaborating with parent groups was successful in developing programs that addressed Native American student needs.</p> <p>The current system of collaborating with parent groups has been successful in developing programs that address Native American student needs. The district plans to continue with the current system of communicating with the IEPC.</p>
<p>DEAP</p>	<p>There were monthly Parent Advisory Committee meetings (PAC) as well as governing council meetings. Updates on school activities were also provided to local Navajo chapters, the Navajo Nation Diné Education Department and Diné College. DEAP also made presentations to the Red Lake Chapter meeting and earned renewal status at the December 2019 Public Education Commission meeting.</p>
<p>Dream Diné Charter School</p>	<p>Dream Diné met with the Department of Diné Education officials in February 2020. Dream Dine’ transitioned from a State to a local charter, and is now chartered by the Central Consolidated School District. There has been little communication between the district and the charter school. The charter will continue to reach out to all stakeholders, community members, consultants, tribal members, and leaders in the community for support in the areas of financial stability, educating our youth, mentoring, and educational presentations. Building relationships such as these will increase the ability to instruct our students in an environment that supports the cultural aspect of our Native people. This support will continue to assist in the growth and retention of our school.</p>
<p>Dulce Independent Schools—DISD</p>	<p>The DISD administrative leadership has met with the JAN president, vice president and Tribal council on a quarterly basis. The DISD received feedback from the community and tribal members regarding educational strategies to implement toward positive student outcomes.</p>
<p>Farmington Municipal Schools</p>	<p>Indian Parent Committee (IPC) meetings were conducted monthly. Additionally during the school year, 11 IEC and PAC meetings and 2 public hearings were held. Meetings were announced on the district website, newsletter, and other publications. Public hearings were held in the fall and spring to inform the community of Indian education programs.</p> <p>The district has consulted with local chapter houses and provided copies of the Indian Policies and Procedures (IPP). The Multicultural Services Office has visited all Navajo Chapters to get approval signatures for the IPP with the exception of Newcomb Chapter. The school-site PTAs meet as needed. The district IEC and PAC meet monthly throughout the year. The Office of Indian Education holds two public hearings per year —fall and spring. The Academic Parent Teacher Team model involves three meetings during the year. Finally, parent language courses have been offered the last four years.</p>

<p>Gallup McKinley County Schools—GMCS</p>	<p>Public Hearings: In the SY2019–2020, a team of program managers provided information on various district programs and grants. Over three months, GMCS held seven regional public hearings throughout New Mexico—in Crownpoint, Thoreau, Ramah, Navajo, Tohatchi, and Gallup. There were a total of 622 attendees at these hearings including 222 parents, 185 students, and 215 community members. The goal of the hearings was to garner feedback on and suggestions for the federal grants and programs within the district.</p> <p>Tribal Consultation: GMCS works in close partnership with the Navajo Nation and the Pueblo of Zuni. There have been three formal tribal consultation meetings held in November 2019 and in January and April, 2020. Tribal leaders were informed of the Tribal Education Status Report, the Federal IPP, and federal grants. Tribes were asked for feedback on next year’s programming.</p> <p>Federal IPP: The IPP is a formal document that undergoes an annual review process that includes public hearings and tribal consultation meetings. Consent and approval from the Navajo Nation and Zuni Pueblo are imperative to the renewal of this document.</p>
<p>Grants Cibola</p>	<p>The district holds monthly parent advisory committee meetings. They also hold meetings with the Pueblo of Laguna leadership, the Pueblo of Acoma’s leadership and Board of Education, and the Department of Diné Education. The Grants Cibola school principals develop and provide presentations during the school year on current data relating to their school’s academic performance (e.g., graduation rates, truancy, and dropout rates).</p>
<p>Jemez Mountain Public Schools</p>	<p>The Lynbrook elementary and middle schools’ schedule both the Parent Advisory Committee (PAC) and Indian Education Committee (IEC) meetings. District representatives meet with Tribal Council members throughout the year. Discussion revolves around the curriculum and budgets, IPP, and funding applications.</p>
<p>Los Lunas Public Schools—LLPS</p>	<p>The coordinator of federal programs collaborated with the Pueblo of Isleta Department of Education (POI/DOE) and tribal officials throughout the school year. The IEC meetings/parent meetings were held throughout the school year. LLPS also attended government-to-government meetings. Meetings were held between the tribal leaders, POI/DOE, and LLPS to update the general MOU and the language MOU.</p>
<p>Magdalena Municipal Schools</p>	<p>Parents/guardians and Alamo community members and families have numerous opportunities to participate and consult with school district leaders. The district tries to inform parents and provide meaningful information to help stakeholders make determinations about the effectiveness of the district’s educational goals and programs. This provides opportunities for parents to provide input to the school to make improvements for Alamo Navajo students. JOM/IEAC parent participation has increased over the prior year. Additionally there was an increase in the number of Indian Education needs assessments submitted over the prior year.</p>

<p>Native American Community Academy—NACA</p>	<p>As a charter school, NACA works to strengthen collaboration of all school stakeholders and supports APS’ efforts to support AI/AN students statewide. NACA maintains an active role with the IEC and has an active and strong parent advisory committee that works with local partners, tribal government, Indian organizations, and other tribal community organizations. All Native language teachers are certified by the tribe or pueblo. NACA's Executive Director, Anpao Duta Flying Earth, serves on the Indian Education Advisory Council. NACA also shares promising practices and best practices in Indigenous education with APS, the PED, and local colleges and universities to help improve educational outcomes for AI students. Additional efforts by NACA include the development of Indigenous educators, tribal language department support, heritage language program funding, prioritization of teacher professional development, curriculum develop for cultural integration, career and technical education opportunities that honor Indigenous culture, and implementing integrated holistic wellness as a measure of student success.</p>
<p>Peñasco Independent School District—PISD</p>	<p>Peñasco Independent School District met with various tribal committees for education, language, and health. The health coalition planned the annual health fair which included Child Find activities. The district also met with the Picuris Tribal council and the PAC to discuss school curriculum and budgets. PISD meets again in the winter to discuss IPP, funding applications, calendars, and budgets. In the spring and summer, there were several meetings to discuss COVID 19 and the educational needs of Picuris students. Educational materials and books were ordered in consultation with the council and PAC and were distributed. Parents and Tribal leaders, including Governor Quanchello, participated in the COVID 19 Task force meetings; separate meetings that focused on leaderships’ needs and concerns were additionally held.</p>
<p>Pojoaque Valley Schools—PVSD</p>	<p>PVSD hosts a Pueblo Educational Directors monthly meeting. Here, the district requests assistance from the Tribal government, while providing information about school activities and programs. With parental consent, PVSD provides student information on grades, attendance, and discipline. The educational directors also provide information on programs that are offered in the Pueblos.</p>
<p>Rio Rancho Public Schools</p>	<p>Rio Rancho Public Schools serves students from all nations, pueblos, and tribes within New Mexico, as well as federally recognized Tribes from all over the country. Our staff attends the Pueblo of Jemez Governors Meetings, communicating with tribes regarding COVID 19 quarantines and lockdowns. Our Native American PAC operate at the district and school levels. There are a minimum of five district-level meetings, and additional meetings are convened as requested by the Native American PAC Board. These meetings include our school-based Native American liaisons, district staff, parents, extended family members, and students. Individual consultations with parents, community, and tribal entities occur on an as-needed basis and upon request. LEAs developed working relationships with their IEC, PACs, Tribes, Indian organizations, and other tribal community organizations through the consultation and decision-making processes. The LEA staff are in the process of establishing professional development at the Indigenous Montessori Institute, to give staff training to promote cultural sensitivity when interacting with AI students.</p>
<p>Ruidoso Municipal Schools—RMSD</p>	<p>The RMSD has PACs. They hold monthly meetings that engage the public in decision making, festivals, and other activities for our students. The RMSD staff meets with the Tribal leaders regarding offering of Apache language to primary school students.</p>

<p>San Diego Riverside</p>	<p>Tribal consultation occurs through monthly meetings with the Jemez Pueblo Department of Education. The San Diego Riverside’s IEC representatives participate in meetings throughout the year. The Jemez Department of Education hosts a joint professional development meeting twice yearly. Instructional staff attend both events, receiving professional development in Indian education, language immersion, and language assessment. The PAC was not in position for the past two years. An effort to renew the committee was successful, and its members now participate monthly in school decision making.</p>
<p>Santa Fe Public Schools—SFPS</p>	<p>The SFPS, tribal leaders, and the Tribal Education Department meet several times a year. The SFPS superintendent and board of education met with tribal leaders in January and May. A consultation will be scheduled for the fall semester, 2020. The SFPS staff develops working relationships with the IEC; PACs; Tribes, Pueblos, and Indian organizations; and other tribal community organizations, through the consultation and decision-making processes.</p>
<p>Six Directions Indigenous School—SDIS</p>	<p>The SDIS hosts meetings with parents, educators, policy makers, and nonprofit administrators; it hosts public planning meetings and meetings with local chapter houses. The parent committee also meets regularly with staff to discuss programs and policies. Staff meets with Navajo Nation Consultation Team and the Zuni Pueblo Governor regarding the best educational programs for Native American students. SDIS collaborates with McKinley County Community Health Alliance; the National Indian Youth Leadership Project; and the Native American Community Academy (NACA), Inspired Schools Network. SDIS also has active relationships with UNM Gallup and the Diné College that provide professional development for its educators.</p>
<p>Taos Municipal Schools (TMS)</p>	<p>The TMS Indian Education designees (the superintendent and director of federal programs) meet monthly with the IEC, the Taos Pueblo Board of Education, and the Taos Pueblo Education and Training Division. The purpose of these meetings is to share information, updates, initiatives, and to seek input to improve Indian education programs. The TMS district meets with the Taos Pueblo Governor’s Office to review TMS Indian Policies and Procedures (IPP), current and proposed programming, and to seek approval for grants. The TMS maintains an open line of communication between tribal entities and the school district.</p>
<p>Tularosa Municipal Schools</p>	<p>In accordance with the IPP, representatives from the district and the Mescalero Tribe meet to discuss educational opportunities for our Native American students. PACs at each school site encourage parental involvement in educational programs, materials, budgets, and activities. Representatives from the district also attend government-to-government meetings when they are held in Mescalero. The district is required to have meaningful consultation regarding our budget, programs, and activities each year, and it is in the best interest of our students to have this consultation.</p>
<p>Walatowa High Charter School — WHCS</p>	<p>The WHCS Governing Board meets with the WHCS Executive Director and surveys counselors, teachers, special education staff, parents, and students to clarify needs of AI students. Those needs are then prioritized, and a logic model is designed that results in an education plan. The executive director meets annually with the Pueblo of Jemez and Pueblo of Jemez Tribal Administration to discuss educational programs for AI students. Annually, the WHCS Governing Board and the WHCS Executive Director review the IPP annual goals and objectives and the annual DASH Plan.</p>
<p>Zuni Public Schools—ZPS</p>	<p>LEAs developed working relationships with their IEC, PACs, Tribes, Indian organizations, and other tribal community organizations. There were four tribal consultations with these collaborators. From these meetings, the ZPS district submitted responses on district-wide surveys, providing feedback on meetings regarding AI students’ educational opportunities.</p>

ESSA Tribal Consultation Requirements SY19–20

Per section 8538 of the new 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: 1) 50 percent or more of its student enrollment comprised of AI/AN students, or 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000.

District Name	# All Students	# AI Students	% AI Students	Title VI Grant Monies	Tribal Consultation Forms
Albuquerque	89,004	4,956	5.60	1,018,445.74	Completed
Aztec	2,941	439	14.90	71,560.56	Completed
Bernalillo	2,801	1,298	46.30	144,003.96	Completed
Bloomfield	2,744	1,020	37.20	172,833.06	Completed
Central Consolidated	5,870	5,257	89.60	1,017,259.37	Completed
Cuba	533	359	67.40	64,137.65	Completed
DEAP	38	38	100.00	-	Completed
Dream Diné	16	16	100.00	-	Completed
Dulce	584	542	92.80	-	Completed
Española	3,417	205	6.00	54,468.45	Completed
Farmington	11,614	4,051	34.90	553,888.30	Completed
Gallup	11,318	8,990	79.40	1,697,310.56	Completed
Grants	3,410	1,499	44.00	-	Not Mandated
Jemez Mountain	200	59	29.50	26,887.00	Not Mandated
Jemez Valley	363	263	72.50	-	
Las Cruces	24,519	235	1.00	-	Not Mandated
Los Alamos	3749	92	2.50	11,839.90	Not Mandated
Los Lunas	8564	560	6.50	73,006.04	Completed
Magdalena	340	147	43.20	28,607.00	Not Mandated
Peñasco	357	44	12.30	-	Completed
Pojoaque	1,949	294	15.10	65,016.00	Completed
Rio Rancho	17,416	871	5.00	119,461.59	Completed
Ruidoso	2,040	297	14.60	77,462.00	
Santa Fe	13,080	263	2.00	71,794.08	Completed
Six Directions	70	66	94.30	-	Completed
Taos	2661	204	7.70	51,270.00	Completed
Tularosa	818	232	28.40	44,440.75	Completed
Walatowa Charter High	46	43	93.50	-	
Zuni	1,247	1,226	98.30	208,804.52	Completed

Indigenous Research, Evaluation Measures, and Curricula for Tribal Students

Objective	The Indigenous research, evaluation measures, and curricula objective ensure that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in Native languages, culture, and history designed for tribal and non-tribal students, as approved by New Mexico Tribes.
Background	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	In order 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.
Results	The figure below illustrates the activities in which districts have collaborated, and in which they have implemented the Indigenous research evaluation measures and curricula within their respective schools and neighboring Tribes. Each bubble profiles practices in school districts.
Conclusion	Districts have implemented Indigenous research and evaluation in the development and assessment of tribal language programs, which is documented in school districts' local Tribal Education Status Reports, found on the IED's webpage.

Indigenous Research, Evaluation Measures, and Curricula—Figure 2



Indigenous Research, Measures, or Curricula by District

District	Activities
Albuquerque Public Schools	The district has been involved in various aspects of research related topics that include: 1) individual teacher professional development, 2) book studies, 3) independent research by staff pursuing doctoral degrees, 4) coordination of conference planning with higher education institutions, 5) literature reviews, and 6) conference presentations. Results of Indian Education Department staff and Indian Parent Committee involvement shows positive impact and a consistent increase of student participation in classrooms.
Aztec Municipal Schools	The Indian education curriculum project was dissolved with the change of the NM Indian Education Division’s director. The district collaborated with the NM PED Indian Education Division (IED) with other projects, such as the Equity Council, a needs assessment, systemic framework and accountability tool. The Indian education coordinator for the district continues to collaborate with the 520 teacher for Indigenous research, evaluation measures, and curricula for AI students.
Bernalillo Public Schools	A Native American curriculum became a reality for SY2017–2018 and continued during SY2019–2020. Dr. Leola Tsinnajinnie taught Indigenous studies classes. One teacher teaches Cochiti, and a second teacher is the Native American liaison with Bernalillo Public School’s Indian Education Department. A series of professional development courses at the Indian Pueblo Cultural Center, <i>Towards Culturally Relevant Instruction</i> , include a course titled “Indigenous Wisdom Curriculum”.
Bloomfield—BSD	The Oral Diné Language Assessment is being utilized at six Bloomfield schools. District data shows that high school students are at proficiency levels while middle school students have less proficiency for the Navajo language. These courses are supplemental for students and not part of the core curriculum. For SY 2019–2020, BSD will continue implementing and refining the Navajo language and cultural curriculum for all schools.
Central Consolidated Schools—CCSD	A district needs assessment has indicated a need for students to revitalize their Navajo language, while establishing and strengthening their cultural identities. CCSD currently focuses on two objectives: oral language development and identity cultivation. Any professional development for Heritage Navajo language teachers are focused on oral language development methodologies and strategies, authentic assessments, and cultural education revitalization research. Trainings on culturally and linguistically diverse instruction (CLRI) are provided and highly encouraged for all employees. The Yazzie-Martinez lawsuit and rulings have also allowed the district to increase awareness and training in culture and linguistic diverse instruction across district departments and content areas.
Cuba Independent Schools	The district Diné Heritage Program Language teachers (grades K–12) met with the district federal program staff to focus on researching and adapting the Diné language curriculum assessment and instructional methods. The Diné Heritage Program offers an opportunity for Native American students to study their culture and language. In 2019–2020 there was continuous implementation and refining of the curriculum to increase the possibility of successful student learning outcomes.
DEAP	DEAP has formal MOUs with the Diné College to provide dual credit opportunities, their teacher education program, and the NACA Inspired Schools Network. DEAP has also collaborated with Teach for America, COPE, the Diné Studies Conference, Navajo Cultural Arts Program, UNM Pollen Program, and Teach for All. These relationships assist to enhance positive outcomes for Native American students and their communities.

<p>Dream Diné Charter School</p>	<p>The district is endeavoring to restore and revitalize Navajo language and culture by implementing an innovative dual-language program in which Diné (Navajo) culture, language, and history are the foundation of an experiential curriculum. In the sixth year, Dream Diné continues to include dual language as its foundation for academic achievement. It is through the stability of a qualified staff ensure that academic opportunities for our students continue to be available and the learning gap can be diminished. The small school environment with dual language as its emphasis attracts the community to support the cultural curriculum for our children.</p>
<p>Dulce Independent Schools</p>	<p>Indigenous research and evaluation measures include: 1) support for Native Jicarilla language and culture-based curricula, 2) promoting cultural-based education in all schools, 3) championing effective teaching and effective teachers, 4) collecting data and tracking Native American student success, 5) supporting Indian education initiatives for student achievement, 6) promoting culturally responsive instruction, and 7) encouraging family and community engagement.</p>
<p>Española Public Schools—EPS</p>	<p>Data collection methods for this aspect included an indigenous student survey and secondary data sources. Five components of the survey were: 1) belongingness, 2) educational background, 3) demographics, 4) student support services, and 5) an open-ended area for comments about what students liked and didn't like about EPS. Upon completion of the survey, the IEC and pueblo parent committees discussed and prioritized needs and made recommendations for student services. Recommendations from the survey included: 1) providing additional programs and activities, based on the needs and interests of the students; 2) programs to address student development, behavioral issues, and special needs; 3) pre-service training on cultural sensitivity for staff; 4) in-service training on intergenerational and generational trauma; and 5) participation in the hiring process for additional Native American program staff.</p>
<p>Farmington Municipal Schools</p>	<p>The district Navajo language teachers volunteered to align the Navajo curriculum using the already-established proficiency scales and topic measures taught in Tier I instruction district wide. Navajo language teachers initially developed themes for each quarter. They then sequenced the themes, their proficiency scales, and topic measures into meaningful categories, and used them as a basis for a pacing guide. The revised curriculum was then released to all elementary, middle, and high school educators. The guide was implemented in classrooms at the beginning of SY2016–17. The proficiency scales and topic measures are continually revisited and revised. Additional topic measures were created for high school Navajo Language I, II, and III, as well as for the Navajo government classes.</p>
<p>Gallup-McKinley County Schools—GMCS</p>	<p>GMCS has identified the Diné Content Standards by the Navajo Nation as the curricula to be used by the Navajo language and culture program. These standards develop pacing guides and curriculum for teachers. The goal of the district's heritage language and culture program is to develop expressive skills, so students can converse using the home heritage language in all schools. The focus on oral language proficiency has resulted in more students becoming fluent. The district utilizes the Oral Diné Language Assessment (ODLA) to measure students in two areas—receptive and expressive skills.</p>
<p>Grants Cibola County Schools</p>	<p>The district has been involved with individual teacher professional development, book studies, independent research by staff pursuing masters or doctoral degrees, literature reviews, and conference presentations. A Pueblo based curriculum, <i>Indigenous Wisdom: Centuries of Pueblo Impact in New Mexico</i> was introduced to teachers, and the Pueblos of Acoma and Laguna approved this curriculum as well as the school board, so it can be taught in the classroom. The Diversity and Inclusion Department continues to broaden the awareness of teachers and principals about this curriculum. The district also offers three Native languages: Acoma Keres and Culture, Laguna Keres and Culture, and Navajo Language and Culture. In addition, Native American Studies was offered as an additional course to further strengthen the cultural knowledge of Native students.</p>
<p>Jemez Mountain Schools</p>	<p>Classroom teachers worked with external curriculum coaches, who researched and identified an available Diné language and culture curriculum. The curriculum has been adopted to address instructional gaps and promote the development of Navajo language and culture.</p>

District	Activities
<p>Los Lunas Public Schools</p>	<p>The district continues to enhance the social studies curriculum with culturally relevant learning opportunities for seventh grade students at the two middle schools. Students engage 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. Students took part in learning excursions to gain knowledge of the culture, art, folklore, and customs of American Indians in New Mexico. During SY2018–2019, Los Lunas Schools also supported Native language and cultural curricula by offering a Tiwa I and II language courses at both high schools. Instructors were hired by the Pueblo of Isleta Education Department for their level of proficiency in Tiwa; some students received college credit upon successful completion of the Tiwa classes.</p>
<p>Magdalena Municipal Schools</p>	<p>The Navajo Heritage Language Revitalization Program has grown in the past 15 years. It has increased services to not only Navajo students, but to any and all students interested in learning about their Navajo peers. Middle school students take Navajo language, culture, and history and also Spanish. In the high school, Navajo language and Navajo history courses have been offered as dual-credit courses by partnering with Diné College. Culturally relevant, trauma-informed schools training was provided by MCREL for staff members, bus drivers, cafeteria workers, teachers, school board members, and coalition members. This was to gain insight and learn about trauma research, particularly generational trauma. Insight from the community helped form the Navajo language programs with the incorporation of the local Alamo dialect and history.</p>
<p>Native American Community Academy—NACA</p>	<p>NACA’s work is founded in utilizing research and data to inform continuous improvement. The NACA Improvement Process follows the Navajo concept of Sa’ah Naagháí Bik’eh Hózhoo (SNBH), roughly translated as "one's journey of striving to live a long, harmonious life." Depicted as a circular interdependence, this concept guides teams from Vision (including vision, data, current year plan), to Curriculum, to Critique, to the Year End “State of [Content Area]” Presentation. These areas of guidance all revolve around a center of “Ké” (relationships). The model is combined with traditional Western methods, such as reflecting elements of Data Wise—an eight-step model broken up into three phases: Prepare (developing a collaborative culture), Inquire (using numerous data sources to define a specific problem of practice), and Act (teams state their plan and high-leverage strategies to address the problem) (Harvard, https://datawise.gse.harvard.edu/). It also draws from the New Mexico 90-Day Plan, based on the University of Virginia’s School Turnaround Program, developing dynamic roadmap, 90-days at a time, to lead to desired student outcomes: (http://ped.state.nm.us/ped/PrioritySchools_NMDASH.html) .</p>
<p>Peñasco Independent Schools</p>	<p>During SY 2019–20, professional development was provided to both the Tiwa language teacher and Tiwa language coordinator by the Indigenous Language Institute. Curriculum was developed for beginning, intermediate, and advanced speakers. Due to the COVID 19 campus closure and stay at home order, the Tiwa language teacher and Tiwa language coordinator created a home lesson kit on traditional foods that offered leveled instruction. The efforts of the past year improved prior year’s curriculum from superficial to instruction that maintains students’ language skills and strengthens culturally responsive learning. Due to COVID 19, teachers reached only 50 percent of their target language goals for their students.</p>
<p>Pojoaque Valley Schools</p>	<p>The district employs two teachers that are approved by a Tribal Governor to teach the Tewa language in grades K-12. The district along with Nambe Pueblo review teaching plans of Tewa teachers on a monthly basis to ensure the language is supported at school and through the Pueblo.</p>
<p>Rio Rancho Public Schools</p>	<p>Rio Rancho Public Schools has successfully collaborated with the Institute of American Indian Arts for the dual credit opportunities to offer Tribal language programs They are currently seeking opportunities to expand the language and culture course offerings to include Navajo Government, and the various dialects of Keres.</p>

District	Activities
Ruidoso Municipal Schools	The district is a partner with the NM PED in the creation of new and appropriate cultural and linguistic curricula for both our Native and non-English speakers. These measures are not yet currently in place.
San Diego Riverside	The school utilizes the teaching of the unwritten Towa language in grades K–8. Through a W.K. Kellogg Grant, three education assistants (EAs) were hired to deliver language immersion in grades K–3. EAs assist non-Towa speaking instructors by translating English instruction into Towa. They are also responsible for cultural heritage instruction. A Towa Language Assessment, provided by the W.K. Kellogg Foundation, was implemented four times a year to measure progress in the Towa language.
Santa Fe Public Schools	Currently there are no Indigenous research and evaluation measures implemented district wide. However, numerous educators teach a balanced and comprehensive approach to history. Several schools teach about current issues affecting AI students and Tribes. All teachers, district wide, have been trained using <i>Strategies for Culturally and Linguistically Responsive Teaching and Learning</i> by Sharroky Hollie. There is continued professional development with partners at the Museum of Indian Arts and Culture, Indian Pueblo Cultural Center, NM PED IED, and other American Indian entities.
Six Directions Indigenous School	Six Directions Indigenous School offers 1) Native language instruction to provide daily instruction in both Zuni and Diné language and designed with the approval and support of those tribal governments and school systems; 2) culturally responsive curriculum and pedagogy to implement curriculum and teaching methods that utilize local funds of knowledge, acknowledge traditional ways of learning, and affirm students' identities; 3) project-based learning implements a teaching methodology that is interdisciplinary (combines multiple subjects at once), ensures students are active learners, and focuses on local history, literature, and ecologies; 4) community-based service learning in the high school, uses experiential learning in their communities by taking part in long-term service projects; 5) socio-cultural consciousness and agency focuses on ensuring students develop the ability to think critically and take action around issues of equity, power, and (de)colonization.
Taos Municipal Schools—TMS	The district collaborates with Taos Pueblo annually to provide professional development to TMS teachers regarding the history and values of Taos Pueblo. Additionally, teachers work with tribal government officials in planning lessons to include Native American perspectives in curriculums. In 2019–2020, TMS administrators participated in a three-day training focused on tribal engagement. Training concentrated on cultural awareness, tribal engagement, and mandated consultation. TMS continues to support, strengthen, and evaluate the curriculum around Native languages, culture, and history—designed for tribal and non-tribal students. TMS continues to build on established tribal government relationships to support Native American students.
Tularosa Municipal Schools	The district has a Tribal Education Committee that supports teaching the Apache language in the schools.
Walatowa High Charter School	WHCS has a rigorous curriculum plan, in which staff participated in trainings that focused on researching and adapting lesson plans to include culturally relevant materials, assessments, and instructional methods for AI students. WHCS faculty and staff continue to develop a culturally relevant curriculum for their AI students.

Conclusion

This report includes AI student outcomes in 12 reporting areas. Due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the US Department of Education has 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). Thus, the student achievement data within this section was not collected in SY2019–2020.

Student data from 2018–2019 has been repeated. AI students demonstrated slight improvement by grade overall but demonstrated decreased proficiencies between 2017–2018 and 2018–2019 in reading, while there was a slight increase in parent engagement. The NM PED is committed to providing guidance and support to Tribes and school districts to foster partnerships, in order to reach the growth goals set out for AI students within the New Mexico's Every Student Succeeds Act Plan. In addition, the IED provides technical assistance and guidance on tribal consultation internally, as well as to school districts and charter schools, in order to increase tribal involvement in the decisions that impact AI students. The IED is committed to improving the data collection and analysis that informs program development and educational decision making for AI students across the state.

Glossary and Acronyms

Acronym/ Term	Definition
23 Districts	23 out of the 89 New Mexico school districts that are located on or near New Mexico tribal lands and have an AI student population
520 Certification	Native American language and culture certification license through the NM PED. Teachers who are certified by Tribal governments to teach their native language in NM public schools
Academic Program	All subject matter areas of the curriculum of the school, as defined in the New Mexico Standards for Excellence, 6.29.1-11 NMAC. Content Standards and Benchmarks. Especially refers to the core content areas— math, social studies, and language arts
AI	American Indian, same as NA (Native American)
American Indian	A person who is enrolled as a member of a US federally recognized Nation, Tribe, or Pueblo
APS	Albuquerque Public Schools
BAR	Budget Adjustment Request
Best Practice	An efficient and effective way of accomplishing a task, based on repeatable procedures that have proven themselves effective over time for large numbers of people
Bicultural	Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual and vice versa.
BIE	Bureau of Indian Education
Bilingualism	Term that describes equal facility and proficiency in two languages, commensurate with age and proficiency level of student
Biliteracy	The ability to effectively communicate or understand thought and ideas through two languages' systems and vocabulary, using their written symbols
CBE	Cultural-based education reflects, validates, and promotes the values, worldviews, and languages of the local community's cultures.
CCR	College and Career Readiness
CCSD	Central Consolidated School District
CCSS	Common Core State Standards
CFR	Code of Federal Regulations
Community Civic Engagement	Individual and collective actions designed to identify and address issues of public concern within Indigenous or urban settings
Cultural Competence	A set of congruent behaviors, attitudes, and policies that come together in a system and enables that system to work effectively in cross-cultural situations; as well as, applicability of materials and methodologies to one's own ethnicity, home and community environment, and/or personal experiences

Culturally and linguistically different	Students who are of a different cultural background than the mainstream United States culture and whose home or heritage language—inherited from the student's family, Tribe, or country of origin—is a language other than English
Culture	The total shared way of a given people. This comprises modes of thinking, acting, law, language, art, and customs. Also material products—such as houses, clothes, foods, tools, and so on—are aspects of culture.
Curricula	Set of courses, defined content of course, and offered at a formal academic school
District	Public school or any combination of public schools in a district
DODE	Navajo Nation's Department of Diné Education
Dual Language Immersion	Dual language immersion is designed to develop high academic achievement in two languages, additive bilingual and biliterate proficiency, and cross-cultural skills development.
ELD	English language development refers to instruction designed specifically for English learners/limited English proficient students to further develop listening, speaking, reading, and writing skills in English beyond English as a second language.
ELL	English language learners are students whose home or heritage language influence is not English and who are unable to speak, read, write, and understand English at a level comparable to their grade-level, English proficient peers, as determined by objective measures of proficiency.
ENIPC	Eight Northern Indian Pueblos Council
EoC	End-of-course exam
EPSS	Educational plan for student success—long-range plan for improvement that is developed by individual schools and districts
ESEA	Elementary and Secondary Education Act of 1965, as amended
ESL	English as a second language is an educational approach in which English learners/limited English proficient students are instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the Native language, focuses on language (as opposed to other content), and is usually taught during specific school periods.
Evaluation	Appraising or judging persons, organizations, or things in relation to stated objectives, standards, or criteria to also include methods of observation through defined objective or subjective procedures used to obtain and organize information for appraisal in relation to stated objectives, standards, or criteria.
Exemplary Program	Programs that have been approved according to specified procedures and set up to address educational issues through experimentation. Programs introduce new ideas, methods, devices, and have been evaluated and documented by educators who, in turn, are able to communicate successful uses of the program, with the implication that the program can be successfully replicated
FEP	Fluent English proficient are students, who are able to speak, read, write, and understand the English language at levels comparable to their grade-level English proficient peers, as determined by objective measures of proficiency normed for language minority students.
FY	Fiscal year
G2G	Government-to-government
GCCS	Grants Cibola County School District
GMCS	Gallup-McKinley County School District
HED	New Mexico's Higher Education Department
Heritage Language (Home Language)	The language, other than English that is inherited from a family, Tribe, community, or country of origin, whether or not the student is proficient in the language
IAD	New Mexico's Indian Affairs Department
IEA	New Mexico's Indian Education Act (Chapter 22, Article 23A NMSA 1978)
IEC	Indian Education Committee (district level)
IED	NM PED Indian Education Division
IHE	Institutions of Higher Education (e.g., UNM, NMSU, WNMU, NTC)
Indigenous	Native or tribal groups of the Americas that maintain a cultural identity separate from the surrounding dominant cultures

Indigenous Research	Study of the unique, traditional, local knowledge existing within, and developed around, the specific conditions of persons indigenous to a particular geographic area, and validated through measurements established within educational systems
IPP	Indian Policies and Procedures—an LEA that claims children residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures. The LEA shall establish these policies and procedures in consultation with, and based on information from, tribal officials and parents of those children residing on Indian lands who are Indian children (CFR, Title 34 - Education, Chapter. II - OESE, DOE, Part 222).
JOM	Johnson O'Malley. This program is a trust responsibility under the Department of Interior and not the Department of Education.
Language Acquisition	The process of acquiring a language
Language Proficiency	Measure of how well an individual can speak, read, write, and comprehend a language, comparable to the standard expected for native speakers of the language. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components, as well as academic and non-academic language and comprehension of said language.
Language Majority	A person or language community that is associated with the dominant language of the country
Language Minority	A person or language community that is different from the dominant language of the country
LEA	Local educational agency, usually a district or a State charter school
LEP	Limited English proficient is a term used by the Federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. The preferred term is <i>English language learner</i> .
Linguistic Competency	A speaker's internalized knowledge of a language that enables the speaker to communicate effectively and convey information in a manner that is easily understood by culturally diverse audiences
MOA/MOU	Memorandum of Agreement/Memorandum of Understanding
NA	Native American, same as AI
NALC	Native American language and culture license. Teachers certified by Tribal governments to teach their Native language in NM public schools
Native Language	The language a person acquires first in life or identifies with as a member of an ethnic group. NM recognizes this as any of the eight Native American languages spoken by NM tribes and pueblos (Jicarilla Apache, Mescalero Apache, Diné, Keres, Tewa, Tiwa, Towa, and Zuni).
Native Language Instruction	The use of a child's home language (generally by a classroom teacher) to provide lessons in academic subjects
Native Language Maintenance Program	The continuation, preservation, and on-going development of aspects inclusive of a Native language program to be implemented into an academic system
Native Language Revitalization Program	The use, instruction, and development of a Native language program to ensure the survival of the indigenous home language to be sustained in the tribe and community
NCSC	National Center and State Collaborative. One of two NM alternative assessments to ensure that students with disabilities receive meaningful feedback on academic progress
New Mexico Assessments	See the description on the last page of this report.
NIEA	National Indian Education Association
NL and C	Native language and culture
NM IEAC	New Mexico Indian Education Advisory Committee
ODLA	Oral Diné Language Assessment. The Navajo Nation's assessment of language proficiency
PAC	District-level parent advisory committee
PD	Professional development
NM PED	New Mexico's Public Education Department
PHLOTE	Primary (first learned) or home/heritage language other than English
RFI-RFA-RFP	Request for Information - Request for Application - Request for Proposals

SEA	State educational agency
Stakeholders	A person, group, organization, or system that affects, or can be affected by, an organization's actions
STARS	Student Teacher Accountability Reporting System (STARS) is a collaborative effort of the New Mexico Public Schools and the NM PED. STARS is a comprehensive student and staff information system that provides a standard data set for each student served by New Mexico's 3Y–12 public education system.
STC	Save the Children
STEP	State Tribal Education Partnership
STL	Strengthening Tribal Languages
Sustainability Standards	Education standards, based on tribal and cultural values and teachings
SWD	Students with disabilities
SY	School year
TA	Technical assistance provided to foster the educational success of American Indian students
TEA	Tribal education agency—same as TED
TED	Tribal Department of Education or division within the tribal organizational structure delegated with the function of planning and coordinating all educational programs of the Tribe, Nation, or Pueblo. Same as TEA.
TESR	The Tribal Education Status Report, originally called the Indian Education Status Report (IESR).
TFA	Teach for America
Title III	Language instruction for LEP and immigrant students to attain English language proficiency, to develop high levels of academic attainment in core academic subjects, and meet the same challenging state academic standards as all children are expected to meet
Title VII	Indian Education (Indian, Native Hawaiian, and Alaska Native education) designed to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so these students can meet the same challenging State academic standards as all other students are expected to meet.
Title VIII	Impact Aid provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, 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.
Tribal Curriculum	All courses of study offered by an educational institution that pertains to the characteristics or customs of a Tribe (or Tribes)
Tribe, Nation, or Pueblo	An Indian Tribe, Pueblo, or Nation that is federally recognized by the US Government and the State of New Mexico: Acoma Pueblo, Cochiti Pueblo, Isleta Pueblo, Jemez Pueblo, Nambé Pueblo, Laguna Pueblo, Pojoaque Pueblo, Picuris Pueblo, Sandia Pueblo, San Felipe Pueblo, San Ildefonso Pueblo, San Juan Pueblo, Santa Ana Pueblo, Santa Clara Pueblo, Kewa (Santo Domingo) Pueblo, Taos Pueblo, Tesuque Pueblo, Zia Pueblo, Zuni Pueblo, Jicarilla Apache, Mescalero Apache, and Navajo Diné Nation.
YRRS	Youth Risk and Resiliency Survey