HB250 Needs Assessment
ALBUQUERQUE PUBLIC SCHOOLS

October 15, 2020
# TABLE OF CONTENTS

**HB250 Needs Assessment Albuquerque Public Schools** ................................................................. 4

- Albuquerque Public Schools (APS) Introduction ........................................................................ 4
- Indian Education Department (IED) .......................................................................................... 7
  - Profile of Indian Education in Albuquerque Public schools ......................................................... 8
- Early Intervention Programs ........................................................................................................ 11
- Community .................................................................................................................................. 14
- Family Engagement .................................................................................................................... 14
- Budget ......................................................................................................................................... 15
- Tribal Consultation Summits ........................................................................................................ 16

**Gap Analysis** ............................................................................................................................. 18

- Student Achievement on State Assessments .............................................................................. 19
- Student Discipline Infraction Rates ........................................................................................... 30
- Graduation Rate ........................................................................................................................... 33
- Attendance .................................................................................................................................... 36
- College Readiness ....................................................................................................................... 39
  - Advanced Placement Course Enrollment ................................................................................. 40
  - Dual-Credit Course Enrollment ................................................................................................ 41
  - Career-Technical Course Enrollment ....................................................................................... 43
  - PSAT/ACT/SAT ........................................................................................................................... 44
  - Post-Graduation Plans ................................................................................................................ 46
  - College Enrollment .................................................................................................................... 48

**Systemic Academic Framework Elements** ................................................................................ 49

I. Innovative Programs ..................................................................................................................... 49
II. Preparing, Training and Recruiting Quality Teachers, Principals, and Other School Leaders .... 55
III. Professional Development ......................................................................................................... 56
IV. Early Childhood and Family Programs ...................................................................................... 59
V. Intervention/Educational .............................................................................................................. 60
VI. Bilingual/Bicultural & Culturally Related “Activities” that Support Academic Programs .......... 63
VII. Enrichment Programs ................................................................. 68
VIII. Retention ............................................................................... 70
IX. Counseling Services & College and Career Readiness (CCR) .................................. 72
X. Curricula and Education Opportunities Leading to Student Success ...................... 75
HB250 Needs Assessment Albuquerque Public Schools

House Bill 250 requires Indian impacted school districts to conduct a needs assessment to determine what supports are needed in the public school, community, and at home to assist in Native American student success in school, graduate, and be prepared to enter post-secondary education or the workplace. In order to fulfill this requirement, to conduct a needs assessment, there has to be an analysis of gaps in student achievement, public schools, community, and at home. The district must complete a “gap analysis” to determine needs and create an action plan.

NMPED definition of a gap analysis: A technique that businesses, schools, or districts use to determine what steps are needed to be taken in order to move from a current state to a desired or future state. Also called need-gap analysis, needs analysis, and needs assessment.

A school district must create a needs assessment to determine their current status and what elements are missing from the current status. A strategic framework and action plan will provide resources to close the gap between what is currently available and what services, etc. are lacking.

ALBUQUERQUE PUBLIC SCHOOLS (APS) INTRODUCTION

APS is a culturally and linguistically responsive, diverse community committed to educational equity for all students. APS provides various levels of support and assistance to students, families, and schools appropriate to specific needs. District leadership, principals, teachers, and staff look at the needs of the whole child through an equity lens.

At APS, we are aware of the staggering statistics facing our students and families such as 57,000, or about 68 percent of students live in poverty or belong to families who struggle to make ends meet. More than 3,500 students are homeless. In addition, 14,000, or just under 17 percent, of students speak a language other than English at home. Many of our students, including Native American students, are considered at-risk. APS looks at the term at-risk to describe students or groups of students considered to have a higher probability of failing academically, dropping out of school, or are systems-dependent. Students may face barriers to their education even before stepping foot on a school campus. At-Risk students may also face conditions threatening their ability to attend, complete, or graduate from school, such as homelessness, foster care, learning disabilities, incarceration, serious health issues, high-mobility, domestic violence, transiency, or English learner status. Too often, these conditions are barriers and lead to high referrals to special education, low academic performance, disciplinary problems, grade retention, or other learning-related factors that adversely affect educational performance and achievement.

Traditionally, five key indicators to measure academic achievement and school performance have been:

1. Student Achievement data
2. Discipline Referrals
3. Attendance Rates
4. Graduation Rates
5. Teacher Professional Development
APS is looking at these indicators and additional data points and disaggregating the information based on sub-groups to improve and target support and resources. The district Academic Strategic Plan below emphasizes the 5Rs, core values, and includes district-wide goals.

**ACADEMIC STRATEGIC PLAN**

**APS Academic Strategic Plan (ASP)**

“Relationship, Respect, Resilience, Rigor & Readiness”

**Vision:** Educating and Supporting Students in a relational environment of engagement, respect, equity, and diversity.

**Mission:** Providing High Impact, Culturally, and Linguistically Responsive Instruction in a safe and healthy environment for every student.

**CORE VALUES**

- Safety & Health
- Equity of Access
- High Leverage, Culturally Responsive Instruction
- Professional Development
- Communication

**GOALS**

- Student Focus
  - Achievement
  - Respect
  - Choice
  - CCR

- Community
  - Public Relations
  - Partnerships
  - Government Affairs
  - Customer Service

- Human Assets
  - Diverse Employee
  - Recruitment & Retention
  - PD Structure

- Data & Analysis
  - Compliance
  - Development
  - Implementation

- Finance & Operations
  - Transparency
  - Process
  - Facility & Asset Management
  - Safety & Security
APS is committed to supporting the whole child in all schools through resources and support provided by all offices and departments. APS has an Indian Education Department to serve all students who identify as American Indian/Alaskan Native (AI/AN). APS also has an entire office dedicated to reducing barriers for students across the district. The Office of Equity, Instruction, Innovation, and Support (OEIIS) consists of some thirty departments Covering Curriculum, Equity and Engagement, Schools of Choice, Student, Family, and Community Supports, and Innovation. The mission of OEIIS to provide equity of access for all APS students to attain rigorous instruction in a supportive and equitable setting; provide schools with curriculum, support, resources, and professional development; and engage families.

The Office has departments ranging from Indian Education to Curriculum & Instruction to Early Childhood Education to Career Tech Education and from Nursing and Counseling to Titles I, II, III, IV, VI, and IX. In the last three years, the Office has worked diligently to break down silos among departments and worked together to create district-wide initiatives on curriculum alignment within Tiers of Instruction, parent and family engagement, instructional materials, Newcomer/Refugee program, Restorative Justice and Attendance grants and an equity action plan, among other initiatives and projects. The overall district strategy and implementation strategy for this document are:

1. Create collaborative groups to meet in regular, on-going meetings
2. Use data and indicators to inform decisions
3. Align resources and supports
4. Align services
5. Align Regular and Special Education in all areas of the District
6. Inform decisions through an equity and diversity lens

All OEIIS divisions and departments focused on providing opportunities, programs, and professional development geared toward the Whole Child. In addition, OEIIS targeted specific supports and resources on ESSA designated schools working with Principal Support Specialists from all learning zones. OEIIS departments continue to expand opportunities for students of color. Students of Color Organizations and Events:

- IED Native American Leadership Council represented students from eight high schools.
- First-ever Native and Spanish Language Speech and Debate Tournament in 2019 with a National Speech and Debate exhibition in 2020 (delayed by COVID-19)
- Indian Education supports a Native American Leadership Club for high school students at CEC. The members of the club have performed at Tribal Summits and Board of Education Meetings.
- Since 2016 Equity has co-sponsored the Inner Beauty Summit with the NM Office of African American Affairs (OAAA). This year, in addition to Inner Beauty, OAAA and Equity established Victory in Black Empowerment (VIBE) for young men of color. All students of color invited and all APS middle schools participated in the Summits.
- In partnership with the UNM African American Student Services, Black Student Union students were invited to attend the 2019 Black Cultural Conference part of UNM African American Student Day.
- LCE sponsored the district-wide Spanish Spelling Bee and will sponsor the seventh grader from Van Buren attending the National Spanish Spelling Bee in Denver in summer 2019.
In addition, APS has a strong investment in Continuous Improvement Work. All APS schools are involved in creating and implementing 90-day plans through the process of analyzing various types of data (assessment, discipline, attendance, etc.), identifying areas of need for improvement, setting goals, and monitoring their progress regularly. Various data sources are available to school and district staff through public and internal visualizations created by APS Strategic Analysis & Program Research (SAPR) team: APS dashboard, APS internal visualization, Extended Learning Survey, and Quality of Education Survey results, SAPR District and School Profiles to name a few. The Versifit platform maintained by the Office of Accountability and Reporting is a powerful tool that provides real-time data on student enrollment (by various demographic criteria), attendance, and discipline at each APS school and in the district in general. Versifit reports, such as AIP Eligibility Report, Drop-Out Report, and Early Warnings Report, are available to all school and district administrators. APS uses these data sources to inform professional development needs in the district in order to examine and improve current instructional practices, policies, and relationships.

APS will begin year four of a five-year plan in school year 2020-2021. APS stands as a national model for culturally and linguistically responsive libraries, bilingual seals (district, state, and global), and opportunities for Hispanic students to participate in an Advanced Placement class. We serve as a state model for attendance supports to schools, Refugee Newcomer program, Tribal Forums, Engineering the Future program, McKinney-Vento Homeless Project, Tribal and African American Summits, and Title I services and compliance. As the largest school district in the State of New Mexico and a member of the Council of Great City Schools, APS has the opportunity to impact the national and state conversation and leverage our size to serve as a model for school districts across the state and nationally.

INDIAN EDUCATION DEPARTMENT (IED)

The Indian Education Department (IED) was established as part of the Albuquerque Public School district in 1974, with the primary purpose of advocacy and representation for the 135 different American Indian/Alaska Native (AI/AN) Tribes enrolled in the school district.

The Indian Education Department as a member of OEIIS works with departments within the Office, with departments within the district, and with the community and state. The departments’ objectives are to:

- Improve and increase school and early intervention programs to reduce risk factors for AI/AN students.
- Recognize students in twelve categories, including citizenship, leadership, academic achievement, and most improvement.
- Increase graduation rates and track post-graduation enrollment.
- Increase attendance and engagement in school.
- Improve cultural and school operations to meet the specific needs of AI/AN students.
- Family engagement and communication.
- Effective programs are maintained and sustained with adequate funding.
- Communication and consultation with Tribal education committees, parent-advisory councils, and Tribal Leadership.
Profile of Indian Education in Albuquerque Public schools

During the 2019-2020 school year, Albuquerque Public Schools (APS) included:

- 140 Traditional Schools:
  - 88 Elementary Schools (K-5),
  - 4 K-8 Schools,
  - 28 Middle Schools (6-8),
  - 20 High Schools (9-12)
  - 31 APS Charter Schools
- 69.3% of students participated in the Free/Reduced Price Lunch Program
- 17.4% of students had current English Learner status
- 19.6% of Students with Disabilities
- 5.2% of students participated in the Gifted program

During the 2019-2020 school year, Albuquerque Public Schools’ 80th day enrollment (not including charters) was 79,707 students in grades Pre-Kindergarten through 12th grade. The enrollment count for those whose primary race is non-Hispanic, American Indian/Alaskan Native was 4,515 students (5.7% of the total student population; see Figure 1). During the 2019-2020 school year, of the 4,515 American Indian/Alaskan Native students:

- 83.7% of students participated in the Free/Reduced Price Lunch Program
- 21.6% of students had current English Learner status
- 25.1% of Students with Disabilities
- 2.3% of students participated in the Gifted program

This shows that AI/AN students at APS have a higher proportion of students receiving free/reduced lunch, SWD, and a lower proportion of students in the Gifted Program than the students in other race/ethnicity subgroups. AI/AN, Hispanic, and Asian students all have more than 20% of students with current EL status; Asian students have the highest proportion with about 28%. See Figure 2.
**Figure 1.** 80th day student enrollment based on primary race for the last three school years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td>5.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.4%</td>
<td>5.7%</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>2.4%</td>
<td>2.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.3%</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>66.2%</td>
<td>66.2%</td>
<td>65.5%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td></td>
<td></td>
<td>22.7%</td>
</tr>
</tbody>
</table>

See APS Strategic Analysis & Program Research’s Public Visualizations (“Enrollment and Demographic Information” and “Staff Demographics and Experience”) at [http://www.aps.edu/sapr](http://www.aps.edu/sapr) for more information.

**Figure 2.** Student demographics based on primary race for the 2019-2020 school year

<table>
<thead>
<tr>
<th>Race/Category</th>
<th>Free/Reduced Price Lunch Program</th>
<th>Current EL Status</th>
<th>Students with Disabilities</th>
<th>Gifted Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>83.7%</td>
<td>21.6%</td>
<td>25.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>42.5%</td>
<td>27.6%</td>
<td>7.7%</td>
<td>12.3%</td>
</tr>
<tr>
<td>African American</td>
<td>77.3%</td>
<td>10.8%</td>
<td>19.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>78.3%</td>
<td>21.6%</td>
<td>20.0%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>52.6%</td>
<td>8.4%</td>
<td>16.8%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>41.3%</td>
<td>3.7%</td>
<td>18.3%</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

Based on 80th day enrollment PED STARS data
The enrollment count, which includes all students identified as American Indian/Alaskan Native, including those who also indicate Hispanic ethnicity, was 6,627. The Indian Education Department at APS serves all students who identify as AI/AN. The 2019-2020 80th day enrollment count of all students who identified a tribal affiliation, including those who also indicate Hispanic ethnicity, was 7,455 students. The New Mexico Tribes represented at Albuquerque Public Schools were as follows:

<table>
<thead>
<tr>
<th>NM Tribe Name</th>
<th>2019-2020 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acoma</td>
<td>2.2%</td>
</tr>
<tr>
<td>Cochiti</td>
<td>0.6%</td>
</tr>
<tr>
<td>Isleta</td>
<td>1.7%</td>
</tr>
<tr>
<td>Jemez</td>
<td>1.3%</td>
</tr>
<tr>
<td>Jicarilla Apache</td>
<td>1.1%</td>
</tr>
<tr>
<td>Kewa (Santo Domingo)</td>
<td>1.7%</td>
</tr>
<tr>
<td>Laguna</td>
<td>4.5%</td>
</tr>
<tr>
<td>Mescalero Apache</td>
<td>0.4%</td>
</tr>
<tr>
<td>Nambe</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Navajo</strong></td>
<td><strong>47.8%</strong></td>
</tr>
<tr>
<td>Ohkay Owinge (San Juan)</td>
<td>0.4%</td>
</tr>
<tr>
<td>Picuris</td>
<td>0.1%</td>
</tr>
<tr>
<td>Pojoaque</td>
<td>0.1%</td>
</tr>
<tr>
<td>San Felipe</td>
<td>1.0%</td>
</tr>
<tr>
<td>San Ildefonso</td>
<td>0.1%</td>
</tr>
<tr>
<td>Sandia</td>
<td>0.3%</td>
</tr>
<tr>
<td>Santa Ana</td>
<td>0.2%</td>
</tr>
<tr>
<td>Santa Clara</td>
<td>0.3%</td>
</tr>
<tr>
<td>Taos</td>
<td>0.4%</td>
</tr>
<tr>
<td>Tesuque</td>
<td>0.1%</td>
</tr>
<tr>
<td>Zia</td>
<td>0.2%</td>
</tr>
<tr>
<td>Zuni</td>
<td>4.4%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><strong>30.8%</strong></td>
</tr>
</tbody>
</table>

APS staff was made up of 1.6% American Indian/Alaskan Native, 2.1% Asian, 2.5% African American, 40.5% Hispanic, and 53.3% Caucasian. APS Teachers were made up of 0.9% American Indian/Alaskan Native, 2.7% Asian, 2.1% African American, 29.2% Hispanic, and 65% Caucasian. Most teachers at APS are Caucasian, where 78% of students were non-Caucasian (see Figure 1). That is, a larger percentage of teachers were Caucasian than of the same race/ethnicity as the proportion of students. The majority of APS staff, including teachers, were female at about 75%.
Early Intervention Programs
During the 2019-2020 academic year, APS participated in a PED pilot program to implement a Multi-Tier (Layered) System of Supports (MT(L)SS) in 24 elementary schools representing all four learning zones. Pursuant to the Every Student Succeeds Act (ESSA), a Multi-Tier System of Supports is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs with regular observation to facilitate databased instructional decision-making. MT(L)SS is a coordinated and comprehensive intervention framework to: organize schools and school systems, support student learning, identify and support students’ academic and behavioral needs. MT(L)SS also recognizes and provides resources for staff for full implementation for resource teachers, health and wellness staff, and school administrators. The goal of MLSS is to support high-quality instruction and intervention, healthy students, and safe learning environments.

Pilot site principals self-assessed using the NMPED MLSS Implementation Rubric. APS used the self-assessment data to determine what supports will be needed for district-wide implementation in SY 2020-2021. The district is working on a structured literacy plan as part of MT(L)SS to support students. Pilot schools overwhelmingly require support in identifying evidence-based interventions for all layers—particularly 1 and 2. MT(L)SS works across departments throughout the district and identifies professionals with expertise in providing interventions that support whole-child growth. The goal of this task force will be to develop lists of evidence-based interventions for all layers and all components of a whole child instructional framework.

Many of the district supports already equip schools to have some level of infrastructure conducive to the implementation of MT(L)SS. All 24 pilot schools receive Title 1 funding and, in turn, already engage in many best practices required of Title 1 schools, particularly the family engagement piece. Most pilot schools responded they are at full implementation status regarding how they engage and empower families in their communities. Another strength evidenced by the MT(L)SS self-assessment is the social emotional learning capacity within the 24 pilot schools. School administrators rated themselves highly for social emotional learning systems and structures within all three layers of interventions.

Special Education
Services, resources, and programming available for Native American students receiving services in Special Education, are offered to all APS students regardless of their age, race, ethnicity, disability, etc. In APS, we offer a continuum of services. In every school we offer cross categorical classrooms and gifted education services. In addition, we offer district programs in just over 60 of our school campuses. Our district programs offer specialized instruction in social communication, social emotional and intensive global supports for our students that have more substantial disabilities and needs. In our schools, all of our students are considered regular education students first, giving them access to their least restrictive environment with their same-age peers and access to grade level standards. All students are afforded access to all programs and services. Currently, there are several elementary schools and some middle schools that offer the School Wide Enrichment Model (SEM). The SEM identifies students through a talent development pool for possible gifted education.

There are many factors to consider concerning the impact that COVID19 has had or may have had on our special education students, such as, access to technological equipment, internet access, and unpredictability with the internet. In addition, many families have determined it's best to be with family in other communities and have migrated to different cities or states. As a result, absenteeism or student withdrawal may lead to impacted services, instruction and evaluation. Considering timely evaluations,
the primary impact has resulted in a potential delay of testing students because the NMPED has not given districts the green light for in-person evaluations due to the public health crisis and the close proximity and duration of the testing of children. Due to the district continuing to be in a remote learning model, our Educational Diagnosticians have had to switch and adapt to a virtual testing environment, i.e. Google Meet, phone calls, emails and texts. Parents also had to respond in a way that changed the way that they produced their child for testing using this new virtual format. Other communication delays included parent correspondence to evaluators when obtaining consent, returning parent rating scales, and parent availability for interviews. However, this is occurring with all children citywide, and we handle each situation individually including providing technology support and other strategies to provide the testing services in a timely manner.

The district has begun to bring back a limited number of students for a program, Special Ed in the Red, provides small group, in-person learning for students that cannot engage in remote learning due to their disability. Currently, we have 64 Native American students (7.1%) out of 901 students that have qualified for these services. All other Native American students are currently receiving their IEP services remotely throughout the district.

**Special Ed in the Red Participation**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>2.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>7.1%</td>
</tr>
<tr>
<td>Two or more</td>
<td>2.9%</td>
</tr>
<tr>
<td>White</td>
<td>25.2%</td>
</tr>
</tbody>
</table>

Every student is viewed from a "whole child" perspective. The IEP team must consider the strengths and identify the needs of the student and determine supports and services that are appropriate for meeting their individual needs. If behavior is an area of need, the IEP team is able to implement positive behavior supports and interventions to address the behavioral concerns and to work toward increasing appropriate behavior while decreasing the frequency, intensity and duration of inappropriate behavior. To do this, students are supported with accommodations, interventions, modifications and skill building opportunities that address positive choice making, self-regulation, and self-monitoring.

Implementation of Social Emotional Learning curriculum and activities in schools and classrooms. Classroom supports and programming are provided for students with intensive needs. Supports through the work of School Social Workers, School Counselors and teaching staff adept in strategies and interventions that support students that demonstrate challenging behaviors. Some interventions focus on strategies for processing and managing emotions and self-regulation. Replacing mechanisms that served a purpose for a period of the student’s life, to have more healthy and positive ways for dealing with their emotions, environment and behaviors as they mature over time.

The team is able to look at additional supports through data collection that informs the purpose of each student's behavior. Some teams also work on a Behavior Intervention Plan that focuses on instruction,
interventions and strategies that support the student in a positive manner giving them an opportunity to make amends with others when there is difficulty in relationships with peers and/or adults in the learning environment. School teams are trained in de-escalation techniques and positive behavior supports.

Our goal is to ensure access to the general education curriculum and participation of SWD alongside same-aged non-disabled peers as much as possible, with support and services as needed. We provide a continuum of services as the individual needs of students vary from one student to the next. We want our students to be part of each school community and the community at large. We work to ensure that students have the opportunity to practice and build skills in self-advocacy, self-determination and independence while addressing academic skills, daily/functional living skills, and employability skills. When students leave APS, we want them to be able to take the next step in post-secondary education, employment and independent living. For each student, this is an individual journey that they take with the support of their educational team and circle of supports.

Training has been provided to our Indian Education Department in special education district supported programs for students with reading disabilities. Indian Education liaisons can, in turn, work to support the students they work with in the schools with literature specific to their culture using these strategies, accommodations and modifications to the curriculum. A refresher of this previous training should be scheduled to look into different ideas for continued cultural relevancy of the district supported curricula for special education. The district provides access to UDL tools that can support all students with vocabulary, comprehension and writing for our students no matter if they have a disability, or not. The district has an interest in working with the Indian Education Department to review the current supported curricula to ensure that the resources used with Native American students are both cultural and linguistically relevant and appropriate.

Students in middle school through high school and for eligible students ages 18-21, have access to Transition Services support through a Transition Specialist that supports the individual in identifying their strengths, needs, preferences and interests as they develop post-secondary goals in training/education, employment and independent living. The Transition Specialist provides opportunities for students to assess their needs and skills. They work with the student and team to identify progressive steps that assist the student in building skills for navigating post-secondary training and education as well as employment and community involvement. Transition Specialists support the student and family in making connections to agencies and programs (Division of Vocational Rehabilitation, Workforce Solutions, DD Waiver, etc.) that are available to the student in post-secondary life. The circle of support moves from the IEP team to the Circle of support for the student in the community and may include members of the student's family or others that are available for support. We work to ensure that students have the opportunity to experience employment opportunities while attending APS through work study activities, volunteer activities, internships, job shadowing and mentorship opportunities. Our goal is that our students exercise self-determination in determining what their lives are like in the adult world from the learning opportunities to the type of work that they embrace and the relationships they have with friends, colleagues and family.

Native Americans are more likely to be identified as a student with a disability than their presence in the APS student population would indicate: In APS, the population of Native Americans is currently at 5.7%. Currently, the percentage of Native American students in Special Education in APS is 7.2%. This number reflects students with disability based IEPs, only. It does not include IEPs that are written for gifted education.
Community

Community connection. While neighboring tribal communities have long welcomed non-members to come and participate in feasts and other celebrations (such as those published in the 2019-20 APS school calendar), other opportunities for Albuquerque educators, parents and community members to learn about Native American values, culture and history have been provided through community celebrations hosted by the APS Indian Education Department. These include the Indigenous Wellness Celebration, Winter Stories and most recently, the Honoring the Spirit Lecture Series.

Family Engagement

Family engagement is one of the district’s priorities. The U.S. Department of Health and Human Services defines community and parent engagement as promoting positive and enduring change for children, families, and community. To comply with the system of integrated support for their students’, schools need to build partnerships with parents and develop mutual responsibility for student success. Research shows parental involvement makes a positive impact towards a successful educational system. APS draws conclusions and makes recommendations that are important for planning programs focused on improving parent involvement. When parents and community are involved in a child’s education, they are more engaged and make greater strides in their education. Results of a comprehensive, national NICHD study (2011) suggested parent involvement not only predicted an increase in academic achievement but also improvements in social skills. Students with highly involved parents or families have enhanced social functioning and fewer behavior issues. The Indian Education has maintained an active Parent Advisory Committee meeting monthly to discuss district and community issues.

The APS Family Engagement Collaborative (FEC) was created among a cross-section of departments whose work included family engagement. FEC includes leadership from three departments: Equity and Engagement, Student, Family, and Community Support (SFCS), Special Education, and Title I plus 20 members from various departments and schools district-wide. Five members attended the Team Lead Conference to explore best practices. Participants from multiple offices meet to discuss, plan, and implement to align family engagement efforts in APS. The official purpose of the FEC is to work together to design and implement projects to help meet the district’s policy and procedural directives for family engagement through:

- Sharing what each department is doing for family engagement
- Determining ways to work more collaboratively on family engagement
- Determining how to move the “dial” for more positive family engagement in APS
- Identifying how family engagement activities are linked to learning

The FEC established a Parent Advisory to the Collaborative. The Advisory has met monthly and is currently focused on such topics as providing guidance around improving parent-teacher conferences.

Families and Schools Together (FAST) is a parent empowerment program designed to improve family functioning. APS graduated 46 families from the FAST Program last school year. This evidence-based program provides very consistent outcomes and is formally evaluated every year. In SY19-20, APS graduated 52 families from the FAST Program. Outcomes include:

- 30 percent improvement in a child’s behavior at home with specific improvements in:
  - 19 percent fewer emotional symptoms
17 percent fewer conduct problems
12 percent less hyperactivity
21 percent of teachers report sending fewer negative reports home to parents
54 percent of teachers see noticeable improvements in parent-school involvement

Language and Cultural Equity (LCE) has established eight English Acquisition Centers (EAC)/Family Language Centers (FLC). The centers emerged from the often-expressed need on the part of our families for more access to English classes, as well as twenty language learning options and technology. The goal of these eight centers is to increase family and community engagement while providing important services for families of our students. Each center is equipped with Chromebook computers and Rosetta Stone language learning software licenses. Students and their families can work together in the same space, either on homework or language learning or both. The centers are staffed by teachers and/or the community liaison who assists parents and students with computer and Rosetta Stone access and track attendance. Parents are encouraged to make this space their own and take an active role in the development of the centers. LCE provides support as the centers evolve and expand the ways they can create and maintain a connection between school and the parents and families of our EL students.

CSHD Family Engagement Unit launched Families Connected to support families with information and resources and develop skills to support student learning and success. Families Connected is an online learning series created to help families navigate the educational process at APS and to be more engaged in their student’s learning and success. Videos cover many different topics, are produced in English and Spanish, and are available on YouTube. Some seven videos were released in February 2018, with events at nine schools with a total of 205 adult participants. Eight additional videos were released with topics such as attendance, Medicaid enrollment, and LZs. In SY19-20, nineteen new videos were added to the video library. The Family Engagement Unit has worked with 10 schools to present the videos to families and gather feedback. The Family Engagement Unit started a Family Advisory Council to provide guidance and feedback on creating new content for the Families Connected online learning series. Ten families attended the first Advisory Council meeting and agreed to meet every other month for the upcoming year.

**Budget**

Budget allocations for covered programs, programs provided under funding, equity and access to programs for AI students, ESSA consultation for programs

**Effect and Adequate Funding**

Budget allocations for covered programs show that Native American students’ programs were under-funded, as shown in the chart below. However, Native American students can access programs that are available for all students in their home schools.

<table>
<thead>
<tr>
<th>District Budget</th>
<th>Indian Education Grant Awards and Funding</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,366,670.780</td>
<td>Indian Education Formula Grants Title VII</td>
<td>$959,176</td>
</tr>
<tr>
<td>(2019-2020)</td>
<td>Impact Aid Indian Education Title VIII</td>
<td>$6,802</td>
</tr>
<tr>
<td>Operational</td>
<td>Johnson O’Malley</td>
<td>$253,591</td>
</tr>
<tr>
<td>$324,041 (20-21)</td>
<td>New Mexico Indian Education Act (expired)</td>
<td>$90,000</td>
</tr>
<tr>
<td>Native American Language Grant</td>
<td>$239,429</td>
<td>2020-2021</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Title 1</td>
<td>$115,371</td>
<td>2020-2021</td>
</tr>
<tr>
<td>Title II</td>
<td>$32,570</td>
<td>2020-2021</td>
</tr>
<tr>
<td>Bilingual Multicultural Education Programs</td>
<td>$42,309</td>
<td>2020-2021</td>
</tr>
<tr>
<td>UNM Native American Health Sciences Center</td>
<td>$14,238</td>
<td>2020-2021</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$1,753,486.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: (1,753,486. + $324,041.) = $2,077,527

Amount per student: $303.16

Total Native American Students: 6,853 *(STARS 2019-2020 120th-day snapshot*)

The Indian Education Department operates on Grant funding for all staffing and programs for students. The annual increase of Native American student enrollment limits the assistance and support for staffing and assistance. The Title VII, Impact Aid, JOM, and BMEP grants are dependent on required federal documents: 506 forms, Source checks, CIBs, and the number of hours served by a certified heritage language teacher. The 506 and the CIB are dependent on whether parents will help complete and submit the forms. Each year an average of 1,000 parents do not submit the required documents for funding. In addition, the required Source Checks are not complete because many students that are transported from tribal communities aren’t listing their true residence addresses. All these issues compiled cause limited funds, which cause a limitation of increased programs for Native American students.

**Tribal Consultation Summits**

Conferring with Tribal leadership, educational directors, and stakeholders has been ongoing for the past three years from SY17 through the present. APS provides the Tribal Education Status Report (TESR) to Tribal leadership detailing the Title Federal programs and data. APS has traditionally received tangible recommendations from various Pueblo Tribal leaders, President of the Navajo Nation, and urban leaders.

The consultations have led to Tribal Forums, Tribal leaders IPP Meetings, community events, and onsite visits in communities with leaders.

The consultations have led to textbook selection/adoptions changes within the last two years, as the district adopted new Social Studies textbooks. There has also been increased participation in the recognition and celebration of November as a month for Native American recognition. As changes are being experienced, there is much more participation, resources, and increased communication with all areas needing increased attention.
Tribal/Community Forums

Tribal Forums were organized with the assistance of the UNM Institute for American Indian Education (IAIE) to listen to and collaborate with community members and students during the second forum. The first forum included hearing from all community participants. The second forum addressed four areas: Curriculum, School Climate, Professional Development, and Language and Culture.

Four questions formulated by the UNM and APS partnership group members were used to target conversations and open dialogue in the second community forum and continue to inform district planning and programming.

- **Curriculum:** What do you suggest for greater representation of Indigenous or Native American perspectives, experiences and/or knowledge in the curriculum?
- **School climate:** What are the characteristics of a safe and welcoming school environment for Native American students, families, and educators?
- **Professional development:** What are the characteristics of an exemplary educator e.g., principal, teacher, counselor, coach who works with Native American students and families?
- **Language and Culture:** How can APS recognize the integrity of Native American cultures and languages?

The participants commented about the following related to **Curriculum**:

- More accurate books and articles by Native American authors
- Offer Native American history in elementary grades
- More Southwest and Native American histories
- Instruction about Native American taboos
- Instruction about the early boarding schools
- Greater collaboration with the Indian Pueblo Cultural Center

- **Regarding School Climate,** the following needs were identified as follows:
  - More Native American teachers and administrators
  - Implement an anonymous phone number to report bullying and harassments
  - Increased and better communication with the community
  - A welcoming atmosphere with the application of Character Counts for everyone
  - More inclusion of the Native American community

- **Professional Development** needs were as follows:
  - All staff in APS need cultural sensitivity training
  - Better hiring practices
  - Staff who understand students with IEPs
  - Implement a system with stronger accountability measures
  - Training about diversity and cultural sensitivity

- **Language and Culture** needs included:
  - Increased Language and Culture classes
  - Inform parents about the topics and courses taught in schools
  - Inform parents about the availability of resources and support
  - Operational funds to support Native language classes
  - Native language classes in the elementary grades
  - Celebration of Native American month districtwide
Tribal Leaders Spring 2020 Meetings

From January 13, 2020 – February 22, 2020, the Indian Education Senior Director and Instructional Manager met with a total of 39 Tribal Leaders representing 10 tribal communities. The leaders were comprised of Governors, Lt. Governors, Education Directors, Chapter Officials, Tribal Administrators, School Board Members, Fiscales, and War Chiefs. The requests made by the leaders were:

✓ To have input into the Indian Policies and Procedures (IPP),
✓ Source check documented needed corrections,
✓ What are the programming priorities in APS?
✓ What is provided for our children from our communities?
✓ Is APS really listening to the parents?
✓ How much Impact Aid is being generated by the Native American students attending APS?
✓ How much Impact Aid is spent on the students?
✓ There is concern that only a small amount of funds are allocated towards services for Native American students; we will voice these concerns,
✓ We would like to be invited to public hearings,
✓ We would like to enter an MOA with APS,
✓ Would like “Advisement” scheduled with our families,
✓ Would like increased access to data and more data sharing,
✓ How do we count students who aren’t living in our communities, but we know that they live in another federal community and possibly not be counted?
✓ What assurances do we get that our children are being served with appropriate services?
✓ What are the levels of parent involvement?
✓ Transfer of students in an issue and a problem,
✓ Need timely reports about student’s academic performances

Gap Analysis

In order to complete a needs assessment, a gap analysis is required. Gaps are the space between what is and what we desire for each of our students. Gaps are the experiences, opportunities, skills, and resources currently available to our students compared with students in the best-resourced communities. A gap analysis is a technique used to determine what steps are needed to be taken to move from a current state to a desired or future state. A gap analysis will press school districts to reflect on who they are and what they want to be in the future. One measure of this gap is how well American Indian students perform compared to their peers in their own school districts or in comparison to other similar peers at the state level.

The results of a gap analysis assist in determining our students' and communities' needs in support of our students. This first analysis of these gaps guides APS in developing the needs assessment tool that reveals the underlying needs that will propel our students towards their potential selves and guide our communities as addressed in the action plans.
STUDENT ACHIEVEMENT ON STATE ASSESSMENTS

This analysis includes data from the state assessments during 2018-2019, 2017-2018, and 2016-2017 school years. The data was obtained from the New Mexico Public Education Department, Student Teacher Accountability Reporting System (STARS).

During the past three school years, 2016-2017 to 2018–2019, students in grades K–2 were tested in reading using the Istation assessment, and students in grades 3–11 were tested using New Mexico assessments that include; the Transition Assessment in Math and English Language Arts (TAMELA), the Partnership for Assessment of Readiness for College and Careers (PARCC) ELA and math, standard-based assessment (SBA LEGACY) Spanish reading, SBA science, and New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science. During the 2018-2019 school year, New Mexico began using the TAMELA, replacing PARCC as the state assessment. Also, during the 2018-2019 school year, Istation was restructured from 3 levels of performance to 5 levels in an attempt to align with other state assessments. These two assessment adjustments may have caused changes to overall proficiency rates. As a rule, proficiencies for groups with fewer than 10 students are masked; they are not reported because the number is too small to determine statistical significance, and student privacy might be compromised. All assessment scores have been standardized to reflect proficiencies—from non-proficient to at proficient and above proficient. Testing data is reported as the percentage of students who meet the cut-off point for proficiency, as defined for the 2018–19 school year.

A gap analysis looks at the difference between what is and what should be. In 2017, The New Mexico Public Education Department published “New Mexico Rising: New Mexico’s State Plan for the Every Student Succeeds Act”. The plan states, “In order to support all students in meeting their fullest potential, New Mexico has set academic goals and targets for all “subgroups” as required by federal law. Our goal in New Mexico is that the current lowest performing subgroup must have an academic proficiency rate of 50% by 2022, while simultaneous gains in academic proficiency amongst all groups of students should be on near-parallel tracks. Therefore, the rate of student growth in academic proficiency varies between each subgroup in order to ensure that all of New Mexico’s children are beyond 50% academic proficiency (with statewide averages of 64.9% in reading & 61.2% in mathematics) by 2022.” (pg. 8). The long-term ESSA goals for PARCC proficiency for the AI/AN subgroup is 57.4% in ELA, and 53.4% in Math. (The long-term goals for students with disabilities and English learners are slightly lower, at around 50% for both subjects.) The interim ESSA AI/AN goal for ELA in 2020 is 44% and in 2021 is 50.7%; for mathematics in 2020 is 39.3% and in 2021 is 46.3%.

When conducting the gap analysis in the student achievement, APS has decided to use the (1) ESSA interim goal for 2020 44% for ELA and 39.3% for Mathematics, (2) districtwide proficiency rates, and (3) statewide AI/AN proficiency rates. It is important to note that the overall district and state AI/AN subgroup’s proficiency rates do include APS AI/AN students in the calculations.
FIGURE 3. Three-year assessment comparison by race/ethnicity: Percent at or above proficiency

Note: Proficiencies include standard-based assessment (SBA) Spanish reading; SBA science; New Mexico Alternative Performance Assessment (NMAPA) reading, math, and science; PARCC ELA and math; TAMELA; and Istation reading.

GAP ANALYSIS: READING

<table>
<thead>
<tr>
<th>School Year</th>
<th>AI/AN Percent Proficiency</th>
<th>NM AI/AN Percent Proficiency</th>
<th>Identified Gap</th>
<th>APS District Percent Proficiency</th>
<th>Identified Gap</th>
<th>ESSA 2020 Interim Proficiency Goal</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>24%</td>
<td>26%</td>
<td>-2</td>
<td>34%</td>
<td>-10</td>
<td>44%</td>
<td>-20</td>
</tr>
<tr>
<td>2017-2018</td>
<td>26%</td>
<td>28%</td>
<td>-2</td>
<td>37%</td>
<td>-11</td>
<td>44%</td>
<td>-18</td>
</tr>
<tr>
<td>2018-2019</td>
<td>21%</td>
<td>25%</td>
<td>-4</td>
<td>31%</td>
<td>-10</td>
<td>44%</td>
<td>-23</td>
</tr>
</tbody>
</table>
**Gap Analysis: Mathematics**

<table>
<thead>
<tr>
<th>School Year</th>
<th>AI/AN Percent Proficiency</th>
<th>NM AI/AN Percent Proficiency</th>
<th>Identified Gap</th>
<th>APS District Percent Proficiency</th>
<th>Identified Gap</th>
<th>ESSA 2020 Interim Proficiency Goal</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>11%</td>
<td>11%</td>
<td>0</td>
<td>20%</td>
<td>-9</td>
<td>39.3%</td>
<td>-28.3</td>
</tr>
<tr>
<td>2017-2018</td>
<td>13%</td>
<td>12%</td>
<td>+1</td>
<td>21%</td>
<td>-8</td>
<td>39.3%</td>
<td>-26.3</td>
</tr>
<tr>
<td>2018-2019</td>
<td>12%</td>
<td>12%</td>
<td>0</td>
<td>20%</td>
<td>-8</td>
<td>39.3%</td>
<td>-27.3</td>
</tr>
</tbody>
</table>

**Gap Analysis: Science**

<table>
<thead>
<tr>
<th>School Year</th>
<th>AI/AN Percent Proficiency</th>
<th>NM AI/AN Percent Proficiency</th>
<th>Identified Gap</th>
<th>APS District Percent Proficiency</th>
<th>Identified Gap</th>
<th>ESSA 2020 Interim Proficiency Goal</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>24%</td>
<td>22%</td>
<td>+2</td>
<td>39%</td>
<td>-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>25%</td>
<td>24%</td>
<td>+1</td>
<td>41%</td>
<td>-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td>24%</td>
<td>20%</td>
<td>+4</td>
<td>34%</td>
<td>-10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Points:**

- Overall, at the state and district level, proficiency rates in reading, math, and science decreased during the 2018-2019 school year compared to the previous school year.
- About 21% of APS AI/AN students are proficient in reading, 12% in math, and about 24% in science during the 2018-2019 school year.
- Proficiency rates for AI/AN students remain considerably lower than other ethnicity students.

→ The gap analysis reveals that compared to statewide AI/AN students, APS AI/AN students perform at the same proficiency rates, at times higher than the state. However, when comparing the district’s AI/AN students to the districtwide proficiency rates, AI/AN students are about 10 percentage points lower in reading and math, and the gap is even higher in science.
→ The gap analysis also reveals that AI/AN students at APS are far below their 2020 interim goals in reading and math. During the most recent school year, AI/AN students are below their reading goal by 23 percentage points and their math goal by about 27 percentage points.
**Figure 4. 2018-2019 reading assessment comparison by grade: Percent at or above proficiency**

**Gap Analysis: Reading by Grade**

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>17%</td>
<td>17%</td>
<td>27%</td>
<td>15%</td>
<td>18%</td>
<td>20%</td>
<td>17%</td>
<td>16%</td>
<td>16%</td>
<td>22%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>Statewide AI/AN</td>
<td>22%</td>
<td>22%</td>
<td>33%</td>
<td>19%</td>
<td>20%</td>
<td>23%</td>
<td>23%</td>
<td>24%</td>
<td>22%</td>
<td>23%</td>
<td>29%</td>
<td>34%</td>
</tr>
<tr>
<td>Identified Gap</td>
<td>-5</td>
<td>-5</td>
<td>-6</td>
<td>-4</td>
<td>-2</td>
<td>-3</td>
<td>-6</td>
<td>-8</td>
<td>-6</td>
<td>-1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Districtwide</td>
<td>31%</td>
<td>29%</td>
<td>36%</td>
<td>24%</td>
<td>27%</td>
<td>30%</td>
<td>26%</td>
<td>26%</td>
<td>29%</td>
<td>30%</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>Identified Gap</td>
<td>-14</td>
<td>-12</td>
<td>-9</td>
<td>-9</td>
<td>-10</td>
<td>-9</td>
<td>-10</td>
<td>-13</td>
<td>-8</td>
<td>-10</td>
<td>-7</td>
<td></td>
</tr>
</tbody>
</table>

**Key Points:**
- Grades K to 2 proficiencies was determined using the Istation assessment that showed that AI/AN students are ending Kindergarten and 1st grade with only 17% reading at or above proficiency.
- Grade 3-11 proficiencies continue to be low for AI/AN students, with the highest percent proficiency in 11th grade, in which one-third of the class reached reading proficiency.

- The gap analysis reveals that in comparison to statewide AI/AN students, APS AI/AN students perform below the overall statewide American Indian students, except for 10th grade.
- The gap analysis reveals that in comparison to the district’s AI/AN students to the overall districtwide reading proficiency rates, AI/AN students are about 10 percentage points lower. However, in Kindergarten and 8th grade, the gap increases to 14 and 13 percentage points, respectively.
FIGURE 5. 2018-2019 mathematics assessment comparison by grade: Percent at or above proficiency

GAP ANALYSIS: MATH BY GRADE

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>20%</td>
<td>14%</td>
<td>14%</td>
<td>10%</td>
<td>9%</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Statewide AI/AN</td>
<td>21%</td>
<td>17%</td>
<td>15%</td>
<td>13%</td>
<td>10%</td>
<td>11%</td>
<td>10%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Identified Gap</td>
<td>-1</td>
<td>-3</td>
<td>-1</td>
<td>-3</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
<td>+4</td>
</tr>
<tr>
<td>Districtwide</td>
<td>30%</td>
<td>26%</td>
<td>24%</td>
<td>17%</td>
<td>19%</td>
<td>18%</td>
<td>20%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Identified Gap</td>
<td>-10</td>
<td>-12</td>
<td>-10</td>
<td>-7</td>
<td>-10</td>
<td>-7</td>
<td>-9</td>
<td>-7</td>
<td>-3</td>
</tr>
</tbody>
</table>

KEY POINTS:

- Figure 5 shows AI/AN students perform well below other students in nearly all grade levels from 3rd to 11th.
- AI/AN elementary students are performing slightly better in math than those in middle and high school.

→ The gap analysis reveals that in math, AI/AN students at APS are below their AI/AN peers across the state until 8th grade. In Grade 8 and beyond, APS AI/AN students are at the same proficiency percentages or slightly higher.

→ The gap analysis reveals AI/AN students are below the overall districtwide math percent proficiencies by about an average of 9 percentage points, except for 11th grade, where the gap reduces to about 3 percentage points. The drop is mostly due to the district’s percent proficiencies dropped in Grade 11.
FIGURE 6. 2018-2019 science assessment comparison by grade: Percent at or above proficiency

GAP ANALYSIS: SCIENCE BY GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>American Indian/Alaskan Native</th>
<th>Statewide AI/AN</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>29%</td>
<td>26%</td>
<td>+3</td>
</tr>
<tr>
<td>7th</td>
<td>27%</td>
<td>24%</td>
<td>+3</td>
</tr>
<tr>
<td>11th</td>
<td>17%</td>
<td>13%</td>
<td>+4</td>
</tr>
</tbody>
</table>

KEY POINTS:
• Figure 6 shows American Indian/Alaskan Native students demonstrate higher proficiency rates in the 4th and 7th grades. Statewide and districtwide data shows a similar trend in grade performance.

→ The gap analysis reveals that in science, AI/AN students at APS have higher percent proficiencies than their AI/AN peers across the state, ranging about 3 to 4 percentage points higher.
→ The gap analysis reveals AI/AN students are below the overall districtwide science percent proficiencies from as high as 12 percentage points.
**FIGURE 7. 2018-2019 districtwide assessment comparison by Economic Status: Percent at or above proficiency**

**GAP ANALYSIS: ASSESSMENTS BY ECONOMICALLY DISADVANTAGED (ED)**

<table>
<thead>
<tr>
<th>2018-2019 Assessment</th>
<th>AI/AN ED students</th>
<th>AI/AN not ED students</th>
<th>Identified Gap</th>
<th>District ED students</th>
<th>Identified Gap</th>
<th>ESSA 2020 Interim Goal for ED Students</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>17%</td>
<td>36%</td>
<td>-19%</td>
<td>21%</td>
<td>-4%</td>
<td>46.7%</td>
<td>-29.7%</td>
</tr>
<tr>
<td>Math</td>
<td>9%</td>
<td>25%</td>
<td>-16%</td>
<td>11%</td>
<td>-2%</td>
<td>42.8%</td>
<td>-33.8%</td>
</tr>
<tr>
<td>Science</td>
<td>21%</td>
<td>36%</td>
<td>-15%</td>
<td>23%</td>
<td>-2%</td>
<td>N/A</td>
<td>--</td>
</tr>
</tbody>
</table>

**KEY POINTS:**

- About 84% of APS AI/AN students participate in the FRLP and are considered economically disadvantaged.
- Overall, AI/AN students who are not economically disadvantaged perform better than those identified as economically disadvantaged.
The gap analysis reveals that in comparison to AI/AN not economically disadvantaged, economically disadvantaged AI/AN students have lower proficiency rates in all assessments; a 19 percentage point difference in reading, 16 percentage points in math, and 15 percentage points in science.

The gap analysis reveals that in comparison to all economically disadvantaged students in the district, economically disadvantaged AI/AN students still have lower proficiency rates. Still, the difference is much lower than when compared to students who are not economically disadvantaged.

The gap analysis also reveals that economically disadvantaged AI/AN students at APS are far below the 2020 interim goals for economically disadvantaged students overall in reading and math. During the most recent school year, economically disadvantaged AI/AN students are below the reading goal by about 30 percentage points and the math goal by nearly 34 percentage points.

**Figure 8. 2018-2019 districtwide assessment comparison by Students with Disabilities: Percent at or above proficiency**

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Non-AI Students without Disabilities</th>
<th>Non-AI Students with Disabilities</th>
<th>American Indian</th>
<th>AI Students without Disabilities</th>
<th>AI Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5%</td>
<td>25%</td>
<td>20%</td>
<td>8%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>Math</td>
<td>20%</td>
<td>25%</td>
<td>12%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Science</td>
<td>34%</td>
<td>41%</td>
<td>24%</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
</tr>
</tbody>
</table>

**Gap Analysis: Assessments by Students with Disabilities (SWD) Status**

<table>
<thead>
<tr>
<th>2018-2019 Assessment</th>
<th>AI/AN SWD Status</th>
<th>AI/AN SWOD Status</th>
<th>Identified Gap</th>
<th>District SWD Status</th>
<th>Identified Gap</th>
<th>ESSA 2020 Interim Goal for SWD Status</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5%</td>
<td>25%</td>
<td>-20%</td>
<td>8%</td>
<td>-3%</td>
<td>35.5%</td>
<td>-30.5%</td>
</tr>
</tbody>
</table>
### KEY POINTS:

- AI/AN students with disabilities are significantly underperforming in reading, math, and science compared to AI/AN students without disabilities.
  - AI/AN students without disabilities are at about four times higher in their percent proficiency than AI/AN students with disabilities.
- AI/AN students with disabilities are underperforming in reading, math, and science compared to the students with disabilities districtwide.

  → The gap analysis reveals that in comparison to AI/AN students without disabilities, AI/AN students with disabilities have lower proficiency rates in all assessments, a 20 percentage point difference in reading, 12 percentage points in math, and 22 percentage points in science.
  → The gap analysis reveals that in comparison to all students with disabilities in the district, AI/AN students with disabilities still have lower proficiency rates. Still, the identified gaps are much lower than when comparing it to students without disabilities.
  → The gap analysis also reveals that AI/AN students with disabilities at APS are far below the ESSA 2020 interim goals for students with disabilities overall in reading and math. During the most recent school year, AI/AN students with disabilities are below the reading goal by about 31 percentage points, and the math goal by nearly 33 percentage points.

### FIGURE 9. 2018-2019 districtwide assessment comparison by Students with English Learner Status: Percent at or above proficiency
### GAP ANALYSIS: ASSESSMENTS BY STUDENTS WITH ENGLISH LEARNER (EL) STATUS

<table>
<thead>
<tr>
<th>2018-2019 Assessment</th>
<th>AI/AN EL status</th>
<th>AI/AN without EL status</th>
<th>Identified Gap</th>
<th>District EL status</th>
<th>Identified Gap</th>
<th>ESSA 2020 Interim Goal for EL status</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8%</td>
<td>23%</td>
<td>-15%</td>
<td>11%</td>
<td>-3%</td>
<td>36.5%</td>
<td>-28.5%</td>
</tr>
<tr>
<td>Math</td>
<td>6%</td>
<td>14%</td>
<td>-8%</td>
<td>6%</td>
<td>0%</td>
<td>35.6%</td>
<td>-29.6%</td>
</tr>
<tr>
<td>Science</td>
<td>14%</td>
<td>26%</td>
<td>-12%</td>
<td>10%</td>
<td>4%</td>
<td>N/A</td>
<td>--</td>
</tr>
</tbody>
</table>

**KEY POINTS:**

- Overall, AI/AN students without EL status outperform AI/AN students with current EL status.
- AI/AN students with EL status have lower reading proficiency rates than EL students at the district level.
- AI/AN students with EL status have higher proficiency rates in Science compared to EL students at the district level.

→ The gap analysis reveals that in comparison to AI/AN students without EL status, AI/AN students with EL status have lower proficiency rates in all assessments: reading performance is 15 percentage points higher for those students who are without EL status compared to those who are current EL students; math performance is 8 percentage points higher; science performance is about 12 percentage points higher.

→ The gap analysis reveals that in comparison to all students with EL status in the district, AI/AN students with EL status still have lower reading proficiency rates. However, in math and science, AI/AN students with EL status have proficiency rates equal or better than students with EL status districtwide.

→ The gap analysis also reveals that AI/AN students with EL status at APS are far below the ESSA 2020 interim goals for EL status students in reading and math. During the most recent school year, AI/AN students with EL status are below the reading goal by about 29 percentage points, and the math goal by nearly 30 percentage points.
**Figure 10.** American Indian/Alaskan Native gifted education participation over five years

![American Indian/Alaskan Native Gifted Education Program Enrollment](image)

**Figure 11.** The proportion of students who are participating in the gifted education program during the 2019-2020 school year

![Proportion of Students Participating in Gifted Education Program](image)

**Gap Analysis: American Indian/Alaskan Native Gifted Enrollment**

<table>
<thead>
<tr>
<th></th>
<th>2019-2020</th>
<th>Statewide AI/AN 2018-2019</th>
<th>Identified Gap</th>
<th>Districtwide AI/AN</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Ed</td>
<td>2.3%</td>
<td>%</td>
<td>-%</td>
<td>5.2%</td>
<td>-2.9%</td>
</tr>
</tbody>
</table>
• Gifted education falls under the Special Education Department. Students are identified through a referral and evaluation process.
• The graphs above show the proportion of students in each race/ethnicity subgroup participating in gifted education.
• About 2% of the American Indian/Alaskan Native population at APS are enrolled in the gifted program.
• The proportion of AI/AN students enrolled in the gifted program has decreased slightly since the 2018-2019 school year. Less AI/AN students were in the gifted program during the 2019-2020 school year.

→ The gap analysis reveals that compared to other students in the district, AI/AN students had a lower proportion of students enrolled in gifted education than the other race/ethnicity subgroups.

STUDENT DISCIPLINE INFRACTION RATES

This analysis includes behavioral incidence data collected by each school in the district and recorded in its student information system. Data were summarized and collapsed into the most highly reported student infractions.

A gap analysis looks at the difference between what is and what should be. In the case of discipline, the goal would be fewer violations. Discipline has an impact on school safety, student success, and equity. This analysis of the student-level disciplinary data by race/ethnicity examines each subgroup’s proportion of the total reported infractions and how it compares to their total student population in APS. For example, AI/AN made up 5.7% of the total student population during the 2019-2020 school year. Any infraction category with a proportion of over 5.7% would mean that AI/AN are overrepresented in that infraction category. The gap analysis will examine any disproportionalities between a subgroup’s total incidents and its total student enrollment.

When conducting the student discipline data gap analysis, APS has decided to examine the goal by looking at the difference between the two proportions (incidents and enrollment). The analysis will reveal the most common types of offenses and the disproportionality with different student subgroups. These analyses highlight important considerations (1) areas of need to support students in reducing a particular behavior; (2) areas of need to support the schools to reduce disparities in reporting.

Figure 12 shows the total district reported incidents disaggregated by the most highly reported student infractions. Overall, the most common discipline infraction is general disorderly conduct, making up about 47% of reported incidents, followed by assault/battery, making up about 25% of reported incidents. Alcohol violation, graffiti, weapon possession, gang-related activity, and arson infractions were each less than 1%. 

PAGE 30
FIGURE 12. 2019-2020 districtwide reported student discipline incidents by infraction category

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Caucasian</th>
<th>African American</th>
<th>American Indian /Alaskan Native</th>
<th>Hispanic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Violation</td>
<td>0.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arson</td>
<td>0.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assault/Battery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug Violation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gang Related Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Disorderly Conduct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graffiti</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing Property/Theft</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapon Possession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons Possession-Knife/Cutting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GAP ANALYSIS: DISCIPLINE INFRACTIONS BY RACE/ETHNICITY SUBGROUPS

FIGURE 13. 2019-2020 district wide total reported discipline incidents by race/ethnicity

Shown in Figure 1: 2019-2020 primary race/ethnicity of the student population is 22.4% Caucasian, 3.6% African American, 5.7% AI/AN; 65.5% Hispanic, 2.7% Asian, and 0.2% Native Hawaiian/Other Pacific Islander
### Proportion of Student Population

<table>
<thead>
<tr>
<th></th>
<th>Caucasian</th>
<th>African American</th>
<th>American Indian /Alaska Native</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proportion of Total</strong></td>
<td><strong>13.9%</strong></td>
<td><strong>6.1%</strong></td>
<td><strong>4.3%</strong></td>
<td><strong>71%</strong></td>
</tr>
<tr>
<td><strong>Discipline Incidents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol Violation</td>
<td>16%</td>
<td>*</td>
<td>*</td>
<td>77%</td>
</tr>
<tr>
<td>Arson</td>
<td>17%</td>
<td>*</td>
<td>*</td>
<td>71%</td>
</tr>
<tr>
<td>Assault/Battery</td>
<td>14%</td>
<td>7%</td>
<td>5%</td>
<td>73%</td>
</tr>
<tr>
<td>Bullying</td>
<td>15%</td>
<td>8%</td>
<td>4%</td>
<td>72%</td>
</tr>
<tr>
<td>Drug Violation</td>
<td>12%</td>
<td>5%</td>
<td>6%</td>
<td>76%</td>
</tr>
<tr>
<td>Gang Related Activity</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>84%</td>
</tr>
<tr>
<td>General Disorderly Conduct</td>
<td>14%</td>
<td>6%</td>
<td>4%</td>
<td>75%</td>
</tr>
<tr>
<td>Graffiti</td>
<td>14%</td>
<td>*</td>
<td>*</td>
<td>75%</td>
</tr>
<tr>
<td>Missing Property/Theft</td>
<td>19%</td>
<td>9%</td>
<td>5%</td>
<td>66%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
<td>83%</td>
</tr>
<tr>
<td>Tobacco Use</td>
<td>22%</td>
<td>4%</td>
<td>4%</td>
<td>70%</td>
</tr>
<tr>
<td>Vandalism</td>
<td>15%</td>
<td>5%</td>
<td>5%</td>
<td>75%</td>
</tr>
<tr>
<td>Violence</td>
<td>21%</td>
<td>10%</td>
<td>4%</td>
<td>64%</td>
</tr>
<tr>
<td>Weapon Possession</td>
<td>14%</td>
<td>*</td>
<td>*</td>
<td>78%</td>
</tr>
<tr>
<td>Weapons Possession-Knife/Cutting</td>
<td>16%</td>
<td>8%</td>
<td>9%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Note: Percentages for categories with fewer than 10 students/incidences are masked (*) to protect student privacy. For this reason, Native Hawaiian or Other Pacific Islander and Asian subgroups are not included in the above table.

**Key Points:**

- During the 2019-2020 school year, the district had a total of 18,616 reported incidents.
- Districtwide total reported incidents disaggregated by race and ethnicity are shown in Figure 13.
  - AI/AN students represented 799 of the 18,616 or 4.3% of the total districtwide infractions.

→ The gap analysis reveals that overall, AI/AN students were not overrepresented in the total number of reported infractions. In that, 4.3% of the total reported incidents were committed by AI/AN students, which is less than the 5.7% of their subgroup representation in the district.

→ The gap analysis reveals when examining each infraction category, AI/AN were overrepresented only in the weapons possession/knife/cutting violation, which accounted for 9% of the total violation, which is higher than the 5.7% of their subgroup representation in the district. (Note: districtwide this infraction made-up less than 1% of the total reported incidents.)
→ The gap analysis reveals that African American students (6.1% of total reported incidents/3.6% of the student population) and Hispanic students (71% of total reported incidents/65.5% of the student population) are overrepresented in the 2019-2020 reported incidents.

→ The gap analysis also reveals that there does appear to be disparity when comparing Caucasian students to African American and Hispanic students reported infractions. The proportion of reported infractions committed by Caucasian students is below their subgroup representation in the district; however, in nearly all violation categories, African American and Hispanic students are overrepresented compared to their subgroup representations.

GRADUATION RATE
The graduation objective is to ensure that all American Indian/Alaskan Native (AI/AN) students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness. 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. The data was obtained from the New Mexico Public Education Department, Student Teacher Accountability Reporting System (STARS).

In 2009, New Mexico implemented its first 4-year cohort graduation rate. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. The cohort consists of all students who were first-time freshmen four years earlier and graduated by August 1 of their 4th year. Additionally, cohorts are tracked for additional years past their expected graduation year, yielding a 5-year and 6-year graduation rate.

The state’s 2017 plan for the Every Student Succeeds Act adjusted the goals for cohort graduation rates to align with the state’s efforts to meet the “Route to 66” 2030 goal (pg. 9). As with academic achievement, the 4-year, 5-year, and 6-year cohort graduation rates were calculated, focusing on closing achievement gaps, including all subgroup data required by federal mandate. As such, New Mexico has established the expectation that for all students:

- Four-Year Adjusted Cohort: More than 84.5% of the class of 2022 will graduate high school;
- Five-Year Adjusted Cohort: More than 88% of the class of 2021 will graduate high school;
- Six-Year Adjusted Cohort: More than 90% of the class of 2020 will graduate high school.

A gap analysis looks at the difference between what is and what should be. When conducting the gap analysis on graduation rates for AI/AN students, APS has decided to use the (1) AI/AN ESSA interim goals for 2019 four-year adjust cohort at 71%; 2018 five-year adjusted cohort at 78%; and the 2017 six-year adjusted cohort at 81%; (2) districtwide AI/AN graduation rates for 2019 four-year adjust cohort, 2018 five-year adjusted cohort, and 2017 six-year adjusted cohort, and (3) statewide AI/AN graduation rates for 2019 four-year adjust cohort, 2018 five-year adjusted cohort, and 2017 six-year adjusted cohort. It is important to note that the overall district and state AI/AN subgroup’s graduation rates do include APS AI/AN students in the calculations.
Figure 14. Cohort 2019 four-year graduation rates

Figure 15. Cohort 2018 five-year graduation rates
FIGURE 16. Cohort 2017 six-year graduation rates

GAP ANALYSIS: AMERICAN INDIAN/ALASKAN NATIVE GRADUATION RATES

<table>
<thead>
<tr>
<th>Adjusted Cohort</th>
<th>APS AI/AN Grad Rate</th>
<th>Statewide AI/AN Grad Rate</th>
<th>Identified Gap</th>
<th>Identified Gap</th>
<th>Identified Gap</th>
<th>ESSA AI/AN Interim Goals for Grad Rate</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 4-Year</td>
<td>56.2%</td>
<td>69.0%</td>
<td>-12.8%</td>
<td>70.1%</td>
<td>-13.9%</td>
<td>71.0%</td>
<td>-14.8%</td>
</tr>
<tr>
<td>2018 5-Year</td>
<td>62.7%</td>
<td>74.0%</td>
<td>-11.3%</td>
<td>75.3%</td>
<td>-12.6%</td>
<td>78.0%</td>
<td>-15.3%</td>
</tr>
<tr>
<td>2017 6-year</td>
<td>65.5%</td>
<td>74.6%</td>
<td>-9.1%</td>
<td>75.2%</td>
<td>-9.7%</td>
<td>81.0%</td>
<td>-15.5%</td>
</tr>
</tbody>
</table>

KEY POINTS:

- Districtwide 4-year graduation rates had increased from 69.6% in 2018 to 70.1% in 2019.
- The 4-year graduation rate of AI/AN students increased from the previous cohort (54.2% in 2018 to 56.2% in 2019).
- APS AI/AN 4-year graduation rate remains lower than the statewide 4-year graduation rate for AI/AN and lower than most other subgroups in the district.

→ The gap analysis reveals that in comparison to AI/AN students statewide, AI/AN students have lower graduation four, five, and six-year rates: 2019 four-year graduation rate is about 13 percentage points higher for AI/AN students statewide compared to those AI/AN APS students; 2018 five-year graduation rate is about 11 percentage points higher, and 2017 six-year graduation rate is about 9 percentage points higher.
→ The gap analysis reveals that in comparison to all students in the district, AI/AN students have lower graduation rates. The identified gaps are slightly higher than when comparing it to AI/AN students statewide.
→ The gap analysis also reveals that in four-year, five-year, and six-year graduation rates, AI/AN students at APS are below the ESSA interim goals for AI/AN students. AI/AN students are below the four-year, five-year, and six-year goals by about 15 percentage points.

ATTENDANCE
The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in the dropout rate and an increase in attendance. 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 Student Teacher Accountability Reporting System (STARS).

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy while providing intervention strategies that focus on keeping truants in an educational setting. APS report absences with excused and unexcused identifiers through the STARS. They certify that the information is being reported consistently at intervals at the 40th-, 80th-, and 120th-day, and end-of-year in a manner as specified by the PED. Average Daily Attendance (ADA) is based on the total number of days present of all students enrolled at the school at any time during the school year divided by the total number of days in membership of all students enrolled at the school at any time and included both excused and unexcused absences. A chronically absent student is defined as one who is absent from school for any reason for at least 10 percent of the days enrolled.

A gap analysis looks at the difference between what is and what should be. When conducting the gap analysis on average daily attendance, chronic absenteeism, and dropout rates for AI/AN students, APS has decided to use the districtwide AI/AN attendance rates and chronic absenteeism based on the 2019-2020 school year and dropout rates based on the 2018-2019 school year. It is important to note that the overall district attendance and dropout rates do include APS AI/AN students in the calculations.
Figure 17. Attendance rates by race/ethnicity over time

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>96.8%</td>
<td>95.4%</td>
<td>97.0%</td>
<td>95.8%</td>
<td>97.5%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>96.4%</td>
<td>94.3%</td>
<td>96.1%</td>
<td>94.3%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>98.5%</td>
<td>97.6%</td>
<td>98.8%</td>
<td>97.9%</td>
<td>98.9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>96.6%</td>
<td>95.0%</td>
<td>96.5%</td>
<td>95.0%</td>
<td>96.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>96.9%</td>
<td>95.2%</td>
<td>96.8%</td>
<td>95.4%</td>
<td>97.3%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>97.2%</td>
<td>96.2%</td>
<td>97.0%</td>
<td>95.9%</td>
<td>98.5%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>98.2%</td>
<td>96.6%</td>
<td>98.1%</td>
<td>97.4%</td>
<td>98.4%</td>
</tr>
</tbody>
</table>

Figure 18. 2019-2020 Chronic absenteeism by race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>7.2%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>9.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.1%</td>
</tr>
<tr>
<td>African American</td>
<td>9.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8.0%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>5.5%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
**Key Points:**

- Results indicate that overall, AI/AN students had a high attendance rate (96.7%) during the 2019-2020 school year, just slightly lower than the district average.
- AI/AN students still have a lower attendance rate than the other subgroups.
- The gap between AI/AN students’ attendance and the other subgroups has narrowed over time.
- AI/AN students had the highest rate of chronic absenteeism (9.8%), compared to 7% for all students.
- The percentage of AI/AN students chronically absent is higher than other race/ethnicity subgroups.
- The dropout rate for AI/AN students is higher than in most other race/ethnicity student subgroups.
The gap analysis reveals that in comparison to all students in the district, AI/AN students have lower average daily attendance rate. The identified gaps are only slightly higher and have narrowed over time.

The gap analysis also revealed that in comparison to all students in the district, AI/AN students have a higher chronic absenteeism rate by nearly 3 percentage points.

The gap analysis reveals that compared to all students in the district, the AI/AN dropout rate is slightly higher, slightly over one percentage point.

COLLEGE READINESS

The college readiness objective is to ensure that all students have an educational foundation from primary school through secondary and postsecondary studies. The goal is to provide relevant data on college readiness in order to have a better context to make decisions about students’ preparedness to enter the next phase of their education. Data were obtained from the student records stored in Student Teacher Accountability Reporting System (STARS), APS College Readiness Dashboards, and results from the annual Senior Exit Survey.

A gap analysis looks at the difference between what is and what should be. When conducting the gap analysis on:

- Advanced Placement, Dual-Credit, and Career-Technical course enrollments for AI/AN students, APS has decided to examine the goal by looking at the difference between two proportions (course enrollment and population enrollment). The analysis will reveal if AI/AN are underrepresented in these college/career preparation courses.
- PSAT, ACT, SAT overall scores for AI/AN students, APS has decided to use the (1) districtwide average overall score based on the 2019-2020 school year, (2) statewide average overall score, and (3) national average overall score.
- Post-Graduation Plans for AI/AN students, APS has decided to use the districtwide responses based on the 2019-2020 Senior Exit Survey.
- College Enrollment for AI/AN students, APS has decided to use the districtwide college-going rates based on the last three school years.

It is important to note that the overall district, state AI/AN subgroup, and overall national data include APS AI/AN students in the calculations.
Advanced Placement Course Enrollment

**Figure 20.** American Indian/Alaskan Native advanced placement enrollment over five years

**Figure 21.** 2018-2019 Advanced Placement enrollment by race/ethnicity (total number of enrollments = 11,230)

*Shown in Figure 1: 2018-2019 primary race/ethnicity of the student population is 21.9% Caucasian, 3.6% African American, 5.4% AI/AN; 66.2% Hispanic, 2.7% Asian, and 0.2% Native Hawaiian/Other Pacific Islander*
KEY POINTS:

- The graphs above show the total AP course enrollments broken out by race/ethnicity.
- The proportion of AI/AN students enrolled in the Advanced Placement (AP) courses has increased slightly since the 2014-2015 school year.

→ The gap analysis reveals that AI/AN students are underrepresented in Advanced Placement (AP) course enrollment. In 2018-2019, there were 331 AP course enrollments by AI/AN students, accounting for 2.9% of total AP course enrollment, though they made up 5.4% of total district enrollment. In 2017-18, there were 307 AP course enrollments by AI/AN students, accounting for 2.8% of the total AP courses enrollment, though they made up 5.2% of total district enrollment.

Dual-Credit Course Enrollment

**FIGURE 22.** American Indian/Alaskan Native dual-credit enrollment over five years

<table>
<thead>
<tr>
<th>Year</th>
<th>% Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>3.9%</td>
</tr>
<tr>
<td>2016-17</td>
<td>3.8%</td>
</tr>
<tr>
<td>2017-18</td>
<td>4.7%</td>
</tr>
<tr>
<td>2018-19</td>
<td>3.8%</td>
</tr>
<tr>
<td>2019-20</td>
<td>4.3%</td>
</tr>
</tbody>
</table>
FIGURE 23. 2019-2020 Dual-Credit enrollment by race/ethnicity (total number of enrollments = 12,087)

Key Points:

- The graphs above show the total dual-credit course enrollments broken out by race/ethnicity.
- The proportion of AI/AN students enrolled in dual-credit courses has increased since the previous school year.

→ The gap analysis reveals that AI/AN students are underrepresented in dual-credit course enrollment. In 2019-2020, there were 522 dual-credit course enrollments by AI/AN students, accounting for 4.3% of the total dual-credit course enrollment, though they made up 5.7% of total district enrollment. In 2018-19, there were 415 dual-credit course enrollments by AI/AN students, accounting for 3.8% of the total dual-credit course enrollment, though they made up 5.4% of total district enrollment.
Career-Technical Course Enrollment

**Figure 24.** American Indian/Alaskan Native career-technical enrollment over five years

**Figure 25.** 2019-2020 Career-Technical enrollment by race/ethnicity (total number of enrollments = 85,042)

*Shown in Figure 1: 2019-2020 primary race/ethnicity of the student population is 22.4% Caucasian, 3.6% African American, 5.7% AI/AN; 65.5% Hispanic, 2.7% Asian, and 0.2% Native Hawaiian/Other Pacific Islander*
KEY POINTS:

- The graphs above show the total career-technical course enrollments broken out by race/ethnicity.
- The proportion of AI/AN students enrolled in the career-technical courses has steadily increased since the 2015-2016 school year.

→ The gap analysis reveals that AI/AN students are fairly represented in career-technical course enrollment (there is only a slight discrepancy between the two proportions). In 2019-2020, there were 4,658 career-technical course enrollments by AI/AN students, accounting for 5.5% of total career-technical course enrollment, AI/AN made up 5.7% of total district enrollment. In 2018-19, there were 4,124 career-technical course enrollments by AI/AN students, accounting for 5% of the total career-technical course enrollment, and they made up 5.4% of total district enrollment.

PSAT/ACT/SAT

**Figure 26.** PSAT average overall scores by race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districtwide</td>
<td>865</td>
<td>857</td>
</tr>
<tr>
<td>African American</td>
<td>813</td>
<td>834</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>821</td>
<td>816</td>
</tr>
<tr>
<td>Asian</td>
<td>979</td>
<td>1009</td>
</tr>
<tr>
<td>Caucasian</td>
<td>970</td>
<td>971</td>
</tr>
<tr>
<td>Hispanic</td>
<td>846</td>
<td>839</td>
</tr>
</tbody>
</table>

Legend:
- 2017-18
- 2018-19
Figure 27. ACT average composite scores by race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districtwide</td>
<td>20.3</td>
<td>20.1</td>
</tr>
<tr>
<td>African American</td>
<td>19.4</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>18.3</td>
<td>18.0</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>22.0</td>
</tr>
<tr>
<td>Caucasian</td>
<td>23.1</td>
<td>22.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19.0</td>
<td>18.9</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>21.1</td>
<td>20.9</td>
</tr>
</tbody>
</table>

Figure 28. SAT average overall scores by race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districtwide</td>
<td>1101</td>
<td>1099</td>
</tr>
<tr>
<td>African American</td>
<td>958</td>
<td>1010</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1004</td>
<td>953</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>1170</td>
</tr>
<tr>
<td>Caucasian</td>
<td>1195</td>
<td>1169</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1038</td>
<td>1052</td>
</tr>
</tbody>
</table>

2017-18 ✻ 2018-19
GAP ANALYSIS: AMERICAN INDIAN/ALASKAN NATIVE ACT/SAT

<table>
<thead>
<tr>
<th>2018-2019 Exam</th>
<th>AI/AN</th>
<th>Districtwide</th>
<th>Identified Gap</th>
<th>Statewide</th>
<th>Identified Gap</th>
<th>Nationwide</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT</td>
<td>816</td>
<td>857</td>
<td>-41</td>
<td>885</td>
<td>-69</td>
<td>969</td>
<td>-153</td>
</tr>
<tr>
<td>ACT</td>
<td>18.6</td>
<td>20.1</td>
<td>-1.5</td>
<td>19.3</td>
<td>-0.7</td>
<td>20.7</td>
<td>-2.1</td>
</tr>
<tr>
<td>SAT</td>
<td>953</td>
<td>1099</td>
<td>-146</td>
<td>1073</td>
<td>-120</td>
<td>1059</td>
<td>-106</td>
</tr>
</tbody>
</table>

KEY POINTS:

- The PSAT is used as both a preliminary SAT and a National Merit Scholarship qualifying test.
- The ACT and SAT are often required for college admissions.
  - The ACT and SAT attempt to measure college readiness and predict future academic success.
  - The ACT measures achievement related to general high school curricula, while the SAT measures verbal and quantitative reasoning.
- The AI/AN students’ average scores on the PSAT slightly decreased in the 2018-19 school year. AI/AN students scored lower than the overall district average.
- AI/AN students’ 2018-2019 ACT scores – though lower on average than the district scores – were slightly higher than the previous year scores.
- On the SAT, AI/AN students’ average scores decreased in the 2018-19 school year. AI/AN students scored lower than the overall district average.

→ The gap analysis reveals that AI/AN students’ average PSAT overall score is lower than districtwide, statewide, and national averages. The gap between the national average and AI/AN students' average was the highest.
→ The gap analysis reveals that AI/AN students’ average ACT composite score is slightly lower than districtwide, statewide, and national average ACT composite scores. The gap between the national average and the AI/AN students' average was the highest.
→ The gap analysis reveals that in comparison to AI/AN students’ average SAT overall score is lower than districtwide, statewide, and national average SAT overall scores. The gap between the district average and the AI/AN average was the highest. When we look at the national average for AI/AN, APS AI/AN students scored 41 points higher.

Post-Graduation Plans
Albuquerque Public Schools administers the Senior Exit Survey to graduating seniors every spring. The Senior Exit Survey (SES) purpose is to capture seniors’ intentions after high school. The graph below shows the percentages of the students’ self-reported intentions disaggregated by race/ethnicity.
**Figure 29.** Post-graduation intentions following high school graduation by race/ethnicity

**Gap Analysis: American Indian/Alaskan Native Post-Graduation Plans**

<table>
<thead>
<tr>
<th>Post-Graduation Plan</th>
<th>AI/AN</th>
<th>Districtwide</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutions of Higher Education</td>
<td>77.0%</td>
<td>79.4%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>4-year University</td>
<td>34.5%</td>
<td>44.6%</td>
<td>-10.1%</td>
</tr>
<tr>
<td>Undecided</td>
<td>11.1%</td>
<td>7.0%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

**Key Points:**

- The key findings from the 2019-2020 Senior Exit Survey:
  - The majority of AI/AN seniors (77%) plan on attending an institution of higher learning in the fall semester following graduation (Fall 2020).
  - AI/AN seniors have a higher proportion of students planning on attending 2-year/in-state institutions. In contrast, Asian and Caucasian students had a higher percentage of choosing a 4-year/in-state option.
  - AI/AN seniors are more likely to want to attend a trade school or apprenticeship.
  - AI/AN seniors have a notable proportion of choosing to enlist in the military.
  - AI/AN seniors are more likely to be unsure about their plans; in fact, they are more than twice as likely than African American and Caucasian students and over five times as likely compared to Asian students.
→ The gap analysis reveals that compared to all seniors who completed the survey, AI/AN seniors have a slightly lower proportion who plan to attend higher learning institutions.
→ The gap analysis reveals that compared to the districtwide percentage who reported plans on attending a 4-year university, AI/AN seniors responded about 10 percentage points lower.
→ The gap analysis also revealed more AI/AN seniors were undecided about their future plans when they completed the survey than those overall districtwide.

College Enrollment

**Figure 30. College enrollment following high school graduation by race/ethnicity**

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>AI/AN</th>
<th>Districtwide</th>
<th>Identified Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>49.7%</td>
<td>68.1%</td>
<td>-18.4%</td>
</tr>
<tr>
<td>2018</td>
<td>62.0%</td>
<td>67.3%</td>
<td>-5.3%</td>
</tr>
<tr>
<td>2019</td>
<td>56.8%</td>
<td>66.0%</td>
<td>-9.2%</td>
</tr>
</tbody>
</table>
KEY POINTS:

- College-going trends are made possible by the district’s membership in the National Student Clearinghouse (NSC). NSC tracks graduates longitudinally through their post-secondary enrollments.
- About 57% of the 2018-19 high school seniors enrolled in a post-secondary institution in the fall semester following graduation (Fall 2019).
- Central New Mexico Community College and The University of New Mexico rank 1st and 2nd choice for most APS graduates.

→ The gap analysis reveals fewer AI/AN seniors enrolled in a post-secondary institution in the fall semester following their high school graduation compared to all seniors districtwide. The magnitude of the gap varies by graduating class.

Systemic Academic Framework Elements

I. FRAMEWORK ELEMENT: INNOVATIVE PROGRAMS

A. WHAT IS IN PLACE:
   i. Parents, Leaders, and Student Survey

   Parental involvement activities and programs in district schools and departments include; included community meetings with parents and students with their tribal leaders. The meetings provide opportunity for dialogue with other parents and tribal leaders related to topics; school support, cafeteria lunches and transportation. Another method is through parent surveys which are conducted annually from the Indian Education Department. Due to the pandemic the department ran a special survey in August 2020 to determine technology equipment and internet needs as well as school supply need.

   The meetings conducted in the community by tribal leaders with parents and students provided the opportunity to share concerns and issues experienced in the schools. To resolve the issues brought up by the families, appropriate district departments and staff need to be made aware the issues.

Indian Education

1. Annual Parent Survey: SAPR
2. Informal Parent Survey in August 2020
3. Tribal Leaders compilation of information
4. Indian Education Bi- monthly Newsletter
5. Public Open Forum Meetings #1-4
Annual Parent Survey: SAPR

The annual Parent Survey in Spring 2020 focused on four primary topics: 1) participants’ involvement with IED activities; 2) opportunity to provide input about relevant Native American programs or services that may better assist the student and/or family; 3) experiences interacting with the staff of IED; and 4) experiences interacting with IE parent committee. A total of 18 questions were on the survey. A total of 585 completed surveys were returned, which is the highest return rate at 20.5% since 2017. The top three Indian Education services seen as most important were:

1. Back-to-School supplies distribution (55%)
2. Navajo or Zuni Language programs (37%)
3. IE Summer Programs (31%)

✓ Overall, about 28% of respondents believed APS is meeting the educational needs of Native American students. However, another 28% commented that adding culturally relevant curriculum or activities would help to meet their child’s needs better. An additional 21% of the respondents indicated that more outreach and support from APS would also serve to meet their children’s needs better.

✓ About 15% requested that APS offer cultural sensitivity training to their administration and staff.

✓ Only 15% of parents felt that their child’s school provided learning materials that reflect their cultural background and identity.

✓ About 27% of parents felt that their children had been encouraged to express their cultural background and identity.

✓ The majority of respondents felt welcomed (67%) and supported (63%) by the IED.

✓ Many respondents agreed that their input is valued by the IED (62%).

✓ Most respondents felt their children could be themselves at school (81%).

✓ Families also believed teachers value their family’s perspective (76%) and treat all students equally (76%).

✓ Families were more divided in agreement with statements regarding schools’ understanding of Native American cultures, as well as whether schools help build student’s pride in their identity. Nevertheless, about 44% believed the school valued Native American cultures, and 40% of respondents agreed that schools are open to learning more about Native American cultures.

✓ About 24% of respondents commented that IED could help meet the needs of their children by increasing outreach and individual support.

Informal Indian Education Parent Survey in August 2020

In early August 2020, the Indian Education Department compiled an informal parent survey to determine need for technology equipment, school supplies and transportation to and from home communities. A total of 694 parents responded to the survey with the following results.

✓ 319 students needed Chromebooks; 375 students had Chromebooks
✓ 51 students needed internet; 643 students had internet
✓ 484 students needed Back to School supplies; 209 students had school supplies
✓ 377 parents wanted Navajo taught at eCademy
✓ 58 parents wanted Zuni taught at eCademy
✓ 45 parents wanted Keres taught at eCademy
✓ 148 students were transported in from neighboring tribal communities as reported by 46 parents
✓ Main concerns requested by parents; transfers to desired schools, before and after school programs, transportation to and from the programs
✓ 455 parents were in favor of district changes to transfer policy

Health and nutrition to address special health, social, and psychological problems of American Indian and Alaska Native students and their families. The District and Indian Education’s partnership with First Nations Community Healthsource, the Southwest Pueblo Consultants and Counseling and the University of New Mexico Native American Health Sciences have supported parents and students each year.

Students referred for services by health workers sometimes do not receive the services because often there isn’t follow through.

**Native American High School Student’s Survey**

In December 2018 and January 2019, The IED College & Career Counselor conducted a set of interviews with high school students. The questions focused on instruction, learning, identity and the role of values in their education. The questions and a summary of the responses are below.

1. **Feedback is key to learning and different kinds of feedback are needed depending content and situation. Accordingly, teachers need to be able to vary their approaches to fit the need.**

   Sometimes demonstration and hands-on work give the best feedback, while information that is more story-like is often best learned by listening. Sometimes working or discussing with other students as partners or in groups gives better than working by oneself. While at other times, things you do on your own, like color-coding or note-taking give you the feedback you need.

2. **Native students in Albuquerque are highly diverse – many are of mixed race and / or descend from many different tribes. Their levels of enculturation in Native identities is also highly diverse.**

   Those who identify as Native American can look like just about anyone from any race from any continent. Their skin color is not a good proxy for their identity or depth of cultural knowledge. Depth of identity varies from vague knowledge of partial Native American ancestry to active, ongoing participation in the daily life of a tribal community and fluency in one or more indigenous languages. Most of the students who identify as Native American lie somewhere in between these two extremes, and share a desire to learn more about the philosophical orientations, cultural practices and languages of their Native American ancestors.
3. The things they wish to learn

For some students, that which they wish to learn is expressed more generally in terms like of a desire to learn more about Native American worldviews, history or a language. Often the desires are more specific. If a student is of mixed race or multiple tribal identities, they talk about wishing to know more about their mother or father’s side of the family or to know about their Comanche heritage and language as much as they know about their Navajo language and heritage. For others, they are generally familiar with their family’s culture and participate in a variety of cultural activities, but feel they have only scratched the surface and wish to learn more.

4. The things they wish for other students to learn about them

Generally, they feel that if other students knew more, they would more clearly see the value of being Native American, show more respect, and develop greater understanding.

5. The education they wish for both themselves and other students

In an ideal education, the Native values of generosity and belonging are the foundation. From them are built experiences that develop independence and mastery. Diversity and learning about each other and about ourselves are core curriculum. Games and sports are essential to developing a spirit of both mastery and belonging. Holidays and celebration that enable us to learn about the unique diversity of New Mexico are just as prominent as the more generic national holidays. In addition to learning about each other, there are also chances to be in situations that are NACA-like where all your classmates are also Native American and you are not struggling to explain yourself. It is an education that addresses through the curriculum real issues affecting Native communities such as a health curriculum focused on wellness, mental health and addressing obesity or classes where one can learn one’s language. Above all though, it is an education in how to be a good person and a real human being.

ii. Tribal Forums

Tribal Forums were organized with the assistance of the UNM Institute for American Indian Education (IAIE) to listen to and collaborate with community members and students.

iii. Native Languages & Spanish Speech and Debate

Native Languages & Spanish Speech and Debates: Three Zuni students participated in the Native Language Storytelling Exhibition that was part of the 1st Annual Spanish & Native Language Speech & Debate that was held on Saturday, April 6, 2019 at Albuquerque High School. The three Zuni students shared their own stories in the Zuni language. The Spanish & Native Language Speech & Debate was sponsored by APS and the NM Speech & Debate Committee.
iv. **Native American Heritage Month**

Native American Heritage Month in November bring many events and activities. During SY2019-20 there were three days of events and activities in partnership with the City of Albuquerque and First Nations Healthsource. Many families, students and educators participated.

v. **Roc your Mocs**

Roc Your Mocs is an annual event in November that is celebrated at one elementary school. This event recognizes the wearing of moccasins by Indigenous People and standing together in Unity while recognizing Tribal individuality. It establishes identity, pride and belonging in the hearts of Indigenous people everywhere. Last year the event was celebrated with a Proclamation from Mayor Keller.

vi. **Indian Education Fashion Show**

Native American Fashion Show is a student-led annual event sponsored by the Native American Leadership class. Students plan, lead, present and organize the entire event. Many designers, parents, students and surrounding communities participate each year in the event.

vii. **Cibola High School Powwow**

Cibola High School Pow Wow begin in the spring of 2018 when Cibola High School’s Native American Club hosted its first inaugural pow wow. Annually, an estimated 75-80 vendors apply to sell their arts and crafts. It generally takes place the week before the Gathering of Nations Pow Wow each year. The sponsor and coordinator, relies on the input and actions of the club members, including any assistance provided by family members and volunteer clubs of the school for this community event. Each club member is responsible for certain aspects of the event throughout the day which include: setup, decoration, personal assistants to headline staff and drum groups, concession, cleanup and assisting vendors before and after. It is a great way to bring everyone together and showcase the dance, art and culture of the surrounding indigenous communities.

viii. **Other Indian Education Innovative Programs**

The following innovative programs encourage participation of Native American students in the elementary through high school.

- **Winter Stories Production (9-12)** is organized by the High School Native American studies class where students tell winter stories through acting out their interpretation of Native American Winter Stories. Many students, families and community members participate in the event.

- **Native American Performing Arts Program** is organized by the Native American Leadership program where students develop skills to perform with song, dance, and speaking.

- **Annual Elementary Powwow (K-5)** is organized by parents of elementary students at Susie Rayos Marmon ES. The event is coordinated
by the IED resource teacher at the school. Many APS elementary aged students come on buses to participate each year.

- **Native American Values/Indigenous Medicine Wheel** is a rubric based evaluation model. The values replicate the AI/AN medicine wheel, which represents over 13,000 years of AI/AN wisdom and child rearing practice. The model is non-threatening and non-judgmental that traces student progress over time and over multiple activities. It can be used for self-evaluation, peer evaluation or to provide teacher feedback. The medicine wheel reflects the circle of life, and uses four core spiritual values and four colors that represent four-race of people in the world and the four major directions. Instead of numbers, it uses positions. Students move from outside the circle toward the center with the ultimate goal of becoming wise in every aspect of self. Written details provide an opportunity for students to self-evaluate their own progress and use proper writing conventions and mechanics.

- **Back to School Supplies** is a support that has been ranked in the top three most popular by parents each year.
- **Reimbursements (glasses, ACT/SAT, course fees, graduation gowns)** is a support program for students in each of the categories listed.
- **Indian Education Distinguished Seal for Community Service** is awarded to any high school senior who completes 30 hours of community volunteer service in an area they feel passionate about. There have been volunteer services by students in areas which include: animal care, Mothers Against Drunk Drivers, Holiday meals for veterans and homeless, charity services, etc.
- **Educational Field Trips as primary sources** on topics of study. The resource teachers take their students to locations in the city and or state for increased experiences on topics of study.
- **Annual Awards and Recognition in 12 categories** for students of all ages and grades as recommended by school principals, counselors, teachers, and social workers.
- **Middle School Robotics Programs** were conducted by Science teachers during the summer and as an afterschool program.
- **Annual College Connection Day: College Fair** is planned and organized by the Indian Education Counselor. The event gives students and parents an opportunity to visit face to face with college and university recruiters to find out information about higher education institutions they are interested in attending.
- **High School to Elementary Students Mentorship (DNHS to Governor Bent ES) Native American** High School students walk over to the elementary school and read, tell stories, and present to the students.

**B. WHAT IS NEEDED:**

i. Actions that lead to increased participation of nearly 7,000 Native American students in APS in the innovative programs
ii. The limited availability of Indian Education programs in schools have led to limited participation of Native students in the programs.

II. PREPARING, TRAINING AND RECRUITING QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

A. WHAT IS IN PLACE:

High quality PD available, attracting high quality staff, do we get input from Tribes on teacher quality and qualifications?

DISTRICT/SCHOOL STAFF ACADEMIC

Teacher Information

<table>
<thead>
<tr>
<th>Highest License Level</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>999</td>
<td>17.6%</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>2,239</td>
<td>39.4%</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>2,443</td>
<td>43.0%</td>
</tr>
<tr>
<td>Total</td>
<td>5,681</td>
<td>100%</td>
</tr>
</tbody>
</table>

The counts above are the highest license levels for the 5,681 active teachers within APS using STARS Data extracted Feb. 25, 2020. Many teachers hold licenses at more than one level. A lower-level license is excluded for these teachers in this count.

DISTRICT / SCHOOL STAFF: The 2019-2020 data of district employees who identify as Native American are as follows:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Total Number Districtwide</th>
<th>AI/AN Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Teachers</td>
<td>1,790</td>
<td>14</td>
</tr>
<tr>
<td>Gen. Special Education Teachers K-12</td>
<td>1,073</td>
<td>10</td>
</tr>
<tr>
<td>Secondary Teachers</td>
<td>1027</td>
<td>7</td>
</tr>
<tr>
<td>Junior High/Middle School Teachers</td>
<td>774</td>
<td>9</td>
</tr>
<tr>
<td>Gifted Education Teachers</td>
<td>200</td>
<td>0</td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
<td>376</td>
<td>5</td>
</tr>
<tr>
<td>Principals Elementary</td>
<td>88</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal (Secondary)</td>
<td>46</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>----</td>
</tr>
<tr>
<td>Assistance Principal Elementary</td>
<td>43</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal Jr/Mid High</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Principal Secondary</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td>Principal Jr/Mid High</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Supervisor/Director (Non-Certified)</td>
<td>321</td>
<td>3</td>
</tr>
<tr>
<td>Supervisors: Curriculum, Special Education, Music, Multi-cultural, Indian Education, Special Services, Instructional and Human Resources</td>
<td>29</td>
<td>0</td>
</tr>
</tbody>
</table>

The data shows the need to recruit more Native American educators in the district. The question is “Why aren’t Native American educators applying for district positions and Why aren’t Native American leaders being hired in district leader positions?”

Tribal members within the Indian Education Department and from surrounding communities indicate a need for increased Native American teachers, principals, and educational leaders in the school district. The ratio of Native American educators employed in the district is low as shown on the table above compared to the number of Native American students attending district schools.

**B. WHAT IS NEEDED:**

i. The data shows the need to recruit more Native American educators in the district. The question is “Why aren’t Native American educators applying for district positions and Why aren’t Native American leaders being hired in district leader positions?”

ii. Tribal members within the Indian Education Department and from surrounding communities indicate a need for increased Native American teachers, principals, and educational leaders in the school district. The ratio of Native American educators employed in the district is low as shown on the table above compared to the number of Native American students attending district schools.

**III. FRAMEWORK ELEMENT: PROFESSIONAL DEVELOPMENT**

**A. WHAT IS IN PLACE:**

i. **TELL Training for Educators**

   LCE has revamped the Teaching English Language Learner (TELL) training to incoming certified staff, educational assistants, secretaries, clerks, and administrators.
• LCE added the Harvard Implicit Bias training module to assist certified staff in identifying and beginning conversations about bias, diversity, and equity.
• TELL trainers offer certified staff an understanding of effective instructional strategies, curriculum development, and lesson design.
• TELL training developed a unit on working with Newcomers and Refugees in SY19-20 and a total on-line training unit.

ii. Teacher Learning Network

Funded through Title II with a goal of developing teacher leadership in support of high-quality instruction and equitable access to education for all students.

• 300 members representing every school in the district will receive training and read "Coaching for Equity-Conversations That Change Practice" by Elena Aguilar.
• District level staff in Curriculum & Instruction are conducting a deep dive into the book in order to embed key concepts in educational pedagogy recommendations and training.
• Teachers will have access to a 40-hour online companion course "The Art of Coaching Across Racial Difference."

iii. Indigenous Culture Leadership Training with NMPED

• District Leadership participated in Indigenous cultural training with Mr. Milton Bluehouse and Ms. Daphne Littlebear. The training covered areas of equity, diversity, Indigenous history and culture. Leading Native American staff and students.

iv. Equity 101 Training with Leadership

• District Leadership participated in Equity 101 training with the Western Educational Equity Assistance Center (WEEAC) to learn more about equity and diversity. The sessions framed conversations about privilege, institutional racism, and leading educational systems with an equity lens.

v. The Indian Pueblo Cultural Center

“Indigenous Wisdom Curriculum Project” provides teachers with educational plans for K–12 students in New Mexico to learn about Pueblo culture and history. The curriculum serves as a counter-narrative to the presentation of the history of New Mexico in schools today. The IPCC periodically provides opportunities for Albuquerque teachers to receive training in use of this curriculum, although it is not clear exactly how many teachers in APS either have received training in this curriculum or are currently using its lessons in their classrooms.

vi. Merging Pathways

Beginning in the 2019-20 school year, the Indian Education Department’s teaching staff began in-depth professional development on the Merging Pathways Project. Merging Pathways is a professional development and research collaboration between the APS Indian Department and WIDA at the University of Wisconsin.
“The Merging Pathways Project seeks to define and co-construct culturally-specific practices that merge Native and non-Native ways of teaching and learning, recognizing the duality of these perspectives. Teachers will learn to deconstruct literacy practices that assume linguistic and cultural knowledge on the part of students and con-construct explicit teaching and learning practices that make academic language visible.”

This collaboration is grounded first of all in the Values Rubric and Indigenous Instructional Units central to the Indian Education Department’s approach with an eye to explicitly developing the literacy practices currently implicit in this approach. In the 2020-21 school year, the professional development of Indian Education teachers is focused on stories and other narratives and the development of students as storytellers and narrative writers. This partnership is unique to the APS Indian Education Department.

vii. Honoring the Spirit Lecture Series

Honoring the Spirit Lecture Series are lectures, given by Native leaders, scholars and community members are designed to spotlight current challenges facing Native American students, families and communities and provide a forum for their discussion. This series provides an opportunity for educators to hear directly from the experts on Native American issues and to dispel misconceptions that are commonly held.

viii. Native American Guidance

Native American Guidance originated in part on conversations held with stakeholder communities and Honoring the Spirit lecturers, the Indian Education Department has begun development of a guide for educators that provides basic information about Native Americans and Native American issues that are relevant to teaching, learning and living in Albuquerque.

B. WHAT IS NEEDED:

i. Data on the number of APS teachers who have both received training in the IPCC Indigenous Wisdom Curriculum and also the extent that these curricular units are being utilized in teacher classrooms.

ii. Data that can be utilized to gauge the level of impact of these professional development opportunities in the instruction of APS teachers.

iii. Increased participation in / familiarization of APS educators in these professional development opportunities.
IV. FRAMEWORK ELEMENT: EARLY CHILDHOOD AND FAMILY PROGRAMS

A. WHAT IS IN PLACE:

i. Early Childhood Education

Early childhood education is a pivotal part of student achievement at APS, especially for a significant English learner, special education, and low SES population.

- Renewed concentration on FOCUS standards and requirements, APS NMPK, Title I, and Special Education are collaborating within the district and with outside organizations, such as the City of Albuquerque, CYFD, and YDI Head Starts. In addition, the district is participating in collaborative organizations like Bernalillo County Early Childhood Accountability Partnership (ECAP), Early Learning Advisory Council (ELAC) meetings, Early Childhood Comprehensive Systems-Act Early State Team (ECCS: AE), City of Albuquerque’s ONE-ABQ Early Learning Work Group, and the J. Paul Taylor Task Force.
- Through these partnerships, APS is collaborating in endeavors that move the focus of intervention to the source of achievement gaps seen in our public-school system, prenatally and post-natal care.
- APS has a vested interest in these projects’ success, for their success become our students’ success in achieving college and career readiness.

NMPK expanded all programs to full day in the last three years. Special Education Developmental Delay Programs (DPP) are working toward meeting all the requirements outlined by FOCUS Essential Elements of Quality for all New Mexico Public School Preschool Programs.

- The DPP programs were placed under the Early Childhood Department Director in SY19-20. The Special Education Executive Director of Evaluation and Related Services and the Director of Early Childhood Programs continue to meet once a month to develop alignment of systems that support ALL students prior to entry into kindergarten.

B. WHAT IS NEEDED:

i. Additional outreach to Native communities to ensure Native American students are identified and enrolled in NMPK programs.
V. FRAMEWORK ELEMENT: INTERVENTION/EDUCATIONAL

A. WHAT IS IN PLACE:

Across all students in the school district, overall proficiency rates in reading, math, and science decreased during SY18-19 compared to the previous school year.

- Proficiency rates for AI/AN Students remain considerably lower than other subgroups. Especially discrepant is their comparison with students of Caucasian and Asian backgrounds.
- Reading proficiencies are at their lowest in the 3rd grade, at 24 percent for all students, and 15% for AI/AN students.
- Overall, AI/AN students who are non-economically disadvantaged are performing better in reading, math, and science than those who are identified as economically disadvantaged.

i. Reading Interventions

Given the APS Reading Proficiency level of 66 percent, the literacy focus has been to

- Support teacher understanding of foundational reading skills every learner must master and
- Provide rigorous, CCSS aligned, content-integrated English Language Arts (ELA) materials for teachers across the district. Concentrate on the purchase of English Language Development (ELD) materials.

Reading Intervention Programs (K-5) are taught by elementary resource teachers from the Indian Education Department in selected schools with high enrollment of Native American students. The support program is also ranked one of the top three priorities by parents during the annual survey.

ii. Math Interventions

Math Intervention programs (K-5) are taught by elementary resource teachers from the Indian Education Department in selected schools with high enrollment of Native American students. The support program is also ranked one of the top three priorities by parents during the annual survey.

iii. Title I

APS conducts Intervention Teacher Professional Development (PD) and Program supports striving readers or students who are finding it difficult learning how to read, need expert instruction to expedite learning, resulting in increased student achievement.

- Teacher PD in comprehensive literacy instruction equips APS interventionists, classroom teachers, and instructional coaches with research-based knowledge, skills, and strategies to meet the challenges of teaching all students to read and write proficiently.
- Three-day Title I Summer Reading Institute for 120 elementary reading interventionists, classroom teachers, and instructional coaches encourages
school teams to attend to enhance school-wide implementation of new content learned.

Title I reading intervention teachers provide intensive reading intervention instruction to qualified students in addition to their classroom Tier I core reading instruction.

- “All children need significant opportunities to obtain a high-quality education and reach, at a minimum, proficiency on rigorous academic achievement standards. One way that this can be accomplished is by significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development” (ESEA 2012).
- Benchmark Tier II Intervention Materials were used in elementary schools for implementation during SY19-20. This is the first time APS has implemented the Core Reading Program with an aligned Tier II Intervention Program.
- In addition, Regular Education is working collaboratively with Special Education for an alignment of Tier III instruction.

Story Time in the Park Program is a key to preventing summer reading loss.

- Evidence noted by the coalition for Evidence-based Policy indicates students given books to read over the summer had reading gains that were statistically significant.
- Certified elementary teachers, collaborative partners, and adult literacy volunteers provide read aloud sessions for children and their families during a 6-week summer break period at 25 Summer Free Lunch sites in Bernalillo County and the City of Albuquerque.
- Approximately 750 families participate per day and leave each day with a copy of the book that was read and shared, and tips for reading at home. 58,937 students and 26,860 adults attended Story Time in the Park Program in the last four years.

iv. After School Programs

School-based after-school programs

- Schools provide a variety of extracurricular programs (from sports to drama and various clubs, etc.) students can be engaged with after school.
- Before- and after-school programs are available at many APS elementary schools and some middle and high schools.
  - Programs provide a variety of activities, from homework help/tutoring to arts and crafts, field trips, recreation and study time.
  - Some programs are free of charge or allow for a sliding scale. Fees vary according to the agency providing the service.
  - Most programs have opportunities for parent involvement and some provide parent services.
Title IV, Part B – 21st Century Community Learning Centers are run by outside providers. APS does not get data specific to subpopulations on these programs.

Zuni Language (3-8) (9-12)

The Zuni language teachers from Indian Education will offer afterschool Zuni language as an enrichment program to district students who have not received language services before. Virtual instruction has made this possible districtwide.

Navajo Language (3-8)

The Navajo language teachers from Indian Education will offer afterschool Navajo language as an enrichment program to district students who have not received language services before. Virtual instruction has made this possible districtwide.

v. School Based Health Centers and Health Needs

• APS has twelve School-Based Health Centers (SBHC).
• Student-based programs promote comprehensive health services to students at school so to avoid health-related absences and receive support to succeed in school.
• Deliver a variety of services like behavioral health, primary health, dental and health education.

All students have access to the same social emotional/mental health (MH), other counseling supports, and physical health supports

• school counselors
• MH providers
• School nurses

Data on these district wide programs/supports is not broken down by subpopulations.

Indian Education employs a school counselor for Native American students supports.

vi. Student Health and Life Skills

The Student Health and Life Skills (SH&LS) department created with funds awarded to APS through a five-year cooperative agreement from the Center for Disease Control (CDC)-Department of Adolescent School Health (DASH) became fully staffed in January 2019.

SH&LS is working on three focus points, district health educators, district Safe Zone Program, and School Based Health Centers, to follow the guidance of CDC-DASH, Whole School, Whole Community, Whole Child (WSCC) model.

• Fifty volunteers from middle and high schools attended Safe Zone Coordinator training by SH&LS in collaboration with GLSEN-NM, Transgender Resource Center (TRGC), and NM-GSA Network.
• Each coordinator received GLSEN Safe Space Kit to assist and strengthened school safe zone program.
• Professional development for all district health educators.
  o 60 health educators attended the training
    ▪ Provided engagement and inclusion strategies for all students, including LGBTQ youth.
• SH&LS provided technical assistance to multiple schools for Safe Zones presentations and has attended approximately 10 GSA meetings upon requests from sponsors and students.

B. WHAT IS NEEDED:

i. Based on Native American Parent Survey results only about 28% of Native American students are having their needs adequately met. Areas of need include culturally relevant curriculum and activities, increased access to Navajo, Zuni and other Native American language (e.g., Keres) instruction, and increased access to learning opportunities infused with Native American values, history and culture (e.g., through Native American studies, after school programs or summer enrichment)

ii. Also expressed is the need to provide more opportunities for non-Native American school staff and students to learn more about Native American cultures and the Native cultures and history of Albuquerque and New Mexico in particular.

VI. FRAMEWORK ELEMENT: BILINGUAL/BICULTURAL & CULTURALLY RELATED “ACTIVITIES” THAT SUPPORT ACADEMIC PROGRAMS

A. WHAT IS IN PLACE:

i. Culturally Relevant Reading, Windows and Mirrors Initiative

Windows and mirrors was a phrase initially introduced by Emily Style for the National SEED Project. A mirror is a story that reflects your own culture and helps you build your identity. A window is a resource that offers you a view into someone else’s experience. It is critical to understand students cannot truly learn about themselves unless they learn about others as well.

• 8,197 Read at Home backpacks were distributed to students enrolled in a Bilingual Program, K-12. Students had the opportunity to take home 3 culturally relevant books as well as the backpack.
• 82 titles written by and representing African Americans, Native Americans, Hispanics, students living in poverty, LGBTQ students, and student with disabilities were chosen to form the APS Culturally Responsive Library. Publishing company Follett has used the collection nation-wide. Books sets were provided to libraries at every school and as classroom sets.
• Class sets were purchased for Ethnic Studies

As part of the Social Studies materials selection process, APS conducted informational presentations on the history of bias in educational textbooks and did bias review sessions with:

• Members of the Native American community
• Members of the African American community
• Members of the Hispanic community and community members at large

Over 300 secondary Social Studies teachers met to review community feedback and concerns to select textbooks for course resource use. Teachers and community members created a list of diverse culturally relevant supplementary materials and schools were given funding to purchase from this list.

ii. Language and Cultural Equity

LCE provided training for new ELD, Indian Education, and Spanish Language Arts teachers in such strategies as backwards design and culturally and linguistically responsive classrooms.

iii. Curriculum & Instruction

Created a five-year plan to purchase Instructional Materials throughout the district to provide greater equity and accessibility to the district’s diverse student population.

• First phase of the program supported ELD and ELA.

iv. Create More Equity in Access to Rigorous Coursework

Historically, some groups of students have been dramatically under-represented in AP and honors coursework at the secondary level. This becomes especially apparent in math and science courses.

Decisions that are made as early as 6th grade can affect a student’s ability to be on track for a career in a high wage STEM field as an adult.

• As such it is very important schools make careful placement recommendations for students that are as free from bias as possible.
• Over 4 years, APS has increased the number of AP tests taken, the number of students who have the potential to gain college credit and the percentage of students who earn a score of 3 or better on the AP test.

AP materials in several subjects were purchased given the specific needs and as requested by high schools.

• In SY18-19 and SY19-20, C&I provided instructional support and PD to principals.
• Indian Education supported students in each Learning Zone (LZ) through resource teachers and language courses.

This does not, however, address the number of students who have demonstrated potential for AP coursework, but do not enroll in a course.
• AP Potential is a measure of predicted success on an AP exam based on PSAT results for that subject.
• A large number of the students who demonstrate potential but do not enroll are students of color. Often the students who enroll, are those who are encouraged to challenge themselves, but not necessarily those who demonstrated potential through the PSAT.

Two changes were made to address this gap in partnership with the Assessment department and SIS:
• Letters were sent out to the parents of all students demonstrating AP potential encouraging them to enroll in an advanced course.
• Placement recommendation data previously relied heavily on class grades and attendance which both may represent behavior and bias rather than aptitude.
• A new recommendation document was created based on an algorithm utilizing a student’s highest scores as a predictor. This resulted in a much larger number of students recommended for challenging coursework.

v. Support the Expansion of Ethnic Studies
• Supports the academic achievement of students through a culturally relevant curriculum and pedagogy.
• Gives students a critical lens to view history, race and culture.
• Supports a school culture that values student identity.

vi. Bilingual Seal and Bilingual Programs

The Bilingual Seal and Seal of Distinction honors a student’s proficiency and skills in two languages. APS encourages students to pursue rigorous coursework providing an opportunity for students to maintain, develop, and advance in a secondary language. Bilingual Seals increased for every high school in the district in SY19-20. The district also introduced the Global Seal with students receiving distinction in Spanish, German, and Chinese.

**New Mexico State Bilingual Seals** within the last five years the NMPED begin awarding students with state Bilingual seals for Heritage and Spanish Languages. However, to date there have not been any seals awarded for Navajo language. Students have indicated that the assessment for attainment of the seal is too difficult especially if they began their Navajo classes until high school. The Zuni language students have received this award.

**Indian Education Bilingual Seals** have been earned by many students who have successfully completed two years of Navajo and or Zuni or another Heritage language at another high school. In addition, a final assessment is conducted by community heritage speakers to determine proficiency.

In SY 19-20, five APS schools, Los Padillas, La Mesa, West Mesa, Polk, and Truman received recognition for exemplary bilingual Programs at the 2020 Legislative Session Bilingual Day. The schools demonstrated:
• Effectiveness of BMEP evidenced by 2 years of Home/Heritage language proficiency data and 2 years of ACCESS data
• Effectiveness of BMEP reflected in qualitative evidence (attendance, culture, identity, parent participation, etc.)

LCE awaits MOA approvals from the Navajo Nation to begin the Bilingual Seal program in Navajo.

• Navajo Language Memorandum of Agreement is currently pending approval by the Navajo Nation. Both tribes (Zuni and Navajo) are aware and have approved the ongoing instruction in district schools by state and tribal certified and approved teachers with 520 licenses as well as Bachelors and Masters’ degrees in other disciplines.
• The Pueblo of Zuni approved the Memorandum of Agreement with the Albuquerque Public Schools for Zuni language instruction.

**Navajo Language Programs (3-8) and (9-12)** Navajo language 1 and 2, and serves all eligible Native American high school students in APS. Navajo 1 is taught at CEC during the fall term and Navajo 2 in the spring. Navajo 1 and 2 are taught year-round at Del Norte HS, but is only offered to DNHS students. The Navajo language program provides students the basics of the Navajo language with an emphasis on immersion and a cultural approach. Students are immersed in conversational activities to gain cultural understanding and knowledge that results in a positive perspective regarding the Navajo language. Students engage and participate in classroom and out of class experiences in community activities and storytelling events. The support program is also ranked one of the top three priorities by parents during the annual survey.

**Zuni Language Programs (3-8) and (9-12)** Zuni language through the native language immersion method. This teaching method is natural, organic, and holistic. This method teaches the whole child: heart, mind, and body. Pueblo of Zuni students first hear the unique sounds before progressing to speaking and then transition to reading and writing in Zuni. The main focus and the goal of the Zuni language program is for our Zuni students to acquire their Shiwi’ ma be-na:we-Zuni language. The support program is also ranked one of the top three priorities by parents during the annual survey.

**Native American Studies 1 Courses (6-12)** (Session 2) is a 1 elective credit Junior and Senior level course, offered in the Fall semester. It is designed to give students a general survey of Native American history and culture of many tribes from across the nation.

**Native American Studies 2 Courses** (Session 2) is a 1 elective credit Junior and Senior level course, offered in the Spring semester. It is designed to research past and present issues confronting Native American including colonization, language, identity, resource development and self-determination.

**Native American Leadership courses (9-12)** (Session 1) is a 1.5 credit per semester elective course open to all grades. This course is designed to give students an opportunity to develop leadership skills through organizing and implementing
Native American community events. Major themes are storytelling, food sales, community events, and performing arts.

**Native American Government and History Courses (9-12)** (Session 2) is a .5 credit course offered in the Spring that satisfies the New Mexico State Government graduation requirement. This class covers Government from the Native American perspective.

**Native American Economics Courses (9-12)** (Session 2) is a .5 credit course offered in the Fall that satisfies the New Mexico State Economics graduation requirement. This class covers Economics from the Native American perspective.

**Diné Government Course (11-12)** (Session 1) is a .5 credit course offered in the Fall or Spring semesters. This class studies the evolution of the Navajo Government from prehistory to today. The curriculum model is developed by the Navajo Nation and fulfills the Navajo Government requirement for the Chief Manuelito Scholarship.

**Dual Credit Language Courses (Navajo and Zuni) (9-12)** is coordinated with the Institute of American Indian Arts in Santa Fe, NM. The instructors for the courses are Indian Education Zuni and Navajo Language teachers.

vii. **Native Language Bilingual & Multicultural Education Programs**

LCE is committed to providing support and resources for our Native Language and Cultural Programs. We currently support 12 Native Language and Cultural programs, which include three new programs added this year. The schools are listed below:

**Elementary Programs**
- 7-Bar Elementary (Zuni)
- Chaparral Elementary (Navajo)
- Hodgin Elementary (Zuni)
- La Mesa ES (Navajo)
- Tres Volcanes K-8 (Navajo)

**Middle School Programs**
- Jimmy Carter MS (Navajo)
- Wilson MS (Zuni)
- Cleveland MS (Navajo)
- McKinley MS (Navajo)

**Highschool Programs**
- CEC (Zuni & Navajo)
- Cibola (Zuni)
- Del Norte HS (Zuni & Navajo)

LCE has devoted a Teacher Support Specialist (TSS), who directly supports student instruction at Tres Volcanes Community Collaborative. She provides bilingual services to students from To’Hajiiiee community, which allows students to continue to learn their native language, customs, and culture within the school setting. Our TSS also provides professional development and
instructional support to Native Language and Cultural Programs and is available to work with Native Language and Culture program teachers as requested.

In addition to support and providing services to our Native Language and Cultural program, we also have Teacher Support Specialists who provide professional development, resources, and instructional support to all teachers in the areas of English Language Development, Indian Education, Spanish Language Arts and Culturally and Linguistically Responsive Instruction. Administrators and teachers are encouraged to contact our department to request support from our TSSs.

LCE has also committed to providing literature to students to use at home with our Read-At-Home Book initiative. Books are distributed to students in Bilingual Programs including Dual Language and Heritage Model classrooms as well as, those students enrolled in our Native Language and Cultural Program. Students who are enrolled in a Bilingual Program, Kindergarten through 12th grade, and our Native Language and Cultural Program, are given the opportunity to take home three culturally relevant books and a backpack. Our goal is to encourage the love of literature at home, while reading characters and themes found in beautiful literature, in which students can see themselves, their families and peers represented. In addition to receiving Culturally Responsive literature, our Native Language and Cultural program students also received school supplies.

B. WHAT IS NEEDED:

i. Expanded access to Navajo, Zuni and other indigenous language courses as well as expanded access to Native American Studies courses.

VII. FRAMEWORK ELEMENT: ENRICHMENT PROGRAMS

A. WHAT IS IN PLACE:

i. Summer Programs

Annual Summer Cultural Enrichment programs are conducted for students in all grades. Community experts and teachers teach enrichment classes which include; pottery, drum making, dance, Indigenous music, Ojo making, rug weaving, Navajo and Zuni languages.

ii. Gifted Education

In the 2019-2020 school year, Native American students represented 4.9% of the total school enrollment but just 1.5% of students enrolled in gifted programs in APS

Schoolwide Enrichment Model (SEM)
“A detailed blueprint for total school improvement that allows each school the flexibility to develop its own unique programs based on local resources, student demographics, and school dynamics as well as faculty strengths and creativity.” - Joseph S. Renzulli and Sally M. Reis University of Connecticut.

APS has an initiative to enrich all students. Native American students are one of the underserved groups targeted for inclusion in Talent Pools. Within the SEM, students are able to interact with intellectual and creative peers. The model encourages the celebration of cultural diversity. In addition to Native American students with gifted education IEPs, teacher-reported data indicates 218 students are being served in Talent Pools, and 276 students are participating in Enrichment Clusters or other SEM activities. This is an ongoing project and the APS Gifted Education Team is continuing to work with the Community Outreach Coordinator from the Renzulli Center for Creativity, Gifted Education, and Talent Development through a grant from Sandia National Labs.

**Seeing & Serving Underserved Gifted Students**

APS is working with Dr. Amy Graefe and Dr. Jenny Ritchotte of University of Northern Colorado to provide professional development for teachers and administrators in identifying, understanding, teaching, and challenging underrepresented populations in gifted education. Through an APS Foundation grant, the gifted education team will be working with the UNC team and selected schools to create individualized action plans for ensuring Native American students have access to challenging and enriching, culturally relevant academic environments. The team includes representation from the Gifted Education, Language and Cultural Equity, Title I, McKinney-Vento Homeless Education Project and Indian Education Departments. In subsequent school years the Gifted Education will expand upon the work of the initial participants to replicate similar initiatives at additional school sites.

**B. WHAT IS NEEDED:**

i. Since the summer enrichment only serves a small percentage of Native American students, expansion of the summer enrichment to include after school enrichment opportunities.

ii. Continuation of work with the Special Education Department and other state and national partners to identify a more comprehensive identification process and additional forms of assessments that align with the programmatic guidelines and standards.
VIII. FRAMEWORK ELEMENT: RETENTION

A. WHAT IS IN PLACE:

i. Attendance

School, Families, and Community Support developed an Early Warning System reports, connecting staff as mentors to students and as a means for outreach and early intervention. Community outreach meetings were created in neighborhoods to identify barriers to attendance and identify solutions within the neighborhood. Some of the positive outcomes of this endeavor were:

- The average school change in chronic absenteeism
  - 51 schools reduced their chronic absenteeism rates
  - Average reduction was 2.01 percent

- Schools with large reductions in chronic absenteeism rates
  - 11 Schools had a reduction in chronic absenteeism rates over 3 percent
  - Average reduction in these schools was 4.27 percent
  - Highest reduction was at Mountain View Elementary at 6.5 percent

- Quartile 1 and Quartile 2 Schools by the end of 2017-2018 school year
  - 80% had attendance teams that were meeting regularly

- 90-Day Plans with Attendance Goals
  - 46 Schools have identified School Culture as a focus area
  - 12 specifically mention attendance/truancy in their Performance Challenge or Root Cause statement for School Culture

- CSHD Family Engagement and Attendance Promotion/Truancy Prevention Units provided PD to school teams. Attendance staff collaborated with APS Family Engagement Unit staff to support schools to identify and increase the role of family engagement for improved student attendance.

Attendance is a focus goal by the three fulltime Home School Community Liaisons from the Indian Education Department. They coordinate support for students and parents with Title one school staff in four zones to help improve issues with attendance, truancy, technology needs, etc.

ii. Restorative Justice Practices

Restorative Practice training and support for 105 elementary and middle schools: Restorative practices focuses on building, maintaining, and when necessary, repairing relationships among all members of a school community.

The restorative approach is a set of guiding principles for the school community, which sees relationships as central to learning, growth and an inclusive, respectful school culture.

- By March 2020, APS served nearly 50 different schools or district departments for services. The incredible energy and interest by the district has demonstrated that there is indeed interest and energy in implementing restorative practices district wide.
We look forward to how we can serve students, schools, and the district through ongoing trainings and developing a robust training schedule to ensure that more and more APS personnel are well versed in the benefits of restorative practices, both in schools and in our departments.

iii. Credit Recovery

Native American GradPoint Online Credit Recovery Program for courses in Math, Social Studies, Science and English is supported by the Indian Education Department and available to all Native American high school students attending district schools who lack credits for graduation. The program is offered as an afterschool program, throughout the school year and during the summer months of June and July. Highly qualified certified secondary teachers provide instruction and support to the student participants. Students are referred by high school counselors to make up credit towards graduation. In SY 2017-2018, 222 students completed coursework. There are an estimated 800 tribally affiliated students in APS who owing to failed courses or other circumstances will not complete high school in 4 years. Of these students the Indian Education Department assists on average about 200 of these students each year in recovery of credit for one or more failed courses. This assistance is provided after school during the school year and as an intensive program in the summer. A unique feature of the Indian Education Department’s approach to credit recovery is the level of support provided by teachers endorsed in course content of credit recovery courses. Given current resources, the maximum potential capacity for this program is approximately 240 students. Given current approaches by middle and high school counselors to course placement and scheduling of students needing to recover credit, the number of students likely to benefit from GradPoint is approximately 300 students annually.

- Approximately 800 Native American students are on a path to graduation that will take more than four years to complete. When funding allows, Indian Education is able to support about 25% of these students in getting back on track to graduation. Addressing the needs of the other 75% would require training of counselors in course placement practices that increase opportunities for successful credit recovery and funding that would cover expansion of the Indian Education approach to credit recovery beyond its current scope.

B. WHAT IS NEEDED:

i. As stated above, training of secondary (both middle and high school) counselors in course placement practices that increase opportunities for successful credit recovery and the participation of Native American students in advanced level coursework.

ii. Funding to expand the Indian Education Department’s approach to credit recovery.
IX. FRAMEWORK ELEMENT: COUNSELING SERVICES & COLLEGE AND CAREER READINESS (CCR)

A. WHAT IS IN PLACE:

i. Counseling Department

The school counseling program is an integral part of the district’s academic, curriculum, and educational goals. The department’s work specifically development of the whole child and CCR serves to maximize success and removes barriers to learning for each student.

Numerous research studies show that school counselors, implementing a comprehensive school counseling program, can serve a vital role in maximizing student success.

- Counselors impact student attendance, academic achievement, and behavior by targeting interventions, collecting data, presenting classroom curriculum, and CCR activities.
- Counselors contribute to a positive school culture by integrating a counseling program with school/district goals.
- Counselors collect data and use reports to identify achievement gaps and measure program effectiveness to ensure they are making a difference with students.
- Department identifies and recognizes prevailing barriers causing students to struggle and align counseling efforts to meet those needs.
- Every year school counselors evaluate their program goals and school data information to improve and modify their program framework.
  - Review program progress and impact.
  - Building this information into setting goals for the next year.
  - Using skillset to support effective, purposeful, and intentional counseling programs in schools.

Counseling provided Suicide Prevention protocol training to all nurses in the district.

- SFCS Division applied for and received grant funding to expand, and now includes a new School Climate Director and Coordinator to support schools throughout the district.
- Nursing provided PD with FREE CEU’s to School Nurses: 19 Activities, 530 participants

ii. Indian Education Counseling Services

The Indian Education College and Career Counselor is dedicated to coordinating services and working with all Native American students across the district who are referred by parents and or educators from the schools. Native American students are supported with events which include; College Connection, Senior parent Meetings, FAFSA completion, etc.

The Indian Education Department received Title 1 funds to hire three fulltime Home School Community Liaisons to support students, families, and school staff.
• Indian Education has a dedicated counselor working with Native American students across the district.
• In SY20-21 Indian Education received funding to hire four case managers to work in each of the four Learning Zones.

iii. College and Career Readiness (CCR)

CCR is imperative to APS. The U.S. Department of Education defines college and career readiness as students obtaining the academic and technical knowledge necessary for a career beyond the classroom.

The American Institute for Research reveals the Common Core State Standards (CCSS) has defined what prepared students look like.

• Adoption of CCSS and the Next Generation Science Standards are designed to set higher expectations for critical thinking, problem-solving, and collaborative skills across a range of academic subjects.
• College and career readiness (CCR) goals ensure students receive the multidimensional preparation necessary for success in the global economy.
• Need for college and career ready students is evident when employers estimate by next year in 2020, 65% of all jobs will require postsecondary education and/or CCR training.

APS provides College and Career Readiness opportunities for students in Pre-K through 12th grades.

• CCR Counselors assigned to each APS comprehensive high school provide a wide variety of career and college information and materials to students, faculty, parents, and community stakeholders concerning career planning and college entrance.
• Encouraging college and career readiness for all students sets the stage for students to develop the skills necessary to be successful in higher education and the workplace.
• Each year these counselors promote FAFSA completion events and individual student meetings because National College Access Research shows students who complete the FAFSA are more likely to attend college.
• In the last three years, APS FAFSA completion average exceeded the New Mexico average.

iv. Career Technical Education (CTE)

CTE Department facilitates a school to career program which includes drafting, CAD, Automotive, Family and Consumer Science, Culinary Arts, Food Service, Film and Video Technology, Trades and Industry, Industrial Education Construction, Welding, Metals, Manufacturing, Business Marketing and Technology, Computer, Business Application and Health.

• A CTE teacher committee works to develop a process to meet the needs of the teachers.
• CTE Program has 228 teachers and 28,000 students from APS middle and high school Vocational Education Programs.
Many CTE school programs are also dual-credit. Students have the opportunity to gain valuable college credits through dual-credit programs. CTE provides 14 programs of study offering 40 certifications with 71 industry partners.

Workforce Solutions works with the APS Community Schools programs at Highland, Manzano, and West Mesa High School students to provide training on the use of the NM Career Solutions website.

- Tool allows students to explore career pathways.
- Workforce Solutions has a tool, Why I Work to help students create a life after high school based on budget and guides students to identify careers and the qualifications needed for jobs and apprenticeship programs.

v. AVID

AVID offers a learning strand at both Summer Institute and Path called Culturally Relevant Teaching. The content of this learning strand includes self-examination and addresses issues of race, class, gender, sexual orientation, and accountability through a growth mindset.

- Learning strand provides a framework of effective methodologies to validate the cultures of all students on campus.
- Research-based strategies are designed to help students make relevant learning connections to increase subject-matter comprehension.
- Over the past three years at Summer Institute and at Path, 98 teachers from AVID schools participated in this training.
- Prior to the pandemic, we were scheduled for a "bonus" Path training to include the Culturally Relevant Teaching strand.

vi. JAG

Native American Jobs for America’s Graduates (NA JAG) (Del Norte HS) 9-12 is designed to guide students towards high school graduation, and after graduation to obtain acceptance to a college, military or gainful employment. The program strives to ensure students gain skills needed for a successful life.

B. WHAT IS NEEDED:

i. While the rate of participation in Advanced Placement courses by Native American students is increasing, and the percentage of Native American students enrolling in college upon completion of high school is close to average, the proportion of who attend 4-year institutions is relatively low and indicates a need to carefully examine course placement practices of counselors at the middle and high school levels.

ii. As indicated in section VII, examination of Native American student transcripts in APS high schools reveal patterns of course placement by counselors that result in reduced opportunities for credit recovery through programs such as the Indian Education Department’s GradPoint program, and increased reliance on 5- and 6-year pathways to graduation for Native American students.
iii. Training of secondary (both middle and high school) counselors in course placement practices that increase college and career readiness of Native American students and instructional supports for Native American students that lead to greater success in meeting college and career goals to avoid Over-reliance on pathways designed to meet minimum graduation requirements rather than on pathways designed to support students in attaining aspired to goals is indicated.

X. FRAMEWORK ELEMENT: CURRICULA AND EDUCATION OPPORTUNITIES LEADING TO STUDENT SUCCESS

A. WHAT IS IN PLACE:

i. The Indian Education American Indian/Alaskan Native Values Rubric: A Holistic Approach to Curriculum, Instruction & Professional Development

Central to the approach taken by the Indian Education Department to curriculum, instruction and professional development is The American Indian/Alaska Native Values Rubric. The values replicate the AI/AN medicine wheel, which represents over 13,000 years of AI/AN wisdom and child rearing practice. The model is non-threatening and non-judgmental that traces student progress over time and over multiple activities. It can be used for self-evaluation, peer evaluation or to provide teacher feedback. The medicine wheel reflects the circle of life, which is a researched based evaluation model developed by (Bendtro, Brokenleg, & Bockern, 1990) and uses four core spiritual values and four colors that represent four race of people in the world and the four major directions. Instead of numbers, it uses positions. Students move from outside the circle toward the center with the ultimate goal of becoming wise in every aspect of self. Written details provide an opportunity for students to self-evaluate their own progress and use proper writing conventions and mechanics.

ii. Indigenous (literature) Curriculum K-8

The first outgrowth of the adoption by the APS Indian Education Department of Indigenous Values Rubric has been the development of the Indigenous (literature) curriculum K-8. These are thematic literature-based units which encompass eight themes in each grade level. The eight themes include; Telling a Special Story, Philosophy of Native Science, The Ecology of Native American Community, Plants, Foods, Medicine and Gardening, Animals in Native Myth and Reality, A Sense of Place, Native Astronomy: A Skyward View, and Creating Minds and Worlds. The units were written by Indian Education resource teachers with the research foundation provided by Dr. Gregory Cajete. These plans are aligned to the Common Core Standards and center upon literature books written by predomately-indigenous authors and are anchored in a model of Native science instruction developed by Dr. Cajete of Santa Clara and a UNM professor. Dr. Cajete worked with Indian Education teachers to create these instructional units
for grades K-8 and in a way that they can be used for instruction across the curriculum. They integrate with the district core-reading program. The recommended literature (fiction and non-fiction) is listed by grade and Lexile levels for difficulty.

iii. 5-Year Indian Education Plan

5-Year Indian Education Plan was initially developed by the Indian Education Department in 2009 and have been revised and updated since then to the current time. The four targeted goals have not changed throughout. The four targeted goals are: 1. Increase Graduation Rate, 2. Increase Academic Achievement, 3. Increase Attendance, and 4. Increase Appreciation and Expression of Cultures, Language, and Heritages of American Indian/Alaska Native district students. The goals have identified objectives which include; (1) systemically change educational program delivery in needed areas, (2). Align department goals with district goals, (3). Align service delivery methods and strategies to proven and effective research methods, (4). provide advice and receive guidance from stakeholders within and outside the district regarding critical education issues, and (5). establish and develop action plans for each identified targeted activity.

iv. Integrated Education Services

B. WHAT IS NEEDED:

i. Increased opportunities for all APS Native American students to receive instruction grounded in the Indian Education American Indian/Alaskan Native Values Rubric and that utilizes the Indian Education Indigenous (literature) Curriculum. Due to funding / staffing constraints, less than 10% of Native American students in APS have regular exposure to instruction that utilizes either the rubric or the curricular units.
For additional information, please contact:

Dr. Madelyn Serna Mármol, Associate Superintendent of Equity, Instruction, Innovation and Support (OEIIS), madelyn.sernamarmol@aps.edu

Dr. Daisy Thompson, Senior Director of Indian Education, daisy.thompson@aps.edu

Dr. Brenda Martinez-Papponi, Research & Analysis Manager of Strategic Analysis & Program Research (SAPR), Brenda.Martinezpapponi@aps.edu