

Tribal Leaders Summit
Albuquerque Public Schools
Office of Equity, Instruction and Support and the Indian Education Department
6400 Uptown Blvd. NE Suite 460W, Albuquerque, NM 87110

Fall 2018 “Tribal Consultation Summit”

EXECUTIVE SUMMARY

Introduction

On October 2, 2018, the fourth meeting with Tribal, local and community leaders was held with approximately 49 in attendance. Tribal leaders included; Governor Anthony Ortiz from the Pueblo of San Felipe, Lt. Governor James Naranjo from the Pueblo of Santa Clara and Lt. Governor Raymond J. Concho from the Pueblo of Acoma, Virginia Chavez, Zuni Tribal Councilwoman, Mr. Mark Freeland representative from Navajo Nation President’s Office, and DeAlva Calabaza, New Mexico Public Education Indian Education Interim Assistant Secretary. In attendance also were other state leaders and directors from various Pueblo Departments of Education, and local leaders of organizations who met with the Albuquerque Public School’s Board of Education, the Superintendent and other district Leadership. The meeting opened with a prayer by Lt. Governor James Naranjo of the Pueblo of Santa Clara.

Purpose

The Fall 2018 Tribal Leaders Consultation Summit was organized to create opportunity for school district officials to consult with Tribal leaders regarding the education of American Indian/ Alaska Native (AI/AN) students that attend district schools. The mandate of *Every Student Succeeds Act* of 2015 and the 2017-2018 Albuquerque Public School’s Indian Policies and Procedures were observed through the consultation with Tribal officials, parents and leaders.

The meeting began with a recitation of the Pledge of Allegiance in English (by all), in Navajo (by Navajo Language students from Atrisco Heritage Academy High School), and in Zuni (by a Zuni Language student from Del Norte High School).

A Zuni High School student from Del Norte High School shared a traditional song, which brought grandparents and relatives to the meeting.

The Albuquerque Public School’s Board President and Superintendent welcomed everyone to the meeting. The Indian Parent Committee High School Student Representative, a 12th grader, Vaneka Hoskie, introduced herself and spoke of her educational accomplishments and her plans after graduation, and the Indian Parent Committee Vice-Chairperson, Ashleigh Largo, spoke about the importance of family engagement. She shared cultural

stories about living with her grandmother while growing up and going to school to convey the value of family and kinship in Native American child rearing practices. She honed in on the concept that it really does take a village to raise a child.

A power point presentation on the 2017-18 Tribal Education Status Report Highlights (TESR) was presented by Dr. Brenda Martinez-Papponi, APS Research and Evaluation Manager. The presentation included; student achievement, school safety (discipline incidents), graduation rates, and attendance. The presentation showed that in SY2017-2018 the school district had an enrollment of 6,373 AI/AN students.

1. The academic achievement information showed that although the proficiency rates for AI/AN students were lower compared with other subgroups, the AI/AN students continued to show gains in Mathematics.
 - a. Reading is another area that showed an increase in SY2016-2017, with fifth graders showing the largest gain by nearly three percent from the prior year. Grade nine showed the largest decrease from SY2015-2016, with a drop from 23% to 16% in SY2016-2017.
 - b. Science is another area where AI/AN seventh-grade students showed an increase, however, the fourth and eleventh graders showed a decrease when compared to the scores from the prior year of SY2015-2016.
2. Dr. Martinez-Papponi also shared that there is an increase of AI/AN students in Gifted Education enrollment and in Advanced Placement programs from the prior two years.
3. Discipline infractions by AI/AN students showed “*assault/battery*” as the highest at 49% followed by “*drug violations*” at 13%.
4. The SY2017 graduation rates showed AI/AN students performing at 54.6%, which has been steadily increasing over a three-year span, beginning at 45.5% in SY2015.
5. The AI/AN attendance rates also showed improvement from SY2016-2017 at 93.8% to 96.3% in SY2017-2018.

The presentation by Dr. Martinez-Papponi prompted questions and discussion by all regarding the TERS data.

Question: What is the data source used for the TERS?

Response: S.T.A.R.S. (State Teacher Accountability Reporting System)

Question: What is the difference in how graduation rates and performance rates are determined as compared to other school districts?

Response: Assessments are not the same in every state. New Mexico does not just use PARCC (Partnership for Assessment of Readiness for College and Careers) tests, but a multiple collection of assessments help determine New Mexico’s proficiency.

Question: Is New Mexico the only state using the PARCC test?

Response: No, there is another state that also uses the PARCC test.

Question: If only two states are using PARCC testing, then how are we calculated as ranking 50th in the nation in education?

Response: New Mexico is very diverse so we cannot compare education in New Mexico to other states. Data can be reviewed only at the local level which compares the same set of tests.

Question: Can testing be better? For example, Can the needs of language barriers be met in PARCC?

Response: All tests are taken in English, even for Spanish-speaking students. Are these tests appropriate for Native Americans and other minority students in regards to culture and language? No, they are not.

Question: Has APS developed a plan to address Indian Education as court-mandated under Yazzie vs. the State of New Mexico and will this information be shared with state legislators?

Response: The New Mexico Public Education Department (NMPED) has failed Native American students. NMPED needs to close the achievement gap of Native American student's performance.

Question: Is it correct that APS is the largest school district in the state?

Response: Yes

Question: Are there any Native students in Title 1? Any Navajo students?

Response: Yes, there are Native American students in the Title 1 Programs. The Executive Director for Title 1 responded on October 4, 2018 with; of the 3,706 Navajo students in APS, 2,896 Navajo students are enrolled in Title 1 schools (both public and charter schools). The total for the charter schools is 297 students.

Comment: Would like to see the data for back to school supplies distribution, dual enrollment, and the College Connection Day.

Response: The SY2017-2018 TESR listed 1,138 distribution of Back-to-School supplies and approximately 1,000 in fall 2018. Information for Native American students currently enrolled SY2018-2019 in Dual credit courses and or have completed Dual credit coursework in SY2017-2018 will be researched and responded to soon, as well as the number of students and families that attended the College Connection Day on September 22, 2018.

Question: What is the income level of low-income students to qualify for the free or reduced lunch program?

Response: Eligibility for the Free or Reduced Lunch Program is determined in several ways. First, students who attend any of the more than 80 APS schools that

qualify for the Community Eligibility Provision do not need to fill out an application for free or reduced-price meals; all students at these schools can get breakfast and lunch for free. Also, all children in households receiving benefits from NM State SNAP, the Food Distribution Program on Indian Reservations (FDPIR) or NM TANF, Foster children that are under the legal responsibility of a foster care agency or court, children participating in their school's Even Start program and children who meet the definition of homeless, runaway or migrant are eligible for Free meals. Finally, children may receive Free or Reduced-price meals if a family household's income is within the limits on the Federal Income Eligibility Guidelines. A student may qualify for free or reduced - price meals if their household income falls at or below the limits on this chart:

Household size	Yearly	Monthly	Weekly
1	22,459	1,872	432
2	30,451	2,538	586
3	38,443	3,204	740
4	46,435	3,870	893
5	54,427	4,536	1,047
Add for each additional person:	7,992	666	154

Questions and Comments Regarding Families and Education

How do we build a bridge with Native American students and at the same time engage Native American families? (This question will be responded to by a task force of stakeholders)

How can we get Native communities and the school district to have the same vision? (This question will be responded to by a task force of stakeholders)

What are the needs of grandparents raising their grandchildren? (This question will be responded to by a task force of stakeholders)

Question: Does APS offer classes in accounting, money management, taxes, how to build and maintain good credit, career choices, nutrition, self-defense, or community service?

Response: Yes, the course is offered

Question: How can Tribal leaders meet with Native American students from their communities?

Response: (Tribal leaders from the Pueblo of Acoma have arranged to meet the students and their families at least twice.) The Indian Education Department will help coordinate this activity.

Question: Regarding the College Connection Day, are military representatives invited to present?

Response: Yes

Comment: The Pueblo of Laguna encourages their students to remember where they come from so they have implemented a website for the Keres Language.

Comment: Governor of the Pueblo of San Felipe would like to be invited to participate in discussions regarding different languages and dialects offered by APS.

Comment: "Please be mindful that job advertisements take Tribal members away from the smaller communities when they could be serving and giving back to the communities." There have been job advertisements and recruitment for police officers and teachers by the Albuquerque Police Department and the Albuquerque Public Schools.

Comment: The Navajo Nation has implemented a Tribal Action plan that encourages students and their families to have discussions regarding culture, language and suicide. The Navajo people do not talk about suicide but it has become an epidemic among the Navajo youth so it needs to be discussed.

Questions and Comments Regarding Discipline

Question: How can Tribal leaders meet with students from their communities regarding discipline infractions and how would this be facilitated?

Response: This is a great idea. Sometimes there are more issues than discipline that students are dealing with. The Indian Education Department can help coordinate this with Tribal communities.

Question: What is being done to address the incidents/infractions for discipline issues?

Response: APS is working on alternatives to address discipline issues and problems in schools. Training in *Restorative Practices in Classroom Management* is being implemented for teachers.

Question: Are the same students committing the discipline infractions?

Response: The information provided was based on total number of infractions. It is true that some students did have more than one infraction during the school year.

Many Tribal officials in attendance thanked the school district (APS) for the collaboration and consultation.

Outcomes

The Summit outcomes were:

- Increased communication with Tribal officials, leaders and district leadership;
- Continued communication between district leaders and Tribal/Community leaders for increased support of Native American students attending APS;
- Continued sharing of cultural values and child rearing practices through dialogue; and
- Continued Tribal consultation related to federally funded programs.

Results

1. There is evidence of partnership development in support of education for AI/AN students in APS between Tribal officials and leaders with district leadership.
2. TESR showed steady increase of AI/AN students' academic achievement, attendance, graduation rate, enrollment in gifted education, and advanced placement programs.
3. There is support by the participants for continued consultation summits with APS.
4. There is evidence of increased cultural display and presentation by urban AI/AN students during summit meetings.

Next Steps

A task force of stakeholders will be formed in SY2018-2019 to address focus for future consultation summits. An *action plan* will be developed with input from the stakeholders of 5-8 members comprised of; tribal leaders, teachers, parents, students, administrators, and community leaders.

SPECIAL ACKNOWLEDGMENTS

The Indian Education Department appreciates support and assistance from the following individuals for making the summit a success;

- APS Board of Education
- APS Indian Education Department staff
- Ashleigh Largo, Vice Chair of the Indian Parent Committee
- Atrisco Heritage Academy High School students and teacher, Lavern Wagner (Navajo)
- Del Norte High students and teacher, Bernard Chimoni (Zuni)
- Dr. Brenda Martinez-Papponi, Research and Evaluation Manager, SY2017-2018 *Tribal Education Status Report Highlights*
- Dr. Daisy Thompson, Director of Indian Education and author of Executive Summary
- Dr. Kristine Meurer, Executive Director of Student, Family, and Community Support, Title IVA
- Dr. Madelyn P. Serna Marmol, Assistant Superintendent of Equity, Instruction and Support
- Elizabeth Trujillo, Secretary, Indian Education Department
- Jay M. Leonard, Instructional Manager of Indian Education and Cultural Advisor
- Jennifer Neuman, Board of Education Specialist
- Raquel Reedy, Superintendent
- Russell Reid, Technology Specialist, Technology Department
- Sal Gonzales, Technology Specialist, Technology Department
- Vaneka Hoskie, IPC High School Student Representative
- Veronica Pino, Executive Assistant to the Office of Equity, Instruction and Support