

TRIBAL CONSULTATION REPORT



CUBA INDEPENDENT SCHOOL DISTRICT

Our Mission

The Cuba Independent School District prepares diverse 21st century learners with high expectations, academic growth, community and cultural collaboration, and moral integrity to provide a bright future for the learners we serve.

FALL 2020

Revised October 22, 2020

**CUBA INDEPENDENT SCHOOL DISTRICT
TRIBAL CONSULTATION REPORT
FALL 2020**

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Dr. Matthew Williams, Ph.D - Lead Turnaround Director, Cuba High School

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REPORT**



**CUBA
INDEPENDENT
SCHOOL DISTRICT**

**FALL
2020**

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Cuba Independent School District
FALL 2020

Explanation of Data Categories Included in this Report

This report contains various key categories of data that provide a detailed view of the data that Cuba Independent School District (CISD) reviewed in considering the use of federal funds to address the needs of Native American students enrolled in the CISD.

This report is providing this information as part of the consultation process with local Tribal Agencies and Native American parents to address the Statutory Requirements under Section 8538 of ESEA:

“ state education agencies and ‘affected’ local educational agencies are now required to engage in ‘meaningful consultation’ with tribes or tribal organizations before the submission of a plan or application for ‘covered programs under ESEA’, as amended by ESSA.”

The Key categories of data are presented within the following data blocks:

Data Block #1: Demographics

- 1.1 Enrollment
- 1.2 Free/Reduced Lunch Count
- 1.3 Native American Enrollment
- 1.4 Native American Language Courses

Data Block #2: Student Attendance

- 2.1 Absenteeism Rate
- 2.2 Attendance Rate
- 2.3 Dropout Rate

Data Block #3: Teacher Information

- 3.1 Teacher Certification / Licensure
- 3.2 Teacher Classification Levels
- 3.3 Teacher Count

Data Block #4: Parent Support Information

- 4.1 Parent Courses / Programs

Data Block #5: Federal Programs

- 5.1 Impact Aid Total Count of Eligible Students

Data Block #6: Student Achievement

- 6.1 ELA Proficiency
- 6.2 Math Proficiency
- 6.3 School Grade
- 6.4 School Growth
- 6.5 Student Growth
- 6.6 Graduation Rate
- 6.7 Graduation Growth Rate

An alphabetical list of the data included in this report is available on the following page. The Chart also includes the page numbers of where the data can be found in this report.

Alphabetical List of Data Categories Included in this Report Cross-Referenced by Report Page Number

DATA ITEM	REPORT PAGE #	TYPE	FREQUENCY	DESCRIPTION
ABSENTEEISM RATE	23-27	Numeric Data	One-year Snapshot	Number of students absent divided by ADA
ATTENDANCE RATE	23-27	Graph	One-year Snapshot	Attendance; Avg. Daily Attendance.
DROP OUT RATE	23-27	Numeric Data	2-year Snapshot	Navajo Student Dropout rate; N = (i.e. 8%)
ELA-PROFICIENCY	32-45	Graph	3-5 Year Longitudinal	Navajo Students ELA Performance
ENROLLMENT	18-22	Numeric Data	One-year Snapshot	Total count of Students enrolled in District
FREE REDUCED LUNCH COUNT	18-22	Numeric Data	One-year Snapshot	Count of eligible Navajo students
GRADUATION GROWTH RATE	32-45	Numeric Data	3-5 Year Longitudinal	District Grad Rate on 4-year avg.
GRADUATION RATE	32-45	Numeric Data	One-year Snapshot	Student Grad Rate on 4-year avg.
IMPACT AIDE	31	Numeric Data	One-year Snapshot	Total Number of IPP Count.
MA-PROFICIENCY	32-45	Graph	3-5 Year Longitudinal	Navajo Students MA Proficiency Performance
NAVAJO ENROLLMENT	18-22	Numeric Data	One-year Snapshot	Total count of "Navajo" students within District enrollment count.
NAVAJO LANGUAGE COURSES	18-22	Numeric Data	One-year Snapshot	Total course offered within District to students
PARENT COURSE/PROGRAMS	30	Numeric Data	One-year Snapshot	Total course or programs offered to/for Parents of Students attending District schools.
SCHOOL GRADE	32-45	Alphabet	One-year Snapshot	School report card given by State; per State grading system.
SCHOOL GROWTH	32-45	Graph	3-5 Year Longitudinal	Upward/Downward Trend
STUDENT GROWTH	32-45	Graph	3-5 Year Longitudinal	Upward/Downward Trend
TEACHER CERTIFICATION/LICENSURE	28-29	Numeric Data	One-year Snapshot	Number of teachers licensed or certified to teach in a classroom/subject.
TEACHER CLASSIFICATION LEVELS	28-29	Numeric Data	One-year Snapshot	Teacher Rating Scale)i.e. Count of Highly Effective Teacher; Highly Qualified Teacher, etc. (per State Teacher Rating Scale.
TEACHER COUNT	28-29	Numeric Data	One-year Snapshot	Count of all teachers in District; N = (i.e. 32)

What is Tribal Consultation

Background

On December 10, 2016, President Barack Obama signed Every Student Succeeds Act (ESSA) into law. ESSA not only reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), but also replaced the 2001 No Child Left Behind Act (NCLB). The primary objective of ESSA is to localize the power and autonomy of elementary and secondary education of children by shifting responsibility from the Federal government to the states—thereby giving states and local districts greater flexibility in educating students.

The ESSA amends a crucial piece of ESEA, providing that under Section 8538 of ESEA, state education agencies and “affected” local educational agencies are now required to engage in “meaningful consultation” with tribes or tribal organizations before the submission of a plan or application for “covered programs under ESEA”, as amended by ESSA. Consultation with tribes must be done “in a matter and in such time, that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute” to plans under covered programs.

ESSA Tribal Consultation Requirements

ESSA requires that state education agencies (SEAs) and affected school districts consult with tribes in the development of their education plans. SEAs are required by ESSA to engage in meaningful consultation with tribes when developing state plans for Title I, Part A funding. Affected districts that educate American Indian or Alaska Native students are also required to consult with tribes prior to submitting plans or applications for covered programs under ESSA or under Title VI. ESSA requires that tribal consultation be both *timely* and *meaningful*.

Timely

ESSA states that consultation “shall not interfere with the timely submission of the plan”. In a practical sense, this requirement means that the consultation process should begin as early as possible before the submission deadline to ensure that consultation is meaningful and unhurried.

Regularly scheduled consultation meetings now and in the future can ensure both that initial feedback can be incorporated into state and district plans and that tribal leaders continue to have a voice in the plan’s ongoing implementation and review process.

Meaningful

Districts must work collaboratively with tribes to develop a shared understanding of what entails *meaningful consultation*, which is required—but not defined—by ESSA. A key starting point can be building a greater understanding of the infrastructure, processes, and community contexts of the tribes to be consulted.

District Tribal Consultation Requirements—ESSA Title VI

Districts are required to consult with local tribal officials on plans or applications “for a covered program under [ESSA] or for a program under Title VI of [ESSA].” In practice, this requirement means that districts must engage in consultation well before submitting plans or applications to the state education agency or the U.S. Department of Education. Districts will need to document their consultation activities and provide an affirmation signed by each consulted tribe in order to verify that appropriate consultation took place. In districts with more than one tribe, respect for the sovereignty and individuality of tribal nations dictates that requests for consultation should be handled separately.

Affected Districts

Districts required to consult with tribes include districts with an enrollment of 50 percent or greater American Indian or Alaska Native students. According to guidance from the U.S. Department of Education, “In order to determine whether an LEA has percent or more of its enrollment made up of AI/AN students, an LEA should use the enrollment data from the 2016–17 school year to determine whether it is an affected LEA in FY 2017. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity.”

Statutory Requirements
CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS:
SEC. 8538. ø20 U.S.C. 7918

(a) IN GENERAL—To ensure timely and meaningful consultation on issues affecting Native American and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency’s submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. Such consultation shall be done in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to such plan.

(b) DOCUMENTATION—Each affected local educational agency shall maintain in the agency’s records and provide to the State educational agency a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations approved by the tribes that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected local educational agency shall forward documentation that such consultation has taken place to the State educational agency.

(c) DEFINITIONS.—In this section:

(1) AFFECTED LOCAL EDUCATIONAL AGENCY.—The term “affected local educational agency” means a local educational agency—

(A) with an enrollment of Native American or Alaska Native students that is not less than 50 percent of the total enrollment of the local educational agency; or

(B) that— (i) for fiscal year 2017, received a grant in the previous year under subpart 1 of part A of title VII (as such subpart was in effect on the day before the date of enactment of the Every Student Succeeds Act) that exceeded \$40,000; or

(ii) for any fiscal year following fiscal year 2017, received a grant in the previous fiscal year under subpart 1 of part A of title VI that exceeded \$40,000. 7

(2) APPROPRIATE OFFICIALS.—The term “appropriate officials” means—

(A) tribal officials who are elected; or

(B) appointed tribal leaders or officials designated in writing by an Indian tribe for the specific consultation purpose under this section.

FEDERAL FUNDING

TITLE I, PART A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Title I, Part A outlines the programs that provide states with money to fund districts to support schools with significant populations of disadvantaged students and schools that are otherwise low-performing. This section of the law requires challenging academic standards, aligned statewide testing, accountability, and reporting and school improvement activities at the state and local levels. This section requires accountability by student subgroup such as race or ethnicity.

Basic grants fund school-wide programs for schools that meet a school-wide poverty threshold. Targeted grants are available to LEAs and schools with higher proportions of disadvantaged students. In addition to identifying schools for basic program supports, states must also identify low-performing schools from among public schools statewide for comprehensive support and improvement or targeted support and achievement based on:

- Academic achievement
- Graduation rates
- English learner progress toward English language proficiency
- At least one additional indicator of school quality or student success as determined by the state

Long-term and interim goals must be set for all students and for specific student subgroups (including Native American students) for the first three indicators, and states must report performance against these targets. States will identify low-performing schools for two types of support:

- *Comprehensive* support-Schools must improve overall student performance.
- *Targeted* support-Schools must improve performance in subgroups for which low performance was identified.

States, districts, and schools must report annually, in a clear public report card format, on performance on each of the required accountability indicators. A state is required to consult with tribes in the development of its Title I plans and to notify tribes about state standards, academic assessments, and the state accountability system.

TITLE I, PART D: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This part provides funding supports for programs that assist children and youth who are neglected, delinquent or at risk. The definition of "at risk" includes students who are a year or more behind their peers academically or who have high rates of absenteeism, as well as those with addictions, histories of abuse, or other major risk factors. Title I, Part D applies to children and youth in local, tribal, and state institutions and provides support for programs that equalize student opportunities for academic achievement, prevent dropouts, and support transitions from correctional facilities to employment or further schooling. 8

Sub-grant funding to districts under this part can also be used to coordinate health and social services for at-risk children and youth, meet the "unique academic needs" of participating children and youth, and provide programs for at-risk Native American children and youth.

TITLE II, PART A: SUPPORTING EFFECTIVE INSTRUCTION

Title II is focused on improving educator quality and on increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement. It also contains provisions intended to provide low-income and minority students with greater access to effective teachers, principals, and other school leaders.

Grants under this part can cover, among other state initiatives, those that establish or expand alternative certification for subject areas with shortages of teachers, support districts in recruiting or retaining effective minority teachers, or support collaboration on early childhood transitions to elementary school.

Grants for districts under Title II, Part A can include, among many other things, programs intended to:

- Assist schools in recruiting and retaining effective teachers.
- Support mentorship or induction programs for new teachers.
- Provide evidence-based professional development for teachers on engaging parents and the community and coordinating services.
- Conduct in-service trainings on working with students who have experienced trauma or have been exposed to trauma and forming mental health partnerships with community organizations.

TITLE III, PART A: ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

This title addresses efforts to ensure that students with limited English or native language proficiency attain high levels of proficiency in these respective languages as well as high levels of achievement in other academic subjects in these respective languages. It describes eligible uses of funds, including specific guidelines for supporting such *efforts* and guidelines for sub-grants to districts and other organizations.

TITLE IV — 21ST CENTURY SCHOOLS, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Title IV Part A provides funding to improve students' academic achievement by increasing access to a well-rounded education, improving conditions for learning, and leveraging the use of technology to improve the digital literacy and academic achievement of all students.

Activities and programs under this title must be coordinated with other schools and with community-based services and programs and may include partnerships with higher education institutions, businesses, nonprofits, community-based organizations, tribes, and other, similar entities.

TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS

Title IV Part B funds the establishment and expansion of community learning centers that provide programming and services to meet the academic and nonacademic needs of students and their families including outside of regularly-established school hours. Programs can support a well-rounded education, include counseling programs, programs for students suspended or expelled, credit recovery programs, and programs that collaborate with employer-partners, among others.

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TITLE V, PART B; SUBPART 2: RURAL AND LOW-INCOME SCHOOL PROGRAM

Part B, subpart 2 of Title V specifies the criteria for district eligibility for rural and low-income sub-grants from the state and the method by which those grant awards should be calculated.

TITLE VI, PART A; SUBPART 1: FORMULA GRANTS TO LOCAL EDUCATIONAL AGENCIES

Districts, tribes, and local consortia are eligible to apply for grants under Part A, subpart 1 if their student enrollment: (a) includes 10 or more Native American students; or (b) is comprised of 25 percent or more Native American students.

Plans are provided first to the state, which may choose to review and comment, and then to the U.S. Department of Education. If a state chooses to comment on one district's application, it must comment on all district applications.

Title VI grants can be used to carry out a number of activities in support of the Native American students in the district, tribe, or consortium. Such grants can be used to meet culturally-related academic needs of Native American students, including:

- Native language revitalization programs
 - Culturally related activities in support of Title VI grant programs
 - Childhood and family programs that support school readiness
 - Enrichment programs focused on problem solving and cognitive skill development
 - Integration of educational services, including programs that promote parental involvement
 - Career preparation activities
 - Violence, suicide, and substance-abuse prevention
 - Supports for culturally responsive teaching and learning
 - Family literacy services
 - Dropout prevention
 - Meeting the needs of incarcerated youth, including transition supports
-
- Provide professional development to ensure that new teachers and staff are prepared to work with Native American students and that teachers involved with the programs covered by the grant have been properly trained. Grantees must evaluate how all Native American students are doing (including those who do not participate in the program) and provide that information to the community and to tribes.

Activities under these grants may incorporate appropriately qualified tribal elders, including as native language instructors.

TITLE VII: IMPACT AID

Impact Aid affects districts whose boundaries include federal land or land removed from the tax code, including reservation land. Impact Aid funds supplement these districts to compensate for their reduced tax base. ESSA includes new language that should allow for more timely payments of Impact Aid funds, a provision designed to help districts avoid sudden funding shortfalls, changes to the funding formula to increase equity, and increased appropriations authorizations.

Some of the funding for Impact Aid is directly tied to the number of children residing on federal or nontaxed land, making accurate counts of those populations (which may be done by parent-pupil survey or by a tribal official) essential. 10

TITLE VII: SECTION 7004: POLICIES AND PROCEDURES RELATING TO CHILDREN RESIDING ON INDIAN LANDS

Any LEA that claims children residing on Indian lands for the purpose of receiving funds under section 7003 must establish Indian policies and procedures (IPPs) to ensure that the LEA meets the following requirements:

1. Give the tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the educational program and activities provided by the LEA;
2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the LEA;
3. Modify, if necessary, its educational program to ensure that Indian children participate on an equal basis with non-Indian children served by the LEA;
4. Disseminate relevant applications, evaluations, program plans, and information related to the educational programs of the LEA in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of the Indian children and how the LEA may help those children realize the benefits of the LEA's education programs and activities;
5. Gather information concerning the Indian community views education issues, including the frequency, location and time of meetings;
6. Notify the Indian parents and tribes of the locations and times of meetings;
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's educational programs and activities; and
8. Modify the IPPs, if necessary, based upon an assessment by the tribes and parents of the effectiveness of their input regarding the development and implementation of the IPPs.

Consultation Process

The CISD Indian Ed Parent Committee (IEPC) and district administrators gather input from staff, tribal officials, parents and students to clarify needs of Native American students. Needs are prioritized and an analysis is conducted to determine the “root causes” for each prioritized need. Based on this analysis, an Education Plan for the top prioritized needs is created that includes: Stating the Need; Establishing Goal(s); Identifying Objectives; Describing strategies and activities; Evaluating outcomes; Identifying possible funding sources and amounts.

This process is accomplished through participation in the New Mexico Public Education (NMPED) Data, Accountability, Sustainability, and High Achievement (DASH) process. Each individual school implements the NM DASH Offline Planning Process which consists of 6 Steps. Steps 1 – 4 are part of the school’s annual plan and Steps 5 and 6 are revised every 90-days in order to meet the goals of the Annual Plan.

Annual Plan

Step 1 – Build Core Team

Step 2 – Analyze Student Data & Set Student Achievement Goals

Step 3 – Identify Focus Areas

Step 4 – Conduct Root Cause Analysis

90-day Plan

Step 5 – Create Desired Outcomes & Define Critical Actions

Step 6 – Monitor Implementation

Step 1 – Build Core Team

- Identify a team of leaders with diverse backgrounds, viewpoints, and expertise
- Ensure representation across grade levels, of the student body, and the community

Step 2 – Analyze Data & Set Goals

- Prepare to craft a vision for the year by deeply analyzing student data
- Set summative student achievement goals
- Identify mid-year goals to benchmark progress

Step 3 – Identify Focus Areas

- Focus areas are research-based best practices that narrow the scope for root cause analysis, desired outcomes, and critical actions
- Identifying 2 to 3 high-leverage focus areas aligned to analysis of quantitative and qualitative data helps school teams drive for results

Step 4 – Conduct Root Cause Analysis

- Arguably the most important step in the process
- For each focus area, through rich collegial dialogue, determine the deepest underlying cause of the performance challenge(s)
- What in your control, if addressed, will increase student achievement?

Step 5 – Create Desired Outcomes & Define Critical Actions

- Craft desired outcomes that identify observable changes in adult behaviors and practice with a clear connection to increasing student achievement
- Critical actions promote urgency toward addressing the root cause – tied to timelines, strategically owned, with aligned resources

Step 6 – Monitor Implementation

- Select progress indicators (metrics and evidence) used to measure progress toward desired outcomes and goals
- Progress indicators spur the core team to reflect on implementation successes and challenges, then to adjust course as needed

As part of the NM DASH process, the CISD Indian Education Parent Committee (IEPC) met eight times in SY 2019-2020 and completed the collaborative Six-Step process for designing programs and services that meet the needs of Native American students.

DATE	AGENDA FOCUS
July 29, 2019	Regular Meeting: Introduction of new JOM Manager/Indian Education Director to IEPC. Discussion about JOM Parent Needs Assessment Survey and input and approval from IEPC members; Presenters for next meeting and discussion of Navajo curriculum are mentioned for future meeting.
September 4, 2019	Regular Meeting: Reports by Mary Lou Gooris – Elementary School Principal; Mr. Archie Jacquez – Middle School Principal; Dr. Pedro Vallejo– High School Principal; Mrs. Raphaelita Phillips - Indian Education Director; Dr. Matt William – Assistant Superintendent /Federal Program Director; Dr. Karen Sanchez-Griego- Superintendent; Discussion for upcoming meeting; Debrief presentations and how that will affect Native students at CISD;
October 20, 2019	Regular Meeting: Reports by Lavern Wagner, Navajo Bilingual Teacher – middle school; Chastity Gordo, Navajo Bilingual Teacher - elementary school; JOM conference. Who is planning on going?
December 11, 2019	Regular Meeting: Budget Report -- Rhiannon Chavez, Business Manager Follow up Report -- Lavern Wagner, MS Navajo Teacher Indigenous Education Initiative -- Raphaelita Phillips, Indian Education Director Discuss CISD Indian Education Policies and Procedures - Changes needed or remain the same; Approval by committee; Re-cap of NMPED Government to Government Meeting - Plan for attendance next year; Discuss reschedule of Navajo and bilingual teachers to present;
January 15, 2020	Regular Meeting: Reports by Carol Chavez, Bilingual Coordinator Discussion of bilingual seal; Diana Martinez, Transportation Director, Transportation Report and discussion of parent group; Raphaelita Phillips, Indian Education Director - Presentation of Indian Policies and Procedures and Signature of IEC President, George Aragon; Raphaelita Phillips, Indian Education Director - Update on Indigenous Education Initiative and IEC members’ roles in helping to move this forward; Announcements: School Board Meeting date/location announcement;
February 10, 2020	Regular Meeting: Reports by Lavern Wagner, Transformational Community Engagement Coordinator - Update on Middle School Navajo Teacher, community engagement activities; Dr Matt Williams, Federal Programs Director/Assistant Superintendent - Update on grants/deadlines; How can IEC help us in community engagement? Future trips dates/purpose;
May 26, 2020	Regular Meeting: Reports by Budget Report- Rhiannon Chavez JOM Regular Funds, Reallocation JOM Unexpended Funds; End of School Year Report; Graduation; Distance Learning Success; Navajo Nation Bilingual Seal and CISD Bilingual Seal; IEC bylaws Review; Conflict of Interest Waiver; Recruitment of new member and Review of applicants; New school Year - Needs Assessment at Registration; Virtual Learning with COVID-19;
June 9, 2020	Regular Meeting: Reports by Raphaelita Phillips - New member findings, Review of bylaws/JOM rules, Plan for new recruit; IEC Bylaws Final Review & Signing; Conflict of Interest Final Review & Signing; Work on JOM/Indian Ed survey for new school year;

Data Block 1: Demographics

1.1 Enrollment

One-Year Snap Shot: SY 2019-2020

Demographic Category	Amount	Percent
1.1 Total Student Enrollment	572	
1.2 Free/Reduced Lunch Count (Native American Students)	356	100%
1.3 Total Native American Students	356	62.23%

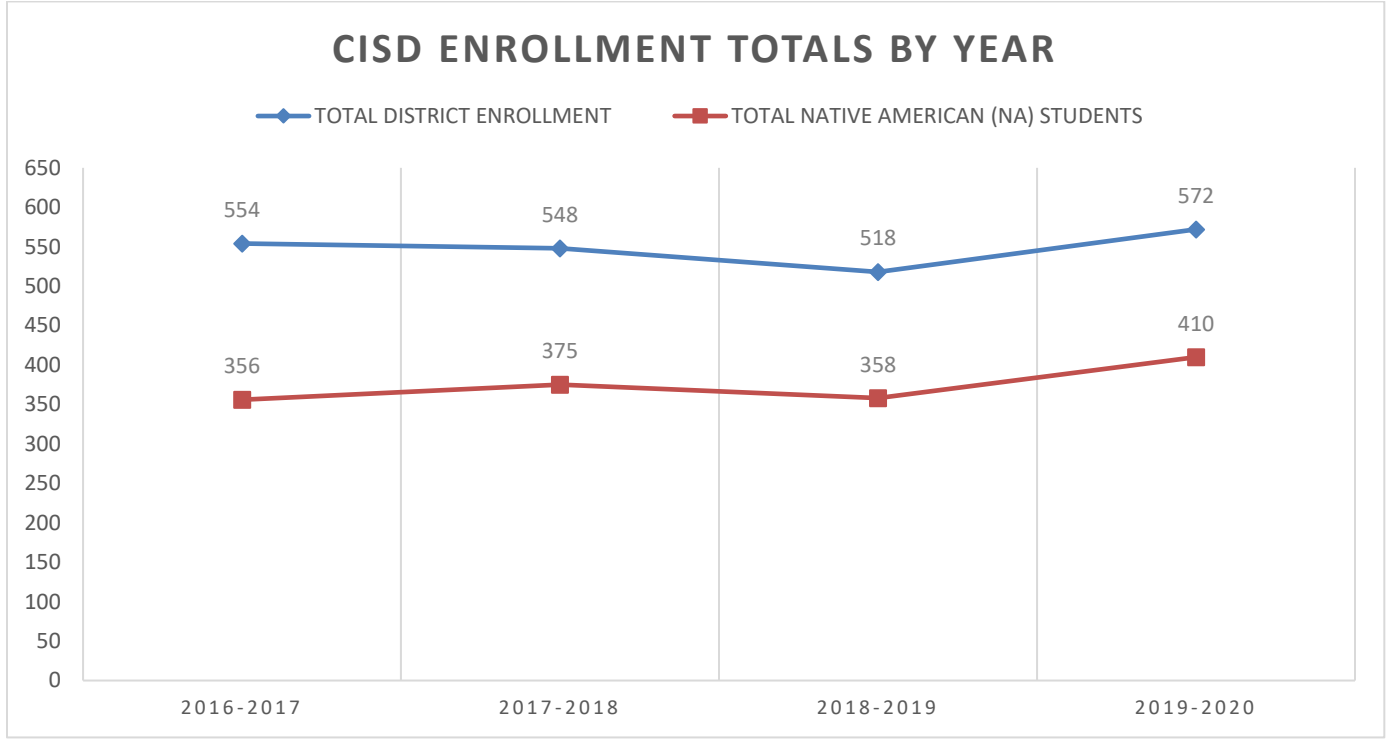
Additional Demographics

The following charts provide information on total student enrollments and the number / percentage of Native American Students enrolled in the Cuba Independent School District for SY 2016-2017, SY 2017-2018, SY 2018-2019, and SY 2019-2020.

SCHOOL YEAR	TOTAL DISTRICT ENROLLMENT	TOTAL NATIVE AMERICAN (NA) STUDENTS	% NA STUDENTS
2016-2017	554	356	64%
2017-2018	548	375	68%
2018-2019	518	358	69%
2019-2020	572	410	71%

Data Block 1: Demographics (continued)

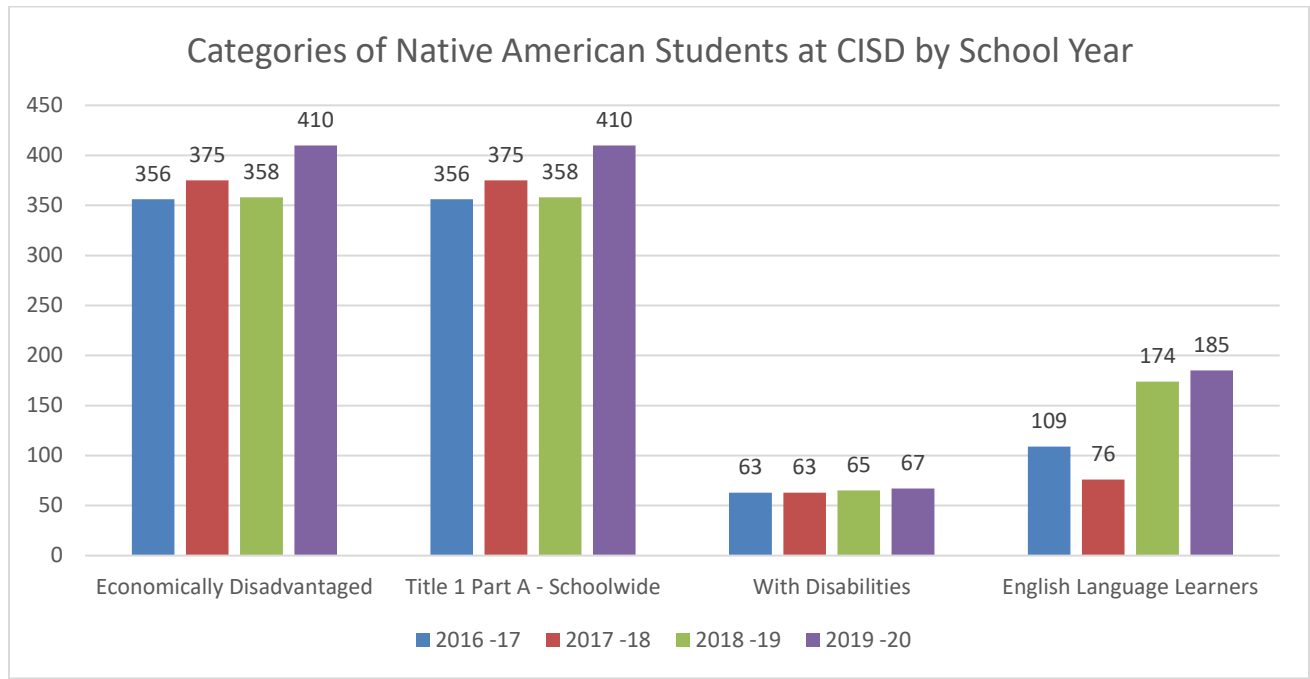
Additional Demographics



Native American Students	2016 -17		2017 -18		2018 -19		2019 -20	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Economically Disadvantaged	356	100%	375	100%	358	100%	410	100%
Title 1 Part A - Schoolwide	356	100%	375	100%	358	100%	410	100%
With Disabilities	63	17.6%	63	19.2%	65	18.2%	67	16%
English Language Learners	109	34%	76	21.3%	174	46.4%	185	45%

Data Block 1: Demographics (continued)

Additional Demographics



All Native American students at CISD qualify for free & reduced lunches, as shown in the above table and graph, listed as economically disadvantaged.

Data Block 1: Demographics (continued)

1.4 Native American Language Courses

Instructional Model

The Cuba Independent School District is implementing a Bilingual Multicultural Education (BME) Heritage Program Model that focuses on increasing the Navajo students’ abilities in the Diné language and their awareness of the Navajo Culture.

State Bilingual Multicultural Education Program
Bilingual Multicultural Education (BME) Heritage Model and Instructional Time
The Diné Language and Culture Heritage Program Model is the method the Cuba Independent School District uses to ensure that Native American students in bilingual multicultural education programs receive instruction designed to meet their academic and linguistic needs. <i>NMAC 6.32.2.12 (D)(3)</i>
Membership
English Language Learners (ELL) /Reclassified Fluent English Proficient (RFEP) /Initial Fluent English Proficient (IFEP)
Instructional Time
1-3 hours per day
Required Courses
One hour of home/ heritage (target) language arts & one hour of ESL/ELD for ELL students
Optional Course
May have one additional hour of home/heritage (target) language instruction in a content area 100 percent of the content must be taught in the home or heritage language of student’s chosen program. <ul style="list-style-type: none"> • math, social studies, science, or fine arts
Purpose
All students will be bilingual and biliterate in English and the home/heritage (target) language
All English learners (ELs) participating in Bilingual Multicultural Education Programs must receive one hour of ELD/ESL instruction in addition to home or heritage language instruction. Thus, the enrichment program is not open to ELs.

Data Block 1: Demographics (continued)

1.4 Native American Language Courses (continued)

Description of Language Courses - Heritage Model

Grade level	BME Program Model	Language of Instruction	Content Area	Course Code	Course Title	Time allotted (in minutes)	Course Content Description	Procedures for Parental Notification
K-5	Heritage	Navajo	Language Arts	1274	Navajo LA	60 minutes	Listening, Speaking, Reading, Writing	Annually
K-5	Heritage	English	English Language Development (ELD)	1062	ELA K-5	60 minutes	Listening, Speaking, Reading, Writing	Annually
6 th - 8 th	Heritage	Navajo	Language Arts	1272	Navajo LA	60 minutes	Listening, Speaking, Reading, Writing	Annually
6 th - 8 th	Heritage	English	English Language Development (ELD)	1063	ELD	60 minutes	Listening, Speaking, Reading, Writing	Annually
9 th - 12 th	Heritage	Navajo	Language Arts	1271	Navajo LA	60 minutes	Listening, Speaking, Reading, Writing	Annually
9 th - 12 th	Heritage	Navajo	Language Arts	1272	Navajo LA	60 minutes	Listening, Speaking, Reading, Writing	Annually
9 th - 12 th	Heritage	Navajo	Language Arts	1273	Navajo LA	60 minutes	Listening, Speaking, Reading, Writing	Annually
9 th - 12 th	Heritage	Navajo	Language Arts	1274	Navajo LA	60 minutes	Listening, Speaking, Reading, Writing	Annually
9 th - 12 th	Heritage	English	English Language Development (ELD)	1062	ESL	60 minutes	Listening, Speaking, Reading, Writing	Annually

Curriculum

The Indian Education Director at CISD has worked with the Dine language teachers to establish a curriculum for K-12, aligned with the Navajo language standards put forth by the Department of Dine Education, as well as the English reading and writing standards put forth by New Mexico Public Education Department. This curriculum shows a clear progression and alignment from Kindergarten through twelfth grade, covering material that students will need to excel on tests as well as prepping them to obtain the Navajo language bilingual seal from the Navajo Nation and the NM State Bilingual Seal awarded by CISD, as well as being awarded the Chief Manuelito Scholarship. This curriculum will be put in place for SY 2020-2021 to test effectiveness and efficiency.

Data Block #2: Student Attendance

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

The Compulsory School Attendance Law requires districts to maintain an attendance policy that provides for the early identification of students with unexcused absences and truancy, while providing intervention strategies that focus on keeping truants in an educational setting. NM districts identify these students using demographic data obtained from the Student Snapshot and Membership (school cumulative enrollment between the first and last days of the school year) records stored in STARS.

2.1 Absenteeism Rate SY 2019-2020

Count	Rate
40 th -Day	0.19%
80 th -Day	0.36%
120 th -Day	0.53%

2.2 Attendance Rate

	2017-2018	2018-2019	2019-2020
ETHNICITY	% PRESENT	% PRESENT	% PRESENT
NATIVE AMERICAN	87.21%	63.63%	88.76%
ASIAN	98.12%	85.74%	96.15%
CAUCASIAN	92.97%	53.08%	87.42%
HISPANIC	94.31%	60.86%	89.19%

Based on the 120th Day Count, the attendance rate for Native American students increased from 63.63% in SY 2018-2019 to 88.76% in SY 2019-2020. The attendance rate for Native American students in SY 2019-2020 is lower than the next largest ethnic group “Hispanics”.

2.3 Dropout Rate – Native American Students

School	2017-2018	2018-2019	Difference
Cuba Middle School	0%	0%	0
Cuba High School	1.33%	1.12%	-0.21

For SY 2017-2018, no Navajo students dropped out from Cuba Middle School and 5 of 375 Navajo students dropped out of Cuba High School.

For SY 2018-2019, no Navajo students dropped out from Cuba Middle School and 4 of 358 Navajo students dropped out of Cuba High School.

CISD has in place a number of supports for students and, although three Navajo students is not a high dropout number as compared to other districts, CISD believes that even one student dropping out is one too many.

CISD staff will continue to review the impact of programs and activities that are being implemented in support of American Indian parents and students. Staff will also continue to research and implement best practices that have proven to lower the school dropout rate and increase attendance.

In addition, CISD has developed the Cuba Cares Team to address any at-risk students who may be struggling academically or otherwise. Several CISD personnel are a part of the Cuba Cares Team to monitor and provide supports to those students who need it most, particularly during the COVID crisis. Supports include educational as well as any hardships they are facing at home that could hinder their educational experience. CISD implements the following strategies to keep students in an educational setting: tutoring; mentoring; guidance counseling (by a school counselor or traditional Navajo consultant); home visits; culturally relevant instructional materials, strategies and curriculum; Advocacy Class that provides an opportunity for students to discuss issues, concerns, ideas, etc.

In response to the COVID-19 Public Health Emergency, the New Mexico Public Education Department requires that LEAs select one of the following instructional models: Hybrid Learning Models, Remote Learning Models, Online Schools and Optional Online Instructional Programs. The Cuba School District has selected the Hybrid Learning Models option.

In response to the ASA requirements, CISD has developed, and will implement the following Attendance Action Plan.

How students check in

- Students check in with designated personnel (secretaries/attendance clerks) between 8:00 am and 9:00 am.
- If students are able to access hotspots or the internet they will utilize the Student Attendance Check Form shared through Google Forms.
- Students that are not able to access a hotspot or the internet between 8:00 am and 9:00 am that day will call or text the secretaries/attendance clerks.

How data is readily accessible to teachers/principals/counselors

- Secretaries/attendance clerks document attendance from the Google form by uploading the data into a temporary Google spreadsheet.
- Data is transferred to the Remote Learning Attendance Check document to consolidate the daily attendance.
- Calls/texts will be logged into the Remote Learning Attendance document.
- This document will be shared via Google sheets with each site's teachers, counselors, principals for quick reference.
- Only site administrators and secretaries/attendance clerks will have access to edit this sheet.
- Students are marked P/present or A/abs/absent.
- The sheet is color coded for a quick visual confirmation of who is present (green), who is absent (red) and who has not had attendance taken yet (yellow).

How do concerns get sent to the appropriate staff

- Any concerns that students log on their check in form will be directed to the site administrator by the secretary/attendance clerk.
- Site administrators will direct the concern to the appropriate staff member(s).

How do concerns get sent to Cuba Cares

Site administrators will utilize the Cuba Cares referral document created in Google Forms to notify Cuba Cares of students in more dire need of support.

How do we access reports

Secretaries/attendance clerks will lastly upload the attendance data into Powerschool. Regular reports can be run as will regular notifications of excessive absences.

Medical Absences

Absences due to medical conditions may be excused absences if the status of the student is disclosed to appropriate school personnel and if relevant documentation is provided. School district attendance policies shall provide time for students to make up schoolwork missed due to excused medical absences. Attendance policies shall allow for at least 10 days of excused medical absences for the birth of a child, and at least four days for pregnancy or parenting. Excused medical absences, including medical absences for students on 504 plans and students who are expectant or parenting, are included when determining students' attendance intervention tiers. However, for students who are excessively absent (students missing 20 percent or more of class periods or school days), additional excused medical absences need not be considered when determining whether a student must be referred to the probation services office.

Tiers of Support

The Attendance for Success Act requires LEAs to classify each student into one of four attendance intervention tiers, based on the percentage of class period and school day absences. The Act provides required interventions for students in each of the tiers. The Act also requires school districts to report, at each reporting period and the end of the year, for each student with an absence, the attendance intervention tier to which the student was assigned during the reporting period.

The four attendance intervention tiers are described below:

TIER 1: The Whole School Prevention Tier is for students who have missed less than five percent of classes or school days for any reason. Whole school prevention strategies are universal attendance supports and may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of student absences through robocalls or electronic communication, Positive Behavioral Supports and Interventions (PBIS) to create welcoming school/classroom climates, education nights, social contracts, extra-curricular activities, and attendance incentives, among others.

TIER 2: The Individualized Prevention Tier is for students who have missed five percent or more, but less than 10 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 2 elementary students, the attendance team shall talk to the parent/family and inform the parent/family of the student's attendance history, the impact of student absences on student academic outcomes, the interventions or services available to the student or family, and the consequences of further absences. For Tier 2 middle or high school students, the attendance team provides the same

interventions as for elementary students, and involves the student in their conversations with parent/family.

TIER 3: The Early Intervention Tier is for students who have missed 10 percent or more, but less than 20 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 3 students, the attendance team shall notify the parent/family in writing of the student's absenteeism. The notice shall include a date, time, and place for the parent/family to meet with school officials/staff to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance. To the extent appropriate, given the student's age, the student should be actively involved in the formulation of the attendance contract, the provisions of which should include a focus on both academic and extracurricular activities appropriate for and of interest to the student.

TIER 4: The Intensive Supports Tier is for students who have missed 20 percent or more of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 4 students, the attendance team shall give written notice to the parent/family, including a date, time, and place for the parent/family to meet with the school principal and the attendance team, and establish non-punitive consequences at the school level, identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and apprise the student and the parent/family of the consequences of further absences.

Student Referral to CYFD

Students who continue to have unexcused absences after written notification of excessive absenteeism, shall be reported to the judicial district in which the student resides (Attendance for Success Act, Section 12.B.), and schools are required to report for each reporting date and at the end of the year the students who were referred to the Children, Youth, and Families Department (CYFD) because of excessive absences (Section 13.A.2).

To report students who have been referred to the CYFD for excessive absences in STARS, schools should provide the student with a discipline infraction code of: Referred to CYFD for Excessive Absenteeism (No Response Code Required). No response code will be required for the infraction.

Data Block #3: Teacher Information

3.1 Teacher Certification / Licensure: Number of Teachers Licensed or Certified to Teach in a Classroom/Subject

CISD Teacher Credentials SY 2019-2020

School	Number of Teachers*	Bachelor's Degree %**	Advanced Degree %**	Native Ethnicity %***
Cuba Elementary	24	45.8	33.3	41.7
Cuba Middle	16	50	18.8	12.5
Cuba High	27	40.7	33.3	7.4
Total	67			

*Includes Educational Assistants

**Does not include degrees below Bachelor's degree

***All degrees

3.2 Teacher Classification Levels: Count of Highly Effective Teacher, Highly Qualified Teacher, etc, as per the State Teacher Rating System

For the School Year 2019-20, the following changes were put in place for the teacher evaluation based on Task Force recommendations:

1. Student growth scores will not be included.
2. Teacher attendance will not be included.
3. The NMTEACH Tool has been changed to the Interim Feedback and Observation Plan and it includes the following improvements:
 - A. There are now four levels of performance reduced down from five. The levels are Innovating, Applying, Developing, and Not Demonstrating.
 - B. Each teacher will receive a minimum of one observation during the school year.
 - C. Each teacher shall receive three walkthroughs that are focused on the teacher's strengths and areas for improvements. Teachers will receive actionable and timely feedback aligned to the elements of the domains and/or problems of practice as determined by the school.
 - D. The domains remain the same and they are: Domain 1: Planning and Preparation; Domain 2: Creating an Environment for Learning; Domain 3: Teaching for Learning; Domain 4: Professionalism.

In March, 2019, the New Mexico Public Education Department suspended the teacher observation process due to the closing of all public schools in New Mexico. The following information is provided in lieu of the suspended Interim Feedback and Observation Plan.

3.3 Teacher Count: Count of All Teachers in District

School	Number of Teachers*
Cuba Elementary	24
Cuba Middle	16
Cuba High	27
Total	67

*Includes Educational Assistants

Data Block #4: Parent Information

4.1 Parent Courses / Programs: Total Course or Programs Offered to/for Parents of Students Attending District Schools

Type of Parent Course/Program	Number of Offerings per School Year
Back to School Night	1
Parent/Teacher conferences	2
Indian Education Parent Committee Meetings	8
Family Center Parent Meetings	10
Family Center "Knock&Talks"	10
Food Pantry Distribution Program	8
Clothing Distribution Program	4
TOTAL	43

Data Block #5: Federal Programs

5.1 Impact Aid Total Eligible Student Count for Cuba Independent School District: FY 21

Category Form	Description	# Students	#CWD*
C	Reside on Indian Land	260	48
E	Reside in Low Rent Housing	30	0
G	Parents Work on Federal Property	18	0
	TOTAL # OF STUDENTS	308	48

* CWD = Children With Disabilities

Data Block #6: Student Achievement

The New Mexico assessments include the evaluation of student progress in the following areas: reading K–2; English language arts 3–11; math 3–11, which includes Algebra I (*may* be given in grade 8), Algebra II, geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, reading for students with disabilities, math for students with disabilities, and science for students with disabilities. However, due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

**Assessment Results: All Students, Native American Students and Navajo Students
SY 2018-2019**

Subgroup	Reading Total	Reading Percent Proficient	Math Total	Math Percent Proficient
American Indian Students Statewide (NM)	35,439	25	27,049	12
American Indian Students Districtwide (Cuba)	327	14	260	3
Navajo Students Districtwide (Cuba)	128	10	124	3
Difference (American Indian vs. Navajo, Cuba)		-4		0
All Economically Disadvantaged Students	464	19	377	4
American Indian Students Economically Disadvantaged	323	14	256	3
Navajo Students Economically Disadvantaged	126	10	122	3
Difference (American Indian vs. Navajo, Cuba)		-4		0
All English Language Learners	181	6	142	≤2
American Indian English Language Learners	164	5	128	≤2
Navajo Students English Language Learners	62	2	59	<2
Difference (American Indian vs. Navajo, Cuba)		-3		N/A
All Non English Language Learners	287	28	239	5
American Indian Not English Language Learners	163	23	132	4
Navajo Students Non-English Language Learners	66	17	65	5
Difference (American Indian vs. Navajo, Cuba)		-6		+1
Non American Indian Students with Disabilities	31	≤10	27	≤10
American Indian Students with Disabilities	63	≤5	54	≤5
Navajo Students with Disabilities	23	≤2	23	≤2
Difference (American Indian vs. Navajo, Cuba)		N/A		N/A
Non American Indian Students without Disabilities	110	38	94	7
American Indian Students without Disabilities	264	16	206	3
Navajo Students without Disabilities	105	11	102	4
Difference (American Indian vs. Navajo, Cuba)		-5		+1

American Indian Students Male	191	14	150	3
Navajo Males	73	8	71	4
Difference (American Indian vs. Navajo, Cuba)		-6		+1
American Indian Students Female	136	13	110	3
Navajo Females	55	11	52	<2
Difference (American Indian vs. Navajo, Cuba)		-2		N/A

Data Block 6.1 ELA Proficiency

Reading Achievement

Three-Year Comparison: All Students and American Indian Students

2017		2018			2019			
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	484	28%	505	25%	-3	468	19%	-6
A.Indian Students	320	20%	340	18%	-2	327	14%	-4
Pct Diff		-8		-7			-5	

Three-Year Comparison: Hispanic Students and American Indian Students

2017		2018			2019			
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
Hispanic Students	141	43%	142	40%	-3	119	33%	-7
A.Indian Students	320	20%	340	18%	-2	327	14%	-4
Pct Diff		-23		-22			19	

Three-Year Comparison: Caucasian Students and American Indian Students

2017		2018			2019			
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
Caucasian Students	18	39%	20	25%	-14	15	≤20	N/A
A.Indian Students	320	20%	340	18%	-2	327	14%	-4
Pct Diff		-19		-7			N/A	

Data Block 6.2 Math Proficiency

Math Achievement

Three-Year Comparison: All Students and American Indian Students

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	390	7%	429	6%	-1	381	4%	-2
American Indian Students	259	3%	288	3%	0	260	3%	0
Pct Diff		-4		-3			-1	

Three-Year Comparison: Hispanic Students and American Indian Students

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
Hispanic Students	115	16%	122	11%	-5%	102	6%	-5%
American Indian Students	259	3%	288	3%	0	260	3%	0
Pct Diff		-13		-8			-3	

Three-Year Comparison: Caucasian Students and American Indian Students

2017			2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
Caucasian Students	13	≤20	18	≤20	N/A	14	≤20	N/A
American Indian Students	259	3%	288	3%	0	260	3	0
Pct Diff		N/A		N/A			N/A	

Due to the COVID-19 Public Health Emergency, standardized testing was suspended for SY 2019-2020.

SY 2018-2019 results as follows.

Reading Achievement

In comparing Native American student reading score results for the category "Proficient or Above" to All Students, the gap between the two groups decreased over the three school year period 2016-2017, 2017-2018, and 2018-2019.

The problem, however, is that the gap decreased because the score results for All Students dropped at a higher rate than the Native American test results. Neither groups increased their test rate results over the three year school period.

Reading Assessment results indicate that Native American student reading score results for the category "Proficient or Above" decreased by 4% from SY 2017-2018 to SY 2018-2019. Native American students Reading Assessment results are lower than the group "All Students" for all three school years (2016-2017; 2017-2018; 2018-2019).

In comparing Native American student reading score results for the category "Proficient or Above" to Hispanic Students, the gap between the two ethnic groups decreased over the three school year period 2016-2017, 2017-2018, and 2018-2019.

The problem, however, is that the gap decreased because the score results for Hispanic Students dropped at a higher rate than the Native American test results. Neither ethnic groups increased their test rate results over the three year school period.

Due to the low number of Caucasian Students tested in SY 2017-2018 and 2018-2019, test result percentages for this ethnic group were not calculated.

Math Achievement

In comparing Native American student math score results for the category "Proficient or Above" to All Students, the gap between the two groups decreased over the three school year period 2016-2017, 2017-2018, and 2018-2019.

The problem, however, is that the gap decreased because the score results for All Students dropped at a higher rate than the Native American test results. Neither groups increased their test rate results over the three year school period.

Native American student Math Assessment results for the category "Proficient or Above" remained the same from SY 2017-2018 to SY 2018-2019. In school years 2017-2018 and 2018-2019, Native American student Math Assessment results are lower than the group "All Students".

In comparing Native American student math score results for the category "Proficient or Above" to Hispanic Students, the gap between the two ethnic groups decreased over the three school year period 2016-2017, 2017-2018, and 2018-2019.

The problem, however, is that the gap decreased because the score results for Hispanic Students dropped at a higher rate than the Native American test results. Neither ethnic groups increased their test rate results over the three year school period.

Due to the low number of Caucasian Students tested in SY 2017-2018 and 2018-2019, test result percentages for this ethnic group were not calculated.

The Cuba School District has taken some critical structural steps in supporting students by providing several opportunities for learning about the Navajo culture and language including the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan is to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one's self-esteem, self-worth and self-identity.

CISD will continue to strengthen programs that focus on Native American students as follows:

1. Disaggregate student test scores to the sub-group level to better compare the impact of the educational system on the various ethnic groups.
2. Re-evaluate the use of federal funds to ensure the needs of Native American students are being met.
3. Employ a Transformational Community Engagement Coordinator to communicate and collaborate with Native American families about barriers that can prevent student, who come from reservation communities, from achieving success in public schools.
4. Designate an English Language Development (ELD) teacher at the Middle and High Schools to increase focus on English Language Development for Native American students.
5. Continue to use a reading interventionist with 0.5 FTE at the Elementary School and 1.0 FTE at the Middle School.
6. Increase training for teachers on addressing the needs of Native American students.
7. Middle and High School counselors work with all students and will focus more time on at-risk students.
8. Staff will explore ways to strengthen Tutoring Intervention.

9. Continue with summer school credit recovery and tutoring, and add after school credit recovery and tutoring.

6.3 School Grade

The New Mexico Public Education Department terminated the School Grading Report Card system at the end of SY 2017-2018. The following data is for the final year of the School Report Cards.

SCHOOL GRADING REPORT – CUBA ELEMENTARY SCHOOL

CATEGORY	2017-2018		POSSIBLE POINTS
	GRADE	POINTS	
Current Standing	F	7.58	40
School Growth	F	0.58	10
Growth - Highest Performing Students	D	5.46	20
Growth - Lowest Performing Students	F	5.03	20
Opportunity to Learn	A	9.60	10
Bonus Points		5.00	5
Final School Grade\ Total Points	F	33.52	100

SCHOOL GRADING REPORT – CUBA MIDDLE SCHOOL

CATEGORY	2017-2018		POSSIBLE POINTS
	GRADE	POINTS	
Current Standing	F	10.00	40
School Improvement	C	5.22	10
Growth - Highest Performing Students	B	11.31	20
Growth - Lowest Performing Students	F	6.25	20
Opportunity to Learn	A	9.40	10
Bonus Points		5.00	5
Final School Grade/ Total Points	D	47.18	100

SCHOOL GRADING REPORT – CUBA HIGH SCHOOL

CATEGORY	2017-2018		POSSIBLE POINTS
	GRADE	POINTS	
Current Standing	F	6.23	30
School Growth	D	3.75	10
Growth - Highest Performing Students	B	4.82	10
Growth - Lowest Performing Students	F	1.52	10
Opportunity to Learn	B	6.54	8
Graduation	D	10.64	17
College and Career Readiness	A	11.90	15
Bonus Points		5.00	5
Final School Grade/ Total Points	C	50.40	100

6.4 School Growth

The New Mexico Public Education Department terminated the School Grading Report Card system at the end of SY 2017-2018, which included the category “School Growth”.

A Three-Year Longitudinal School Growth graph can be found in the attached final SY 2017-2018 School Grading Report Cards for Cuba Elementary School, Cuba Middle School, and Cuba High School.

6.5 Student Growth

The New Mexico Public Education Department terminated the School Grading Report Card system at the end of SY 2017-2018, which included the category “Student Growth”.

A Three-Year Longitudinal Student Growth graph can be found in the attached final SY 2017-2018 School Grading Report Cards for Cuba Elementary School, Cuba Middle School, and Cuba High School.

In SY 2018-2019, the New Mexico Public Education Department replaced the A-F school grading system with the New Mexico Vistas Portal, which provides school data, insights, and offerings to make informed school choice decisions. Information provided includes: School Profiles; Student Performance; Learning Environment; and Programs.

Additional information can be found at the New Mexico Vistas website:

<https://newmexicoschools.com/about>

Additional information regarding individual schools can be found at:

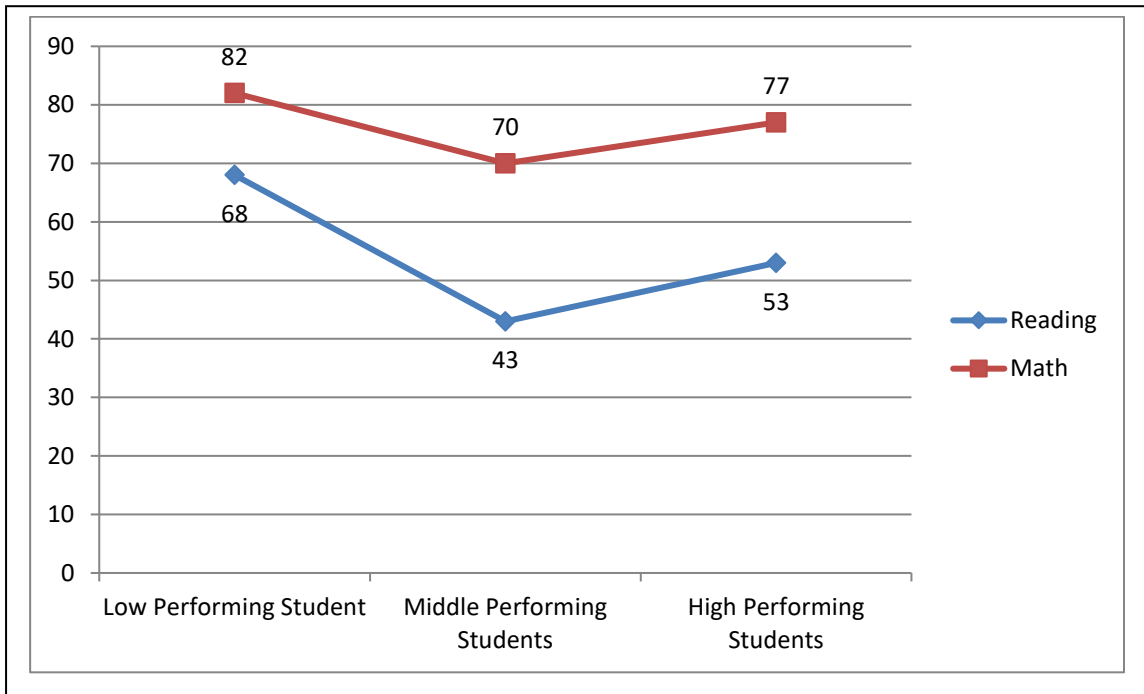
<https://newmexicoschools.com/>

As part of the New Mexico Vistas Portal, the New Mexico Public Education Department initiated the new Accountability System, which includes a revised system for measuring student growth. Student Growth percentiles (SGPs) describe the amount of growth a student has demonstrated relative to academically-similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. SGPs are calculated separately for reading and math.

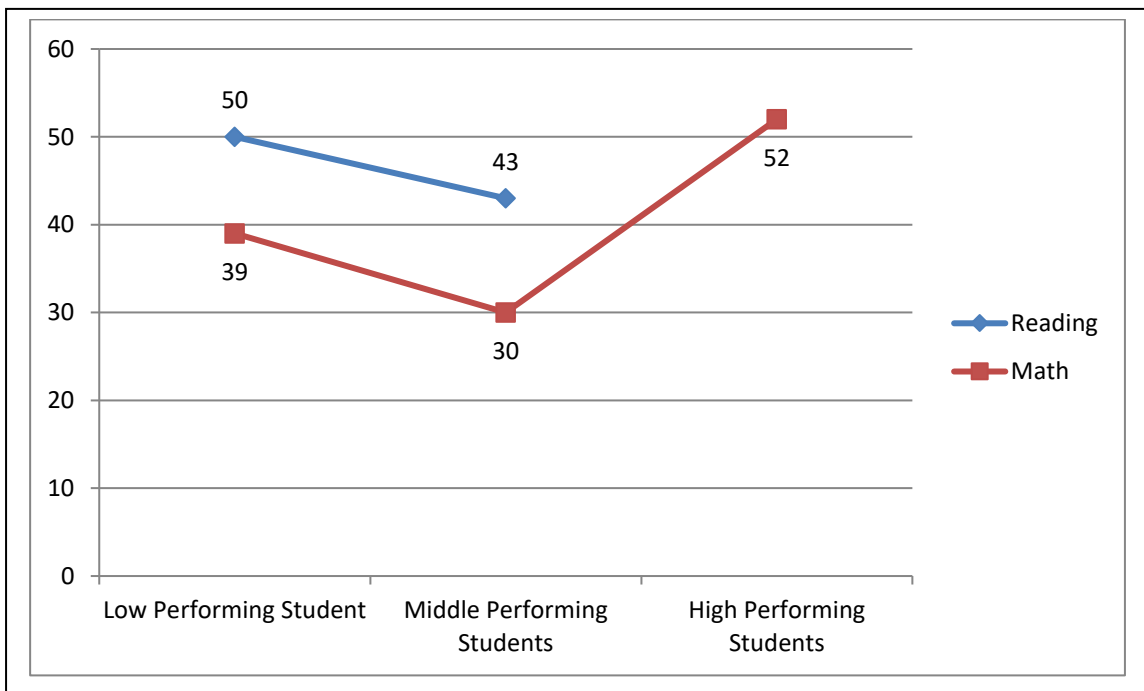
The following graphs provide Student Growth for SY 2018-2019, which is the initial school year for the New Mexico Vistas Accountability System. Due to the COVID-19 Public Health Emergency, standardized assessments were suspended for SY 2019-2020.

NOTE: Cuba Middle School had less than 10 students in the Reading assessment category “High Performing Students” and assessment data could not be reported.

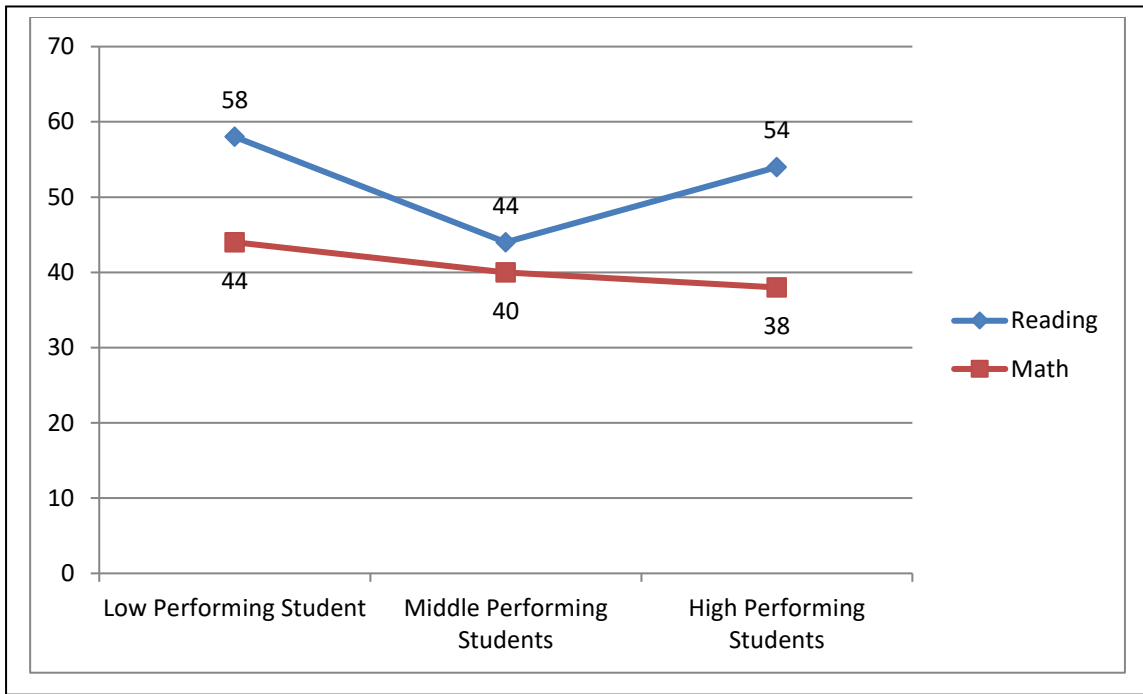
**Cuba Elementary School Student Growth
SY 2018-2019**



**Cuba Middle School Student Growth
SY 2018-2019**



Cuba High School Student Growth SY 2018-2019



6.6 Graduation Rate

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves 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. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of *not* completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for Native American students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. Additionally, cohorts are tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate. Targets for graduation—called School Growth Targets or SGTs—were reset and approved by the USDOE in the spring of 2012. These targets are 4-year cohort graduation rates, which are anticipated to reach 85 percent by 2020. Detailed rates by traditional subgroups, aggregated by school and district, can be found on the PED website. The results of the extended years' graduation rates (5-year and 6-year) for the same cohort of students are also posted on this site.

**Comparison of 4-Year Cohort Graduation Rates
Districtwide and Native American Students**

4-YEAR COHORT RATES	2018-2019
All Students	83.8%
Native American	81.7%
Difference	2.1%

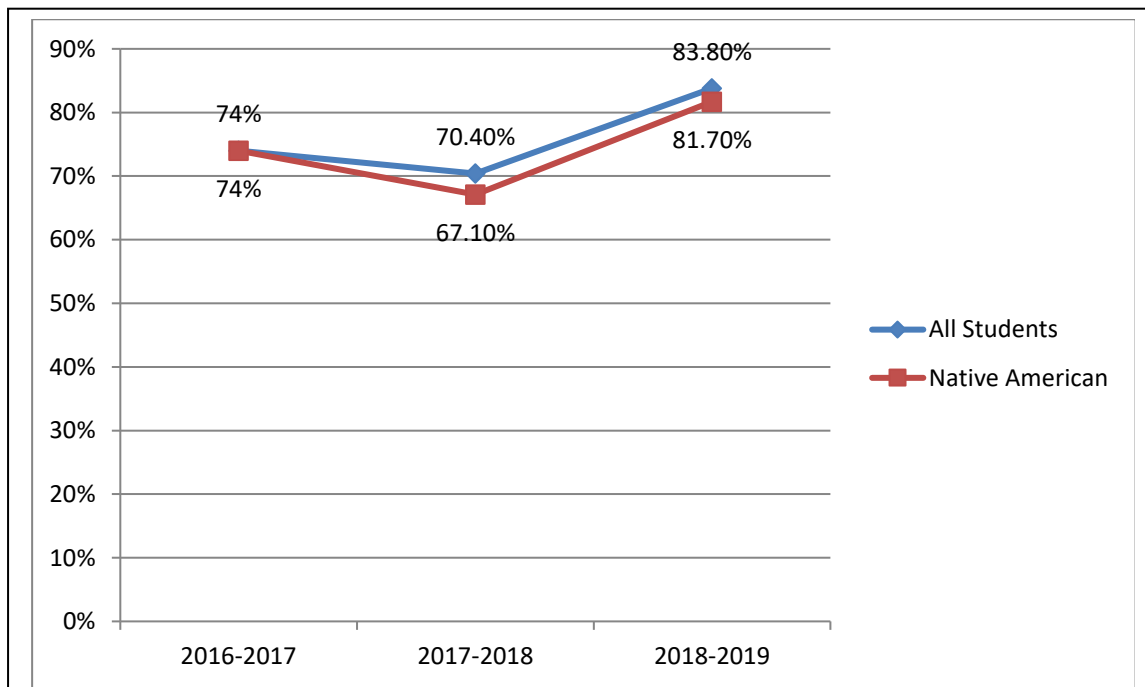
6.7 Graduation Growth Rate

The following charts demonstrate:

- Districtwide 4-year graduation rates for Native American students demonstrate a small decrease in Native American graduation rates in SY 2017-2018 to 67.1%, a difference of 3.3% compared to all students.
- In 2018-19, however, the 4-year graduation rate for Native American students increased to 81.7%, lessening the gap to 2.1% compared to all students.

Three-Year Comparison of 4-Year Cohort Graduation Rates

4-YEAR COHORT RATES	2016-2017	2017-2018	2018-2019
All Students	74%	70.4%	83.8%
Native American	74%	67.1%	81.7%
Difference	0%	3.3%	2.1%



GRADUATION RATES BY ETHNICITY

SY 2018-2019 Graduation Rates by Ethnicity					
Ethnicity	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Caucasian	3	2	67%	1	33%
Hispanic	16	16	100%	0	0%
American Indian	42	37	88%	5*	12%
Totals	61	55	90%	6	10%
*1 Female American Indian student counted as NOT graduated received a Cert of Completion					

SY 2019-2020 Graduation Rates by Ethnicity					
Ethnicity	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Caucasian	3	3	100%	0	0%
Hispanic	18	18	100%	0	0%
American Indian	53	49	92%	4	7.5%
Totals	74	70	94.5%	4	5%

A snapshot of graduation rates for SY 2018-2019 compared to SY 2019-2020 demonstrate that the total number of graduates increased from 2018-2019 to 2019-2020. The numbers graduated for Caucasians did not change, but the numbers for Hispanic and American Indian graduates increased from one year to the next. In addition, the percentages that finished increased, while the percentage of students not graduated decreased, with only 4 students who are of American Indian ethnicity. In addition, the total number of students graduated for SY 2019-2020 increased by 13 students from SY 2018-2019. CISD accounts this to the increased support provided to the senior class, particularly during the COVID-19 pandemic. CISD plans to implement these same strategies and more into SY 2020-2021 to increase our graduation rates even further and help our students become successful throughout high school and beyond.

The district plans to continue implementing the following strategies:

- Continue to implement research-based instructional programs for Math and Reading.

- Continue sustained Reading Interventionist at the elementary school and mid school.
- School-site Teacher-Leader Teams will: analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups.
- Provide intervention through Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school.
- Utilization of a district-wide Teacher-Leader Team to study implementation of best practices and EPSS strategies across the district. The team meets monthly to examine instructional practices and to customize these practices at the individual school levels.
- Additional counselor for the high school and elementary school.
- Next Step Plans implemented in the 8th grade, in conjunction with a Career Inventory, that follow students through their Middle and High School Careers and use of a graduation checklist for grades 9-12.

The Cuba School District has taken some critical structural steps in supporting students in their academic performance and graduation.

A key support is the providing of opportunities for students to learn about their Navajo culture and language. This included the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan is to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one's self-esteem, self-worth and self-identity.

In SY 2020-2021, the Cuba School District will seek to streamline the implementation of student and parent supports, resources, programs, communication, and relationship building with respect to cultural identity, language acquisition, self identity, self worth, self esteem, academic success, and student opportunities and access. This will allow a systematic approach to meet the needs of struggling Native American students to allow for healthy growth and development that fits their specific needs.

To accomplish this, the Cuba School District is transforming the current district-wide Family Center into the Native American Student Support Program. The Native American Student Support Program (NASSP) will further develop and provide support and resources for Native American students, developed in partnership with students, parents, community organization, and local tribes.

The goal of the program is to support the cultural identities of all Cuba School District Native American students while providing resources so that they can meet NMPED education standards and Cuba School District goals for all students.

To accomplish this goal, the Family Center Liaison position will be changed into the Native American Student Support Program Director. The NASSP Director will administer the program to ensure a cohesive district wide support system exists for all Native American students.

NASSP district wide components include:

1. Support in the coordination of all Native American grant applications and implementation;
2. Support in district wide Native American initiatives and implementation;
3. Support in the coordination of parent outreach efforts;
4. Collaboration with tribal leaders, CISD Indian Education Committees, parents, communities;
5. Collaboration with Diné Language Teachers;
6. Support in the coordination of staff development as related to meeting the needs of Native American students;
7. Support in the coordination of consultants and volunteers that address self-esteem, self-worth and self-identity through the use of Native American language and culture;
8. Support in the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team;