



GALLUP-McKINLEY
COUNTY SCHOOLS

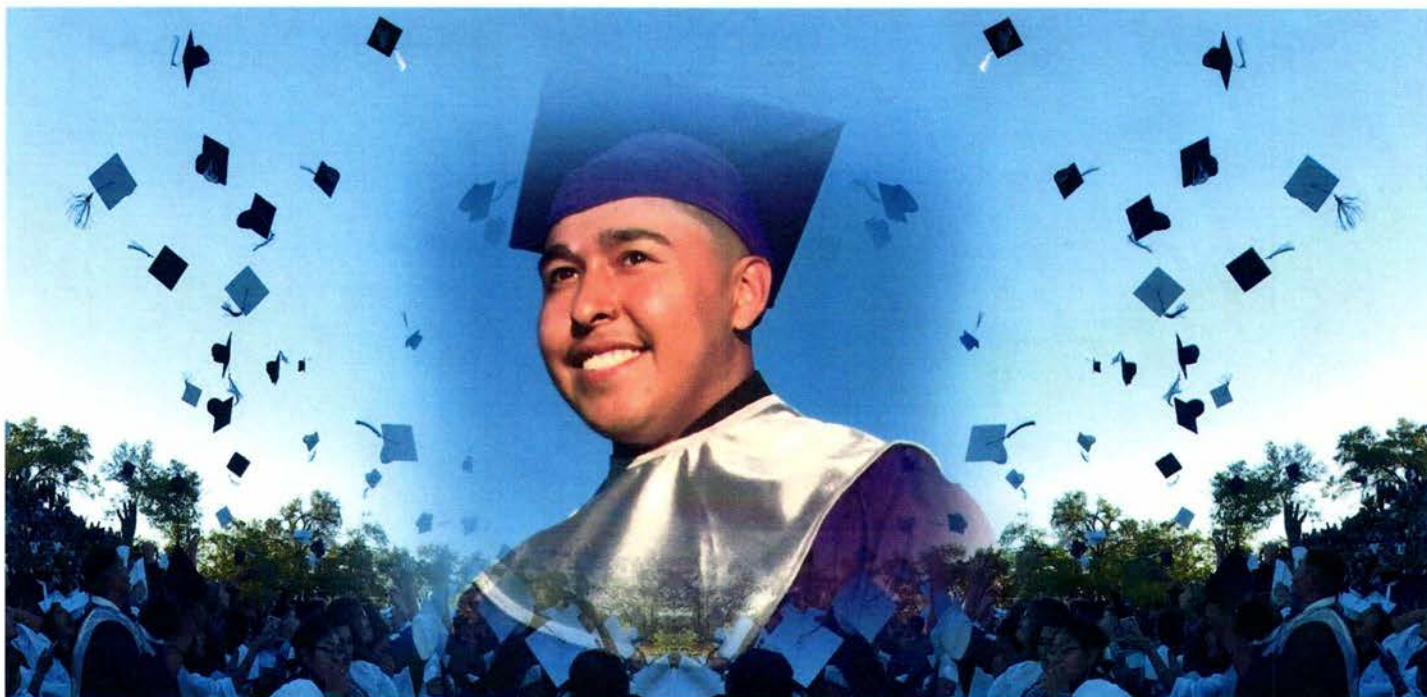
TRIBAL EDUCATION STATUS REPORT

SY 2018-2019

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INTRODUCTION

The New Mexico Indian Education Act requires each school district with tribal lands located within its boundaries to provide an annual district-wide Tribal Education Status Report. The Gallup-McKinley County Schools' Tribal Education Status Report shows tables, charts and documentation for the following areas as required by Article 23A Indian Education Act 22-23A-7 Report:

1. Student Achievement
2. School Safety
3. Graduation Rate
4. Attendance
5. Parent and Community Involvement
6. Educational Programs Targeting American Indian Students
7. Financial Reports
8. Current Status of Indian Policies and Procedures
9. School District Initiatives to Decrease the Number of Student Drop-outs and Increase Attendance
10. Public School Use of Variable School Calendar
11. School District Consultations with District Indian Education Committees, School – Site Parent Advisory School Councils, Tribal, Municipal and Indian Organizations
12. Indigenous Research and Evaluation Measures and Results of Effective Curricula for Tribal Students

Within Gallup-McKinley County Schools, there are a total of 34 elementary, middle and high schools located on and near the Navajo and Zuni Indian Reservations. Out of the 34 schools, 16 of the schools are located on the Navajo Indian reservation.



STUDENT DEMOGRAPHICS

The following tables show GMCS total student enrollment at the 120-day reporting period to New Mexico Public Education Department for 2018-2019. Native American Indian students were 79.77% of the total population with 8,952 count.

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Grand Total
Elementary	42	18	298	740	4135	3	5236
Middle	30	9	102	355	1938	2	2436
High	41	11	142	475	2879	1	3549
Total Count	113	38	542	1570	8952	6	11221

ELEMENTARY SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Grand Total
Chee Dodge			2	6	281		289
Catherine A. Miller	1	1	2	11	329		344
Crownpoint	2	2	2	1	323		330
Indian Hills	1		31	59	190		281
Jefferson	8		33	108	211		360
Lincoln	4	2	6	85	165		262
Navajo	2				275		277
Turpen			15	50	337		402
Ramah		1	32	5	128	3	169
Red Rock	12	2	113	89	145		361
Roosevelt		3	15	41	99		158
Rocky View	2		9	54	225		290
Stagecoach	4	5	7	60	224		300
David Skeet	1	1	4	5	206		217
Thoreau			12	14	291		317
Tohatchi	2	1	3	3	222		231
Twin Lakes	1			3	167		171
Del Norte	2		12	146	317		477

MIDDLE SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Grand Total
Chief Manuelito	6	2	18	75	487		588
Crownpoint	4		1	1	168	2	176
Gallup	12	2	50	124	246		434
John F. Kennedy	8	2	28	144	486		668
Navajo				1	123		124
Thoreau		1	5	9	231		246
Tohatchi		2		1	197		200

HIGH SCHOOL ENROLLMENT

	Asian	Black	Caucasian	Hispanic	Native American	Pacific Islander	Grand Total
Central		1	2	29	183		215
Crownpoint	1		2	2	266		271
Gallup	7	3	16	142	687		855
Miyamura	31	5	89	285	747		1157
Navajo Pine					110		110
Ramah			28	6	131		165
Thoreau	2		5	9	362		378
Tohatchi		2		2	309	1	314
Tse Yi Gai					84		84

ENROLLMENT BY TRIBAL AFFILIATION

The following tables shows the enrollment by tribal affiliation according to the 120-day report for school year 2018-2019. Not all Native American students are self-identified as Native American and may choose to be of another ethnic group.

	No	Ac	Is	Je	JA	La	MA	Na	Pi	Po	SF	Ke	Ta	Te	Zi	Zu	Ot	Total
Elementary	885	4	2	1	3	4	1	4172	1	1	1	2	1	1	0	115	42	5236
Middle	420	3	0	1	0	2	0	1939	0	1	0	0	0	0	1	38	31	2436
High	567	0	0	0	0	2	1	2856	0	0	0	1	0	0	0	87	35	3549
District Total	1872	7	2	2	3	8	2	8967	1	2	1	3	1	1	1	240	108	11221

No = No Tribe

Ac = Acoma

Is = Isleta

Je = Jemez

JA = Jicarilla Apache

La = Laguna

MA = Mesacalero Apache

Na = Navajo

Pi = Picuris

Po = Pojoaque

SF = San Felipe

Ke = Kewa

Ta = Taos

Te = Tesuque

Zi = Zia

Zu = Zuni

Ot = Other

STUDENT ACHIEVEMENT FOR SCHOOL YEAR 2018-2019

For school year 2018-2019, the district had high expectations for all principals focused on differentiated instruction that impacted student achievement. Some of the expectations focused on instruction included:

- Use of formative and summative assessment to drive classroom instruction
- Weekly collaboration time for using data and meetings with grade and content area teachers
- Use of the district curriculum to align daily instruction
- Use of classroom walkthrough data in the observation and feedback cycles with teachers
- Use of culturally relevant curriculum resources

In school year 2018-2019, the principals at Miyamura High School, Thoreau High School, Ramah Elementary and Ramah Middle/High School completed a two-year program called Principals' Pursuing Excellence (PPE). The two-year program focused on supporting and empowering school principals as they work to improve student achievement in their schools through the use of strategic plans, effective coaching and leadership. The principals at Thoreau Middle School, Lincoln Elementary School, Chee Dodge Elementary School, and Indian Hills Elementary School started the two-year program.

In addition, all the teachers at Thoreau High School, Chief Manuelito Middle School and Gallup High School participated in the Teachers Pursuing Excellence (TPE) Program. The TPE program focuses on improving teacher performance as measured by NM TEACH through mentoring and support for minimally effective and ineffective teachers.



DISTRICT ASSESSMENTS

In Gallup-McKinley County Schools, all students are assessed in reading. Istation is used to measure reading at the lower elementary grades. The new Transition Assessment for Mathematics and English Language Arts is used to measure reading achievement from 3rd through high school.

The following tables document the reading assessments by grade level by schools disaggregated by all students and by American Indian students.

ELEMENTARY READING ASSESSMENT SCORES BY SCHOOLS

Istation Reading Assessment is given to students in kindergarten, first and second grade as directed by the New Mexico Public Education Department. Istation measures listening comprehension, phonemic awareness, letter knowledge, vocabulary, alphabetic decoding, reading comprehension, spelling, text fluency, word analysis, and reading comprehension. Istation is a computerized adaptive assessment that accurately reflects the reading level of each student and measures growth over time. Each student will begin the school year by taking an assigned set of subtests based on her/his grade level. More advanced or more basic subtests will be added based on the student's overall reading ability.

Istation Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	K	765	28%	638	25%
Catherine A. Miller	K	54	81%	54	81%
Chee Dodge	K	31	16%	30	13%
Crownpoint	K	55	28%	54	26%
David Skeet	K	29	7%	27	4%
Del Norte	K	77	28%	57	23%
Indian Hills	K	43	28%	30	10%
Jefferson	K	57	22%	37	16%
Lincoln	K	48	22%	37	16%
Navajo	K	38	3%	38	3%
Ramah	K	26	33%	21	24%
Red Rock	K	49	38%	25	40%
Rocky View	K	40	20%	30	23%
Roosevelt	K	20	20%	15	7%
Stagecoach	K	46	15%	35	6%
Thoreau	K	43	14%	42	12%
Tobe Turpen	K	54	13%	51	10%
Tohatchi	K	29	31%	29	31%
Twin Lakes	K	26	73%	26	73%

Gallup – McKinley County Schools Tribal Education Status Report for 2018-2019

Istation Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	1	797	28%	670	26%
Catherine A. Miller	1	62	22%	60	21%
Chee Dodge	1	41	71%	40	70%
Crownpoint	1	48	18%	48	18%
David Skeet	1	31	42%	30	40%
Del Norte	1	86	26%	63	24%
Indian Hills	1	44	43%	33	39%
Jefferson	1	63	21%	45	6%
Lincoln	1	34	47%	27	48%
Navajo	1	40	2%	39	1%
Ramah	1	29	24%	24	20%
Red Rock	1	56	41%	27	30%
Rocky View	1	40	13%	33	12%
Roosevelt	1	14	14%	12	18%
Stagecoach	1	48	19%	40	18%
Thoreau	1	50	14%	46	11%
Tobe Turpen	1	57	22%	50	22%
Tohatchi	1	30	54%	30	54%
Twin Lakes	1	24	29%	23	26%

Istation Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	2	743	46%	627	44%
Catherine A. Miller	2	48	65%	47	64%
Chee Dodge	2	38	21%	37	19%
Crownpoint	2	52	67%	52	67%
David Skeet	2	30	44%	28	39%
Del Norte	2	65	69%	51	67%
Indian Hills	2	34	44%	24	37%
Jefferson	2	56	24%	43	21%
Lincoln	2	33	42%	22	27%
Navajo	2	34	6%	34	6%
Ramah	2	21	37%	16	63%
Red Rock	2	55	51%	20	45%
Rocky View	2	41	31%	36	33%
Roosevelt	2	18	28%	10	10%
Stagecoach	2	39	31%	37	29%
Thoreau	2	46	52%	45	51%
Tobe Turpen	2	59	29%	54	26%
Tohatchi	2	43	67%	40	65%
Twin Lakes	2	31	75%	31	75%

NEW MEXICO TRANSITION ENGLISH LANGUAGE ARTS ASSESSMENT FOR ELEMENTARY GRADES

Beginning in grade three, students start taking the New Mexico Transition Assessment for English Language Arts to measure reading achievement. The following tables shows the reading assessment scores by school for all students and for all American Indian students.

3rd Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	764	16.9	609	12.7
Catherine A. Miller	40	5	40	5
Chee Dodge	56	17.9	56	17.9
Crownpoint	51	3.9	51	3.9
David Skeet	26	19.2	25	16
Del Norte	64	23.4	44	18.2
Indian Hills	39	20.5	29	10.3
Jefferson	42	11.9	23	8.7
Lincoln	42	11.9	26	3.8
Navajo	39	7.7	39	7.7
Ramah	27	25.9	22	13.6
Red Rock	53	28.3	21	14.3
Rocky View	47	25.5	35	22.9
Roosevelt	35	17.1	22	9.1
Stagecoach	46	15.2	35	8.6
Thoreau	49	20.4	44	20.5
Tobe Turpen	57	15.8	47	17.0
Tohatchi	30	16.7	29	17.2
Twin Lakes	21	14.3	21	14.3



Gallup – McKinley County Schools Tribal Education Status Report for 2018-2019

4th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	789	21.8	627	19.8
Catherine A. Miller	52	11.5	48	10.4
Chee Dodge	45	13.3	43	14
Crownpoint	47	10.6	45	6.7
David Skeet	47	14.9	45	13.3
Del Norte	66	30.3	46	23.9
Indian Hills	40	25	31	22.6
Jefferson	56	26.8	30	20
Lincoln	37	35.1	22	22.7
Navajo	47	8.5	46	8.7
Ramah	29	37.9	21	38.1
Red Rock	52	36.5	21	33.3
Rocky View	43	27.9	34	23.5
Roosevelt	25	32.0	17	35.3
Stagecoach	32	15.6	24	12.5
Thoreau	39	23.1	35	20
Tobe Turpen	65	18.5	54	18.5
Tohatchi	40	12.5	39	12.8
Twin Lakes	27	18.5	26	19.2
5th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	832	26.4	666	24.4
Catherine A. Miller	52	9.6	51	9.8
Chee Dodge	55	14.5	54	13
Crownpoint	45	4.4	44	4.5
David Skeet	38	21.1	36	22.2
Del Norte	74	31.1	47	27.7
Indian Hills	40	37.5	25	36
Jefferson	57	29.8	34	23.5
Lincoln	40	27.5	28	28.6
Navajo	33	6.1	33	6.1
Ramah	27	48.1	22	40.9
Red Rock	55	52.7	25	40
Rocky View	49	24.5	42	23.8
Roosevelt	29	41.4	15	40
Stagecoach	47	36.2	36	30.6
Thoreau	51	15.7	46	13
Tobe Turpen	76	30.3	64	23.4
Tohatchi	40	10	40	10
Twin Lakes	24	45.8	24	45.8

NEW MEXICO TRANSITION ENGLISH LANGUAGE ARTS ASSESSMENT FOR MIDDLE SCHOOL GRADES

6th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	813	21.9	649	15.8
Chief Manuelito	195	29.7	167	25.7
Crownpoint	64	14.1	60	11.7
Gallup	134	36.6	76	30.3
John F Kennedy	219	15.5	158	13.9
Navajo	30	0	29	0
Ramah	30	23.3	27	18.5
Thoreau	72	20.8	65	18.5
Tohatchi	69	8.7	67	7.5

7th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	817	35.1	650	27.1
Chief Manuelito	185	38.9	156	35.9
Crownpoint	44	25	42	23.8
Gallup	148	60.8	80	51.3
John F Kennedy	211	28	157	21
Navajo	44	6.8	44	6.8
Ramah	28	39.3	20	30
Thoreau	88	27.3	82	23.2
Tohatchi	69	24.6	69	24.6

8th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	828	28.9	655	20.7
Chief Manuelito	190	28.9	149	23.5
Crownpoint	64	14.1	62	14.5
Gallup	140	38.6	84	32.1
John F Kennedy	219	37.4	157	31.8
Navajo	41	9.8	41	9.8
Ramah	37	13.5	28	10.7
Thoreau	80	17.5	78	16.7
Tohatchi	57	28.1	56	26.8

**NEW MEXICO TRANSITION ENGLISH LANGUAGE ARTS
ASSESSMENT
FOR HIGH SCHOOL GRADES**

9th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	842	17.6	711	17.2
Crownpoint	66	13.6	65	13.8
Gallup Central	16	0	13	0
Gallup	206	34	173	31.8
Miyamura	291	33.3	204	29.9
Navajo	33	9.1	33	9.1
Ramah	22	31.8	18	33.3
Thoreau	102	19.6	99	20.2
Tohatchi	83	16.9	83	16.9
Tseyigai	23	0	23	0
10th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	788	34.9	626	34.2
Crownpoint	64	23.4	63	22.2
Gallup Central	17	17.6	14	21.4
Gallup	204	40.2	169	36.7
Miyamura	273	45.8	162	41.4
Navajo	28	42.9	28	42.9
Ramah	23	60.9	17	58.8
Thoreau	84	28.6	80	28.8
Tohatchi	85	24.7	83	25.3
Tseyigai	10	30	10	30
11th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	800	37.6	677	37.1
Crownpoint	82	26.8	81	25.9
Gallup Central	56	7.1	50	8
Gallup	194	58.8	164	56.7
Miyamura	235	71.1	154	68.8
Navajo	24	25	24	25
Ramah	11	54.5	9	55.6
Thoreau	95	34.7	93	34.4
Tohatchi	78	20.5	77	19.5
Tseyigai	25	40	25	40

NEW MEXICO TRANSITION MATHEMATICS ASSESSMENT FOR ELEMENTARY GRADES

Beginning in grade three, all students start taking the New Mexico Transition Mathematics Assessment to measure mathematics achievement. The following tables show the percent proficiency by schools for all students and for all American Indian students.

3rd Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	764	27	609	22.2
Catherine A. Miller	40	5	40	5
Chee Dodge	56	26.8	56	26.8
Crownpoint	51	9.8	51	9.8
David Skeet	26	30.8	25	28
Del Norte	64	26.6	44	25
Indian Hills	39	46.2	29	34.5
Jefferson	42	33.3	23	26.1
Lincoln	42	26.2	26	15.4
Navajo	39	12.8	39	12.8
Ramah	27	33.3	22	22.7
Red Rock	53	50.9	21	38.1
Rocky View	47	29.8	35	25.7
Roosevelt	35	22.9	22	9.1
Stagecoach	46	21.7	35	22.9
Thoreau	49	28.6	44	27.3
Tobe Turpen	57	33.3	47	34
Tohatchi	30	20	29	17.2
Twin Lakes	21	19	21	19



Gallup – McKinley County Schools Tribal Education Status Report for 2018-2019

4th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	788	25.1	626	22.5
Catherine A. Miller	52	13.5	48	12.5
Chee Dodge	45	13.3	43	14
Crownpoint	47	34	45	31.1
David Skeet	47	6.4	45	4.4
Del Norte	66	28.8	46	23.9
Indian Hills	40	35	31	35.5
Jefferson	56	41.1	30	36.7
Lincoln	37	24.3	22	18.2
Navajo	46	6.5	45	6.7
Ramah	29	34.5	21	19
Red Rock	52	36.5	21	33.3
Rocky View	43	25.6	34	23.5
Roosevelt	25	28	17	23.5
Stagecoach	32	21.9	24	16.7
Thoreau	39	33.3	35	31.4
Tobe Turpen	65	24.6	54	27.8
Tohatchi	40	22.5	39	23.1
Twin Lakes	27	22.2	26	23.1
5 th Grade	Count	% Proficient	Count	% Proficient
Districtwide	832	19.1	666	15.2
Catherine A. Miller	52	5.8	51	5.9
Chee Dodge	55	12.7	54	11.1
Crownpoint	45	4.4	44	4.5
David Skeet	38	13.2	36	13.9
Del Norte	74	21.6	47	14.9
Indian Hills	40	35	25	32
Jefferson	57	36.8	34	26.5
Lincoln	40	22.5	28	17.9
Navajo	33	3	33	3
Ramah	27	22.2	22	13.6
Red Rock	55	45.5	25	44
Rocky View	49	14.3	42	11.9
Roosevelt	29	27.6	15	13.3
Stagecoach	47	14.9	36	8.3
Thoreau	51	7.8	46	6.5
Tobe Turpen	76	23.7	64	23.4
Tohatchi	40	2.5	40	2.5
Twin Lakes	24	20.8	24	20.8

NEW MEXICO TRANSITION MATHEMATICS ASSESSMENT FOR MIDDLE SCHOOL GRADES

6th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	813	10.7	649	5.9
Chief Manuelito	195	12.3	167	10.2
Crownpoint	64	7.8	60	6.7
Gallup	134	19.4	76	11.8
John F Kennedy	219	10	158	9.5
Navajo	30	0	29	0
Ramah	30	6.7	27	0
Thoreau	72	6.9	65	6.2
Tohatchi	69	4.3	67	3

7th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	815	14.8	648	9.4
Chief Manuelito	185	16.8	156	14.1
Crownpoint	44	18.2	42	16.7
Gallup	148	26.4	80	17.5
John F Kennedy	211	14.7	157	10.2
Navajo	44	2.3	44	2.3
Ramah	28	10.7	20	5
Thoreau	86	4.7	80	3.8
Tohatchi	69	5.8	69	5.8

8th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	746	11.1	610	10.1
Chief Manuelito	169	5.9	141	5.7
Crownpoint	64	28.1	62	27.4
Gallup	122	14.8	75	10.7
John F Kennedy	186	12.4	134	12.7
Navajo	41	4.9	41	4.9
Ramah	26	0	22	0
Thoreau	81	4.9	79	5.1
Tohatchi	57	14	56	14.3

Algebra I	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide Mid	74	61.9	41	46.4
Chief Manuelito Mid	21	38.1	8	0
Gallup Middle	19	94.7	10	100
John F Kennedy Mid	34	52.9	23	39.1

Some middle school students take Algebra I as 8th graders.

NEW MEXICO TRANSITION MATHEMATICS ASSESSMENT FOR HIGH SCHOOL GRADES

Algebra I	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	838	8.6	696	6.2
Crownpoint	66	6.1	65	6.2
Gallup Central	22	4.5	20	5
Gallup High	193	6.7	161	5
Miyamura	293	25.6	198	17.7
Navajo	34	8.8	34	8.8
Ramah	34	20.6	24	8.3
Thoreau	92	0	90	0
Tohatchi	80	5	80	5
Tseyigai	24	0	24	0

Freshmen students are required to take Algebra I in their first year as a high school student.

Geometry	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	757	7.5	610	7.3
Crownpoint	63	4.8	63	4.8
Gallup Central	33	0	27	0
Gallup	212	9.4	176	8
Miyamura	249	41	153	38.6
Navajo	26	3.8	26	3.8
Ramah	21	4.8	16	6.3
Thoreau	76	2.6	73	2.7
Tohatchi	69	1.4	68	1.5
Tseyigai	8	0	8	0

Sophomores take Geometry as one of their high school math requirements.

Algebra II	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	726	2.4	623	2.1
Crownpoint	85	1.2	83	1.2
Gallup Central	25	0	21	0
Gallup	152	9.9	127	8.7
Miyamura	209	9.6	144	7.6
Navajo	25	0	25	0
Ramah	12	0	10	0
Thoreau	100	0	97	0
Tohatchi	93	1.1	91	1.1
Tseyigai	25	0	25	0

As juniors, students take Algebra II as their final third math credit for graduation. Many students take higher level math classes. NMPED requires that only math classes up to Algebra II are reported in the TESR.



NEW MEXICO STANDARDS BASED ASSESSMENT FOR SCIENCE

In Gallup-McKinley County Schools, all students in grades 4, 7 and 11 are assessed in science. The New Mexico Standards Based Assessment (NMSBA) for Science is used to measure science achievement. The following tables show the percent proficient by schools for all students and for all American Indian students.

4th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	781	26.8	624	21.8
Catherine A. Miller	53	9.4	49	8.2
Chee Dodge	45	24.4	43	25.6
Crownpoint	45	20	43	16.3
David Skeet	48	8.3	46	4.3
Del Norte	66	34.8	47	29.8
Indian Hills	40	37.5	31	29.0
Jefferson	53	37.7	27	33.3
Lincoln	37	35.1	22	22.7
Navajo	46	13	45	11.1
Ramah	28	35.7	20	30
Red Rock	50	38.0	21	33.3
Rocky View	42	38.1	33	30.3
Roosevelt	24	62.5	17	58.8
Stagecoach	32	18.8	24	16.7
Thoreau	39	23.1	35	20.0
Tobe Turpen	64	18.8	54	18.5
Tohatchi	41	26.8	40	27.5
Twin Lakes	28	17.9	27	18.5

7th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	816	25.4	650	18.8
Chief Manuelito	182	28.6	153	22.9
Crownpoint	44	25	42	23.8
Gallup	146	43.2	81	29.6
John F Kennedy	211	24.6	156	19.9
Navajo	45	4.4	45	4.4
Ramah	28	25	20	20
Thoreau	91	16.5	84	13.1
Tohatchi	69	7.2	69	7.2

11th Grade	All Students		American Indian	
	Count	% Proficient	Count	% Proficient
Districtwide	822	12	688	10.4
Crownpoint	76	2.6	75	2.7
Gallup Central	67	3	60	3.3
Gallup High	204	12.7	167	11.4
Miyamura	243	21	161	12.4
Navajo	23	13	23	13
Ramah	13	30.8	11	27.3
Thoreau	98	9.2	94	8.5
Tohatchi	78	11.5	77	10.4
Tseyigai	20	5	20	5



SCHOOL SAFETY

The goal of all New Mexico schools is for all students to attend safe, secure and peaceful schools. In GMCS, all schools have received training in Crisis Prevention Intervention (CPI) and have active teams in place. All schools have updated School Safety Plans and have received various training in relation to keeping students and staff safe. With the focus on prevention versus intervention, schools have begun implementing positive student behavior supports.

Table below shows the number of disciplinary violations that resulted in disciplinary hearings each month. The table shows the primary reason for disciplinary hearings is for possession, use and/or distribution of intoxicating substances. There are very few violations of serious acts such as use of weapons or firearms.

STUDENT DISCIPLINARY HEARINGS BY MONTH

Violation		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Code	Number of Hearings	30	40	33	40	38	28	40	40	59	21
12.0	Firearm	0									
12.1	Weapon Non-Firearm	0	2	1	1	1	2	2	3	1	
12.2	Physical Attack Personnel	0	2				1	1	0	1	
12.3	Physical Attack Student	3	2	2	2		2	3	0	1	3
12.4	Sexual Attack	0				1			0	0	
12.5	Bullying	2	2	2	2		3	1	5	0	1
12.6	DDT	1			1				0	0	
12.7	Gang Activity	0	1						0	0	
12.8	Fighting	1	1			1	1	1	1	2	
12.9	Aggressive Confrontation	0			2	1	1	1	1	2	
12.10	Abusive Language	1				1		1	0	3	
12.11	Criminal Activity	2	1						0	1	3
12.12	Possession/Intoxicating Substance	15	14	18	16	21	12	12	15	31	5
12.13	Use/Intoxicating Substance	18	22	15	23	23	7	12	13	18	3
12.14	Distribution/Intoxicating Substance	0				3	3	3	0	1	1
12.15	Trafficking/Intoxicating Substance	0							0	0	
12.16	Athletics Substance Abuse	0	1						0	0	
12.17	Tobacco	0							0	0	
12.18	False Report	0							0	0	
12.19	Electronic Device	0							0	0	
12.20	Multiple Misbehavior 5 per Semester or 7 per year	1	1	2	8	5	4	14	8	13	5

The table below shows that over a four year period from August, 2015 through May, 2019, the number of hearings have plateau out and the number of long term suspensions have increased. There were no students who were expelled for the school year 2018-2019.

Total Number	2015-2016	2016-2017	2017-2018	2018-2019
Hearings Held	575	399	359	369
Long Term Suspensions	86	58	36	92
365- Day Expulsions	29	42	9	0

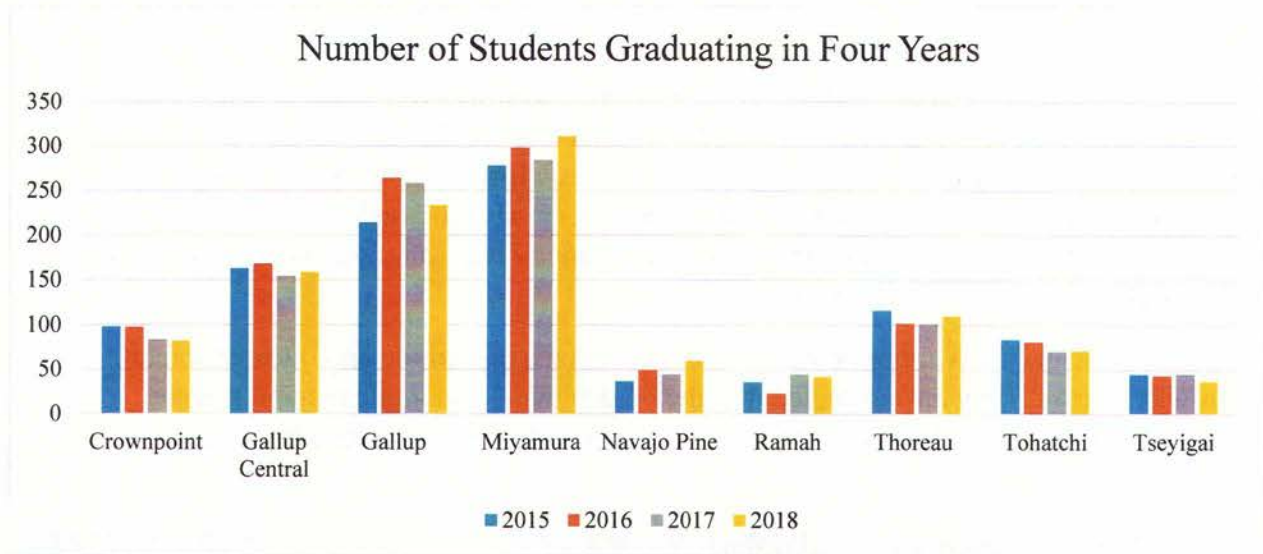
School sites have worked diligently over the few years to work with students in a proactive manner rather than reacting to students' behaviors. Across the district, teachers are focused on increasing student engagement in all lessons to, not only increase student knowledge, but to minimize unstructured time. Teachers and counselors are also focused on teaching appropriate behaviors throughout the school day. Student Assistance Teams are functioning in all school sites to address the chronic behaviors.

School counselors are working more with students on the prevention and intervention on substance abuses. They have received training on deploying and implementing student counseling groups to address, not only substance abuse, but also suicidal ideations.



GRADUATION RATES

The graduation objective is to ensure that all American Indian 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 a solid preparation for college and career readiness. The official graduation rates are not available for the 4-year, 5-year and 6-year cohort data is not available at the time of TESR publication in July, 2019.



The chart above shows the number of graduates from school year 2014-2015 through May, 2018. The chart depicts that there is an increase in the number of students graduating in four of the high schools. It also shows the schools with a decrease in the number of graduates who complete their high school in four years. One of the factors in the decrease in the number of graduates is the enrollment has decreased in four years. In school year ending 2015, there were 4,023 high school students and in May, 2019, there was 3,549 high school students.



Gallup – McKinley County Schools Tribal Education Status Report for 2018-2019

2019 Graduates	Total Enrolled as 12th Graders	Graduated with Diploma	Number Retained	Graduates with IEP	Earned Certificate
Crownpoint	50	47	2	3	
Gallup Central	87	50	9	7	
Gallup	188	179	8	34	
Miyamura	254	252		31	
Navajo Pine	22	21		5	
Ramah	15	15		1	
Thoreau	86	75	10	7	1
Tohatchi	56	52	4	7	
Tse Yi Gai	21	20	1	4	
Grand Total	779	711	34	99	1

The table above shows the number of graduates by school ending in May, 2019. The students who graduated with an Individualized Education Plan (IEP) are counted as students who have earned their high school diploma. The students who earned a certificate have five years to earn a high school diploma by taking and passing required assessments.

In GMCS, the high schools work with students and their parents to complete and follow the NMPED's Next Step Plans to guide students through school. In addition, students also work with their counselors and the college and military recruiters. Teachers are also working on increasing student engagement to make learning more relevant to their daily and future lives.



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 dropout rate and increase in attendance.

	All Students	American Indian	Asian	Black	Caucasian	Pacific Islander
2017-2018	90.33%	90.05%	95.18%	92.28%	92.38%	96.25%
2018-2019	91.95%	91.58%	96.92%	94.58%	93.45%	97.00%

The table above show the attendance rate for all students by ethnicity on the 120-day report submitted to the New Mexico Public Education Department. The overall attendance rate by ethnicity table shows that the attendance rates have increased in all ethnic groups this school year as compared to last year.

ELEMENTARY SCHOOL ATTENDANCE DATA

The following table document the attendance rate for all elementary schools on the 120-day report. The school with the highest attendance rate for American Indian students was at Indian Hills Elementary with a 94.93% and the lowest rate of 91.02% was at Thoreau Elementary School.

	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Grand Total
Chee Dodge			82.50%	97.08%	91.85%		91.96%
Catherine A. Miller	100.00%	91.25%	90.63%	93.25%	92.36%		92.40%
Crownpoint	91.25%	85.63%	82.50%	100.00%	90.89%		90.86%
David Skeet	100.00%	100.00%	98.13%	89.06%	94.37%		94.40%
Del Norte	96.25%		95.00%	94.97%	94.23%		94.48%
Indian Hills	95.00%		96.21%	95.68%	94.93%		95.22%
Jefferson	97.82%		94.17%	94.02%	93.73%		93.93%
Lincoln	100.00%	92.50%	97.92%	95.52%	93.93%		94.57%
Navajo	86.25%				92.66%		92.61%
Ramah		97.50%	93.65%	96.88%	92.53%	97.50%	92.92%
Red Rock	95.91%	95.00%	94.47%	92.73%	94.00%		93.89%
Roosevelt		90.42%	93.48%	93.23%	92.89%		92.98%
Rocky View	100.00%		91.25%	91.70%	94.22%		93.73%
Stagecoach	97.50%	98.75%	97.81%	93.34%	92.99%		93.26%
Thoreau			92.25%	90.87%	91.02%		91.06%
Tohatchi	97.50%	100.00%	97.50%	98.67%	93.57%		93.72%
Turpen			95.35%	92.99%	92.30%		92.48%
Twin Lakes	100.00%			97.50%	94.03%		94.11%

MIDDLE SCHOOL ATTENDANCE DATA

The following table shows the average attendance rate for the middle schools serving 6th - 8th grade students on the 120 day report. The middle school with the highest average attendance rate was at Navajo Middle School with a 91.77% and the school with the lowest attendance rate was at J.F. Kennedy Middle School with 89.04% for American Indian students.

	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Grand Total
Chief Manuelito	95.21%	94.38%	90.63%	91.90%	91.63%		91.68%
Crownpoint	95.63%		96.25%	65.00%	91.82%	97.50%	91.84%
Gallup	96.06%	93.75%	92.60%	92.62%	91.89%		92.30%
John F. Kennedy	98.44%	95.00%	90.89%	91.19%	89.04%		89.71%
Navajo				73.75%	91.77%		91.63%
Tohatchi		96.88%		97.50%	91.73%		91.81%
Thoreau		100.00%	95.50%	90.13%	93.41%		93.36%

HIGH SCHOOL ATTENDANCE DATA

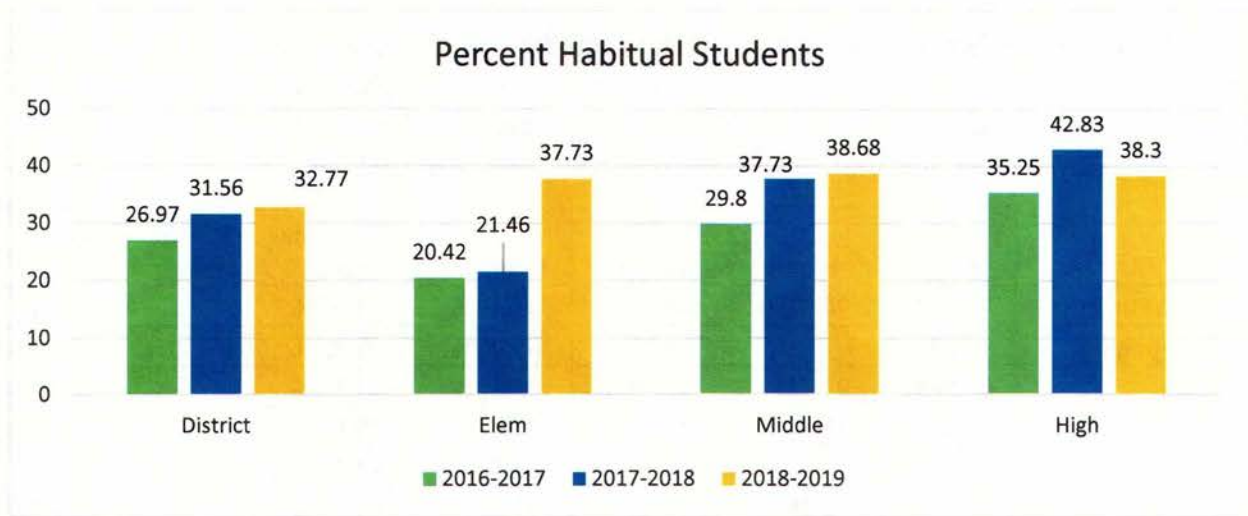
	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Grand Total
Central		76.25%	66.25%	75.47%	71.21%		71.76%
Crownpoint	100.00%		87.50%	76.88%	89.76%		89.69%
Gallup	98.93%	93.75%	93.83%	95.13%	93.29%		93.65%
Miyamura	97.30%	92.25%	95.96%	92.90%	91.57%		92.39%
Navajo Pine					89.74%		89.74%
Ramah			95.54%	91.88%	92.20%		92.75%
Thoreau	100.00%		94.00%	80.83%	88.63%		88.58%
Tohatchi		93.75%		93.13%	89.35%	100.00%	89.44%
Tse Yi Gai					87.65%		87.65%

The table above shows the overall attendance rate for the high schools using the 120-day report. The highest attendance rate was at 93.29% at Gallup High School and the lowest attendance rate was at Central High School with a 71.21% for American Indian students.

HABITUAL TRUANCY RATES

The table below documents the percent of habitual students by grade bands from August, 2016 through May, 2019. Overall, the district has an increased rate of habitual students from 26.97% to 32.77% in three years. New Mexico Public Education Department defines truant students as students who have more than ten (10) unexcused absences within a school year. The data shows that the elementary and middle schools have increased rates of habitual students while the number of habitual students in the high school has decreased from last school year.

Gallup – McKinley County Schools Tribal Education Status Report for 2018-2019



ELEMENTARY SCHOOL HABITUAL TRUANCY RATES IN 2018-2019

	Enrollment	Habitual Student Count	% Habitual
District Total	5794	1519	26.22%
Chee Dodge	340	112	32.94%
Catherine A. Miller	402	139	34.58%
Crownpoint	378	134	25.50%
David Skeet	232	32	13.79%
Del Norte	557	121	21.72%
Indian Hills	314	51	16.24%
Jefferson	406	52	12.81%
Lincoln	291	51	17.53%
Navajo	332	90	27.11%
Ramah	177	36	21.34%
Red Rock	23	58	13.71%
Rocky View	354	71	20.06%
Roosevelt	200	12	6.00%
Stagecoach	344	97	28.20%
Thoreau	362	148	40.88%
Tobe Turpen	459	155	33.77%
Tohatchi	249	72	28.92%
Twin Lakes	201	65	32.34%

The table above shows the habitual student rates by percentage for all elementary schools. The table shows the highest rate of habitual truant students is at Thoreau Elementary School with a rate of 40.88% and the elementary school with the lowest rate is at Roosevelt with a 6%.

MIDDLE SCHOOL HABITUAL TRUANCY RATES IN 2018-2019

	Enrollment	Habitual Student Count	% Habitual
District Total	2655	1027	38.68%
Chief Manuelito	656	229	34.91%
Crownpoint	190	62	32.63%
Gallup	500	200	40%
John F. Kennedy	736	368	50%
Navajo	172	30	17.44%
Thoreau	225	55	24.44%
Tohatchi	228	83	36.40%

The table above shows the habitual truancy rates for all middle schools. The school with the highest truancy rate is John F Kennedy Middle School with 50% of their students identified as truant. The middle school with the lowest rate is Navajo Middle School with a 17.44% rates.

HIGH SCHOOL HABITUAL TRUANCY RATES IN 2018-2019

	Enrollment	Habitual Student Count	% Habitual
District Total	3995	1530	38.30%
Crownpoint	303	134	38.30%
Gallup Central	368	258	70.11%
Gallup	971	268	29.45%
Miyamura	1289	370	28.70%
Navajo Pine	152	58	38.16%
Ramah	197	52	26.40%
Thoreau	429	221	51.52%
Tohatchi	325	135	41.54%
Tse Yi Gai	76	31	40.79%

The highest rate of truancy for high schools was at Thoreau High School with a 51.52% while the school with the lowest rate was at Ramah High School with a 26.4% rate.

DISTRICT INITIATIVES

School sites used various techniques to increase attendance such as providing incentives and school parties. Field trips was also used as an incentive to get students to attend school regularly. For students who had a pattern of excessive absences, schools used the Student Assistance Teams (SAT) process. The SAT process involves the student, his/her parents, teachers, counselor and administrator developing a plan to decrease absences. In addition, home visits by the home liaisons, teacher, counselor and/or administrators were also completed. The increased attendance rate for the district documents that these initiatives had an impact on attendance rates this year. Decreasing the rate of habitual truancy will be a focus this school year.

PARENT AND COMMUNITY INVOLVEMENT

The parent and community objective is to ensure that parents, tribal department of education, community-based organizations, urban American Indian community members, the Department of Education, universities and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public schools.

COMMUNITY INVOLVEMENT

In GMCS, there was extensive information that was disseminated through media – newspapers, radio stations, district website and Facebook. The following newspapers had various news articles and information posted on a regular basis: *Gallup Journey*, *Trade N Post News*, *Navajo Times*, *Gallup Sun* and *Gallup Independent*. The KGAK radio station, I Heart Media and Millennium Media also communicated events and interviewed district personnel. Publications and events were distributed to all Navajo Nation chapters with the school district as well as religious organizations, city and county government.

With the creation of the McKinley Academy, an early college high school program, there have been stronger partnerships with the University of New Mexico- Gallup and with Navajo Technical University. The partnerships allowed high school students to accelerate their journey toward a college degree while still in high school. In addition, partnerships are being developed with the local businesses as well as the local, city and county government.

All high schools have agreements in place for their dual credit programs. The colleges and universities include San Juan College, Navajo Technical University, New Mexico State University- Grants and University of New Mexico- Gallup. High school students may earn college and high school credits simultaneously in this program.



PARENT INVOLVEMENT

In all schools, there is a variety of methods of communicating with parents. Schools use websites and newsletters for communication. The home school liaisons also help with distributing information to parents and chapter houses. There are also home visits completed by teachers, counselors and principals to students' homes. In addition, there are open houses and other family nights targeting math, science, and literacy throughout the school year. Academic recognition and pageants are also held in schools in addition to sporting events.

There are also two district parent organizations that have membership from parents. The District Parent Advisory Committee have representatives from their local school sites to serve on the advisory committee. This committee advises the federal programs, Title III and Title VI grant applications. The Indian Education Committee works with the Johnson O'Malley program.

All school sites have an Advisory School Council that have elected parents and community members serving in an advisory capacity to help the school. The members have the opportunity to have a voice in site-based decisions and events. From each Advisory School Council, one is designated to represent the school at the District Parent Advisory Committee.

This past year, the district hosted cultural nights and training opportunities. The Family and Community Engagement (FACES) involved Navajo language teachers and coaches promoting expressive oral language through cultural activities such as weaving, gardening and singing. There were also evening language classes for parents to learn the language skills that their students were learning in the classroom. Finally, there were presentations for parents and community regarding the roles of parents and child development philosophy based on traditional Navajo teachings.

All schools were given fiscal allocations with total autonomy for increasing parental involvement and for cultural diversity. Parent involvement funds were used primarily for food and supplies for family, literacy or math nights to draw in more parents. Some schools used their funds for school-wide diversity celebrations honoring the backgrounds of their students and staff. Other schools used their funds for their pageants.

The cultural education department hosted language festivals to allow students to share their knowledge of the language and culture. The festival featured K-12 grade students displaying their talking, singing and dancing skills using the Diné language.



EDUCATIONAL PROGRAMS

The tribal students' educational programs objective is to recognize and to support the unique cultural and educational needs of American Indian students enrolled in public schools. All educational programs in GMCS are for all students without any focus on ethnicity. With the majority of students in GMCS identified as American Indians, the district has three programs that specifically support the unique needs of American Indian students.

TITLE VI

From the United States Department of Education, Office of Indian Education Formula Grants (Title VI), the district received \$1,788,288 to use for native language instruction and to increase cultural identity and awareness. This funding supported the salary and benefits of the Navajo and Zuni language and culture teachers and the three instructional coaches. In addition, the grant funded professional development for the teachers, supplies and materials, travel and supported the work on revising the home language curriculum. The goal of this funding is to provide an opportunity for students to participate in native language classes and to provide culturally responsive training.

NEW MEXICO BILINGUAL-MULTICULTURAL EDUCATION

The school district received \$866,351 for school year 2018-2019 from New Mexico Public Education Department. The funds support the implementation of revitalizing native languages by supporting personnel salary and benefits for several of the native language teachers. It also supported software for the Spanish bilingual seal assessment, supplies and materials for teachers and travel for the program participants.

JOHNSON O'MALLEY PROGRAM

The funding for the Johnson O'Malley (JOM) program is from the Navajo Nation. For school year 2018-2019, the district received \$577,456 based on the number of students with an official Certificate of Indian Blood on file. The district used the funds for half-time salary for the program administrators and funded field trips to culturally relevant sites. In addition, it also funded the stipends, travel and supplies for the Indian Education Committee and the parent costs that parents are required to pay for their students. Book fairs and cap/gowns were examples. The JOM funds also supported the purchase of culturally relevant materials and supplies for the language classes and provided funding for incentives at schools to reward students.

ADDITIONAL RESOURCES

GMCS also received funding from the New Mexico Public Education Department. The funds paid the stipends for language teachers to teach the tribal languages in the evenings to parents and communities. It also provided funding for travel and training.

The district also used Title I and operational funds for after school tutoring for struggling students and for credit recovery programs to help students stay on track for graduation. In addition, the high schools hosted financial aid nights and college nights.

GMCS FINANCIAL REPORT

The financial objective is, through the use of public school funds, to ensure that GMCS schools provide adequate operational resources to provide and improve services to tribal students. These services will meet the educational needs and provide opportunities to tribal students attending GMCS.

The New Mexico public school funding is based on the 1974 Public School Finance Act which identifies a formula that distributes operational funds to school districts objectively and in a non-categorical manner which provides for local school district autonomy.

DISTRICT OPERATING BUDGET REVENUE

FUNDING SOURCE	AMOUNT
11000 - Operational	\$ 113,846,015
12000- Teacherage	\$ 956,292
13000 - Transportation	\$ 5,534,101
14000 - Instructional Materials	\$ 680,411
21000 - Food Service	\$ 10,299,484
22000 - Athletics	\$ 494,298
23000 - Non-Budgeted Activity	\$ 665,433
24000	\$ 17,891,434
25000	\$ 18,307,122
27000	\$ 2,406,433
28000	\$ 497,348
31100 - Bond Building	\$ 12,650,129
31500 - Special Capital Outlay Federal	\$1,752,101
317000 - Capital Improvements SB-9	\$5,334,321
41000 - Debt Services	\$23,193,595

DISTRICT FUNDS GENERATED BY AMERICAN INDIAN STUDENTS

The chart below shows the funds generated by American Indian students to the district. The enrollment figures are from the 120-day report.

Total Enrollment	American Indian Students	Total District Budget	Indian Education Formula Grant Title VI	Impact Aid - Indian Education Title VII	Johnson O'Malley	New Mexico Indian Education
11,221	8,952	\$218,425,709	\$1,788,288	\$10,447,884	\$703,512	\$25,000

DISTRICT BUDGETED EXPENDITURES

EXPENDITURES	AMOUNT
1000 - Instruction	\$ 81,115,984
2100 - Student Support Services	\$ 11,891,654
2200 - Instructional Support Services	\$ 4,985,617
2300 - General Administration	\$ 1,646,268
2400 - School Administration	\$ 8,208,669
2500 - Central Services	\$ 4,119,599
2600 - Operations and Maintenance	\$ 18,077,491
2700 - Student Transportation	\$ 5,607,841
2900 - Other Support Services	21,457
3100 - Food Services	\$ 7,435,741
3300 - Community Services	\$ 63,608
4000 - Capital Outlay	\$ 11,216,857
5000 - Debt Services	\$ 9,033,815

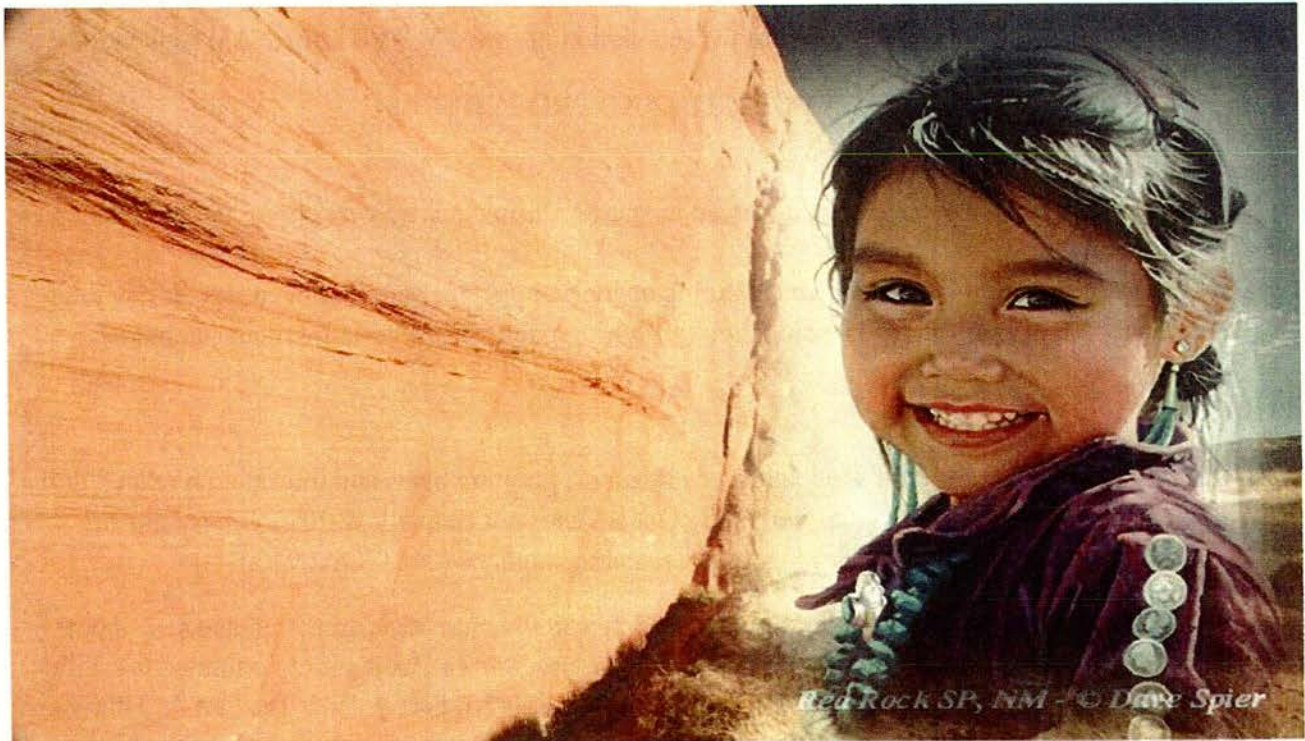


FEDERAL INDIAN POLICIES AND PROCEDURES

The Indian Policies and Procedures (IPP) is a part of the annual renewal process that includes public hearings and tribal consultation meetings. The IPP ensures that there is maximum participation in the development, approval and implementation of all educational programs that impact Native American students. In addition, the IPP ensures that all Native American students have an equal opportunity to participate in all educational programs and services. The attached document is the culminating document that demonstrates the commitment of GMCS towards Native American students and their families and the partnership between the Navajo Nation and the Zuni Pueblo.

The Indian Policies and Procedures documentation is part of the school district's Impact Aid application process with public hearings held in the communities or at evening sessions in the schools. Feedback and suggestions from the public hearings are used to provide guidance to federal grants within the district. Formal consultation with tribal leaders from Navajo Nation and the Zuni Pueblo are also required when renewing this document.

There have been public hearings in the communities at Crownpoint, Thoreau, Ramah, Navajo, Tohatchi and Gallup. Parent meetings were held with the district's Indian Education Committee and the District Parent Advisory Council garnering feedback. There were formal tribal consultations with the Navajo Nation and the Zuni Pueblo regarding the Indian Policies and Procedures document. The tribal leaders have signed the IPP.



**Indian Policies and Procedures
Gallup-McKinley County Schools
2018-2019 School Year**

It is the intent of the Gallup-McKinley County Schools (GMCS) that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Gallup-McKinley County Schools will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Gallup-McKinley County Schools attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2020 Impact Aid application.

The Gallup-McKinley County Schools attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2020 Impact Aid application.

INDIAN POLICIES AND PROCEDURES

Preferred Method of Communication:

Navajo Nation: Use of English and Navajo languages during quarterly meetings and written copies for meetings

Zuni Pueblo: Use of English language during quarterly meetings and written copies for meetings

Parents: Use of English and Navajo languages during public hearings and written summaries

POLICY 1:

The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations [34CFR222.94(a)(1)]

Procedure 1.1: Gallup-McKinley County Schools will disseminate information and seek input regarding the following programs on its educational program (including, but no limited to): Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title VI, Part A; Title VII- Impact Aid Programs and Johnson O'Malley programs through public hearings and tribal consultations.

Procedure 1.2: The completed applications, evaluations and programs planning will be made available to parents of Indian students, Tribal officials, Advisory School Councils, Indian Education Committee and District Parent Advisory Committee. A summary of the evaluations and programs will be prepared and disseminated two weeks in advance of public hearings to be held semi-annually in six GMCS regions (Crownpoint, Thoreau, Ramah, Navajo, Tohatchi and Gallup) to afford all parents and interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings. The public hearings will be publically advertised by radio announcements using the Navajo and English languages, postings at all Navajo chapter houses, notices on the GMCS homepage, and local newspapers to allow all interested parties to attend. In addition, representatives from the district will scheduled semi-annual meetings with the Indian Education Committee and the District Parent Advisory Committee to seek input. Finally, input from Navajo Nation and Zuni Pueblo leaders will be sought on a quarterly basis for formal tribal consultations.

Procedure 1.3: Parents of Indian children and tribal officials and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for participation of Indian students on an equal basis in GMCS.

Procedure 1.4: The summary of public hearings, recommendations, and input will be posted on the District's website for all patrons and tribal officials for review. This will allow for ongoing dissemination of information.

POLICY 2

The Gallup-McKinley County Schools will provide an opportunity for the Navajo and Zuni Tribes and parents of Indian students to provide their views on educational programs and activities, including recommendations on the needs of their children and how GMCS may help those children realize the benefits of the educational programs and activities [34CFR222.94(a)(2)].

Procedure 2.1: At regular school board meetings, a section of the time is set for comments from the public. This is a time for parents and community to offer comments and suggestions regarding programming for Indian students. In addition, on the third Wednesdays of each month, semi-annual public hearings are held in one of six GMCS regions on a rotating basis so each region will have two opportunities for input. Based on preferred methods of communication, ideal date and items for meetings, as well as ways to maximize participation from parents of Indian children, the district will make modifications for communication with parents and community.

Procedure 2.2: GMCS will schedule quarterly tribal consultation meetings with Navajo Nation and Zuni Pueblo to discuss ongoing programming goals, preferred methods of communication and ways to maximize participation. Based on preferred methods of communication, ideal date and items for meetings, the district will make modifications for communication with the tribes.

POLICY 3

Gallup-McKinley County Schools will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities [34CFR222.94(a)(3)].

- (i) Share relevant information related to Indian children's participation in the school district's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3.1: Gallup-McKinley County Schools will take the following measures to annually assess to extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- A. GMCS will assess the extent of Indian student participation in all academic and co-curricular activities on an annual basis.
- B. GMCS district officials will review school data to assess the extent of Indian children's participation in the district's educational programs on an equal basis.
- C. GMCS will share its assessment of district funding, Indian student participation, related academic achievements and other related data with the parents of Indian children and tribal officials by distribution of written summaries to students to take home, posting at local Navajo chapter houses and district website, mailing of documents to tribal officials and distribution during all semi-annual public hearings and quarterly tribal consultation meetings. The summaries will be distributed two weeks prior to the scheduled public hearings and tribal consultation meetings.
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the GMCS, at any school board meeting, at any public hearing or tribal consultation meetings. Data will be utilized to develop appropriate supports for various programs.
- E. Copies of annual reports will be provided to tribal officials on an annual basis.

Procedure 3.2: If it is determined that there are gaps in Indian participation in the educational programs or activities, the GMCS superintendent, in consultation with tribal officials, will modify its education program in such a way as to improve Indian participation on an annual basis.

POLICY 4

Gallup- McKinley County Schools will modify the IPP's if necessary, based upon the results of any assessment or input described in this document [34CFR222.92(a)(4)].

Procedure 4.1: GMCS will establish a committee of one Indian parental representative from the District Parent Advisory Committee and one from the Indian Education Committee, two representatives from Navajo Nation and two representatives from Zuni Pueblo to meet every

October. This committee will review the meaningfulness of input, review the extent of opportunity for Indian input and review the District's response to commentary on an annual basis. The committee will review the effectiveness of the District's methods of gathering input of Indian parents and tribal members, calculate the number of suggestions which are actually implemented, and permit Indian parents and tribal officials to suggest more effective ways of communication on an annual basis. If necessary, the committee shall make recommendations to the Board of Education to modify its Indian Policies and Procedures.

Procedure 4.2: GMCS Board of Education will hold a board meeting by December of each year to modify the IPP if the committee indicates such modifications are necessary. The changes will be implemented in January following the approval of the IPP.

Procedure 4.3: GMCS will notify all parents of Indian children, tribal officials and the general public of any changes to the IPP through monthly regional meetings, quarterly tribal consultations, and by posting on the district website, posting at local Navajo chapter houses, mailing to tribal officials, and disseminating to the District Parent Advisory Committee and the Indian Education Committee.

POLICY 5:

Gallup-McKinley County Schools will respond at least annually in writing to comments and recommendations by tribes and parents of Indian children and disseminate the responses to the tribes and parents of Indian children prior to the submission of the Indian Policies and Procedures. 34CFR222.94(a)(5)].

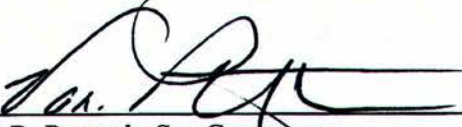
Procedure 5.1: GMCS will at least, annually, respond in writing to comments and recommendations gathered from the public hearings and tribal consultations to tribal officials and parents of Indian children by mailing to tribal officials, sharing during quarterly tribal consultations, sharing during monthly public hearings in the regions, posting to district website, posting at local Navajo chapter houses and disseminating to the District Parent Advisory Committee and the Indian Education Committee prior to the submission of the IPP's by the District.

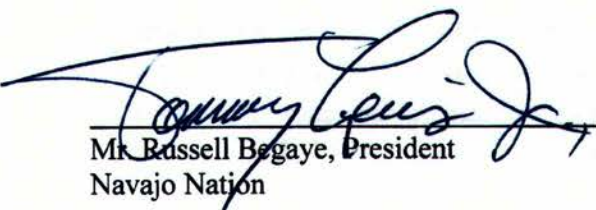
POLICY 6


Gallup-McKinley County Schools will provide a copy of the IPP's annually to the affected tribes [34CFR222(a)(6)].


Procedure 6.1: GMCS will annually provide a copy of the current Indian Policies and Procedures to the Navajo Nation and the Zuni Pueblo leaders at the next scheduled formal tribal consultation meeting. In addition, the tribal leaders will be mailed a copy of the Indian Policies and Procedures.

GMCS Board of Education Approval Date June 4, 2018


Val R. Panteah, Sr., Governor
Pueblo of Zuni

 Supt. of Schools
Mr. Russell Begaye, President
Navajo Nation


Mr. Charles Long, President
GMCS Board of Education

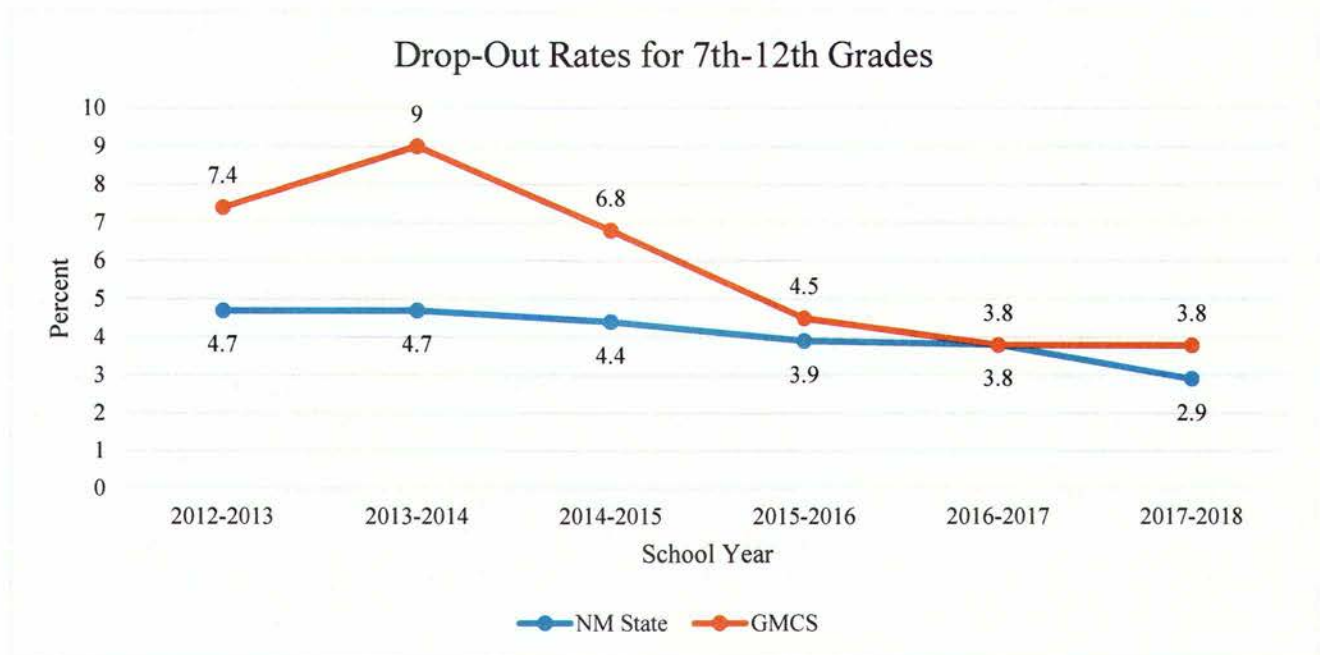

Mr. Mike Hyatt, Superintendent
Gallup-McKinley County Schools

INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS

The objective of this initiative is to ensure that GMCS schools are working on increasing attendance support and decreasing the number of student dropouts.

DROP-OUT REPORT

The table below documents the drop-out rates from 7th to 12th graders in GMCS as compared with New Mexico State. The trend shows the drop-out rates have dropped from 9% to 3.8% in 5 years. The data for school year 2018-2019 are not posted since there is a one-year lag in the official drop-out rates from NMPED.



MIDDLE SCHOOLS DROP-OUT RATES

The table below show the percent of students who dropped out by middle schools. Navajo Middle has drastically dropped the rate from 8.5% to 3.8% in four years. Crownpoint and Kennedy also has dropped the rate while the drop-out rates of Chief Manuelito, Gallup, Thoreau and Tohatchi rates have increased.

	2014-2015	2015-2016	2016-2017	2017-2018
Chief Manuelito	1.7	1.9	0.9	2.4
Crownpoint	3.6	1	1	1.6
Gallup	0.4	1.4	0	1.3
John F Kennedy	3	2.2	1.5	2.1
Navajo	8.5	2.2	3.8	3.8
Thoreau	0	1	0.5	2.6
Tohatchi	1.6	0	2.3	4

HIGH SCHOOL DROP-OUT RATES

The table below shows the percent of students who dropped out by high schools. Gallup Central has decreased the drop-out rate the most from 41.6% to 15.7% in four years. Other high schools who have decreased the drop-out rate for their students are Crownpoint, Gallup, Miyamura, Ramah, Thoreau, Tohatchi and Tseyigai. The only high school with an increased drop-out rate is Navajo with 11.6%.

	2014-2015	2015-2016	2016-2017	2017-2018
Crownpoint	11.6	2.2	8.9	2.2
Central	41.6	26.7	27.9	15.7
Gallup	3.5	2.7	3.5	2.9
Miyamura	4.6	4.7	2.9	3
Navajo	9.9	3.7	7.4	11.6
Ramah	4.1	5.3	1	3.3
Thoreau	5.9	9	9	5
Tohatchi	5.2	1.1	1.1	1.7
Tseyigai	10.3	5.9	5.9	10.2

DISTRICT EFFORTS

The efforts in all schools to decrease truancy rates and improve attendance rates involved the use of the Student Assistance Team (SAT) to identify students who are struggling academically which may lead to increased absences. The SAT team consists of the student, parent/guardian, teachers, counselors and administrators to help identify obstacles that lead to increased absences and to develop educational plans to improve attendance. The use of Early Warning Systems also help identify students who have excessive absences so an SAT meeting can convene.

In addition to the SAT process, home school liaisons help with making home visits to identify why students are not in schools. Additional people who also do home visits are classroom

teachers, counselors and at times, administrators in an effort to help students.



VARIABLE SCHOOL CALENDAR

The variable school calendar objective is to ensure that GMCS schools collaborate with tribal governments to identify the important cultural events in their American Indian students' lives. By using variable school calendars, schools directly address their American Indian students' cultural and family responsibilities and enhance the students' ability to attend their schools on a regular basis.

Gallup-McKinley County Schools has a district committee involving district personnel and representatives from the McKinley County Federation of United States Employees to develop a school calendar. The calendar honors federal holidays and honors Navajo Sovereignty Day by giving employees and students a holiday.

2018 - 2019

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NOVEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JANUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

OCTOBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Aug 3 New Teacher Orientation
Aug 6-7 Prof Dev Day
Aug 8 1st Day of School

Sept 3 Labor Day
Sept 17 Parent Teacher Conf
Oct 10 1st Reporting Date
Oct 11 End of 1st Quarter
Oct 12 & 15 Fall Break
Oct 16 Data Day no students

Nov 12 Veterans Day
Nov 19-23 Thanksgiving Break
Dec 3 2nd Reporting Date
Dec 21 End of 2nd Quarter
Dec 24 - 31 Winter Break

Jan 1- 4 Winter Break (Cont.)
Jan 7 Data Day no students
Jan 21 MLK Jr Day
Feb 4 Parent Teacher Conf
Feb 13 3rd Reporting Date
Feb 18 Presidents Day

March 8 End of 3rd Quarter
March 18 Data Day no students
March 11- 15 Spring Break
April 22 Navajo Sovereignty Day

May 27 Memorial Day
May 24 Last Day Students
May 28 Last Day for Teachers

Revised 5/14/2018 jh

SCHOOL DISTRICT CONSULTATION

Within Gallup-McKinley County Schools, there are active parent organizations at the district and the school site levels. At the district level, there is the Indian Education Committee (IEC). With the goal of having maximum parental participation, the IEC members either represent one or multiple schools to ensure that all schools have representation. The committee meets at least twice per month for their regularly scheduled meetings, in addition to the budget, work session or committee meetings. The IEC also provide input for the federally funded programs and the Indian Policies and Procedures.

In addition, the District Parent Advisory Council (DPAC) is another opportunity for parents to serve at the district level. The DPAC are appointed by the school principals from their existing Advisory School Councils. The DPAC meets to discuss and provide input for the Title VI program and also provides input for the all the federal grant programs as well as the Indian Policies and Procedures.

The school district has also involved the local tribes, the Zuni Pueblo and the Navajo Nation, when making decisions that affect the members of their tribes. Formal tribal consultations have occurred in September, October and February with the Zuni leaders to discuss academic achievement, federal grant programs and the Indian Policies and Procedures. For Navajo Nation, the tribal leaders and school district personnel met for formal tribal consultations in October and in April to discuss the education of their students. In addition, district leaders presented information to the Division of Dine Education, Navajo Nation in October, 2018.

The program managers of all the federal grant programs also presented program goals and budget to parents and community members during public hearings. The public hearings were held in the regions of Crownpoint, Thoreau, Ramah, Navajo, Tohatchi and Gallup. The program managers also shared the information with the Indian Education Committee and the District Parent Advisory Council.

Within the city of Gallup, district leaders have participated in different meetings to collaborate with local city and county leaders. The superintendent is active in the Gallup City Council and the Gallup Executive Directors Association. District leaders also work with organizations such as the United Blood Services, the Children, Youth and Families Department, Gallup Chamber of Commerce, Gallup Indian Medical Center and the Rehoboth-McKinley County Hospital. More partnerships are being developed to ensure the success of career pathways.

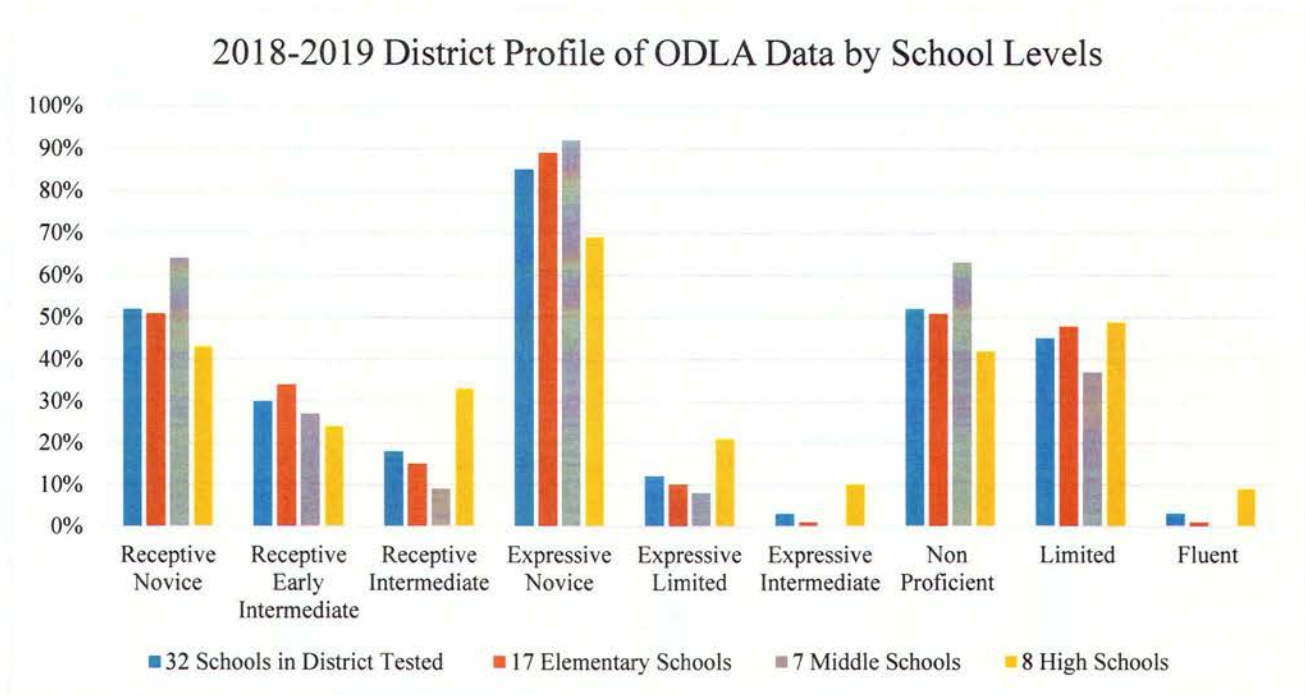


INDIGENOUS RESEARCH, EVALUATION AND CURRICULA FOR TRIBAL STUDENTS

The goal of this component is to plan, develop, implement and evaluate curricula in native languages, culture and history designed for tribal and non-tribal students as approved by the New Mexico tribes. In GMCS, the Navajo Nation has identified the Diné Content Standards as the curricula to be used by the Navajo language and culture program. These standards were used to develop pacing guides and curriculum that teachers used.

The goal of the language and culture program is to teach students to converse using the home heritage language in all schools. With the focus on using the functional oral language, teachers received training on the use of handling verbs with specific topics at the elementary level. For the middle and high schools, the focus expanded to repetition and more exposure to oral discourse using the native language. The focus on oral language proficiency has resulted in more students becoming more fluent.

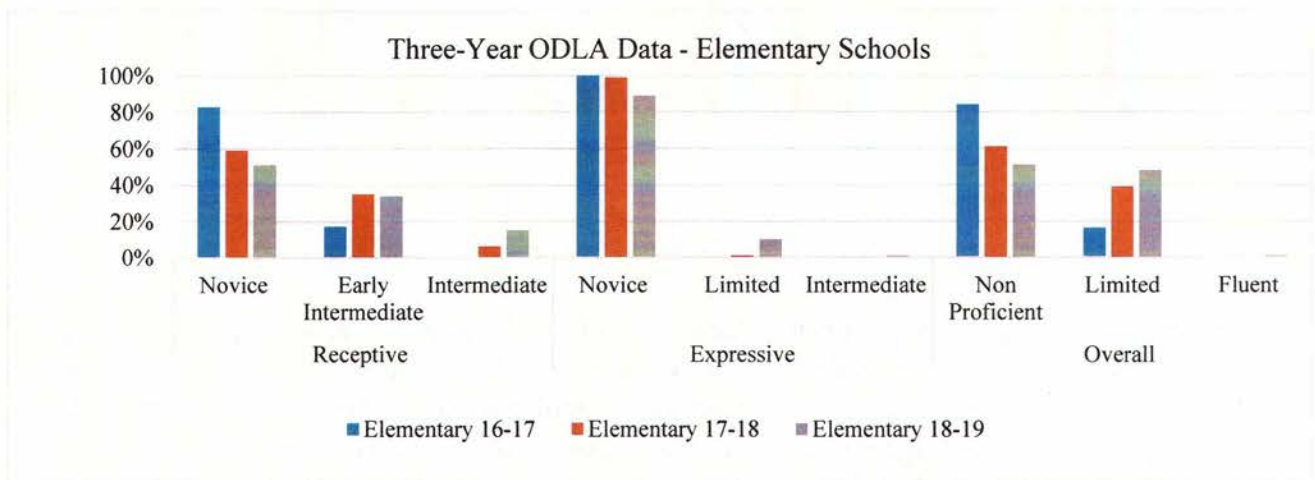
All students who take the Navajo language and culture classes must the Oral Diné Language Assessment (ODLA) to assess oral language proficiency. Below is the district profile for school year 2018-2019.



The receptive category documents the students' ability to listen and interpret the native language. The expressive category shows the skills students have with speaking the native language. The data shows that the high schools show more high school students are becoming more fluent in speaking the native language while the middle schools show the highest percentage of non-proficient speakers. The elementary schools are moving more students to limited speaking skills which leads to more fluent speakers in the higher grades.

ELEMENTARY ODLA DATA

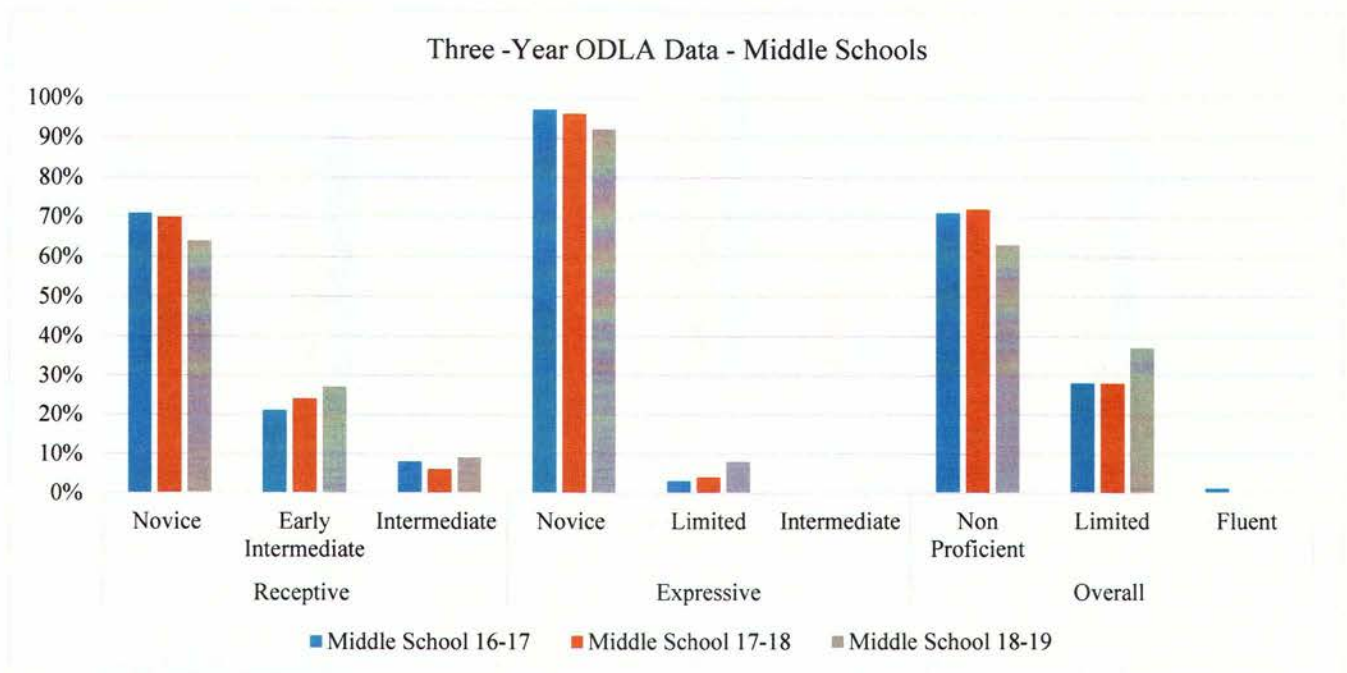
	Receptive			Expressive			Overall		
Number of Students	Novice	Early Intermediate	Intermediate	Novice	Early Intermediate	Intermediate	Non Proficient	Limited	Fluent
Chee Dodge	31	57	24	88	23	1	29	82	1
Catherine Miller #1	4	39	34	21	40	16	3	60	14
Catherine Miller #2	67	3	0	70	0	0	67	3	0
Crownpoint	No students tested								
David Skeet	81	4	0	85	0	0	82	3	0
Del Norte #1	44	23	1	68	0	0	43	25	0
Del Norte #2	27	15	2	43	1	0	27	17	0
Indian Hills	12	45	31	59	27	2	12	74	2
Jefferson	49	5	2	54	2	0	50	6	0
Lincoln	19	24	7	49	1	0	19	31	0
Navajo	33	55	25	113	0	0	33	80	0
Ramah	3	26	12	32	9	0	2	39	0
Red Rock	43	1	0	44	0	0	43	1	0
Rocky View	48	2	0	50	0	0	48	2	0
Roosevelt	3	24	1	28	0	0	3	25	0
Stagecoach	96	4	0	100	0	0	96	4	0
Thoreau	6	33	30	48	21	0	5	64	0
Tobe Turpen	77	8	7	91	1	0	77	15	0
Tohatchi	48	44	6	97	1	0	48	50	0
Twin Lakes	6	42	22	66	4	0	6	64	0



The three year elementary school data shows that there are more students moving from novice to limited in receptive language skills. The expressive skills development still needs to be a focus of training and instruction.

MIDDLE SCHOOL ODLA DATA

Number of Students	Receptive			Expressive			Overall		
	Novice	Early Intermediate	Intermediate	Novice	Limited	Intermediate	Non Proficient	Limited	Fluent
Chief Manuelito	46	33	7	85	1	0	47	39	0
Crownpoint	78	10	1	89	0	0	78	11	0
Gallup	69	10	3	80	1	1	69	12	1
JFK	4	40	26	44	26	0	3	67	0
Navajo	73	31	13	111	5	1	73	43	1
Thoreau	95	7	4	99	6	1	93	12	1
Tohatchi	57	49	8	101	13	0	56	58	0

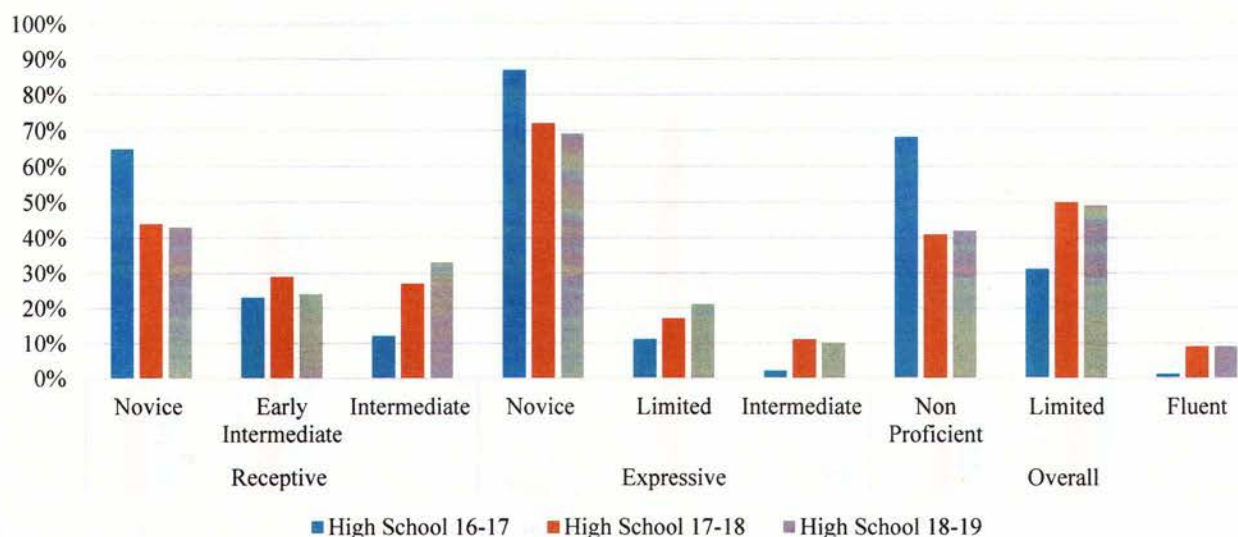


The three-year trend shows that the middle schools are moving their students from non-proficient to limited speakers of the heritage language. The school year ending 18-19 shows that there are more limited speakers than the previous year.

HIGH SCHOOL ODLA DATA

Number of Students	Receptive			Expressive			Overall		
	Novice	Early Intermediate	Intermediate	Novice	Limited	Intermediate	Non Proficient	Limited	Fluent
Crownpoint	62	7	9	73	4	1	62	15	1
Gallup #1	57	20	9	84	1	1	60	25	1
Gallup #2	31	24	54	59	37	13	31	65	13
Miyamura #1	1	22	18	29	7	5	1	35	5
Miyamura #2	20	28	52	54	31	15	20	65	15
Navajo Pine	10	10	15	21	14	0	10	25	0
Ramah	1	2	7	4	6	0	1	9	0
Thoreau	52	8	4	59	2	3	50	11	3
Tohatchi	46	35	31	58	29	25	39	55	18
TseYiGai	5	8	20	23	7	3	5	25	3

Three-Year ODLA Data - High Schools



There are more students moving from expressive novice to expressive limited speakers of the heritage language in the high schools. In addition, the number of non-proficient speakers have decreased from school year 16-17 to the current year. There are more fluent speakers within the past two years.