



**THE NAVAJO NATION
JOHNSON-O'MALLEY PROGRAM
SUBCONTRACTOR ANNUAL REPORT FORMAT
SY FY 2020-2021**

Form 19a

The brief, narrative report is required pursuant to **25 CFR § 273.50 Annual Reporting**.

The JOM Subcontractor's Annual Report format is hereto attached. It depicts required information reflecting your FY 2021, SY 2020-2021 (July 1, 2020 - June 30, 2021) subcontracted program activities. The following forms are included:

- Form 19a - Subcontractor's Annual Report format cover
- Form 19b - Expenditure Reports for July 01, 2020 – June 30, 2021
- Form 19c - JOM Programmatic Data, Accomplishments and Student Achievement
- Form 19d - Dept. of Johnson-O'Malley – Indian Education Committee
- Form 02 - Budget Summary/Reimbursement form
- Form 03 - Johnson-O'Malley Personnel Listing

Submit the completed subcontractor annual report to:

**Program Manager
Department of Diné Education
Johnson-O'Malley Program
P.O. Box 1950
Window Rock, AZ 86515**

If you have any questions concerning the Annual Report and related format, contact the JOM central office at: PHONE: (928) 871-6678; Email: chrisroanhorse@nndode.org



THE NAVAJO NATION
JOHNSON-O'MALLEY PROGRAM
SUBCONTRACTOR ANNUAL REPORT
School Year Fiscal Year 2020-2021
(July 1, 2020 – June 30, 2021)
Form 19b

I.	Subcontractor's Name:	Cuba Independent School District		
	Address:	P. O. Box 70 #50 County Road 13		
		Cuba, NM 87013		
	Date (begin):	July 1, 2020	(end)	June 30, 2021
II.	Total number of eligible Indian students served:	350		
III.	Financial information (for total subcontract):			
	Approved Budget Amount:	\$	26,756.83	
	Expended Budget Amount:	\$	10,484.63	
	Unexpended Amount:	\$	16,272.20	
IV.	Budget Summary:			
	Attached Form JOM-02 showing a composite financial report for the contract period and Form JOM-03 showing payroll register.			



THE NAVAJO NATION
JOHNSON-O'MALLEY PROGRAMMATIC DATA
Accomplishments and Student Achievement
Form 19c

Education Plan Component I Diné Language and Culture Program

	Grade level(s): PK-12	Students Served: 350
1.	Report accomplishments of meeting the goal(s) of this component.	
	<p>Goal: To increase the Navajo language (Navajo speaking ability) and awareness of the Navajo Culture for Native American Students enrolled in the Cuba Independent School district</p> <p>Instructional materials were purchased for the Diné Language Classrooms and back-to-school supplies were distributed to students.</p>	
2.	Report accomplishments of meeting the objective(s) of this component.	
	<p>Objective:</p> <p>1. By the end of SY 2020-2021, at least 3% of the Full Academic Year (FAY) Native American students in the Navajo language classes, will be nearing orally Fluent or Fluent in the Diné language as measured by the Diné Language Assessment.</p> <p>2. By the end of SY 2020-2021, at least 75% of the Full Academic Year (FAY) Native American students in all three categories (Non-Proficient, Limited, Fluent), will increase their Diné Language speaking skills by 3% as measured by the Diné Language Assessment</p> <p>Due to the COVID-19 Public Health Emergency, Diné Language Assessment was suspended for SY 2020-2021, and we are not able to measure results for meeting the goal of this component.</p>	
3.	State the method of evaluation and to assess the students' progress and/or program effectiveness.	
	Diné Oral Language Assessment Results	
4.	Student achievement data (pre/post test results, summary report or average percentage gains for this component).	
	<p>Due to the COVID-19 Public Health Emergency, Diné Language Assessment was suspended for SY 2020-2021 and we are unable to assess the students' progress based on Diné language assessment results.</p>	



THE NAVAJO NATION
JOHNSON-O'MALLEY PROGRAMMATIC DATA
Accomplishments and Student Achievement
Form 19c

Education Plan Component II Indian Education Committee

	Grade level(s): PK-12	Students Served: 350
1.	Report accomplishments of meeting the goal(s) of this component.	
	<p>Goal: To increase Native American parents' input, participation and/or the knowledge of education pertinent for the effective operations of the Indian Education Committee (IEC) and Johnson O'Malley (JOM) Program</p> <p>The goal for this component was met.</p>	
2.	Report accomplishments of meeting the objective(s) of this component.	
	<p>Objective: During SY 2020-2021, the IEC will host periodic meetings to disseminate student educational information at Chapter Houses or other appropriate locations that will promote understanding among parents, community members, Cuba Independent School District (CISD) Staff/Administration, and the relationship between JOM and the CISD.</p> <p>The IEC disseminated information to the three Chapter Houses at Chapter House meetings. The IEC also participated in workshops/conferences to increase their knowledge level specific to roles and responsibilities of Indian Education Committee members. IEC also met with the CISD staff to be more knowledgeable about the CISD. These activities increased Native American parents' input, participation and/or the knowledge of education pertinent for the effective operations of the Indian Education Committee/Johnson O'Malley Program. In addition, the JOM Manager posted information on the Federal Programs/ Indian Education web page of the Cuba School District website regarding all federal and state grants, including the JOM grant. Due to the COVID-19 Public Health Emergency, meetings, conferences, inservices, workshops, and similar activities were conducted online.</p>	
3.	State the method of evaluation and to assess the students' progress and/or program effectiveness.	
	<p>Program effectiveness was measured by meeting notices, agendas and minutes; Workshop/Conference sign-in sheets, agendas, and handouts;</p>	
4.	Student achievement data (pre/post test results, summary report or average percentage gains for this component).	
	<p>Due to the COVID-19 Public Health Emergency, all NM Standardized Achievement Testing was suspended for SY 2020-2021 and we were unable to assess the students' progress based on academic test results.</p>	



THE NAVAJO NATION
JOHNSON-O'MALLEY PROGRAMMATIC DATA
Accomplishments and Student Achievement
Form 19c
Education Plan Component III: Support Services

	Grade level(s): PK-12	Students Served: 350										
1.	Report accomplishments of meeting the goal(s) of this component.											
	Goal: During SY 2020-2021, the goal of this component is to provide support to students and their families in an effort to increase academic achievement for Native American students.											
2.	Report accomplishments of meeting the objective(s) of this component.											
	<p>Objective(s): During SY 2020-2021, the IEC will provide support to Native American students enrolled in CISD in the form of instructional materials and supplies, optical expenses, student field trips, caps and gowns, vocational classes fees in support of their achieving the following objectives:</p> <ul style="list-style-type: none"> • 20% of (FAY) Native American students in grade 3 will achieve Level 4 on the 2021 State Standardized Math Assessment; 25% of (FAY) Native American students in grade 3 will achieve Level 4 on the 2021 State Standardized Reading Assessment; 20% of (FAY) Native American students in grade 4 will achieve Level 4 on the 2021 State Standardized Math Assessment; 25% of (FAY) Native American students in grade 4 will achieve Level 4 on the 2021 State Standardized Reading Assessment; 20% of (FAY) Native American students in grade 5 will achieve Level 4 on the 2021 State Standardized Math Assessment; 25% of (FAY) Native American students in grade 5 will achieve Level 4 on the 2021 State Standardized Reading Assessment; 20% of Year (FAY) Native American students in grade 6, 7, 8 will achieve Level 4 on the 2021 State Standardized Math Assessment; 25% of (FAY) Native American students in grade 6, 7, 8 will achieve Level 4 on the 2021 State Standardized Reading Assessment; 6% of (FAY) Native American students in grades 9, 10, 11, 12 will obtain a level 4 or 5 in Algebra I, II and Geometry, with individual students growing a minimum of 5 points per test. <p>The IEC accomplished the first part of the goal for this component of providing school supplies and assistance with optical expenses, assessment fees, caps and gowns (graduation 12th grade), and fees for project based classes during the 2020-2021 school year. Supplies were distributed as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #d9e1f2;">School</th> <th style="background-color: #d9e1f2;"># of Native American Students Who Received Supplies</th> </tr> </thead> <tbody> <tr> <td>Cuba Elementary School</td> <td style="text-align: center;">180</td> </tr> <tr> <td>Cuba Mid School</td> <td style="text-align: center;">75</td> </tr> <tr> <td>Cuba High School</td> <td style="text-align: center;">210</td> </tr> <tr> <td style="text-align: center;">TOTAL</td> <td style="text-align: center;">465</td> </tr> </tbody> </table> <p>Due to the COVID-19 Public Health Emergency, all NM Standardized Achievement Testing was suspended for SY 2020-2021 and we were unable to assess the students' progress based on academic test results.</p>		School	# of Native American Students Who Received Supplies	Cuba Elementary School	180	Cuba Mid School	75	Cuba High School	210	TOTAL	465
School	# of Native American Students Who Received Supplies											
Cuba Elementary School	180											
Cuba Mid School	75											
Cuba High School	210											
TOTAL	465											
3.	State the method of evaluation and to assess the students' progress and/or program effectiveness.											
	NM Standardized Achievement Test results and supply distribution lists											
4.	Student achievement data (pre/post test results, summary report or average percentage gains for this component).											
	Due to COVID-19 Public Health Emergency, all NM Standardized Achievement Testing was suspended for SY 2020-2021. We are unable to assess students' progress based on academic test results.											



THE NAVAJO NATION
JOHNSON-O'MALLEY PROGRAMMATIC DATA
Accomplishments and Student Achievement
Form 19c

Education Plan Component IV Administration

	Grade level(s): PK-12	Students Served: 350
1.	Report accomplishments of meeting the goal(s) of this component.	
	<p>Goal: To increase collaboration among the Subcontractor, JOM IEC members, parents and communities.</p> <p>The JOM Manager met this goal.</p>	
2.	Report accomplishments of meeting the objective(s) of this component.	
	<p>Objective(s): During SY 2020-2021 the JOM Manager will perform the following tasks: attend all JOM/IEC meetings as evidenced by sign-in sheets; 2) Complete and disseminate JOM monthly and annual reports in a timely manner as evidenced by JOM monitoring reports; 3) attend meetings, conferences, in-services, and/or workshops to enhance knowledge of the JOM program as evidenced by registration/sign in at conferences;</p> <p>The JOM manager attended and facilitated all JOM IEC meetings; completed and disseminated JOM monthly and annual reports by due dates; attended attend meetings, conferences, in-services, and/or workshops to enhance knowledge of the JOM program.</p> <p>Due to the COVID-19 Public Health Emergency, meetings, conferences, inservices, workshops, and similar activities were conducted online.</p>	
3.	State the method of evaluation and to assess the students' progress and/or program effectiveness.	
	JOM Meeting sign-in sheets, JOM Monitoring Reports, and conference/workshop registration forms which are on file in the CISD Federal Program	
4.	Student achievement data (pre/post test results, summary report or average percentage gains for this component).	
	<p>Due to the COVID-19 Public Health Emergency, all NM Standardized Achievement Testing was suspended for SY 2020-2021 and we were unable to assess the students' progress based on academic test results.</p>	



**THE NAVAJO NATION
JOHNSON-O'MALLEY PROGRAM
INDIAN EDUCATION COMMITTEE (IEC)**

Form 19d

1.	Number of certified Indian Education Committee members:	3
2.	Indian Education Committee Performance	
a.	Did the IEC participate in initial planning of proposal, budget and program development? How did they participate and how many times?	
	<p>Yes, the IEC participated in the initial planning of the proposal, budget, and program development as follows.</p> <p>Step 1: CISD IEC met with principals and surveys counselors, teachers, Parent Liaisons, Special Education staff, parents and students to clarify needs that are hindering the success American Indian student. This allows for the identification of needs based on both qualitative and quantitative data.</p> <p>Step 2: Needs were prioritized.</p> <p>Step 3: Analysis was conducted to determine the “root causes” for each prioritized need.</p> <p>Step 4: Education Plan for the top prioritized needs was created that included: Stating the Need; Establishing Goal(s); Identifying Objectives; Describing strategies and activities; Evaluating outcomes; Identifying possible funding sources and amounts.</p> <p>The IEC assisted the JOM Coordinator with the initial planning of the two-year SY 2019-2021 JOM proposal, budget and program development in March 16, 2019 at a special work session. At the IEC Regular Meeting held on April 1, 2019, the IEC further prepared for the SY 2019-2021 JOM Application Negotiations. In SY 2020-2021, the IEC met with the JOM Manager to update the budget and program development for year two (SY 2020-2021) of the two-year SY 2019-2021 JOM grant.</p> <p>The IEC also met eight times in SY 2020-2021. At the July 21, 2020 and August 25, 2020 IEC Regular Meetings, the IEC discussed and approved the JOM Parent Needs Assessment Survey Instrument and Process. IEC members participated in: disseminating and compiling the Needs Assessment surveys; prioritizing needs; developing the JOM Education Plan based on the prioritized needs for the Native American students enrolled in the school district. At the September 8, 2020 Regular IEC Meeting, the IEC and JOM Manager discussed the JOM Needs Assessment Survey Results.</p> <p>At the May 4, 2021 Regular IEC Meeting, the IEC, JOM Manager, and CISD Finance Director discussed the JOM Budget.</p> <p>Due to the COVID-19 Public Health Emergency, meetings and similar activities were conducted online.</p>	

DATE	AGENDA FOCUS
March 16, 2019	Work Session – Discussion and preparation of initial two-year 2019-2021 Cuba Schools JOM Application
July 21, 2020	Regular Meeting: Discussion about JOM Parent Needs Assessment Survey Instrument and Process - input and approval from IEPC members;
August 25, 2020	Regular Meeting: Discussion about JOM Parent Needs Assessment Survey Instrument and Process - input and approval from IEPC members;
September 8, 2020	Regular Meeting: Discussion about JOM Parent Needs Assessment Survey Results and Galileo Interim Assessment Preliminary Results
May 4, 2021	Regular Meeting: Discussion about JOM Budget (JOM Manager; IEC; Finance Director)

b.	Did the IEC participate in program evaluation? How did they participate and how many times?
	<p>Yes. As part of the meetings held by the IEC, members reviewed and provided input for all federal grants and reviewed all federal program annual reviews and reports. The IEC reviewed data from previous school year that included program effectiveness, analysis of needs and identification of resources.</p>
c.	If the IEC did not participate in planning of program evaluation activities, explain why they were not active in their responsibilities.
	<p>IEC members also reviewed and updated the JOM Classroom Observation Form. One IEC member was able to participate in classroom visit and submitted a completed Classroom Observation Form.</p> <p>The IEC plans on completing one classroom visit per semester per member during SY 2021-2022, depending on the effects of the COVID-19 Public Health Emergency in terms of school closures, public health orders, etc.</p>

1. Subcontractor: CUBA INDEPENDENT SCHOOLS, Subcontract CO13950

2. Invoice No. _____



THE NAVAJO NATION
 Department of Diné Education
 JOHNSON-O'MALLEY PROGRAM
 P.O. Box 1950

Fax (928) 871-7464
 (928) 871-6678/7458

Window Rock, Arizona 86515

JOM-02

**BUDGET SUMMARY/REIMBURSEMENT
 FORM 2020-2021**

3. Check One: A. Application C. Modification: 1st 2nd 3rd E. Budget Transfer
 B. Close-out D. Reimbursement for Month of: _____

Part A:

BUDGET LINE ITEMS	Budget	Modification	Amended Budget	Invoice Reimbursement	Year To Date	Balance
100 Personnel						
101 Salaries						
196 Temp/Part time Employee	\$535.13	\$0.00	\$535.13		\$0.00	\$535.13
199 Fringe Benefits						
200 Travel/Per Diem						
202 Administrative	\$1,337.84	\$0.00	\$1,337.84		\$25.00	\$1,312.84
204 Liaison Travel						
210 IEC/Mileage/Stipend	\$3,430.69	\$0.00	\$3,430.69		\$1,651.30	\$1,779.39
215 Student Activities	\$7,262.73	\$0.00	\$7,262.73		\$0.00	\$7,262.73
300 Supplies/Materials						
301 Administrative	\$582.84	\$0.00	\$582.84		\$137.44	\$445.40
311 Indian Education Committee	\$582.84	\$0.00	\$582.84		\$443.22	\$139.62
312 Instructional Supplies	\$7,845.57	\$0.00	\$7,845.57		\$7,177.67	\$667.90
315 Gas/Oil/Lube						
400 Lease/Rental						
401 Equipment						
404 Building/Office Space						
407 Telephone						
408 Utilities						
410 Vehicle Rental						
500 Contractual & Spec. Trans.						
501 Consultant Fees	\$1,165.67	\$0.00	\$1,165.67		\$1,050.00	\$115.67
502 Consultant Expenses						
503 In-Service Training - JOM						
518 Insurance Premiums						
520 Parental Costs	\$4,013.52	\$0.00	\$4,013.52		\$0.00	\$4,013.52
521 In-Service - IEC						
531 Indirect Costs						
600 Repairs/Maintenance						
601 Equipment Repair						
608 Vehicle Repair/Lube						
700 Equipment						
701 Minor Equipment						
702 Major Equipment						
TOTAL:	\$ 26,756.83	\$ -	\$ 26,756.83	\$ -	\$ 10,484.63	\$ 16,272.20

4. CERTIFICATION: I certify the budget, reimbursement, and expenditures, have been reconciled with records and is a statement of expenditures.

Invoice: \$ _____

Adjustments: \$ _____

9/28/2021

Adjusted Invoices: \$ _____

Authorized Signature

Date

PART B:

5. REQUEST FOR ADVANCE FUNDS:

- a. First Advance Request: \$ _____
- b. Attach liquidation Schedule.
- c. Second Advance Requested: \$ _____
- d. Attached liquidation schedule in full during the balance of the contract year.

**Attachment 1 – Navajo Nation JOM Scope of Work
Cuba Independent School District
SY 2020-2021**

A. Parental Involvement

The Cuba Independent School District identified the following programs and activities tailored to supporting Native American students and increasing parent involvement, as having a impactful effects and very positive results.

Native American Liaisons

Through Cuba Cares, the Division of Language & Equity, and SPED, Navajo-speaking personnel conduct most of the home visits to help parents/guardians feel more comfortable and eliminate the language/cultural barrier. The use of Native American liaisons to visit families in the more remote areas of the reservation proved very successful in keeping parents involved in their children’s education. Parents were grateful to be alerted about any difficulties their children were experiencing.

Back-to-School Supplies for Students and Additional Instruction Materials for Teachers

Students and parents were very grateful to receive assistance with obtaining school supplies for their children. In addition, Native American teachers were able to purchase additional instructional materials that helped Native American students to do better in the classroom.

JOM Indian Education Committee (IEC)

The Cuba Independent School District (CISD) has had an Indian Education Parent Committee (IEPC) in place for many years. The IEC is composed of three members who are parents of Native American children attending CISD. Each parent represents the school their child is attending: Cuba Elementary School; Cuba Middle School; Cuba High School.

The purpose of the IEC is to collaborate with the Cuba Independent School District in identifying the needs of Native American students, reviewing the district’s progress in meeting these needs and helping the district in communicating with Native American parents throughout the district, including the three Navajo Chapters. The IEC meets a minimum of eight times a year during which time they participate in the district needs assessment process, review existing programs serving Native American students and review and provide input on all federal grants.

Other Venues for Parent Involvement

The CISD also provides a variety of venues for parent involvement including: newsletters; Back-to-School Night; Parent–Teacher Conferences; Parent access to the CISD website; resources provided at the school level; the School Reach communication text messaging system; Wi-Fi connections in the community for students; and we are currently working on assembling another parent group that will be more centered around community engagement.

B. Leadership

The Cuba Independent School District began implementing 3-year strategic plan in SY 2019-2020, to foster student leadership and to keep students at the center of CISD staff's decisions pertaining to their education. In SY 2020-2021, year two of the three-year plan was completed and focused on student learning supported with four essential attributes of *Self, Parent/Community, Language, and Culture*. The plan's purpose continues to be to honor and respect students as unique individuals who come to school with their own experiences of family and community, home language and the cultural traditions in which they were raised. Also, this plan continues to recognize that 1) every student can learn, holding everyone to high expectations; 2) empowerment comes with providing students with the knowledge and skills they need to take control of their lives, and educators must advocate for every student's right to learn and provide challenging and relevant learning opportunities.

In addition, student leaders from both the middle and high school joined monthly meetings of the Indian Education Council, Equity Council, Parent/Teacher advisory board, and the High School Management Team. Finally, the District provided several leadership opportunities for students throughout the school year including membership on school athletic teams, and in the Diné Club, High School Honor Society, High School Science Team, and Student Governing Council.

C. Student Intervention

The Cuba Independent School District implemented the following interventions during SY 2020-2021:

- Implementation of research-based instructional programs for Math and Reading.
- Employment of a sustained Reading Interventionist at the elementary school and mid school.
- School-site Teacher-Leader Teams that analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups.
- 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 met monthly to examine instructional practices and to customize these practices at the individual school levels.
- Employment of an 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.
- Employment of a Transformational Community Engagement Coordinator (TCEC) 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.

- Implementation of summer school credit recovery and tutoring, and add after school credit recovery and tutoring.
- Employment of several Native American educational assistants this year, at each school, to help students feel more comfortable about having "someone who looks like them" in the classroom (a request that was made by students over the summer).

D. Native American/Navajo Language, History and Government

In SY 2020-2021, JOM Navajo students, in grades K-12, participated in the Diné Language Heritage Language Program, which included participation in the K-12 Navajo Curriculum. The curriculum was developed and implemented by the Heritage Language teachers and the Indian Education Director, who is also the JOM Manager. The curriculum includes the following courses:

Grades K-5

Navajo Language/Culture: incorporates speaking, reading, writing, Navajo culture, Navajo government, and Navajo history

Grades 6-8

Navajo Language/Culture: incorporates speaking, reading, writing, research, presenting, Navajo culture, Navajo government, and Navajo history

Grades 9-12

Navajo I: Basic Navajo language/culture concepts: speaking, reading, writing, Navajo culture, research, presenting

Navajo II: Intermediate Navajo language/culture concepts: learning to speak fluently and use Navajo language in everyday scenarios, incorporate culture into research and presentations, involves more advanced knowledge of Navajo language, reading, and writing

Navajo III: Advanced Navajo language/culture concepts: speaking fluently in everyday situations, incorporate Navajo language and culture into research and presentations, speaking to others who are fluent in the community, requires extensive knowledge of Navajo language, reading, and writing.

Students who have completed three years of Navajo language are eligible to test for the New Mexico Public Education Bilingual Seal, offered starting SY 2019-2020. Five students tested and received the seal in May 2020.

Navajo History and Government Courses

Navajo students participated in Navajo Government & History courses which are offered as dual credit courses by Navajo Technical University in conjunction with the Cuba Independent School District.

Other Activities: Navajo Nation Seal of Bilingualism; Field Trips

Six Navajo students participated in the Navajo Nation seal of bilingualism test in Window Rock and one of the Cuba High School seniors won an award. He was awarded the highest proficiency on the test, "advanced," meaning he is very fluent and he was awarded a plaque and at a (virtual) awards ceremony. It is very rare for a student to receive this award given that students from across the Navajo Nation participate in this test. This is the first time any Cuba Independent School District student has received the award.

Navajo students also attended field trips designed to expand their horizons and deepen their understanding and experience with the Navajo language and culture.

E. Achievement of Academic Competencies

Criterion Reference Assessments

Due to the COVID-19 Public Health Emergency, all NM Standardized Achievement Testing was suspended for SY 2020-2021 and we were unable to assess the students' progress based on academic test results.

Graduation Rates

Graduation rates are one year lagged, so the most recent graduation data is from the 2019-2020 school year. Both the all student group and the American Indian student group increased their graduation rates from 2017 to 2020.

Four-Year Comparison of 4-Year Cohort Graduation Rates Districtwide

4-YEAR COHORT RATES	2016-2017	2017-2018	Difference	2018-2019	Difference	2019-2020	Difference
All Students	74%	70.4%	-3.6	83.8%	+13.4	88.8%	+5
Native American	74%	67.1%	-6.9	81.7%	+14.6	88.2%	+6.5
Difference	0	-3.3		-2.1		-0.6	

A snapshot of graduation rates for SY 2018-2019 compared to SY 2019-2020 demonstrate that the total number of Native American graduates increased by 6.5 percentage points.

In addition, in SY 2019-2020 Native American Students closed the gap between the Graduation Rate for All Students and Native American Students to just a -0.6 percentage points.

Cuba Independent School District (CISD) staff attributes the increase in graduation rate to the increased support provided to the senior class, particularly during the COVID-19 pandemic. CISD implemented these same strategies and more during SY 2020-2021 to increase our graduation rates even further and help our students become successful throughout high school and beyond.

F. Absenteeism

Absenteeism Rate

	2017-2018 Rate	2018-2019 Rate	Difference	2019-2020 Rate	Difference	2020-2021 Rate	Difference
Native American Students	12.79%	36.37%	+23.58	11.16%	-24.70	20.08%	+8.92

Based on the 120th Day Count, the absenteeism rate for Native American students decreased from 36.3% in SY 2018-2019 to 11.16% in SY 2019-2020. In SY 2020-2021, however, the absenteeism rate for Native American students increased from 11.16% to 20.08%. The Covid crisis was a major factor in the attendance rate decrease since schools switched to online learning settings. The majority of the Native American students live in rural areas of the Navajo Nation Reservation and encountered difficulty in accessing Wi-Fi to attend classes.

Attendance Rate

	2017-2018 % Students Present	2018-2019 % Students Present	Difference	2019-2020 % Students Present	Difference	2020-2021 % Students Present	Difference
Native American Students	87.21%	63.63%	-23.58	88.76%	+25.13	79.92%	-8.84

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. In SY 2020-2021, however, the attendance rate for Native American students decreased from 88.76% to 79.92%. The Covid crisis was a major factor in the attendance rate decrease since schools switched to online learning settings. The majority of the Native American students live in rural areas of the Navajo Nation Reservation and encountered difficulty in accessing Wi-Fi to attend classes.

Dropout Rate

	2017-2018 Number of Dropouts	2018-2019 Number of Dropouts	Difference	2019-2020 Number of Dropouts	Difference
Native American Students	3	4	+1	2	-2

The student Dropout Rate is one year lagged. For SY 2019-2020, there were only two Native American students who dropped out of school.

Summary

Although the support provided by the interventions listed on page 12, Component C Student Interventions, has helped to stabilize the absenteeism rate and attendance rate, the Covid crisis was a major factor in the attendance rate decrease and absenteeism rate increase since schools switched to online learning settings.

During the pandemic, CISD staff had to shift procedures when it came to absenteeism because we weren't always seeing our students every day, as we would in a "normal" classroom setting. We also added staff that provided support to check-in on those students who weren't checking into their classes online every day or were absent when we came back to in-person.

For example, if a student misses more than two days, calls are made, home visits are made, and supports are given to any student who needs them to ensure that they are not missing school.

The majority of the Native American students live in rural areas of the Navajo Nation Reservation and encountered difficulty in accessing Wi-Fi. CISD provided support for these students by providing all of our students with a laptop and a jetpack in their home to connect to the internet. Students without electricity were given solar panels to be able to charge their devices.

In comparing the Dropout Rate between SY 2018-2019 and SY 2019-2020, there was decrease in the number of students (from four students to two students) who dropped out. CISD staff will continue to review the impact of programs and activities that are being implemented in support of Native American students. Staff will also continue to research and implement best practices that have proven to lower the school district Absenteeism and Dropout Rates and increase the Attendance Rate.