

Arizona 2018 Indian Education Annual Report



Prepared by the Arizona Department of Education
Accountability & Research Division
and the Office of Indian Education



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Office of Indian Education
 Arizona Department of Education
 1535 W. Jefferson Street, Bin #2
 Phoenix, AZ 85007

Nadine Groenig, Director
 602-542-5235
nadine.groenig@azed.gov

Terri Beeler-Saucedo, Administrative Assistant
 602-542-2345
terri.beeler-saucedo@azed.gov

Website: <http://www.azed.gov/oie/>

Executive Summary

Native American (NA) students¹ in Arizona experience education in diverse contexts. Many attend schools on or near reservations with a majority of their Native American peers; others attend schools where they are part of the minority. To capture their unique experiences in different settings, the Arizona 2018 Annual Indian Education Report describes NA students' educational achievements and other educational indicators based on NA student enrollment proportions², and in contrast to students in other race/ethnicity groups. This report examines data for school year (SY) 2017-2018/fiscal year (FY)18. It also provides information about what is being done to meet the needs of Arizona's NA students.

When reviewing the data provided in this report, it is important to think in terms of high-density (HD) schools vs. low-density (LD) schools. An HD school has 25%+ NA students; an LD school has less than 25%. Imagine NA students either being among other NA students in HD schools or being one of a few or the only NA student in their LD school. Think about how that might affect their learning experience.

Data shows that NA students performed differently in HD schools compared to LD schools. The HD and LD school lists created for this report were based on the NA student enrollment counts in grades 3 to 12. The results demonstrated that the percentage of NA students who received a passing score in ELA and Math was lower at HD schools than those at LD schools. English Language Arts (ELA) proficiency at HD schools vs LD schools was 15% and 23%, respectively. Math rates were 18% for HD schools vs. 25% for LD schools. Chronic absenteeism was higher at 34% for HD schools and 28% for LD schools and, except for expulsions, discipline issues were higher at HD schools, too. Surprisingly, despite HD schools having the worst achievement rates, the four-year graduation rates were higher at HD schools (72%) than LD schools (62%). Five-year graduation rates were also 10% higher in HD schools than LD schools.

As mentioned, discipline rates were higher at HD schools than LD schools. The percent of total enrollment for NA students at HD schools was 71.03%. In-school suspensions were 7.51% for HD schools vs. 6.2% for LD schools where the NA enrollment was 13.81%. Out-of-school suspensions were 9.97% for HD schools and 6.66% for LD schools. Also of interest: although NA enrollment is only 5% of overall student enrollment in Arizona's public schools, NA students have been identified as special education (SPED) students at 16%, whereas the percentage for other ethnicities/races was 12%. (SPED data were not collected by HD and LD schools.)

Improvements in various areas have been seen over the last three years. Chronic absenteeism at HD schools has been reduced by 10% and by 8% at LD schools since FY16. Native language teacher certification has gone from 134 certified teachers in FY16 to 396 in FY18. The number of NA languages being taught went from 7 to 10 in the same time period.

Still, there is much more to be done. NA graduation rates went down in HD schools by 2% and 6% in LD schools over the last three years. Dropout rates remained flat for HD schools and improved by only 1% in LD schools. The Office of Indian Education (OIE), along with other units at the Arizona Department of

¹ Unless otherwise noted, Native American (NA) students include American Indian and Alaska Native students.

² High-density schools vs. low-density schools (National Indian Education Study 2015).

Education (ADE), and the OIE Task Force are doing the work to close the achievement gaps, to support Arizona’s teachers, to empower NA families and, most importantly, provide the necessary resources to lift our indigenous students to the highest levels of academic achievement, health and wellness, cultural vitality, and self-confidence.

Introduction

Arizona has a rich NA history and is home to the third largest population of NAs in the U.S. at approximately 296,732 (U.S. Census Bureau, 2010) with a total of 22 federally recognized tribal nations. Except for the Navajo Nation, they are members of the Inter-Tribal Council of Arizona. The map of 2010 Census population density of NAs in the United States and a map of Arizona tribal lands are displayed in Appendices A and B, respectively.

According to the National Center for Education Statistics, Arizona ranked second highest in the nation for NA students 2016-2017 at 51,119. Arizona’s NA public school enrollment data for school year 2018-2019 was 55,572. Appendix C provides a complete list of NA enrollment by state. Arizona schools educate a significant number of NAs, many of which come from other states and tribal nations, with a variety of cultural backgrounds. According to the National Indian Education Study (NIES) 2015, *“Native American students’ experiences may vary depending on the types of schools they attend.”* To study differences in how NA students perform in distinct educational environments, this report largely compares NA students who attend HD schools to NA students who attend LD schools. This report also aggregates data by race/ethnicity for all students in grades 3 through high school.

Pursuant to Arizona Revised Statutes (A.R.S. §15-244), the Arizona Department of Education (ADE) compiled information regarding NA students’ educational achievements and other educational indicators. This report focuses on the following:

- Characteristics of NA student enrollment
- Student achievement, with results disaggregated by ethnicity
- Special education
- Chronic absenteeism data, graduation and dropout rates
- Dropout prevention initiatives and discipline data
- National Indian Education Study
- Parent and community involvement
- Tribal gaming contributions to education
- OIE Initiatives, programs, and events
- OIE Task Force, Indian Education Advisory Council, OIE web page
- Federal Indian Education legislation and funding
- Ways to get involved

Characteristics of Native American Student Enrollment

NA students comprised approximately 5% of total grade 3-12 student enrollment in Arizona public schools in FY18. In addition, per the Bureau of Indian Education (BIE) list of schools (<https://bie.edu/Schools/index.htm>), there are six BIE high schools and two tribally controlled high schools in Arizona.

Dishchii’bikoh High School (BIE)	Many Farms High School (BIE)
Greyhills Academy High School (BIE)	Rock Point Community School 9-12 (BIE)
Hopi Jr.-Sr. High School (Hopi Tribe)	Rough Rock Community School 9-12 (BIE)
Leupp High School (BIE)	Tohono O’odham High School (Tohono O’odham Nation)

Information on the number and percent of grade 3-12 NA students enrolled in each county and the number and percent of HD and LD schools in each county is shown in Table 1. Unsurprisingly, most NA students are concentrated in counties in which tribal lands are located. Maricopa County has the largest number of NA students in grades 3-12; however, it is the most populous of Arizona’s counties, so these students represent only 2% of total grade 3-12 student enrollment in Maricopa.

Table 1: County Level Grade 3-12 NA Student Enrollment & High-Density Schools and Low-Density Schools in FY18

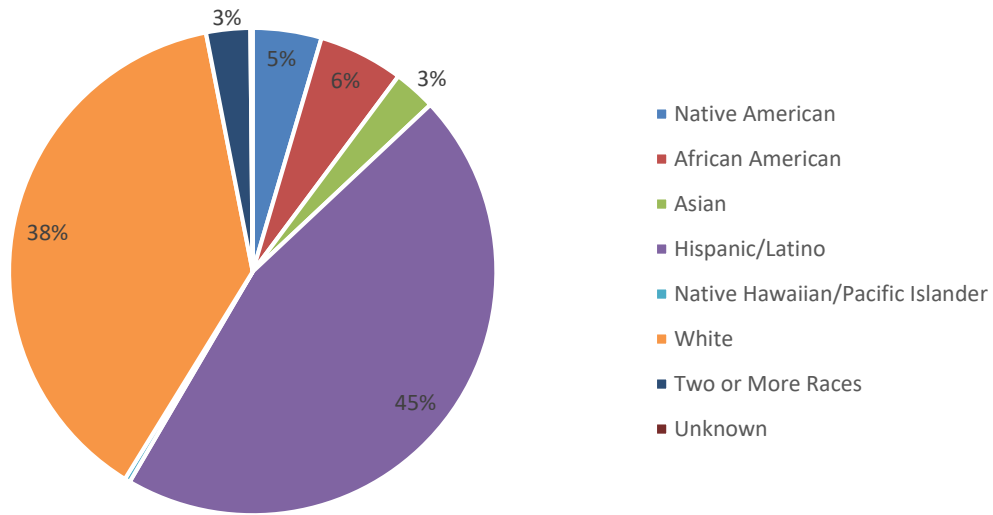
County	# of NA Students	# of Total Enrollment	% NA Students	# of Schools	# of HD Schools	% of HD Schools	# of LD Schools	% of LD Schools
Apache	6,732	8,763	77%	35	24	69%	11	31%
Cochise	117	16,052	1%	60	0	0%	60	100%
Coconino	5,457	15,183	36%	47	26	55%	21	45%
Gila	1,742	6,122	28%	24	8	33%	16	67%
Graham	502	5,297	9%	22	5	23%	17	77%
Greenlee	44	1,366	3%	6	0	0%	6	100%
La Paz	457	2,023	23%	11	4	36%	7	64%
Maricopa	13,358	625,150	2%	1,091	11	1%	1,080	99%
Mohave	585	19,166	3%	52	2	4%	50	96%
Navajo	6,821	14,772	46%	49	23	47%	26	53%
Pima	3,929	124,453	3%	303	9	3%	294	97%
Pinal	2,435	42,010	6%	96	5	5%	91	95%
Santa Cruz	6	8,373	0%	24	0	0%	24	100%
Yavapai	466	20,613	2%	77	0	0%	77	100%
Yuma	258	31,687	1%	66	0	0%	66	100%
Totals	³ 42,909	941,030	5%	1,963	117	6%	1,846	94%

Note: Schools/students that are part of the Arizona State School for the Deaf and Blind were included in the information reported for Pima county where the Arizona State School for the Deaf and Blind is primarily located.

Figure 1 illustrates the percentage of students enrolled in Arizona public schools by race/ethnicity for SY 2018-2019. The largest student population in Arizona is Hispanics/Latinos, 45%, followed by Whites, 38%. Grade 3-12 NA students comprised 5% of the grade 3-12 student population in Arizona in FY18.

³ The total NA enrollment, including grades K-2, is 55,572.

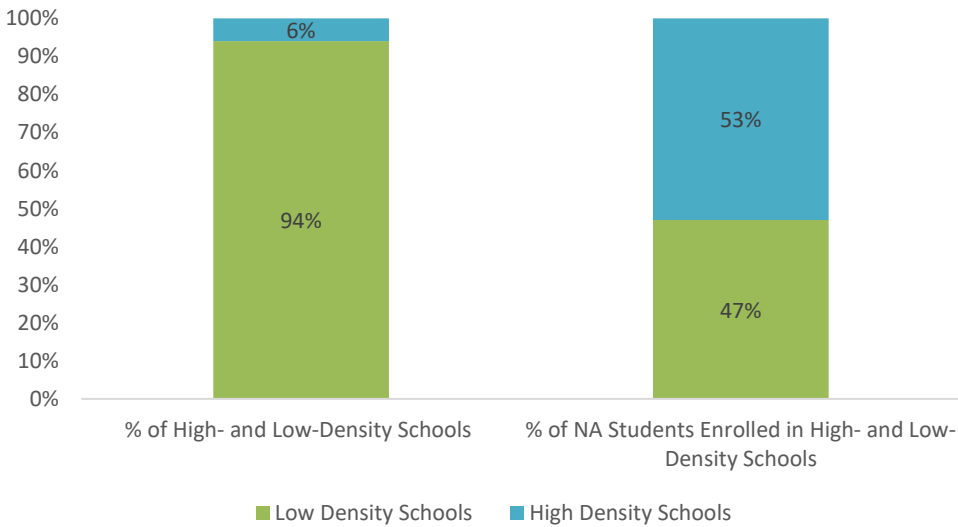
Figure 1: Grade 3-12 Student Enrollment by Race/Ethnicity in FY18



Note: Total grade 3-12 student enrollment 941,030; Native American 42,909; African American 53,053; Asian 26,409; Hispanic/Latino 427,467; Native Hawaiian/Other Pacific Islander 3,421; White 358,770; Two or more Races 27,558; Unknown 1,443.

As shown in Figure 2, 6% of schools (117) in Arizona were high-density schools; 94% of schools (1,846) were classified as low-density schools. Overall, 53% of Native American students were enrolled in high-density schools and 47% of Native American students were enrolled in low-density schools in FY18.

Figure 2: Percent of High- and Low-Density Schools and Percent of Native American Students Enrolled in High- and Low-Density Schools in FY18



Student Educational Achievement



Student educational achievement was measured using Arizona’s Measurement of Education Readiness to Inform Teaching (AzMERIT) assessment and the Multi-State Alternative Assessment (MSAA). This report includes the statewide results of the percentage of Arizona public school students who received a passing score on the assessments.

AzMERIT is Arizona’s statewide achievement test. Arizona public school students in grades 3 through high school take AzMERIT. Students in grades 3 through 8 take an assessment in English Language Arts (ELA) and Math at their grade level. Students taking high school level English and Math take End-of-Course assessments that test their proficiency in these subjects.

MSAA is Arizona’s alternate statewide achievement test for eligible students with significant cognitive disabilities. The MSAA is based on alternate achievement standards for students with the most significant cognitive disabilities. Eligible Arizona public school students take the MSAA assessment for ELA and Math in grades 3 through 8 and grade 11.

Student scores on AzMERIT and MSAA fall into one of four performance levels:

Failing Scores	Performance Level 1	<ul style="list-style-type: none"> • AzMERIT score in ‘Minimally Proficient’ • MSAA score in ‘Level 1’
	Performance Level 2	<ul style="list-style-type: none"> • AzMERIT score in ‘Partially Proficient’ • MSAA score in ‘Level 2’
Passing Scores	Performance Level 3	<ul style="list-style-type: none"> • AzMERIT score in ‘Proficient’ • MSAA score in ‘Level 3’
	Performance Level 4	<ul style="list-style-type: none"> • AzMERIT score in ‘Highly Proficient’ • MSAA score in ‘Level 4’

Note: The Arizona State Board of Education determined a ‘passing’ score to be at Performance Level 3 or Performance Level 4.

For this report, valid test results from the FY18 administration of the AzMERIT assessment and the MSAA assessment were disaggregated by race/ethnicity for all students in grades 3 through high school. The percentage of students proficient in ELA and Math by attaining a performance level of 3 or 4 was computed for both HD and LD schools.

English Language Arts

As demonstrated in Figures 3 and 4 on page 9, the percentage of NA students who attained passing scores in FY18 AzMERIT and MSAA ELA was lower at HD schools (15%) than those at LD schools (23%). In comparison to other ethnic groups, NA students had the lowest percent proficient in both HD and LD schools.

Figure 3: Percent Proficient of Students Enrolled at High-Density Schools in ELA by Race/Ethnicity

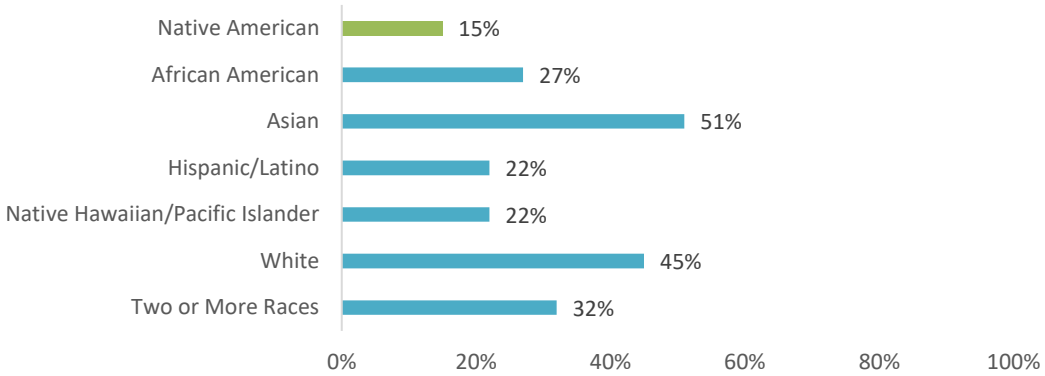


Figure 4: Percent Proficient of Students Enrolled at Low-Density Schools in ELA by Race/Ethnicity

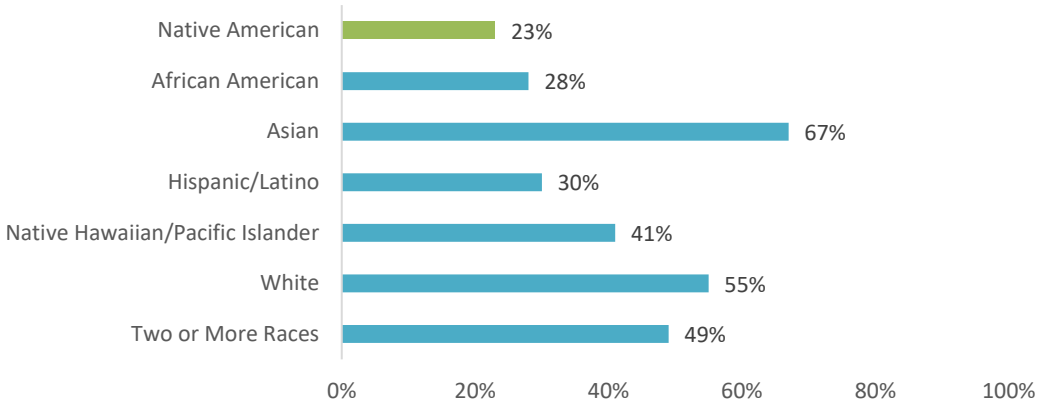
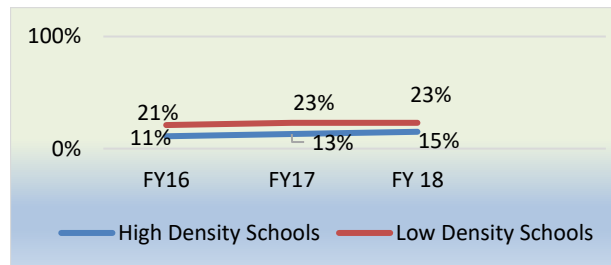


Figure 5: Percent Proficient of Native American Students at High- and Low-Density Schools in FY16, FY17 and FY18



As shown in Figure 5, the ELA percent proficient increased 2% every year from FY16 to FY18 for NA students in HD schools. For NA students in LD schools, their percent proficient increased 2% from FY16 to FY17, then remained the same from FY17 to FY18.

Math

Similarly, as shown in Figures 6 and 7, the percentage of NA students who attained passing scores in FY18 AzMERIT and MSAA Math was lower at HD schools (18%) than those at LD schools (25%). In comparison to other ethnic groups, NA students had the lowest percent proficient in LD schools.

Figure 6: Percent Proficient of Students Enrolled at High-Density Schools in Math by Race/Ethnicity in FY18

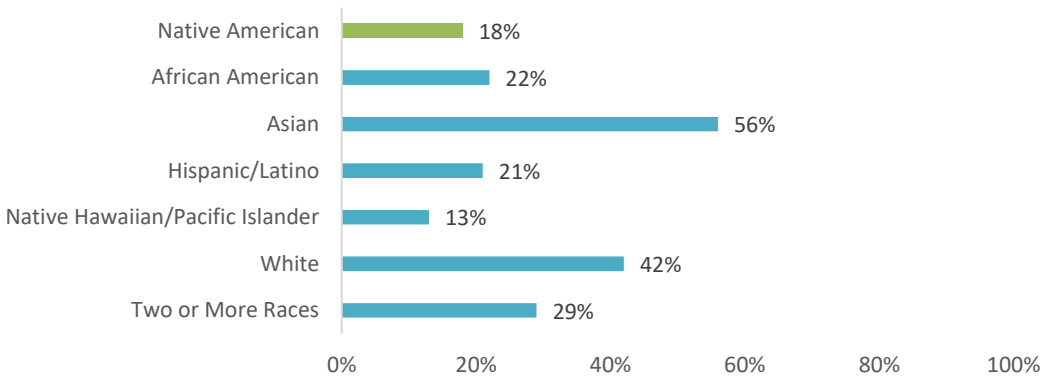
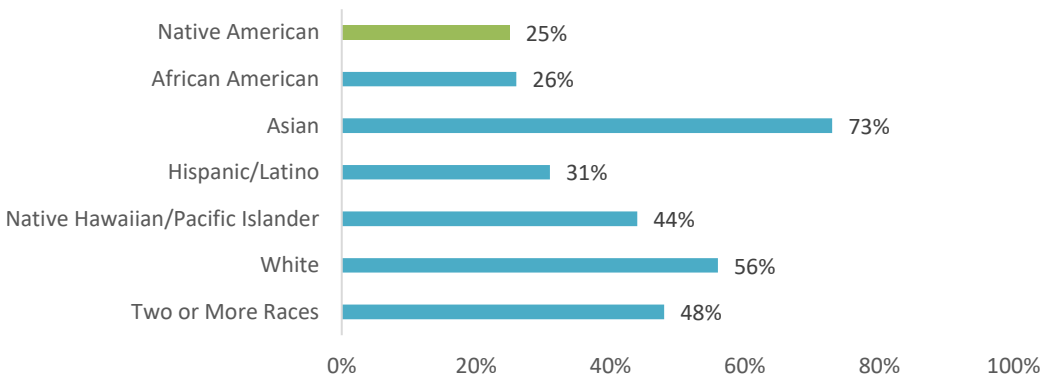
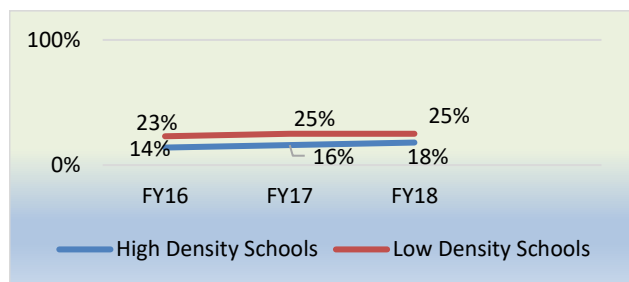


Figure 7: Percent Proficient of Students Enrolled at Low-Density Schools in Math by Race/Ethnicity in FY18



As shown in Figure 8, the Math percent proficient increased 2% every year from FY16 to FY18 for NA students in HD schools. For NA students in LD schools, their percent proficient increased 2% from FY16 to FY17, then remained the same from FY17 to FY18.

Figure 8: Percent Proficient of Native American Students at High- and Low-Density Schools in Math in FY16, FY17, and FY18



Special Education

Special Education (SPED) is the education of students with special needs. When a student enters a special education program, their information is recorded in the Arizona Education Data Standards (AzEDS) for funding and accountability purposes.

Table 2: Percent of Special Education Students in FY18

As shown in Table 2, SPED students comprised 12% of the total student population in FY18. Within the race/ethnicity category, 16% of NA students were classified as students with a disability vs. 12% of the students in the Other Ethnicity/Race category.

Race/Ethnicity	# of Non-SPED	# of SPED	Total Student Population	% of SPED in Total Student Population
Native American	36,098	6,811	42,909	16%
Other Ethnicity/Race	791,752	106,369	898,121	12%
Total	827,850	113,180	941,030	12%

Chronic Absenteeism Percentage

The formula for the calculation of Chronic Absenteeism Percentage is displayed below. The Chronic Absenteeism percentage calculation in this report includes NA students from all grade levels. Note: In the FY17 Annual Report, the HD and LD school lists in this section were defined by the enrollment from all grade levels. In the FY18 Annual report, for consistency across the whole report, the HD and LD school lists are defined based on grade 3-12 enrollment counts in the trend data (Figure 9 below).

$$100 * \frac{\text{(The number of current year NA students who have greater than 10\% absences from all grade levels)}}{\text{(The total number of current year NA students from)}}$$

Figure 9: Chronic Absenteeism Percentages of Native American Students at High- and Low-Density Schools in FY16, FY17, and FY18

As demonstrated in Figure 9, The chronic absenteeism percentages for NA students in HD schools decreased 13% from FY16 to FY17 and increased 3% from FY17 to FY18. Similarly, in LD schools, chronic absenteeism decreased 9% from FY16 to FY17 and increased 1% from FY17 to FY18.

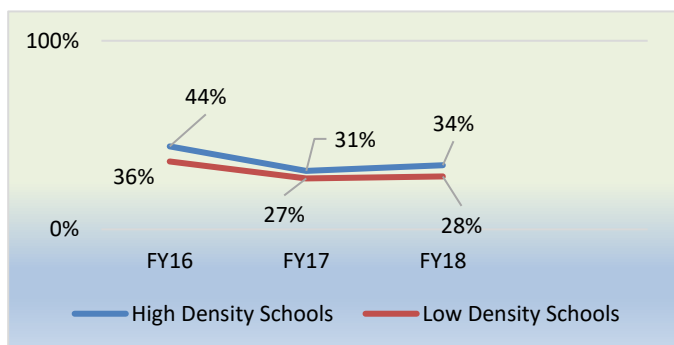
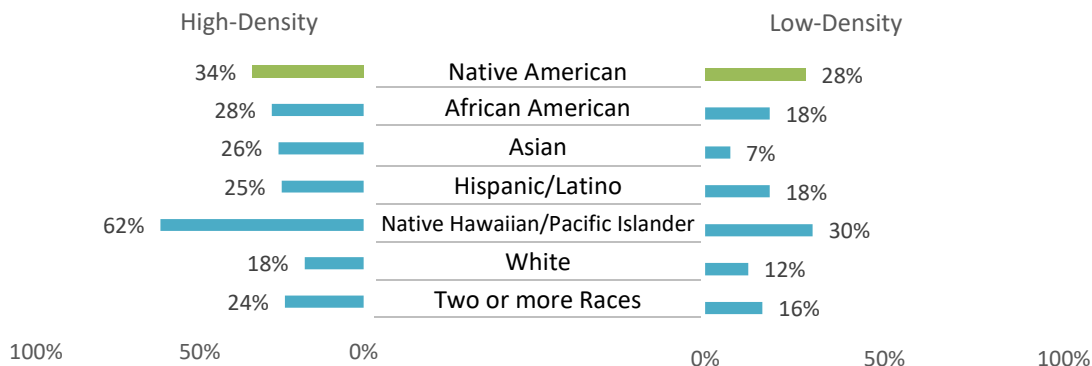


Figure 10 shows that the chronic absenteeism percentages for NA students were higher in HD schools than those in LD schools.

Figure 10: Chronic Absenteeism Percentages at High- and Low-Density Schools by Race/Ethnicity in FY2018



Graduation Rates

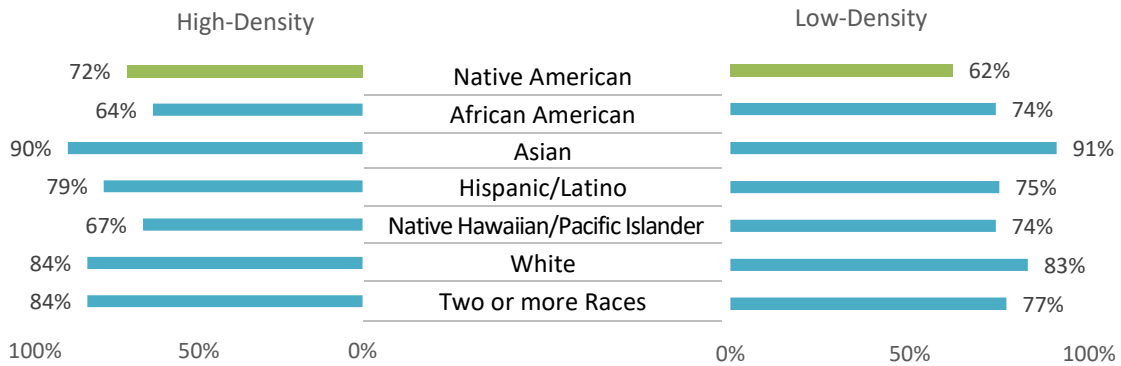
The method used to calculate graduation rate is the four-year adjusted cohort formula. From the beginning of grade 9, students who are entering that grade for the first time form a cohort. Adjustments are made for students who transfer into the cohort later during grade 9 and the next three years, as well as for students who transfer to another school (including to be home schooled); have exited due to illness; are no longer of school age (22 years or older); emigrate to another country; or die during that same period. Information for these student designations is submitted by schools to ADE through AzEDS (Arizona Education Data Standards).

The graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. This calculation is used in the Federal accountability system. Note: all graduation data are lagged by one year every year because four-year graduates may graduate after the fiscal year their cohort year ends. The detailed information for graduation rates can be found in the link below. <https://cms.azed.gov/home/GetDocumentFile?id=598a34233217e10ce06647ff>

$$\text{Graduation Rate} = \frac{\text{Number of Graduates}}{\text{Number of Graduates} + \text{Number of Non-Graduates}}$$

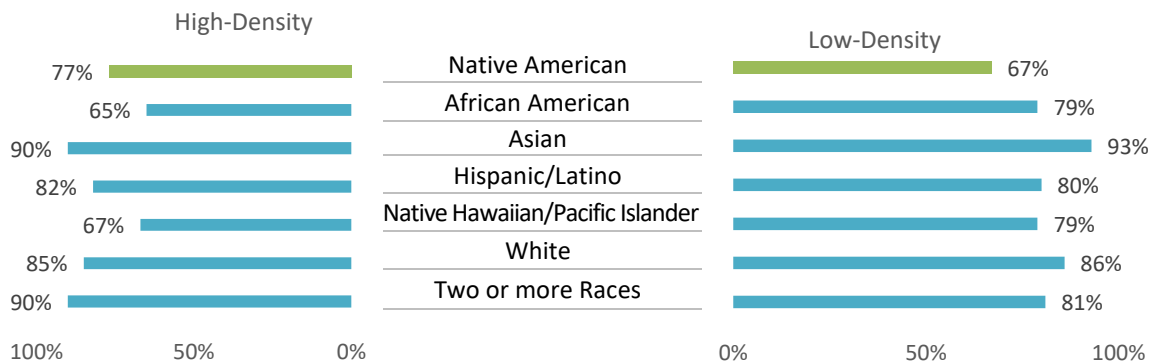
For the Cohort Year 2017, 72% of NA students graduated from HD schools in 4 years. However, only 62% of NA students graduated from LD schools in 4 years. The four-year graduation rate of NA students that attended HD schools was 10% higher than their Native American peers at LD schools (see Figure 11).

Figure 11: Four-Year Graduation Rates for the Cohort Year 2017 at High- and Low-Density Schools by Race/Ethnicity



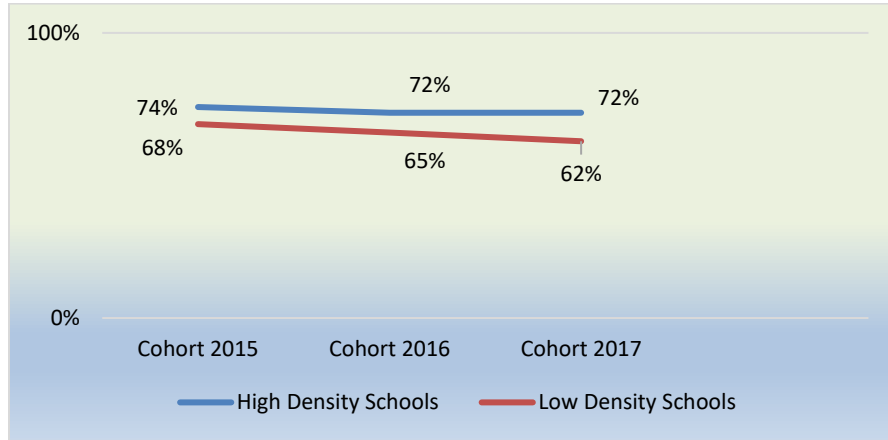
Regarding the five-year graduation rate for the Cohort Year 2017, 77% of NA students graduated from HD schools in 5 years. However, only 67% of NA students graduated from LD schools in 5 years. The five-year graduation rate of NA students that attended HD schools was 10% higher than their Native American peers at LD schools (see Figure 12 for details).

Figure 12: Five-Year Graduation Rates for the Cohort Year 2017 at High- and Low-Density Schools by Race/Ethnicity



By looking at the trend data for the four-year graduation rate of NA students in HD and LD schools, as demonstrated in Figure 13, NA students in HD schools have a higher 4-year graduation rate than those in LD schools for cohort years 2015, 2016 and 2017. Additional data can be found here: <http://www.azed.gov/accountability-research/data/>

Figure 13: Four-Year Graduation Rates of NA Students at High- and Low-Density Schools for the Cohort Years 2015 - 2017



Note: The FY17 Annual Indian Education Report presented the combination of 4-year and 5-year graduation rates. This report includes the 4-year and 5-year graduation rates separately.

Dropout Rates

The dropout rate is calculated each year and is not formulated or intended to be a longitudinal measure of attrition as students progress through the grades. A student is defined as having dropped out if the student is enrolled at any time during the school year but is not enrolled at the end of the school year and did not transfer, graduate, or is deceased. However, students who leave to obtain a GED or to attend a vocational school are not considered to be dropouts. Students who exit school due to illness or are incarcerated are not classified as dropouts.

Figure 14: Dropout Rates of Native American Students at High- and Low-Density Schools in FY16, FY17 and FY18

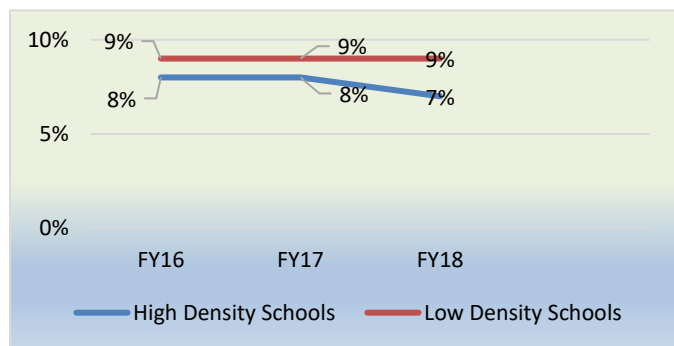
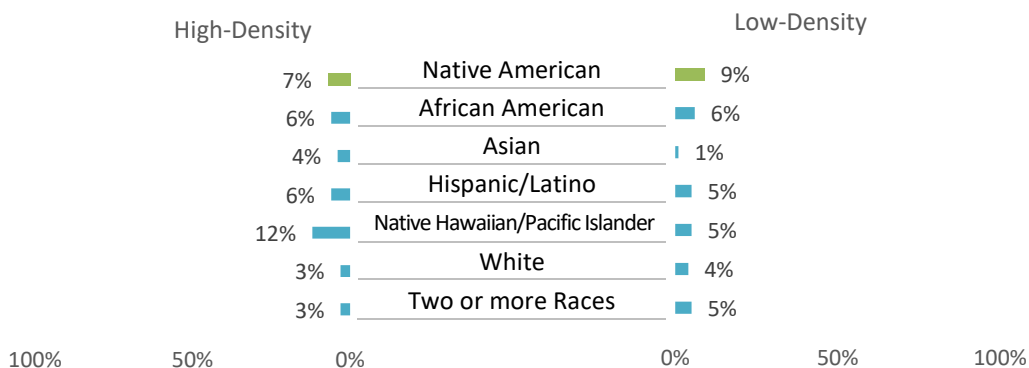


Figure 14 shows that the dropout rates among grades 7-12 NA students dropped 1% from FY17 to FY18 in HD schools and remained the same from FY16 to FY18 in LD schools.

As shown in Figure 15, grades 7-12 NA students who attended HD schools had a lower dropout rate than those who attended LD schools. In LD schools, NA students had the highest dropout rate compared to other race/ethnic groups.

Figure 15: Dropout Rates at High- and Low- Density Schools by Race/Ethnicity in FY18



Dropout Prevention Initiatives

LEAs address dropout prevention through a wide variety of initiatives. An examination of 2018 Johnson-O'Malley (JOM) grantee programs found that LEAs incorporated a broad range of strategies, activities and practices to support dropout prevention tailored to NA students. The focused areas were parent engagement, cultural competency, and targeted interventions. In addition, extracurricular activity fee payments and instructional supports and materials were offered.

The statewide programs that address dropout prevention are shown in Table 3.

Table 3: A List of Statewide Programs That Address Dropout Prevention

Title I & Title II	Alternative School Programs	Dual Credit Programs
School Improvement	School Guidance Counseling	Online Education
Career and Technical Education	Athletic Programs	McKinney-Vento Homeless Ed
Title VI Indian Ed	Johnson-O'Malley Program	Education & Career Action Plans

Discipline Data

The following was compiled from the 2018 Office of Civil Rights report for Survey Year 2015-2016. The percentages in Tables 4 and 5 below are related to the Total Enrollment figures in column one. It is evident that NA students in HD schools are suspended or referred to law enforcement at higher rates than their counterparts in LD schools. Expulsions are virtually the same.

Table 4: NA Student Discipline Data for Arizona High-Density Schools

High-Density Schools = 25%+ Native American (NA) Enrollment						
Total Enrollment	% NA Students	# NA Students	% NA In-School Suspensions	% NA Out-of-School Suspensions	% NA Student Expulsions	% NA Students Referred to Law Enforcement
41,257	71.03%	29,307	7.51%	9.97%	.02%	1.20%

Table 5: NA Student Discipline Data for Arizona Low-Density Schools

Low-Density Schools = Less than 25% Native American (NA) Enrollment (Data shown below are for schools with NA enrollment between 10% and 24%.)						
Total Enrollment	% NA Students	# NA Students	% NA In-School Suspensions	% NA Out-of-School Suspensions	% NA Student Expulsions	% NA Students Referred to Law Enforcement
33,038	13.81%	4,563	6.20%	6.66%	.04%	.02%

National Indian Education Study (NIES) Survey Results

The National Indian Education Study (NIES) is designed to describe the status of education for American Indian and Alaska Native (AI/AN) students in the United States. The 2015 NIES survey data were collected from a nationally representative sample of 4th grade and 8th grade AI/AN students who participated in the 2015 National Assessment of Educational Progress (NAEP). In addition to the national sample, the Arizona state level data were collected.

In addition to academic achievement data, the NIES questioned students regarding reading about cultures. They found that between 25-30 percent of AI/AN students are very interested in reading about cultures.

Interest in Reading About Cultures is composed of three survey questions in which students were asked to indicate the extent to which the statements outlined below described a person like them:

- When my teacher talks about American Indian or Alaska Native history or culture, I try to read more about it.
- I enjoy reading about American Indian or Alaska Native people.

- I enjoy reading about people who have different traditions and cultures (ways of life, customs) than I have.

Table 6 demonstrates that the majority of NA students surveyed felt that the cultures they read about were a little like them but not a lot like them.

Table 6. Percentage distribution of fourth- and eighth-grade AI/AN students who reported on the extent to which survey statements about reading about cultures described a person like them, by grade and school type/density: 2015

Extent to which survey statements about reading about cultures described a person like the student	Grade 4				Grade 8			
	All AI/AN students	Low density public schools	High density public schools	BIE schools	All AI/AN students	Low density public schools	High density public schools	schools
Not like me	19	18	22	20	18	18	21	
A little like me	56	57	55	56	51	49	53	
A lot like me	25	25	23	24	30	33	26	

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. School density indicates the proportion of AI/AN students enrolled. Low density public schools have less than 25 percent AI/AN students; high density public schools have 25 percent or more. "All AI/AN students" includes all AI/AN students sampled throughout the nation in public, private, BIE, and Department of Defense schools. Detail may not sum to totals because of rounding.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 National Indian Education Study.

The NIES survey is conducted every two to four years. An NIES survey was not conducted in 2017. Go to [National Indian Education Student 2015: A Closer Look](#) for more information.

Parent and Community Involvement

Schools, parents, and the community should work together to promote the health, well-being, and learning of all students. When schools actively involve parents and engage community resources they can respond more effectively to the educational and health-related needs of students.

Family and community involvement foster partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. And they help children and youth develop healthy behaviors and promote healthy families.

Research shows that students whose parents are involved in their education are more likely to:

- Adapt well to school
- Attend school more regularly
- Complete homework more consistently
- Earn higher grades and test scores
- Graduate and go on to college
- Have better social skills
- Show improved behavior
- Have better relationships with their parents
- Have higher self-esteem

Additionally, linking community activities to the classroom:

- Improves school-related behaviors
- Positively impacts academic achievement
- Reduces school suspension rates

National PTA

The National PTA has a myriad of resources for advocacy and family engagement. Here are two examples (click on title for more information):

Family Engagement Makes an Impact

The Center for Family Engagement has partnered with the Global Family Research Project to bring you the latest research on how parents can support their child’s and school’s success. Discover five ways families, teachers, schools and communities can work together to support children’s learning and school success.

The Four I's of Family Engagement: Inclusive, Individualized, Integrated, Impactful

Developing an inclusive approach helps all families understand that their perspective matters. PTAs need to intentionally build trusting relationships with families in order to ensure they feel comfortable and welcome in the community.

Tribal Gaming Contributions to Public School Education

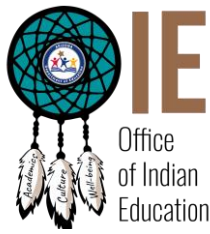
In compliance with Proposition 301, the Office of the Auditor General conducts biennial review reports on all local educational agencies (LEAs) which include public school districts and charter school holders (<https://www.azauditor.gov/reports>). NA tribes in Arizona contribute to the state from gaming revenue pursuant to A.R.S. §5-601.02(H)(3)(a)(i) and 5-601.02(H)(3)(b)(i), and the portion that is provided to education is known as the Instructional Improvement Fund (IIF). Pursuant to A.R.S §15-979, the ADE shall pay the monies in the IIF to school districts and charter holders. Reported in Table 7 are the IIF payments to each county as of December 2018. Table 7 also includes the total payment to charter holders.

Table 7: Instructional Improvement Fund Payment

County	Payment	County	Payment
Apache	\$207,033.33	Mohave	\$370,936.81
Cochise	\$333,894.81	Navajo	\$344,832.92
Coconino	\$300,912.75	Pima	\$2,385,270.73
Gila	\$137,484.68	Pinal	\$830,227.26
Graham	\$126,654.10	Santa Cruz	\$189,589.90
Greenlee	\$32,485.84	Yavapai	\$394,834.04
La Paz	\$45,532.21	Yuma	\$659,324.11
Maricopa	\$11,524,626.28		
Total – All Counties		\$17,883,639.77	

Source: County payment based on FY2019 [ADE School Finance Reports](http://apps.azed.gov/SchoolFinanceReports/Reports) -<http://apps.azed.gov/SchoolFinanceReports/Reports>

LEAs may expend these funds as follows: 1) utilize up to fifty percent for teacher compensation increases and class size reduction, 2) monies that are not utilized as provided above shall be utilized for maintenance and operation purposes (i.e., dropout prevention programs and/or instructional improvement programs, including programs to develop minimum reading skills for students by the end of third grade). None of these funds are specifically targeted for Indian Education.



Office of Indian Education

OIE Initiatives

OIE administers federal and state programs to meet the educational and cultural needs of NA students. Outreach is provided to all of Arizona’s LEAs on reservations and urban areas with high populations of NA students. Technical assistance, conferences, training and family engagement activities are also provided. The Director of Indian Education serves as the liaison between Arizona’s twenty-two tribes. OIE collaborates with other ADE units and the OIE Task Force, and partners with outside agencies to provide resources for NA students. The Director serves with the nationwide Indigenous Education State Leaders Network and with the Tri-State Alliance, which includes Arizona, Nevada, and Utah in conjunction with WestEd’s West Comprehensive Center.

Table 8 provides an overview of the various efforts OIE makes to ensure that our indigenous students, their families, and their educators receive the resources they need.

Table 8: 2017-2018 OIE Grants, Programs, Conferences, and Training

Grants, Programs, Conferences, and Training	
<u>Grants</u> Johnson-O’Malley American Indian Student Needs <u>Programs:</u> Code Writers Initiative Pilot Program Tribal College Dual Enrollment Program Tribal Consultation under ESSA (Every Student Succeeds Act) Best Practices for Educating Native American Students <u>Conferences:</u> Mesa Community College – Day for Visionaries and Innovators 11 th Annual American Indian/Alaska Native Education Summit – University of Nevada, Reno National Johnson-O’Malley Assoc. Annual Conference West Ed’s Native American Learning and Networking Forum OIE’s Indian Education Stakeholders Summit	<u>Presentations/Training:</u> NAU’s American Indian/Indigenous Teacher Education Conference Native American Grant School Conference ADE’s Teachers’ Institute ADE’s Leading Change Conference Native American Journalists Association Conference Four Corners Counseling Connection Arizona Tri-Universities for Indian Education Meeting Tribal Consultation Training and Technical Assistance Annual Johnson-O’Malley Grant Application Training Various Johnson-O’Malley Indian Education Committees

Additional trainings are planned for Arizona school board members, tribal councils, and other Indian Education stakeholders.

OIE Programs

Tribal College Dual Enrollment Program

Diné College, Navajo Technical University, and Tohono O’odham Community College offer Tribal College Dual Enrollment Programs to Arizona high school students pursuant to A.R.S. §15-244.01 Tribal Dual Enrollment Program Fund. Reimbursements to community colleges are based on eligible students receiving a grade of “C” or better in a 100-level or higher course at the community college. Table 9 shows the total reimbursements to-date:

Table 9: A Summary of Approved Reimbursements - Tribal College Dual Enrollment Program Fund

Fiscal Years 2015-2016 through 2018-2019		
Tribal College	# of Students	Reimbursement
Diné College	318	\$122,990.00
Navajo Technical University	660	\$392,646.25
Tohono O’odham Community College	307	\$44,428.00
Totals	1,285	\$560,064.25

Native American Language Teacher Certification—Preservation of Native American Languages

It has been estimated that 52 NA languages have been lost. To become certified to teach a Native language in Arizona, the teacher must take and pass an assessment developed by the tribe, then provide an official letter from the tribe to ADE’s Certification Unit. Although many NAs want to teach their language, they may find that their tribe does not have an assessment to take. In addition, some languages are not written, which puts teachers at a disadvantage, and the number of people fluent in them has diminished significantly. As a result, the number of Native languages being taught and teachers becoming certified to teach in Arizona has slowed down significantly.

Certification Data

Teachers certified to teach a Native language in Arizona went from 385 in FY17 to 396 in FY18.

Language	Teacher Count
Akimel O’odham	14
Apache	34
Cheyenne	1
Hopi	11
Hualapai	2
Navajo	314
Pima	1
Tohono O’odham	15
Yaqui	2
Yavapai	2
Grand Total	396

Native American Code Writers Program

Grant funding in the amount of \$500,000 was awarded to Science Foundation Arizona (SFA) in the 2016-2017 school year to run the Code Writers Initiative Pilot Program for NA students in Arizona. They named the program the Native American Code Writers Program (NACWP). In 2018-2019, SFA was awarded an additional \$500,000 to continue the NACWP.

The primary goal of the NACWP is to introduce computer code writing curriculum and deliver a technology-focused education to better engage NA high school students. The Computer Science (CS) content is designed to help students think critically, program solve, and work with technology integration by using app development, gaming, website design, multimedia, cyber security and robotics. The program is designed to offer full year CS courses to students during the traditional school day with the intent to create a pipeline of knowledge and skills that will lead NA students into technical certifications and/or college and the workplace.

To-date, SFA has worked with these Native communities and schools:

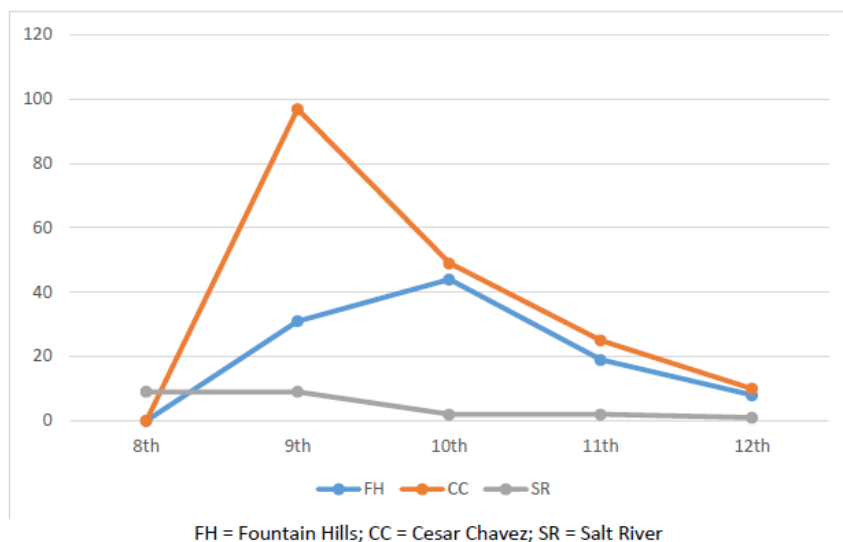
Salt River Pima-Maricopa Community Schools – Salt River High School
Fort McDowell Yavapai Nation – Fountain Hills Unified School District
Gila River Indian Community – Phoenix Union High School District

Four additional schools will participate in summer and fall 2019:

Alchesay High School, Whiteriver (Apache)
Chinle High School, Chinle (Navajo)
Flagstaff High School, Flagstaff (Navajo, Hopi, Havasupai)
Shonto Preparatory Technical High School, Shonto (Navajo/Hopi)

Participant Characteristics

Based on **completed surveys**, the three participating school sites enrolled an average of 50 students each semester. As shown in the chart below, Cesar Chavez has enrolled the most students, followed by Fountain Hills, and then Salt River High School. Most of the course students were enrolled in the 9th and 10th grades. The annual number of students registered for and taking the courses included 256 students at Cesar Chavez, 138 for Fountain Hills, and 17 for Salt River for a total of 411 students.



OIE Events



The 2018 Arizona Indian Education Stakeholders Summit was held on September 18-19, 2018. It featured such topics as *Cultural Sensitivity in Teaching the American Indian Learner*, *Understanding the Influence: Youth Substance Abuse Prevention*, and *Building the Capacity of Families to Support Literacy*. The thought-provoking documentary, "100 Years: One Woman's Fight for Justice" was shown and discussed, and actor Tatanka Means provided entertainment.

On January 10-12, 2019, we held our first Native American Youth, Educators, and Employers (NAYEE) Conference for 7-12 grade students. This event was designed to prepare Native youth for entering the workforce through various pathways. United States District Judge Diane Humetewa was our keynote speaker and Jaime Casap, Chief Education Evangelist at Google, was a featured presenter.



Fearless • Equipped • Determined

Another first for OIE! Family Empowerment Day was held on May 11, 2019. The purpose of this conference was to provide resources and share knowledge with Native American family members so they may more effectively advocate for their children. Our goal is to make indigenous families fearless, equipped, and determined! The event was so well-received that we are expanding to two days in 2020.

The 2019 – 2020 OIE Conference Series

Arizona Indian Education Stakeholders Summit
September 10-11, 2019
Desert Willow Conference Center
4340 E. Cotton Center Blvd.
Phoenix, AZ 85040

Native American Youth, Educators, and Employers
Conference
February 6-8, 2020
Desert Willow Conference Center
4340 E. Cotton Center Blvd.
Phoenix, AZ 85040

Family Empowerment Days
June 2020
Location TBD

Office of Indian Education Task Force

The Office of Indian Education (OIE) Task Force is made up of individuals from around the state and within ADE who have knowledge, expertise and experience working on behalf of Native American students in various capacities. The OIE Task Force is made up of the following sub-committees who both advise and assist in moving OIE initiatives forward.

Assessment and Accountability
Family Engagement
Native American History Curriculum
Professional Development for Educators

Successful Programs for Native American Students
Student Advisory Council
Tribal Consultation

Indian Education Advisory Council

A new Indian Education Advisory Council (IEAC) will be formed in school year 2019-2020. The IEAC will be comprised of Arizona tribal council representatives, community leaders, and Indian Education experts. The IEAC will provide feedback and advice to Superintendent Kathy Hoffman. Members will also review OIE Task Force efforts and offer counsel.

Many Thanks!

The Office of Indian Education and the Arizona Department of Education would like to extend our gratitude to the many individuals who have served on previous Indian Education Advisory Councils and to those who currently serve on the OIE Task Force. Without your support and vision, we would not be able to offer assistance that is appropriate and necessary for our indigenous youth, their families, and their educators.

OIE Webpage

In addition to providing increased outreach, professional development, and on-site resources to our constituents, the Office of Indian Education has made key improvements to the OIE webpage. Legislative updates, upcoming events, presentations, tribal consultation documents, reports, and Native language certification information are available. Even news from the National Indian Education Association can be found to keep you abreast of national Indian Education improvement efforts. Check out our OIE Happenings page for Celebration Stories!

Visit <http://www.azed.gov/oie/> and feel free to contact us with feedback (IndianEducation@azed.gov) or to provide your own stories of success!

Federal Indian Education Legislation and Funding

The Good News

2018 Johnson-O'Malley Supplemental Education Act Update!

House Appropriations Committee proposes a major increase in Johnson-O'Malley Funding -- The House Appropriations Committee Interior Subcommittee has approved its funding bill for FY 2020 that will provide a major increase of \$29.5 million in funding for the Johnson-O'Malley Program (JOM) for the 2019/2020 school year.

In the first year of funding since passage of the 2018 Johnson-O'Malley Supplemental Education Act, the Committee has proposed a \$29.5 million overall increase spending FY 2020 (see Chart 1). The Committee's \$44.4 million funding level takes the base funding for JOM from \$14.9 million provided in FY 2019 to \$44.4 million for FY 2020. The Committee also acknowledged, within the FY 2020 increase, NJOMA's request for "one-time funding for capacity building activities, such as performing planning activities and providing technical assistance and training based on the new law."

NJOMA President Carla Mann applauded the efforts and support of Congresswoman Betty McCollum (D-MN), Chairwoman, and the Members of the House Interior Subcommittee for their quick action in boosting the funding for JOM in the first year of the new JOM. The Subcommittee and full Committee's FY 2020 funding increase sends a strong message to everyone that the JOM program, and its support for educational activities for Native children using a culturally focused, academically based curriculum that speaks to what and how our children need to learn to prosper in the 21st century's global economy."

For bill content, go to <https://www.congress.gov/bill/115th-congress/senate-bill/943/text>
Source: www.njoma.org

The Bad News

U.S. Department of Education – Funding for Indian Education

In the Department of Education, the Administration proposed reduced funding levels for programs across the Department, including the elimination of 29 programs. Specifically, the Administration **slashed proposed funding for Impact Aid, Special Programs for Indian Children under Title VI**. In addition, the President's Budget **eliminates discretionary funding for Native Hawaiian Student Education, Alaska Native Education Equity Assistance, Alaska Native and Native Hawaiian Serving Institutions, and Native-Serving Non-Tribal Institutions**.

Table 10 demonstrates the continued efforts of the current administration to reduce or eliminate spending for Indian Education and Impact Aid. It seeks to keep Title I funding at the same rate as 2019. Many of Arizona's indigenous students are eligible for Title I services. Title I can also provide funds for family engagement and professional development for educators of NA students.

Table 10: Summary of Department of Education Budget Funding Affecting Indian Education (BA in millions)

Department of Education	Fiscal Year 2017 Enacted	Fiscal Year 2018 Enacted	Fiscal Year 2019 Enacted	President Request FY 2020
Impact Aid	1,329	1,414.1	1,446.1	1,371.8
Indian Education (Title VI)	164.9	180.2	180.2	176.2
Native Hawaiian Student Education	33.4	36.4	36.4	0
Alaska Native Education Equity Assistance	32.5	35.5	35.5	0
Title I Grants to Local Educational Agencies	15,460	15,760	15,859	15,859
Strengthening Alaska Native/Native Hawaiian-Serving Institutions	28.8	30.8	30.9	15
Strengthening Tribal Colleges and Universities	57.5	61.5	61.9	57.6
Tribally Controlled Postsecondary and Technical Institutions	8.3	9.5	9.6	8.3
Strengthening Native-Serving, Non-Tribal Institutions	8.3	8.8	8.9	5

Source National Indian Education Association (NIEA) – Released March 11, 2019
U.S. Department of Education

Click here for **More information: Budget 2020 Summary**

Getting Involved!

It is vital that your voice be heard regarding Indian education legislation and funding that supports our Native American Youth. Two ways to do that is to vote and to be counted in the 2020 Census.

Voting: Pay attention to decisions being made by your state representatives. Vote for those who support what is important to you. Your vote **can make a difference** in close elections like those in recent years.

If you don't know your congressional or legislative district, use the [District Locator](#) to find out using your address or zip code. If you would like to get in contact with your local legislator and you know their name or your district number, you can look them up in the [Arizona Legislator Roster](#). Tell them what's important to you.

2020 Census: Participating in the 2020 Census counts! Don't be left out. Arizona was undercounted in the 2010 Census. That means that we didn't receive funding that we could have if everyone had participated.

Census numbers determine how much Indian Education funding gets appropriated to each state and provides the basis for each state's congressional seats. It also affects housing, transportation, employment, and healthcare. See other details about [Why It Matters](#).

Conclusion

Although there have been small improvements over the years in English Language Arts and Math among our NA students, 2% to 4% improvement over two years is insufficient to close the gap to meet or exceed State standards. Graduation rates are still low and chronic absenteeism is high, second only to Native Hawaiian/Pacific Islanders. Our indigenous youth are dealing with social, emotional, and behavioral issues such as high suicide rates, poverty, historical trauma, and violence. These interfere with getting an education and succeeding at levels of which they are capable given the proper support.

The data outlined in this report are concerning. As time and capacity allow, the OIE will investigate such items as why HD schools graduate 10% more NA students in a given year than LD schools do when HD students achieve at lower rates than NA students in LD schools. We will try to determine why NA students represent 4% more of Arizona's SPED students than other races and ethnicities do.

OIE will conduct statewide surveys of students, teachers, and parents/guardians to determine specific needs and accomplishments of Arizona's Native American students. We will collaborate with ADE's Accountability and Research unit to develop and distribute these surveys.

The goal of the OIE is to affect major improvement in academic outcomes for Arizona's Native youth. We are continuously adding programs, resources, and outreach to our support efforts for our NA students and individuals who impact their lives. We are working collaboratively with other units at ADE. The OIE Task Force is providing its wisdom, passion, and hard work. Still, there is an on-going need for funding.

The OIE has never been funded by the State of Arizona to meet the mandates of A.R.S. §15-244. Budget requests and legislation to fund OIE have failed to be approved. While this hampers our ability to meet all the educational needs of Arizona's tribal youth, we are providing resources, networking opportunities, and empowerment via our conferences. Thanks to donors, we were able to reduce the early registration fee for the 2019 Arizona Indian Education Stakeholders Summit by \$105 over last year.

We recognize that the needs of all tribes and their tribal youth are not the same. However, one full-time person cannot meet the needs of almost 56,000 NA students in Arizona's public schools. Additional staff are needed to identify and develop programs and resources specific to individual tribes, school districts, schools, educators, students, and families. With additional staff, grant writing can be done; additional training and technical assistance can be provided across the state; model school programs can be discovered and shared with struggling schools; Native language, culture, and art can be incorporated into curriculum to teach state standards; parents can be empowered to advocate for their children, and more.

It has been said that getting involved through voting is important. There are additional ways to make a difference. It is up to Arizona's LEAs how to use their Instruction Improvement Funds (pg. 18). Whether it is used for the benefit of NA students is difficult to know. Raising funds is a time-consuming challenge for OIE. Perhaps Arizona's Gaming Compact could be revised to set-aside funds for A.R.S. §15-244 implementation at ADE.

In this report, you have seen data related to the state of Indian Education in Arizona. However, if we do not respond to this knowledge across education systems; through family engagement, community involvement, funding, and government support; we are just looking at data for data's sake. The OIE is dedicated to the indigenous students of Arizona. It is our desire to work in partnership with all of you to make our vision of well-educated, healthy, self-sufficient Arizona Natives with a strong sense of cultural identity come to fruition.

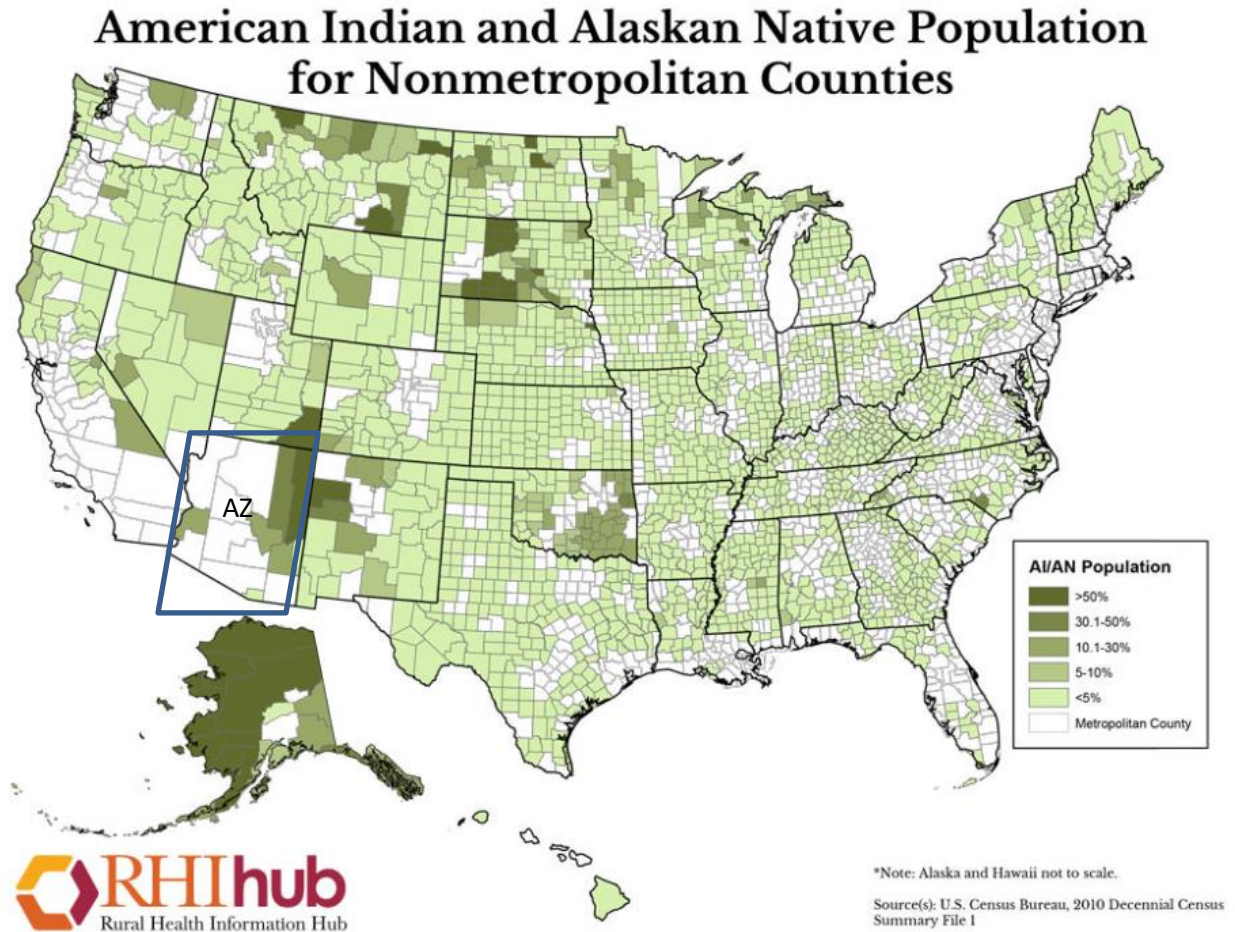
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Appendices

Appendix A. Native American and Alaska Native Population.

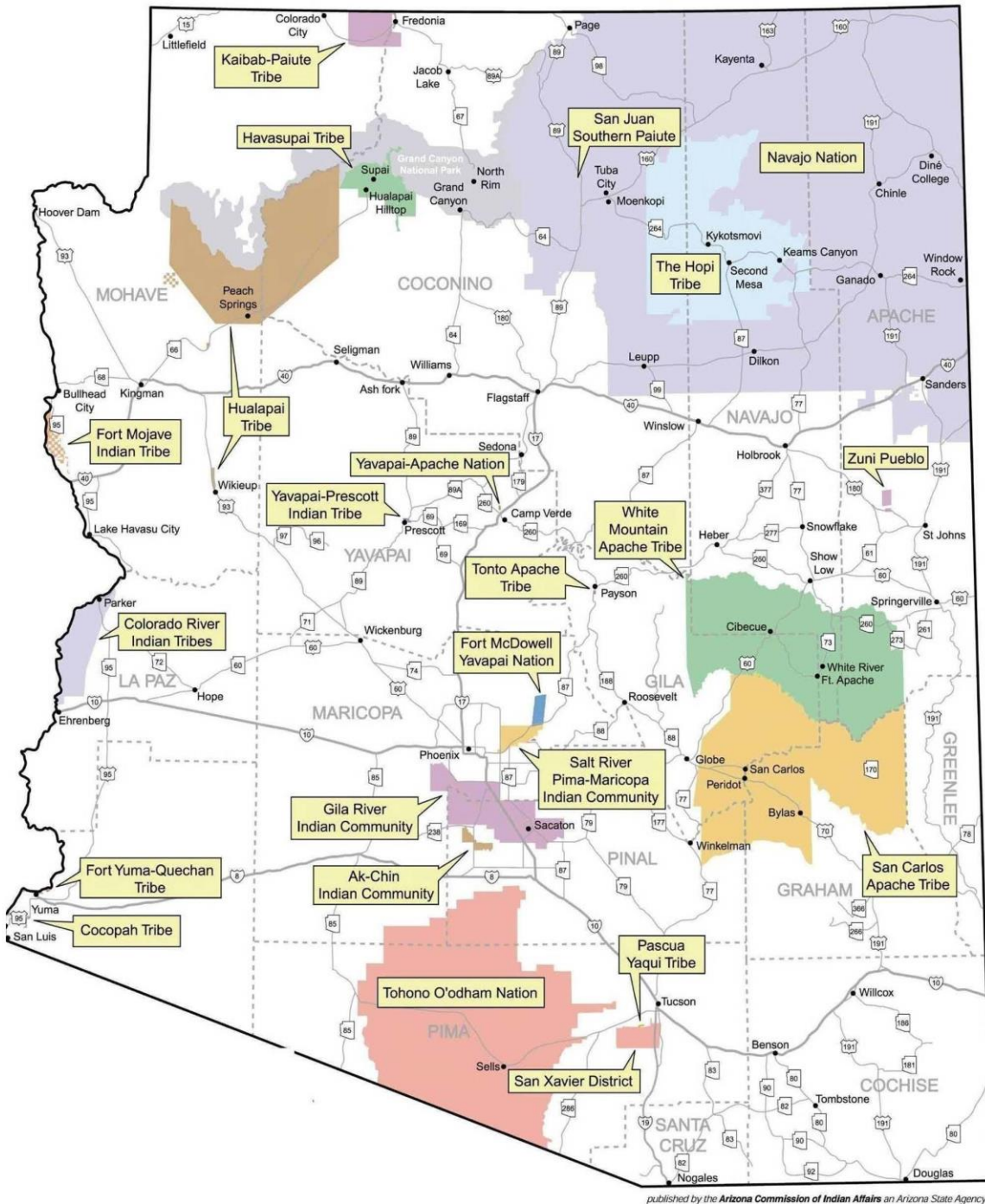
The map below illustrates the 2010 Census population density of Native Americans in the United States as percentages of the total population by county. The heaviest concentration of Native Americans is the Southwest, Oklahoma and the Northern Plains areas.



Source: Rural Health Information Hub - <https://www.ruralhealthinfo.org/rural-maps/mapfiles/american-indian-alaskan-native-population.jpg>

Appendix B. Arizona Tribal Lands Map.

The following map represents the approximate boundaries of Native American tribes by land area in Arizona.



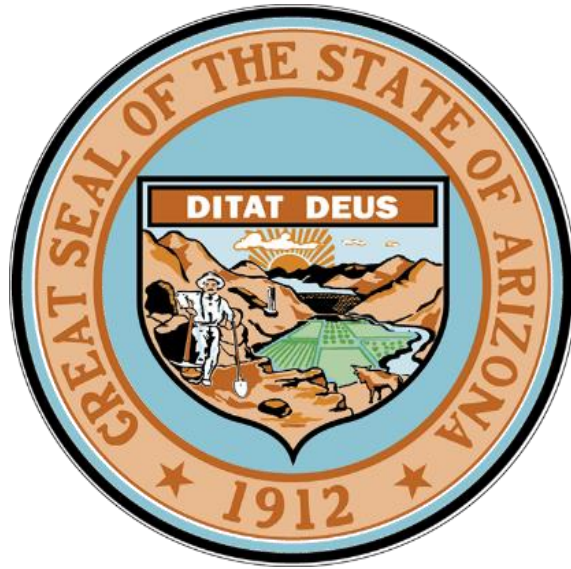
Source: Arizona Commission of Indian Affairs - <https://gotr.azgovernor.gov/gotr/tribes-arizona>

Appendix C. Native American Enrollment by State, 2016-2017.

State	Enrollment	State	Enrollment
ALABAMA	6,998	MONTANA	16,453
ALASKA	30,378	NEBRASKA	4,435
ARIZONA	51,119	NEVADA	4,357
ARKANSAS	3,110	NEW HAMPSHIRE	464
CALIFORNIA	33,369	NEW JERSEY	1,785
COLORADO	6,511	NEW MEXICO	34,138
CONNECTICUT	1,443	NEW YORK	18,399
DELAWARE	522	NORTH CAROLINA	19,801
DISTRICT OF COLUMBIA	146	NORTH DAKOTA	9,521
FLORIDA	8,744	OHIO	2,110
GEORGIA	3,461	OKLAHOMA	96,746
GUAM	13	OREGON	8,184
HAWAII	530	PENNSYLVANIA	2,766
IDAHO	3,508	PUERTO RICO	263
ILLINOIS	8,436	RHODE ISLAND	1,032
INDIANA	2,183	SOUTH CAROLINA	2,446
IOWA	1,888	SOUTH DAKOTA	15,315
KANSAS	4,528	TENNESSEE	1,640
KENTUCKY	841	TEXAS	20,770
LOUISIANA	4,762	UTAH	7,325
MAINE	1,537	VERMONT	177
MARYLAND	2,474	U.S. VIRGIN ISLANDS	20
MASSACHUSETTS	2,150	VIRGINIA	3,582
MICHIGAN	9,900	WASHINGTON	13,861
MINNESOTA	14,445	WEST VIRGINIA	257
MISSISSIPPI	1,169	WISCONSIN	9,979
MISSOURI	3,572	WYOMING	3,376
Total Native American Students Enrolled			506,939

Source: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/ccd/elsi/expresstables.aspx?bridge=quickFacts&tableid=13&level=State>

NOTE: ADE enrollment data for School Year **2018-2019** showed that 55,572 Native American students were enrolled in public schools in Arizona.



The Arizona Department of Education does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. For questions or concerns regarding this statement, please contact Administrative Services at 602-542-3186.