

Arizona 2020 Indian Education Annual Report



Ft. McDowell Yavapai Nation's Early Childhood Center

The Office of Indian Education
In Collaboration with Data Governance



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Arizona Department of Education

1535 W. Jefferson Street, Bin #2
Phoenix, AZ 85007

Office of Indian Education

Serena Denetsosie, Deputy Associate Superintendent

602-542-5235
Serena.Denetsosie@azed.gov

Terri Beeler-Saucedo, Tribal Grants Specialist

602-542-2345
Terri.Beeler-saucedo@azed.gov

Data Governance

Yating Tang, Senior Research Scientist

602-364-1977
Yating.Tang@azed.gov

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

Executive Summary

The Arizona Department of Education's Office of Indian Education (OIE) experienced a restructure in 2020 providing improved support to Arizona's Native American students. This restructure elevated the OIE leadership and provided additional staff.

Native American students 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 2020 Annual Indian Education Report describes Native American students' educational achievements and other educational indicators based on Native American student enrollment proportions and in contrast to students in other race/ethnicity groups. In alignment with the National Indian Education Study (NIES) 2019, this report defines schools with $\geq 25\%$ Native American students as high-density schools. In contrast, schools with $< 25\%$ Native American students are low-density schools.

This report summarizes data for school year (SY) 2019-2020, fiscal year (FY) 20, and provides descriptions of what was being done to meet the needs of Arizona's Native American students. Note that due to the COVID-19 Pandemic, state assessments were not administered for SY20. When SY20 data was not available, SY19 data was used.

Data shows that Native American students at high-density schools performed differently than those in low-density schools. For example, the SY19 assessment results demonstrated that the percentage of Native American students who received a passing score in English Language Arts (ELA) and Math was lower at high-density schools than those at low-density schools. ELA proficiency at high-density versus low-density schools was 16% and 25%, respectively. Math rates were 18% for high-density schools vs. 25% for low-density schools. (Due to the pandemic, state assessments were not administered for SY20).

Chronic absenteeism decreased in both high-density and low-density schools in SY20 in comparison to SY19. The chronic absenteeism rate for Native American students in high-density schools was 18.2% in FY20 which was 12% lower than that in FY19. Similarly, in low-density schools, the chronic absenteeism rate for Native American students was 13.7% in FY20 which was 8.5% lower than that in FY19. Due to the pandemic, students were attending schools remotely. Therefore, transportation was no longer an issue for some Native American students. Also, due to school closures in SY20 between March and June, attendance was not taken for a period of time. These could be factors that contributed to the decrease of chronic absenteeism.

Despite lower achievement rates, the four-year graduation rates were higher at high-density schools (74%) than at low-density schools (64%). Five-year graduation rates were also 10% higher at high-density schools than at low-density schools. Further analysis would need to be done to identify the reasons behind the pattern of this result.

Dropout rates decreased for Native American students at both high-density and low-density schools in SY20 in comparison to SY19. However, the dropout rate was 6% for Native American students in low-density schools which is higher than those in high-density schools (4%).

Out of 1,496 Arizona students that dropped out in SY20, 135 of them were Native American students. When comparing the long-term expelled or suspended percentage among ethnic groups with total population, Native American students comprised only 4% of the total population. However, Native American students comprised 9% of the long-term expelled or suspended population in AZ.

The Office of Indian Education (OIE) underwent a restructure and began developing a strategic plan using Indigenous Knowledge Systems and community-based strengths as its basis. During 2020, OIE was limited in its activities (site visits, trainings, and conferences) due to the in-person shutdowns because of the COVID-19 virus. The pandemic elevated existing gaps in support for our Native American communities – and this elevated awareness provided several collaboration opportunities across our agency to

address these gaps. OIE assisted with critical needs around, food security, safety, and wellness.

Introduction

This report covers the July 2019 - June 2020 timeframe based on the Arizona Department of Education's fiscal year (FY) and corresponds to school year (SY) 2019-2020. Although it is FY 21 data vs FY 20 which this report is based on, we have included October 1, 2020 (FY 21) data to reflect the impact of the COVID-19 pandemic. In some instances, 2020 data was not available, so 2019 data was used, such as for Student Achievement. These instances are annotated accordingly.

The Arizona Department of Education (ADE) compiled information regarding Native American students' educational achievements and other educational indicators. This Arizona 2020 Annual Indian Education Report focuses on the following information with the most updated data:

Table 1: Data Included in the Report

Data	SY19	SY20	SY21 10.1.20	Grade Level
Characteristics of Native American student October 1 enrollment by county, ethnicity, and special education (SPED)		X	X	All
Student educational achievement	X			3-12
Chronic absenteeism rates		X		K-8
Cohort 2019 Graduation rates		X		12
Dropout rates		X		7-12
School Safety information including long-term suspension and expelled percentages		X		All
Dropout prevention initiatives		X		NA
Tribal gaming contributions to education <i>Instructional Improvement Fund (IIF)</i>		X		NA
The Number of Language Certified Teachers in AZ for Native American Languages <i>(Educator Certification System)</i>			X	NA

Arizona has a rich Native American history with a total of 22 federally recognized tribal nations. Except for the Navajo Nation, they are members of the Inter-Tribal Council of Arizona (ITCA). The map of 2010 Census population density of Native Americans in the United States and a map of Arizona tribal lands by county are displayed in Appendices A and B, respectively. (Note: 2020 Census data was not available at time of this publication).

According to the National Indian Education Study (NIES) 2019, “*Native American students’ experiences may vary depending on the types of schools they attend.*” To study differences in how Native American students perform in distinct educational environments, the Arizona 2020 Annual Indian Education Report largely compares Native American students who attend high-density schools to Native American students who attend low-density schools. High-density schools refer to the schools with 25 percent or more Native American students. Low-density schools refer to the schools with less than 25 percent of Native American student. This definition aligns with the NIES study report: <https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2021018.pdf>

Characteristics of Native American Student Enrollment in SY20 & SY21

The characteristics of the *Native American Student Enrollment* section in this report compared the enrollment data on October 1, 2019 (SY20) and October 1, 2020 (SY21) to reflect changes due to the pandemic.

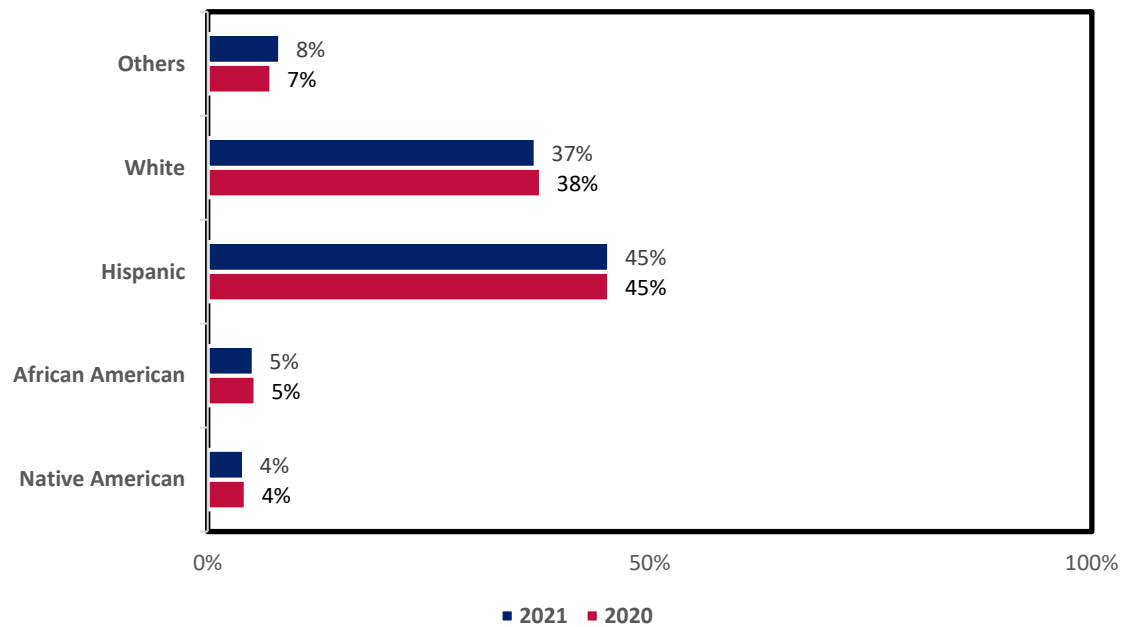
October 1 enrollment data is a snapshot of student enrollment in Arizona schools on Oct 1st each year. This data has been published on the Arizona Department of Education website (<https://www.azed.gov/accountability-research/data/>) and collected consistently across years.

Ethnicity

According to October 1 enrollment data in SY20 and SY21, Native American students comprised approximately 4% of October 1 student enrollment population (preschool-grades

12) in Arizona schools. The largest student population in Arizona is Hispanics/Latinos, followed by Whites. (see Figure 1¹ below).

Figure 1: October 1 Student Enrollment by Race/Ethnicity in SY20 and SY21



¹The total October 1 student enrollment in SY20 for Native American students is 49,094 and in SY21 for Native American students is 45,667.

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. As shown in Table 2, SPED students comprise approximately 13% of the total October 1 student enrollment population in SY20 and SY21. Around 16% -17% of the Native American students are classified as students with a disability, while 13% of the students in Other Ethnicity/Race are classified as students with disability.

Table 2: Percent of Special Education Students in SY20 October 1 Enrollment

School Year	Race/Ethnicity	# of Non-SPED	# of SPED	Total Student Population	% of SPED in Total Student Population
2020	Native American	40,916	8,178	49,094	17%
	Other Ethnicity/Race	962,698	139,292	1,101,990	13%
	Total	1,003,614	147,470	1,151,084	13%
2021	Native American	38,256	7,411	45,667	16 %
	Other Ethnicity/Race	931,233	135,707	1,066,940	13%
	Total	969,489	143,118	1,112,607	13%

Native American Students Enrollment by County in SY20 and SY21

Table 3 and Table 4 below summarize the number and percent of Native American students enrolled in each county and the number and percent of high-density and low-density schools in each county. The same pattern was found in both SY20 and SY21. Approximately 64%-69% of high-density schools in Arizona are in Apache, Coconino, and Navajo counties. About 60% of low-density schools are in Maricopa.

Table 3: County Level SY20 October 1 Native American Student Enrollment & High-Density Schools and Low-Density Schools

SY2020								
County	# of Native American Students	# of Total Enrollment	% Native American Students	# of Schools	# of High-Density Schools	% of High-Density Schools	# of Low-Density Schools	% of Low-Density Schools
Apache	7748	10426	74%	38	27	71%	11	29%
Cochise	94	19205	0%	65	0	0%	65	100%
Coconino	6168	18052	34%	55	27	49%	28	51%
Gila	2194	7629	29%	27	9	33%	18	67%
Graham	673	6901	10%	24	5	21%	19	79%
Greenlee	76	1890	4%	6	0	0%	6	100%
La Paz	562	2498	22%	12	5	42%	7	58%
Maricopa	15042	765585	2%	1270	11	1%	1259	99%
Mohave	590	23785	2%	57	2	4%	55	97%
Navajo	8096	17797	45%	58	24	41%	34	59%
Pima	4233	148924	3%	323	11	3%	312	97%
Pinal	2707	53170	5%	106	8	8%	98	93%
Santa Cruz	6	10125	0%	25	0	0%	25	100%
Yavapai	527	25385	2%	94	1	1%	93	99%
Yuma	317	38677	1%	72	0	0%	72	100%
Others	61	1035	6%	18	1	6%	17	94%
Totals	49094	1151084	4%	2250	131	6%	2119	94%

Note: Schools under Arizona Department of Corrections, Arizona Department of Education, and Out of Arizona in the October 1 data were categorized as Others in this report.

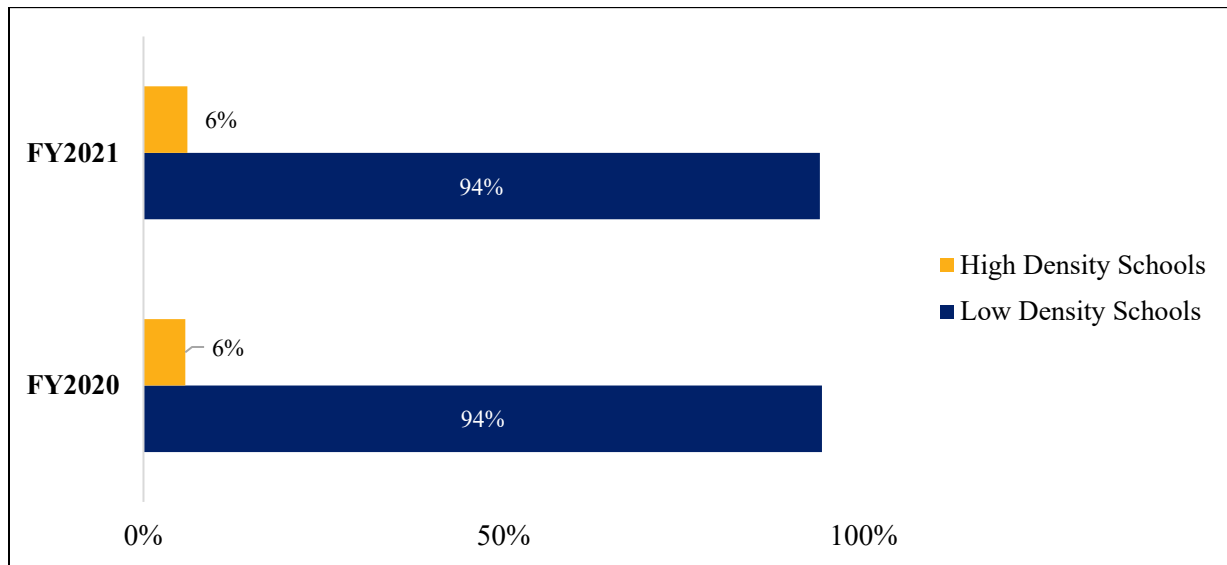
Table 4: County Level SY21 October 1 Native American Student Enrollment & High-Density Schools and Low-Density Schools

SY2021								
County	# of Native American Students	# of Total Enrollment	% Native American Students	# of Schools	# of High-Density Schools	% of High-Density Schools	# of Low-Density Schools	% of Low-Density Schools
Apache	7390	10010	74%	39	27	69%	12	31%
Cochise	85	17814	0%	66	0	0%	66	100%
Coconino	5801	16869	34%	57	28	49%	29	51%
Gila	2035	6941	29%	27	9	33%	18	67%
Graham	627	6522	10%	28	5	18%	23	82%
Greenlee	69	1833	4%	6	0	0%	6	100%
La Paz	539	2340	23%	12	4	33%	8	67%
Maricopa	13819	746829	2%	1310	11	1%	1299	99%
Mohave	579	22251	3%	56	2	4%	54	96%
Navajo	7638	16948	45%	72	36	50%	36	50%
Pima	4013	144276	3%	327	9	3%	318	97%
Pinal	2360	48823	5%	113	9	8%	104	92%
Santa Cruz	8	9859	0%	27	0	0%	27	100%
Yavapai	460	23576	2%	92	2	2%	90	98%
Yuma	231	37268	1%	76	0	0%	76	100%
Others	13	448	3%	12	0	0%	12	100%
Totals	45667	1112607	4%	2320	142	6%	2178	94%

Note: Schools under Arizona Department of Corrections and Out of Arizona in the October 1 data were categorized as Others in this report.

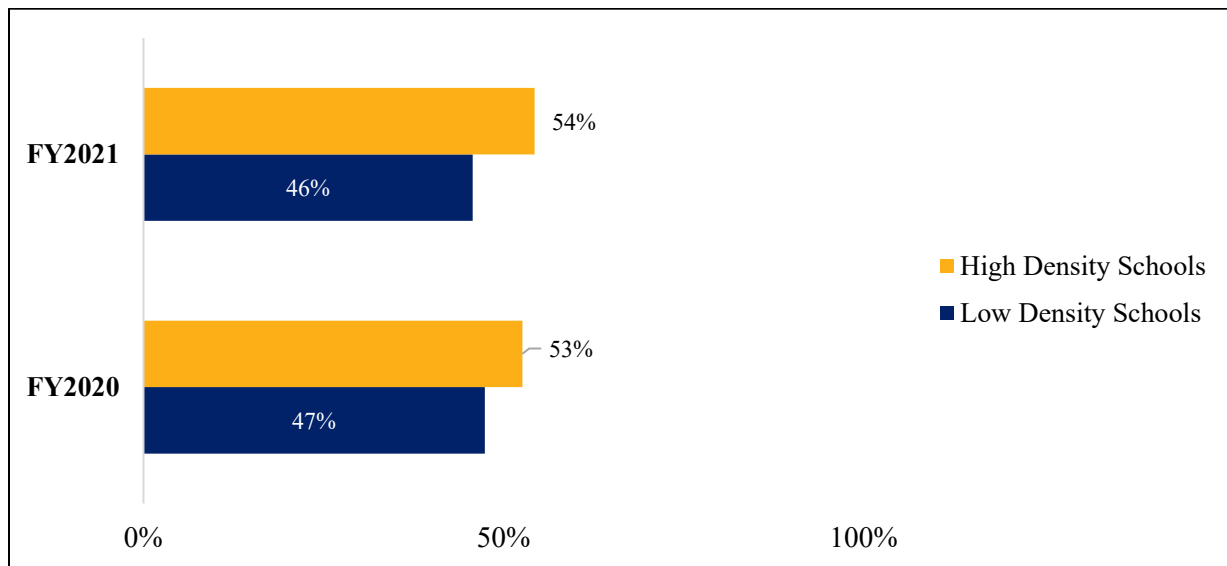
When we compare the percentage of high-density and low-density schools in Arizona in SY20 and SY21, there is no difference. Around 6% of Arizona schools were identified as high-density schools and 94% of Arizona schools were identified as low-density schools in both years (See Figure 2).

Figure 2: Percent of High-and Low-Density Schools in Arizona



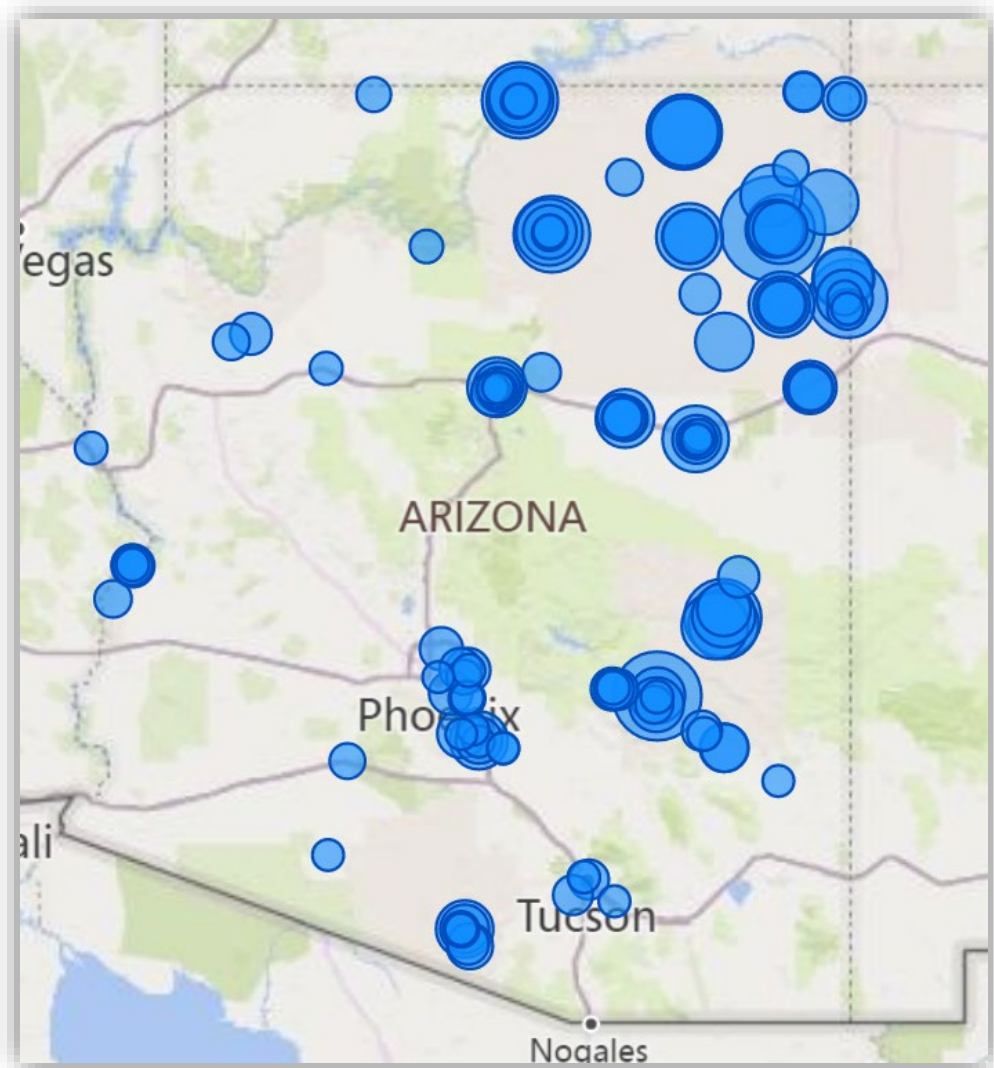
Similarly, when we compare the total student population of Native American students in high-density and low-density schools in Arizona in SY20 and SY21, the pattern remains the same for both years. Around 53%-54% of Native American students were enrolled in high-density schools and 46%-47% of Native American students were enrolled in low-density schools (see Figure 3).

Figure 3: Percent of Native American students Enrolled in High-and Low-Density Schools in Arizona



Native American students at high-density schools are concentrated in counties in which tribal lands are located (See Figure 4 and Arizona counties and tribal lands information in Table 5 below). In contrast, most Native American students at low-density schools are enrolled in Maricopa and Pima counties. (see Figure 5-map for details).

Figure 4: Geographical Information of High-Density Schools



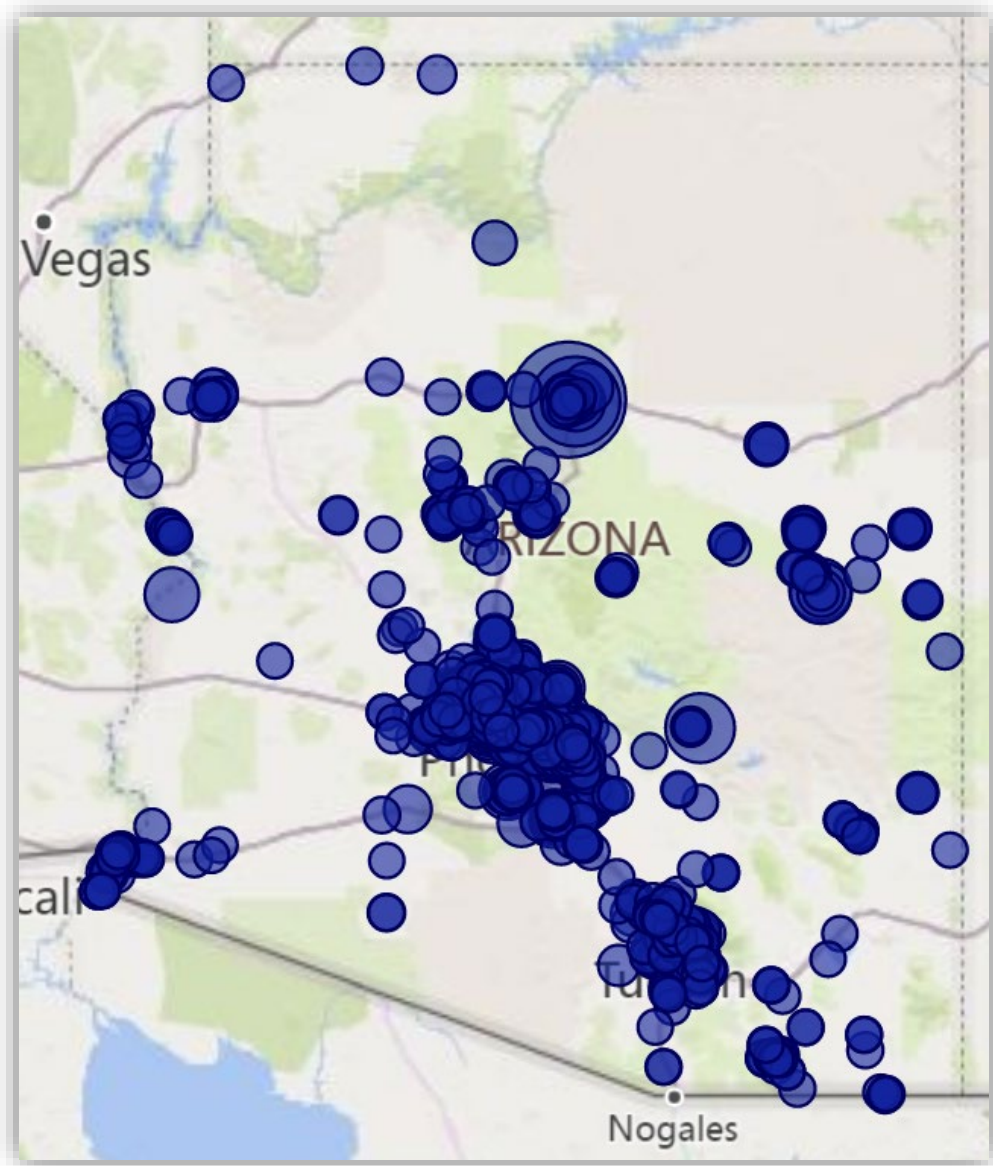
Note: The darker color represents more overlapping of schools in the same area. The bigger bubble represents the higher NA student counts in October 1 enrollment.

Table 5: Arizona Counties and Tribal Lands

County	Tribal Lands
Apache	Navajo Nation, Pueblo of Zuni
Cochise	None
Coconino	Havasupai Tribe, Hualapai Tribe, Hopi Tribe, Navajo Nation, Kaibab Band of Paiute Indians, San Juan Southern Paiute Tribe
Gila	San Carlos Apache Tribe, White Mountain Apache Tribe, Tonto-Apache Tribe
Graham	San Carlos Apache Tribe
Greenlee	None
La Paz	Colorado River Indian Tribes
Maricopa	Tohono O'Odham Nation, Gila River Indian Community, Salt River Pima-Maricopa Indian Community, Fort McDowell Yavapai Nation
Mohave	Kaibab Band of Paiute Indians, Hualapai Tribe, Fort Mohave Indian Tribe
Navajo	Hopi Tribe, Navajo Nation, White Mountain Apache Tribe
Pima	Tohono O'Odham Nation, Pascua Yaqui Tribe
Pinal	Tohono O'Odham Nation, Ak-Chin Indian Community, Gila River Indian Community, San Carlos Apache Tribe
Santa Cruz	None
Yavapai	Yavapai-Prescott Indian Community, Yavapai Apache Nation
Yuma	Quechan Tribe, Cocopah Indian Tribe

Source: Inter-Tribal Council of Arizona <https://itcaonline.com/maps/> (see Appendix A for details). Apache County, Coconino County, and Navajo County were highlighted in blue in this table because the majority of NA students at high-density schools were enrolled in these three counties

Figure 5: Geographical Information of Low-Density Schools



Note: The darker color represents more overlapping of schools in the same area. The bigger bubble represents higher NA student counts in October 1 enrollment.

Student Educational Achievement

Due to the pandemic, Arizona did not administer state assessments in SY20. The latest student educational achievement data came from SY19 Arizona's Measurement of Education Readiness to Inform Teaching (AzMERIT) assessment and the Multi-State Alternative Assessment (MSAA). Under the new Menu of Assessment policy, American College Testing (ACT) and SAT were administered in some high schools in Arizona. Grades 3-12 student scores on AzMERIT, MSAA, SAT or ACT fall into one of four performance levels as shown in Table 6 below:

Table 6: SY19 Assessment Performance Level List

Passing Scores	Performance Level 4 (PL 4)	AzMERIT score in 'Highly Proficient' MSAA, ACT, and SAT scores in 'Level 4'
Passing Scores	Performance Level 3 (PL 3)	AzMERIT score in 'Proficient' MSAA, ACT, and SAT scores in 'Level 3'
Failing Scores	Performance Level 2 (PL 2)	AzMERIT score in 'Partially Proficient' MSAA, ACT, SAT scores in 'Level 2'
Failing Scores	Performance Level 1 (PL 1)	AzMERIT score in 'Minimally Proficient' MSAA, ACT, and SAT scores in 'Level 1'

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

Valid test results from the SY19 administration of the AzMERIT, MSAA, ACT, and SAT assessments were disaggregated by race/ethnicity for all students in grades 3-12. The percentage of students proficient in English Language Arts (ELA) and Math by attaining a performance level of 3 or 4 was computed for both high-density and low-density schools respectively.

English Language Arts

As demonstrated in Figures 6 and 7, the percentage of Native American students who attained passing scores in FY19 AzMERIT, MSAA, ACT, and SAT ELA was lower at high-density schools (16%) than those at low-density schools (25%). In comparison to other ethnic groups, Native American students had the lowest percent proficient at both high-density and low-density schools.

Figure 6: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in ELA by Race/Ethnicity in SY19

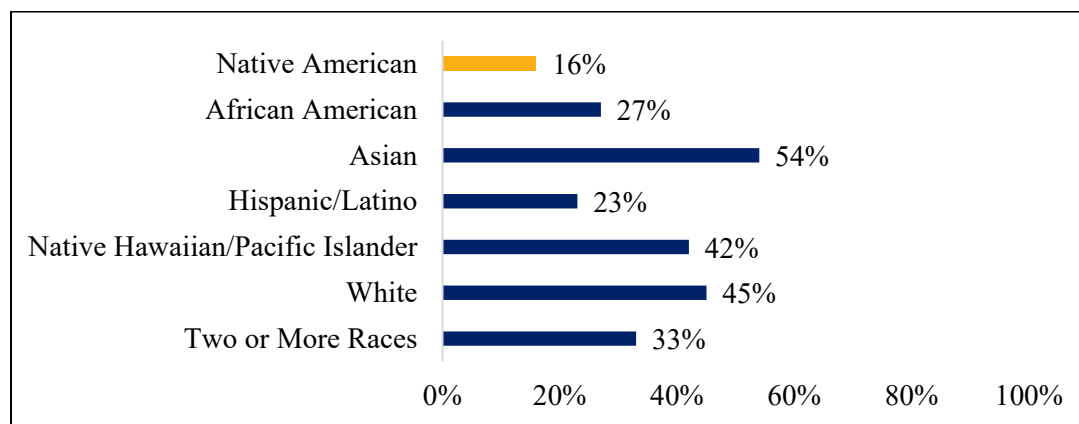
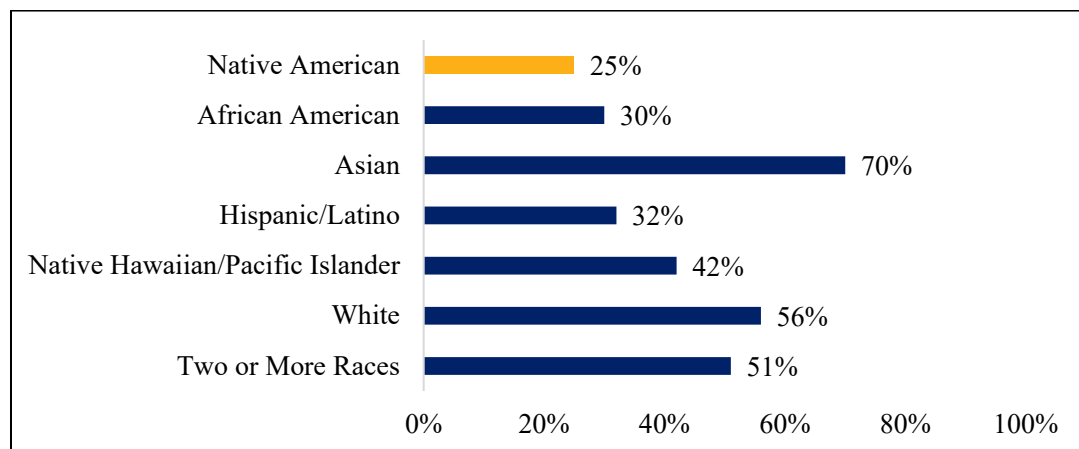


Figure 7: Percent Proficient of Grades 3-12 Students Enrolled at Low-Density Schools in ELA by Race/Ethnicity in SY19



Math

Similarly, as shown in Figures 8 and 9, the percentage of Native American students who attained passing scores in FY19 AzMERIT, MSAA, ACT, and SAT Math, was lower at high-density schools (18%) than those at low-density schools (25%). In comparison to other ethnic groups, Native American students had the lowest percent proficient at both high-density and low-density schools.

Figure 8: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in Math by Race/Ethnicity in SY19

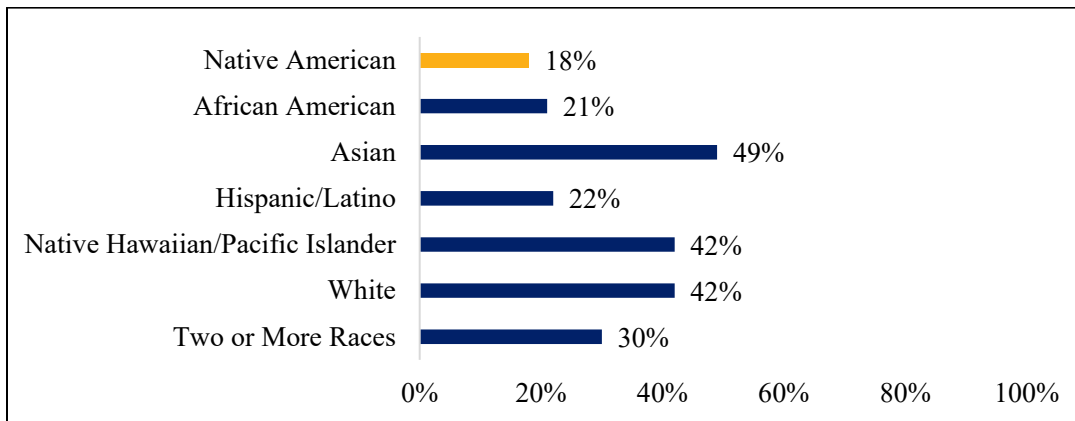
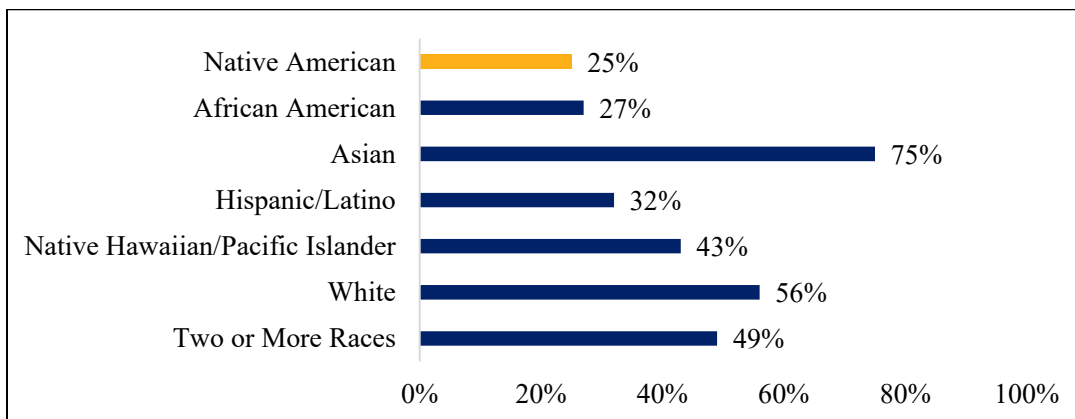


Figure 9: Percent Proficient of Grades 3-12 Students Enrolled at Low-Density Schools in Math by Race/Ethnicity in SY19



For both ELA and Math, the percent proficient for Native American students at high-density schools has been lower than those at low-density schools in Arizona. This pattern is similar to the findings of the National Indian Education Study (NIES) 2019². The performance results of NIES demonstrated that the Reading and Math average scores were lower for 4th and 8th grade Native American students at high-density schools than those at low-density schools in the past years.

Chronic Absenteeism Rates

Definition of Chronic Absenteeism:

A student is chronically absent if that student has absences (excused and unexcused) greater than 10% of a school's calendar year (e.g., 18 days for a school meeting 5 days per week). The formula for the calculation of Chronic Absenteeism rates is displayed below.

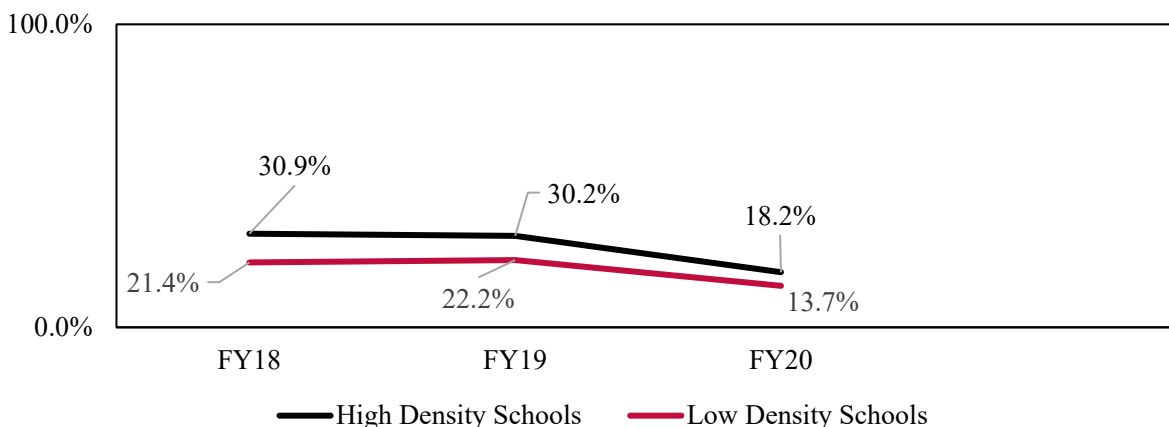
$$\frac{100 * (\text{The number of students who have greater than 10\% absences in each K-8 ethnic subgroup})}{(\text{The total number of students in each K-8 ethnic subgroup})}$$

Please note: In this report, the Chronic Absenteeism rates calculation included K-8 students who were in the October 1 data file. The students who were not enrolled on October 1 were not included in the calculation. Using October 1 data is a change to the business rule used for the chronic absenteeism calculation in the Arizona 2019 Annual Indian Education Report. We have decided to use October 1 data as the baseline since this data is more consistent with other ADE reporting.

² Page 46, <https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2021018.pdf>

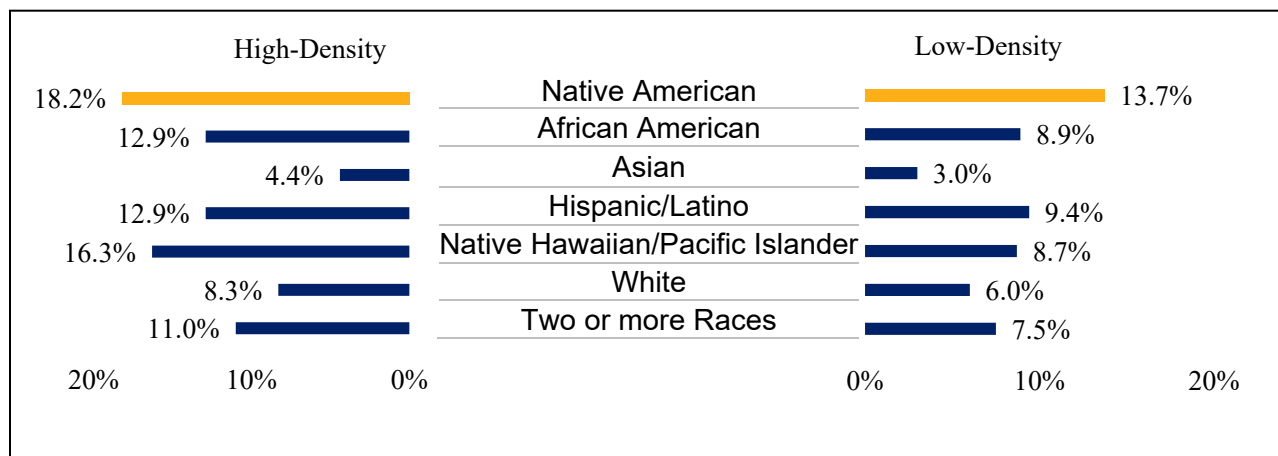
As demonstrated in Figure 10, the chronic absenteeism rates for grades K-8 Native American students at high-density schools was consistently higher than those at low-density schools in the past three years from FY18 to FY20.

Figure 10: Chronic Absenteeism Rates of Grades K-8 Native American Students at High- and Low-Density Schools in FY18, FY19, and FY20



When comparing the chronic absenteeism rates among ethnicities, the data shows that the chronic absenteeism rates for Native American students were higher than other ethnic groups in both high-density and low-density schools in FY20 (see Figure 11).

Figure 11: Chronic Absenteeism Rates of Grades K-8 Students at High- and Low-Density Schools by Race/Ethnicity in FY20



The chronic absenteeism rate has been considered an important indicator that is closely related to students' academic success. In Arizona, 64%-69% of high-density schools are in rural counties (i.e., Apache, Coconino and Navajo) where transportation time and weather conditions in some seasons could be hurdles for Native American students to attend schools every day consistently. Transportation issues may lead to higher chronic absenteeism rate and lower academic performance for Native American students at high-density schools when comparing them to those at low-density schools. In FY20, due to the pandemic, students were attending classes remotely from home beginning March 2020. Attendance for Native American students increase significantly in both high- and low-density schools, resulting in the chronic absenteeism rate decreasing dramatically.

Graduation Rates

From the beginning of Grade 9, students who are entering that grade for the first time form a cohort. Cohort 2019 four-year graduates graduated as of August 31, 2019. Any students who remain in school after August 31, 2019 and graduate before June 30, 2020 would be considered a five-year graduate. The graduate rate formula is shown below.

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

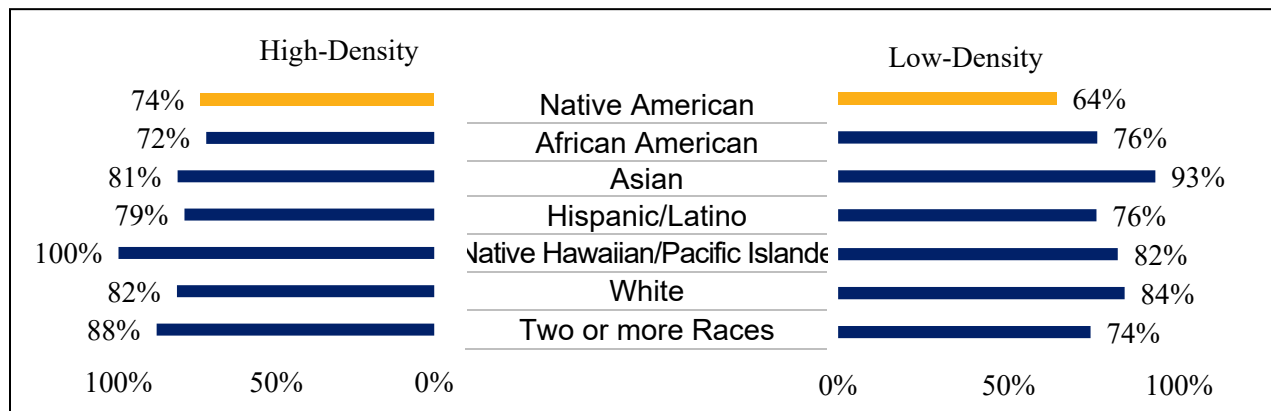
Please note: all graduation data are lagged by one year every year for Accountability purposes because four-year graduates may graduate after the fiscal year their cohort year ends.

The detailed information for graduation rates can be found in the link below. (<https://cms.azed.gov/home/GetDocumentFile?id=598a34233217e10ce06647ff>)

As shown in Figure 12, 74% of Native American students graduated from high-density schools in 4 years for Cohort Year 2019. However, only 64% of Native American students

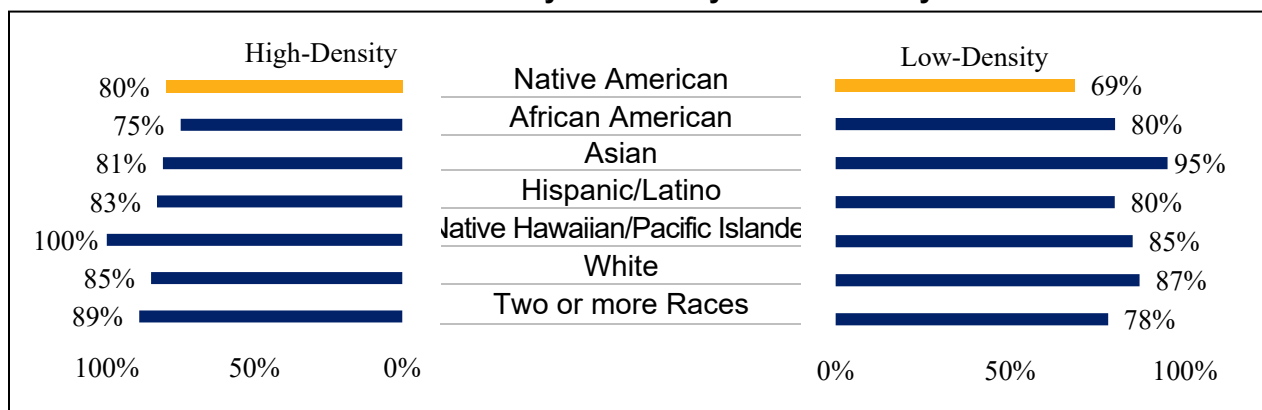
graduated from low-density schools in 4 years. The four-year graduation rate of NA students that attended high-density schools was 10% higher than their Native American peers at low-density schools.

Figure 12: Four-Year Graduation Rates for the Cohort Year 2019 at High- and Low-Density Schools by Race/Ethnicity



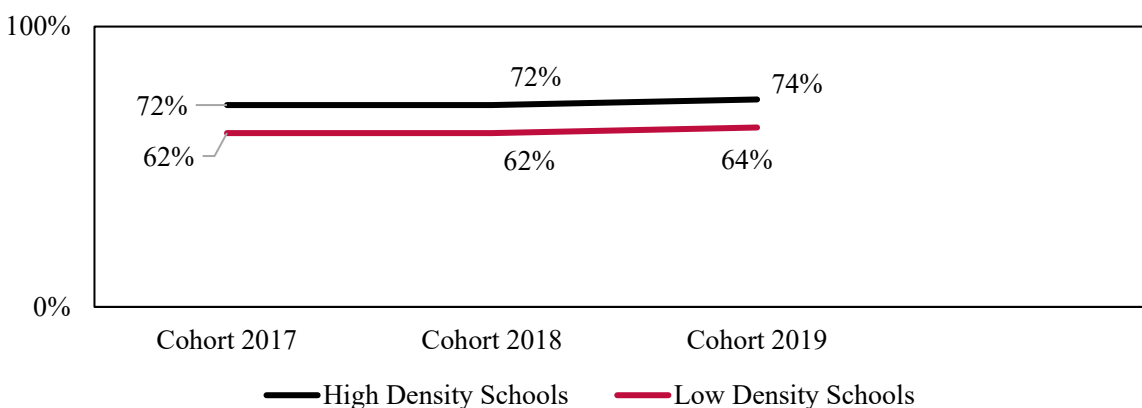
For the Cohort Year 2019 five-year graduation rate, 80% of Native American students graduated from high-density schools in 5 years. However, only 69% of Native American students graduated from low-density schools in 5 years. The five-year graduation rate of Native American students that attended high-density schools was 11% higher than their Native American peers at low-density schools (as shown in Figure 13 for details).

Figure 13: Five-Year Graduation Rates for the Cohort Year 2019 at High- and Low-Density Schools by Race/Ethnicity



When comparing the trend data for the four-year graduation rate of Native American students at high-density and low-density schools, as demonstrated in Figure 14, Native American students at high-density schools constantly have a higher 4-year graduation rate than those at low-density schools in the Cohort Years 2017, 2018 and 2019.

Figure 14: Four-Year Graduation Rates of Native American Students at High- and Low-Density Schools for the Cohort Years 2017- 2019



In Arizona, the State Board of Education sets up the statewide minimum requirements for high school students graduating from high school, which can be found in Arizona Administrative Code R7-2-302. More information can be found in the link <https://azsbe.az.gov/resources/graduation-requirements>. However, schools may establish additional graduation credit requirements for their students in addition to the statewide requirements. Further research on the high school's specific graduation requirements will contribute to better understanding of why Native American students at high-density schools have consistently higher graduation rates than those at low-density schools from Cohort 2017 to Cohort 2019.

Dropout Rates

Dropouts are defined as students who are enrolled in school at any time during the school year but are not enrolled at the end of the school year and did not transfer, graduate, or were reported as deceased.

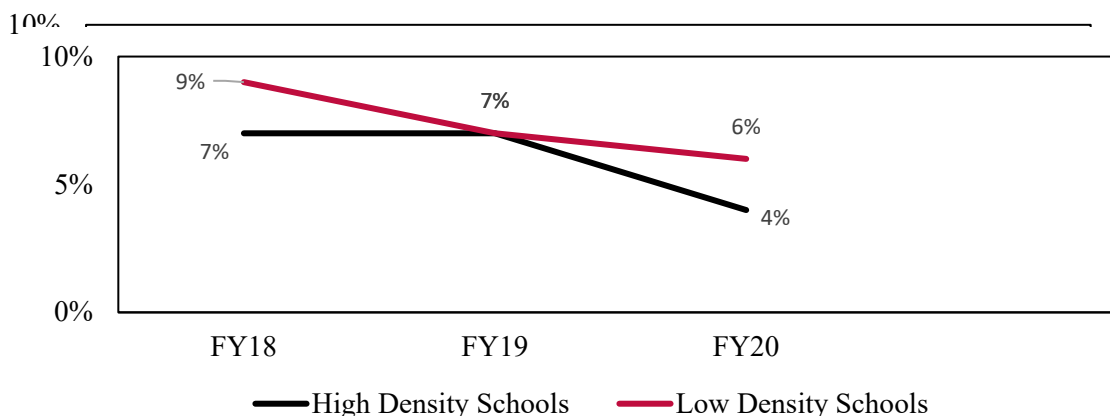
Students withdrawn due to chronic illness are also excluded from the dropout rate calculation. Students in grades 7 through 12 are included in the dropout rate calculation. The formula is shown below. The detailed information for dropout rates can be found in the link page 15

(<https://cms.azed.gov/home/GetDocumentFile?id=598a34233217e10ce06647ff.>)

$$\text{Dropout Rate} = \frac{\text{Number of Dropouts}}{\text{Number of Students Enrolled}}$$

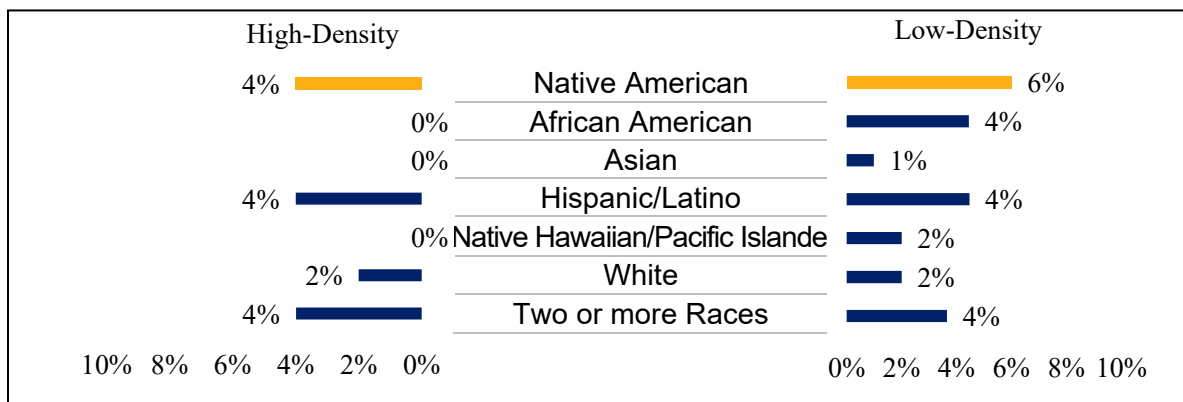
When reviewing the trend data in Figure 15, it shows that attendance among grades 7-12 Native American students increased slightly per the dropout rates reduction of 3% for Native American students in both low-density schools and high-density schools from FY18 to FY20

Figure 15: Dropout Rates of Grades 7-12 Native American Students at High- and Low-Density Schools in FY18, FY19 and FY20



Although the Native American student dropout rate is still higher than other race/ethnic groups as shown in Figure 16, the rate for both high- and low-density schools dropped by 3% from between FY18 and FY20.

Figure 16: Dropout Rates at High- and Low- Density Schools for Grades 7-12 by Race/Ethnicity in FY20



Dropout Prevention Initiatives

LEAs address dropout prevention through a wide variety of initiatives in order to decrease the dropout rates of NA students. Johnson O'Malley is one program that provides support for dropout prevention. An examination of the 2020 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 7.

Table 7: 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

School Safety

Long-Term Expelled or Suspended Percentage Analysis

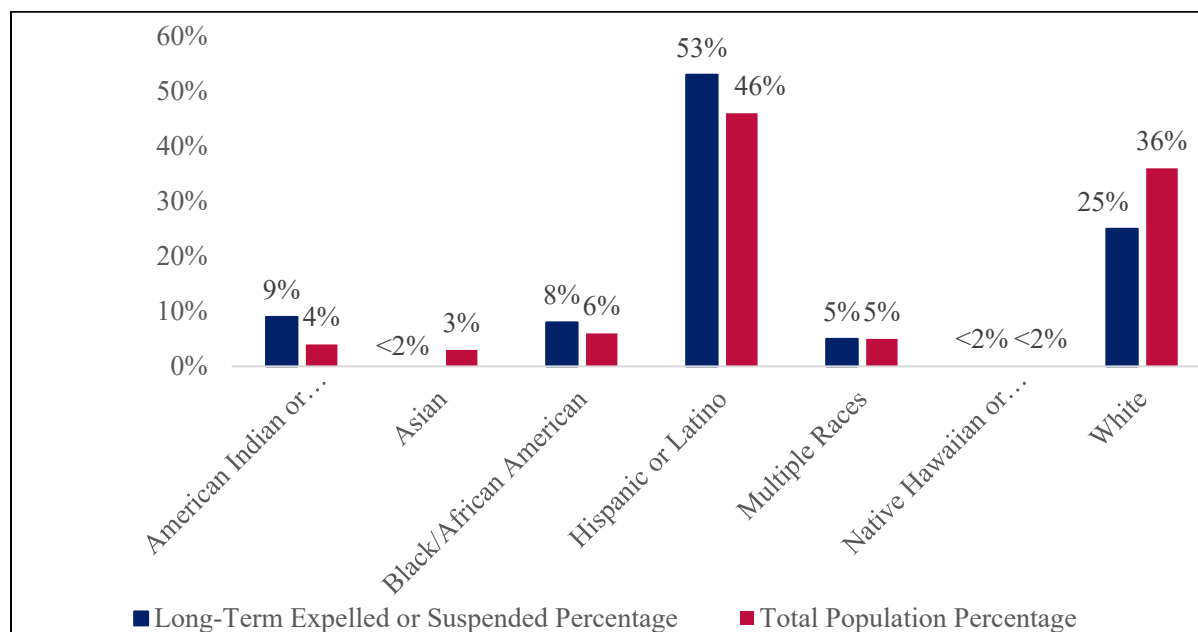
The formula for this calculation is shown below

$$\begin{array}{l} \text{Long-Term} \\ \text{Expelled or} \\ \text{Suspended} \\ \text{Percentage} \end{array} = \frac{\begin{array}{l} \text{Number of Long-Term Expelled or Suspended NA} \\ \text{Student} \end{array}}{\begin{array}{l} \text{Number of Long-Term Expelled or Suspended} \\ \text{Students in FY20 in AZ} \end{array}}$$

In FY20, the total number of students who are expelled or suspended on a long-term basis before scheduled end of school year or during summer was 1,496.³ Out of 1,496 students, 135 of them were Native American students. When comparing the long-term expelled or suspended percentage among ethnic groups with the total population, Native American students comprised 4% of the total population, Figure 17. However, Native American students comprised 9% of the long-term expelled or suspended population in AZ.

³ Source: Fiscal Enrollment table including all grade levels

Figure 17: Long-Term Expelled or Suspended Percentage Among Ethnic Groups with Total Population Percentage (All Grade Levels)



Additional Funding for School Safety Program

The School Safety Program is established within the Arizona Department of Education (ADE) to support, promote, and enhance safe and effective learning environments for all students by supporting the costs of placing ADE-trained school counselors, school social workers, school resource officers, and juvenile probation officers on school campuses. In FY 2020, the School Safety Program funded 383 positions in schools across Arizona:

- School Counselors: 148
- School Social Workers: 118
- School Resource Officers/Juvenile Probation Officers: 117

Please visit <https://www.azed.gov/shs/ssp/> for more information.

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 2019 NIES survey data were collected from a nationally representative sample of 4th grade and 8th grade AI/AN students who participated in the 2019 National Assessment of Educational Progress (NAEP). In addition to the national sample, the Arizona state level data were collected.

The NIES survey is conducted every two to four years (2009, 2011, 2015, and 2019). Table 8 was directly extracted from the study.⁴

The NIES asked if Native American students have access to books and other media about Native Americans. Between 61-75 percent of survey respondents selected “Yes” in the survey.

Interest gathered in the Reading About Cultures area 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.

⁴ Pages 27-29, <https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2021018.pdf>

Table 8 demonstrates that approximately 49-55 percent of Native American students surveyed felt that the cultures they read about were a little like them.

Table 8: 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: 2019

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	BIE Schools
Not like me	25	26	26	23	22	26	20	13
A little like me	55	51	57	57	49	46	50	53
A lot like me	20	23	17	20	29	28	30	34

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: National Assessment of Educational Progress (NAEP), 2019 National Indian Education Study (<https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2021018.pdf>).

Parent and Community Involvement

Research⁵ shows a connection between family engagement and academic achievement. Parent engagement also decreases chronic absenteeism. Children with engaged parents are more likely to:

- Earn higher grades or test scores

⁵ Hill, N. E., & Tyson, D. F. (2009). *Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement*. *Developmental psychology*, 45(3), 740-63. Retrieved from <https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>

- Graduate from high school and attend post-secondary education
- Develop self-confidence and motivation in the classroom
- Have better social skills and classroom behavior

They are also less likely to:

- Have low self-esteem
- Need redirection in the classroom
- Develop behavioral issues

Parent engagement activities were limited to virtual support due to the pandemic. Continued development of the OIE strategic plan will include family and community stakeholder input.

National PTA (Parent-Teacher Association)

The National PTA (<https://www.pta.org>) has a myriad of resources for advocacy and family engagement. Their Center for Family Engagement provides the latest research and tools, including engagement in a virtual world.

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>). Native American 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 9 are the total IIF payments to each county including the breakdown of December 2019 and June 2020 payments.

Table 9: FY20 Instructional Improvement Fund Payment

County	Total Payment	December 2019 Payment	June 2020 Payment
Apache	\$477,230.56	\$215,473.25	\$261,757.31
Cochise	\$771,541.15	\$349,510.02	\$422,031.13
Coconino	\$686,340.38	\$311,496.35	\$374,844.03
Gila	\$303,781.76	\$137,603.38	\$166,178.38
Graham	\$303,634.50	\$137,863.93	\$165,770.57
Greenlee	\$77,317.98	\$35,105.88	\$42,212.10
La Paz	\$106,022.81	\$48,139.20	\$57,883.61
Maricopa	\$26,733,436.40	\$12,138,115.14	\$14,595,321.26
Mohave	\$865,803.42	\$391,959.45	\$473,843.97
Navajo	\$796,336.31	\$355,242.50	\$441,093.81
Pima	\$5,502,363.65	\$2,497,460.42	\$3,004,903.23
Pinal	\$1,922,655.23	\$872,911.08	\$1,049,744.15
Santa Cruz	\$440,508.43	\$199,795.75	\$240,712.68
Yavapai	\$907,179.21	\$410,003.11	\$497,176.10
Yuma	\$1,592,178.33	\$722,921.82	\$869,256.51
Total	\$41,486,330.12	\$18,823,601.28	\$22,662,728.84

Source: County payment based on FY2020ADE School Finance Reports
(<https://www.azed.gov/finance/countyappor>)

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

The Office of Indian Education (OIE) administers federal and state programs to meet the educational and cultural needs of Native American students. Outreach is provided to all of Arizona's LEAs on reservations and urban areas with high populations of Native American students. Technical assistance, conferences, and training are also provided.

Restructure

Leadership Elevated: In October 2019, the Superintendent of Public Instruction elevated OIE leadership from a Director to a Deputy Associate Superintendent (DAS). The DAS serves as the liaison between Arizona's twenty-two tribes and the Arizona Department of Education (ADE). OIE collaborates with other ADE units, and partners with outside agencies to provide resources for Native American students. The DAS also serves with the nationwide Indigenous Education State Leaders Network.

New Staff Positions Created: Two new positions were created for OIE support, a Tribal Policy Specialist position within the Policy and Government Relations division and a Tribal Grants Specialist position within OIE. Both positions were filled in May 2020. In addition to assisting with policies that affect Native American communities, this tribal policy specialist acts as a liaison between the tribal nations and ADE. The Tribal Grants Specialist focuses on supporting the various grant programs supporting Native American students to include Johnson O'Malley, American Indian Student Needs, Tribal College Dual Enrollment Program and Tribal Consultation under ESSA (Every Student Succeeds Act). The grants specialist also works closely with the Title grants specialists in ADE.

Indian Education Advisory Group (IEAC): An updated advisory council was formed for the 2019-2020 SY. The IEAC discusses issues important to the Native American community and provides feedback and advice to Superintendent Kathy Hoffman. The IEAC is comprised of Arizona tribal council representatives, educators, community leaders, parents, and Indian Education experts. Updates to the council included creating a Chairperson position and adding 2 high school, 2 college student advisors. These additions align the IEAC with the Superintendent's other advisory council formats.

Strategic Plan

In June 2020, OIE began work on a strategic plan using an Indigenous frame of reference, built upon kinship and community. Indigenous Strategies, LLC was contracted to facilitate

the planning process beginning with internal, division wide, input from senior ADE leaders and their representatives. Participants were provided background on tribal sovereignty and the history of tribal governments to lay the foundation for understanding Native American educational needs. ADE program services were discussed, and core values were identified. The plan was presented as a living, evolving document owned by all Indian Education stakeholders. External stakeholder input would be gathered in Phase 2 of the planning process scheduled for FY21.

Tribal Nation Visits

During the nine months before the pandemic school shut down, ADE's Superintendent of Public Instruction, Kathy Hoffman, visited several public schools on Arizona Indian reservations, see Table 10. These visits provided Superintendent Hoffman and ADE staff the opportunity to meet with Indigenous educators, students, families and experience Native American communities firsthand. The visits brought visibility to many of the programs offered in public schools on tribal lands, such as culture and language programs, that positively impact NA students' academic achievement and social emotional well-being. They also helped highlight some of the unique challenges that tribal communities face, from transportation to internet connectivity.

Table 10: Tribal Nation Visits by the Superintendent of Public Instruction

Tribal Nation Visits SY2019-2020	
Date	Tribes
August 2019	Fort McDowell Yavapai Nation
	Fort Mojave Tribe
	Salt River Pima Maricopa Indian Community
October 2019	Gila River Indian Community
	Pascua Yaqui Tribe
December 2019	San Carlos Apache Tribe
March 2020	Yavapai Prescott Indian Tribe

COVID-19 Support

The COVID-19 virus began to spread in the United States at the beginning of 2020 and by March, stay at home orders were issued to contain the virus spread. Public venues, including ADE offices and school districts, transitioned to a virtual environment. This remote work brought to light many issues Native American communities had been facing well before the pandemic, such as, technology barriers, lack of water, and food security issues. OIE engaged in various efforts to ensure that our Indigenous students, as well as, their families, and their educators continued to receive the resources they needed. These efforts included food security and well-being support. The pandemic also provided opportunities for agency collaboration.

Baylor Emergency Food Program: A Baylor University initiative the Baylor Food program, with assistance from the National Guard, provided meals for rural and remote communities. As a result of OIE collaboration efforts with ADE's Health & Nutrition division, the program had the most tribal nations sign up for food boxes.

Well-being Support: OIE assisted various organizations, including ADE's Safety and Social Wellness team, with tribal media connections to disseminate vital crisis information for communities who lacked reliable digital communication access.

State Agency Collaboration Outreach: The OIE DAS participated in Multi-Agency Tribal Liaison meetings to share resources and identify areas of collaboration. Arizona has 34 agencies, such as the Department of Economic Security, who have tribal liaisons. In addition, OIE identified all the public schools residing on tribal lands to assist with school closures and cooperation with between the schools and tribal nation's surrounding sovereignty issues relating to stay-at-home orders.

OIE Initiatives

Table 11 provides an overview of the various areas OIE supported this reporting period.

Table 11: 2019-2020 OIE Grants, Programs, Conferences and Trainings

Grants, Programs, Conferences, and Training	
<u>Grants</u> <ul style="list-style-type: none"> ❑ Johnson-O'Malley ❑ American Indian Student Needs <i>Note: not enough funding was available for the grant to be offered this year</i> <u>Programs:</u> <ul style="list-style-type: none"> ❑ Tribal College Dual Enrollment Program ❑ Tribal Consultation under ESSA (Every Student Succeeds Act) ❑ <i>Note: The Code Writers Pilot Program ended in 2019</i> <u>Presentations/Training:</u> <ul style="list-style-type: none"> ❑ American Indian Chamber of Commerce Arizona Luncheon ❑ Tribal Consultation Training and Technical Assistance ❑ Johnson O'Malley Training and Technical Assistance 	<u>Conferences/Events:</u> <ul style="list-style-type: none"> ❑ National Johnson-O'Malley Assoc. Annual Conference ❑ OIE's Indian Education Stakeholders Summit ❑ American Indian Science and Engineering Society (AISES) Conference ❑ National Indian Education Association Conference ❑ Diné Stem Festival

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. For the 2019-2020 Academic Year, reimbursement needs exceeded the Arizona state allocation by \$23,493.75. Additional funding will

be requested for future years. Table 11 shows the total tribal college reimbursements to-date:

Table 12: A Summary of Approved Reimbursements - Tribal College Dual Enrollment Program Fund

Fiscal Years 2016 through 2020		
Tribal College	# of Students	Reimbursement
Diné College	387	\$144,000.00
Navajo Technical University	1176	\$603,185.00
Tohono O'odham Community College	360	\$65,879.00
Totals	1,923	\$81,0064.00

Note: Per ARS 15-244.01, funds are 15% of unclaimed lottery funds, capped at \$250k per year.

❓ **Native American Language Teacher Certification—Preservation of Native American Languages:** Of the 115 Indigenous languages spoken in the U.S. today, 34 are in danger and 79 will go extinct within a generation⁶. 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 Native American s 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:** Per the Educator Certification system as of March 2021, 379 certified teachers were authorized to teach a Native language in Arizona (see Table 13 for details).

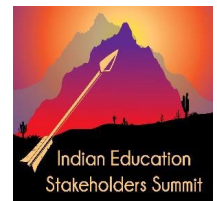
⁶ According to *High Country News* as retrieved at <https://www.hcn.org/issues/51.21-22/indigenous-affairs-the-u-s-has-spent-more-money-erasing-native-languages-than-saving-them>

Table 13: The Number of Language Certified Teachers in AZ for Native American Languages

Language	Teacher Count
Akimel O'odham	14
Apache	44
Cheyenne	1
Hopi	9
Hualapai	2
Navajo	289
Pima	1
Tohono O'odham	16
Yaqui	2
Yavapai	1
Grand Total	379

OIE Events

Due to the OIE restructure and the pandemic, OIE hosted only one event for SY 2019-2020. The 2019 Arizona Indian Education Stakeholders Summit was held on September 10-11, 2019. It featured such topics as *Moving Beyond Trauma-Informed to Trauma-Skilled: School Framework*, *alterNATIVEty: A Repertoire for Resilience*, and *The Impact of American Indian Historical Trauma on Culture, Behavior and Health*. Motivational speakers featured James Junes, Comedian and Tanaya Winder, Poet/Singer.



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. Visit <http://www.azed.gov/oie/> and feel free to contact us with feedback (IndianEducation@azed.gov) In 2020)

Conclusion

The data in this report demonstrated that in SY19, the percent proficient of Native American students at high-density schools were lower than those at low-density schools. Also, when comparing the chronic absenteeism rates for Native American students at high-density and low-density schools, Native American students at high-density schools tended to have higher chronic absenteeism rates than those at low-density schools. The Chronic absenteeism has been considered an important indicator that is closely related to students' academic success. In Arizona, 64%-69% of Arizona high-density schools are in rural counties (i.e., Apache, Coconino and Navajo) where transportation time and weather conditions in some seasons could be environmental or Tribal Nation infrastructure challenges for Native American students.

The four-year graduation rates of Native American students at high-density schools are continuously higher than those at low-density schools in the past three years. Since each school has their own graduation requirements in addition to the minimum requirements set up by the State Board of Education further research on the graduation requirements between high-density and low-density schools may shed light on this result.

Dropout rates in SY20 decreased for Native American students in both high- and low-density schools due to the impact of COVID-19. The long-term expelled or suspended rate is 9% for Native American students which is higher than the percentage (4%) of Native American students in the total population.

OIE continually strives to reduce barriers impacting academic progress for Native American students. The strategic plan will assist in establishing direction for the restructured office by assessing where we have been and where we need to go. Using an Indigenous approach to gather stakeholder input will help us build a community that can respond to opportunities as well as challenges. The plan will also assist with resource allocation decisions and priority alignment. We look forward to continuous collaborations with our

existing partners and building new kinships with others as we collectively work towards supporting Arizona's Indigenous students, their families, their educators and Tribal Nations.

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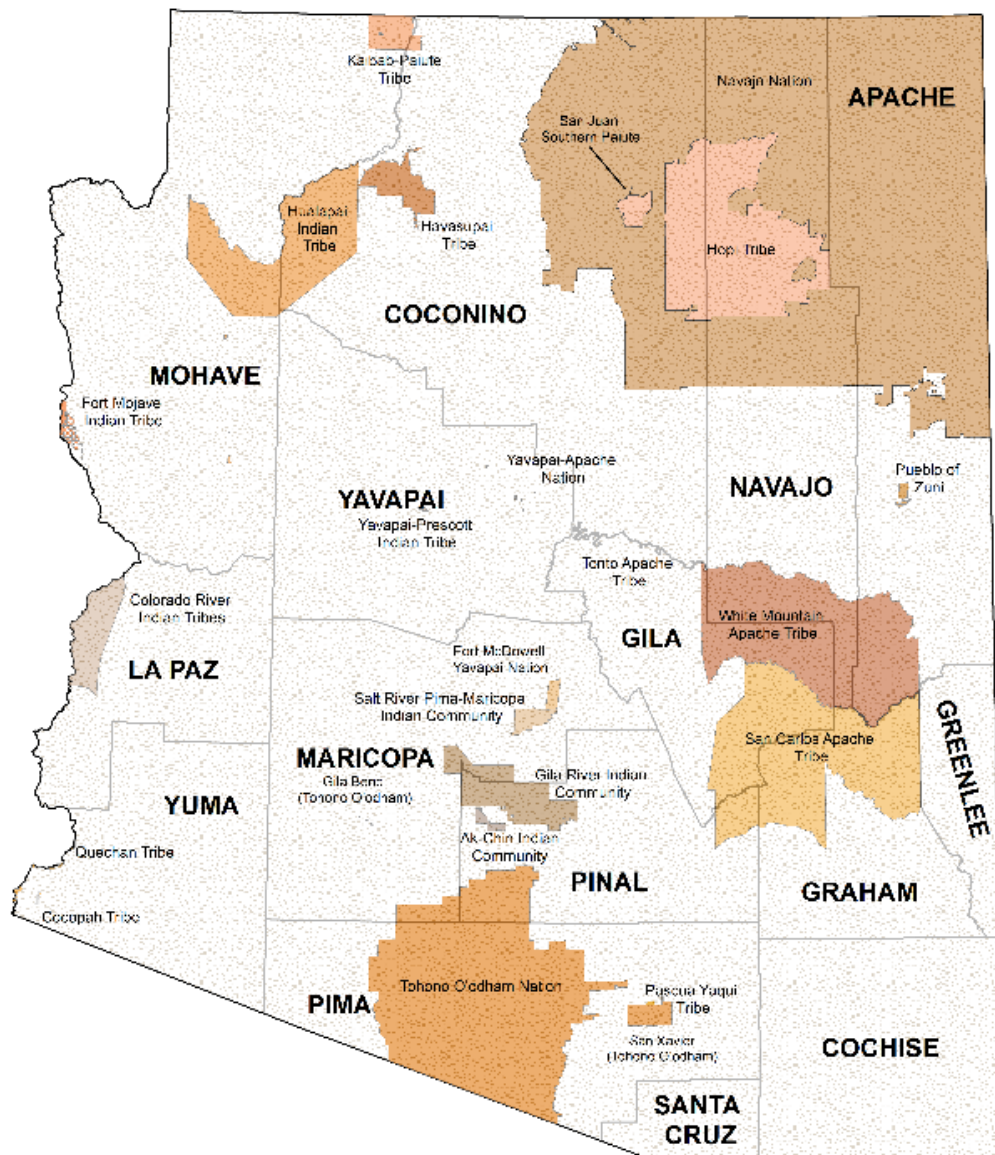
<https://azsbe.az.gov/resources/graduation-requirements>

Appendix

Appendix A: Arizona Tribal Lands Map.

The map below represents the land areas of Native American tribes by county in Arizona.

Tribal Homelands In Arizona



Source: Inter Tribal Council of Arizona (<https://itcaonline.com/maps/>)



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