

Arizona 2019 Indian Education Annual Report



The Office of Indian Education
In Collaboration with Data Governance



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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 2019 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 (SY³) 2018-2019/fiscal year (FY)19. 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 schools vs. low-density schools. **A high-density school has $\geq 25\%$ NA students; a low-density school has $< 25\%$ NA students.** Imagine NA students either being among other NA students in high-density schools or being one of a few or the only NA student in their low-density schools. Think about how that might affect their learning experience. The high-density and low-density school lists created for this report were based on the NA student enrollment counts in grades 3 to 12.

Data shows that NA students at high-density schools performed differently than those in low-density schools. For example, the assessment⁴ results demonstrated that the percentage of NA students who received a passing score in ELA and Math was lower at high-density schools than those at low-density schools. English Language Arts (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. Chronic absenteeism⁵ (grades K-8) was higher at 27% for high-density schools and 18% for low-density schools. Chronic absenteeism is a key factor that impacts students' academic performance. 60% of Arizona high-density schools are in rural counties (i.e., Apache, Coconino and Navajo) which may cause transportation issues for NA students to attend schools consistently. Developing strategies that motivate NA students at high-density schools to attend schools every day would be one of the top priorities for the Office of Indian Education.

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).

³ In general, the school year starts from July 1, 2018-June 30, 2019, which may vary for some schools in Arizona.

⁴ Assessments for school year 2018-2019 include AzM2, MSAA, ACT, and SAT.

⁵ Chronic absenteeism percentage calculation includes only grades K-8.

Despite high-density schools having the lower achievement rates than low-density schools, the four-year graduation rates⁶ were higher at high-density schools (72%) than at low-density schools (62%). Five-year graduation rates were also 9% higher at high-density schools than at low-density schools. Comparing the graduation requirements between high-density and low-density schools may shed lights on the reasons behind this result.

Dropout rates⁷ (grades 7-12) was 7% for NA students at both high-density and low-density schools in FY19. The dropout rate decreased 2% from FY18 to FY19 for low-density schools. The implementation of dropout prevention initiatives may help in decreasing the dropout rates for NA students in low-density schools.

Out of 1,943 long-term expelled and suspension cases, 5% were from NA students at high-density schools and 4% were from NA students at low-density schools. The total 9% of long-term expelled and suspension percentage was higher than the total NA enrollment percentage (5%) in the total student population.

The Office of Indian Education (OIE), along with other units at the Arizona Department of 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, holistic health and wellness, cultural vitality, and self-confidence.

⁶ All graduation data are lagged by one year every year because four-year or five-year graduates may graduate after the fiscal year their cohort year ends.

⁷ Dropout rates calculation includes only grades 7-12.

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, each tribe is a member of the Inter Tribal Council of Arizona (ITCA⁸). The map of 2010 Census population density of NAs in the United States and a map of Arizona tribal lands by county are displayed in Appendices A and B, respectively.

According to the National Center for Education Statistics, Arizona's NA public school enrollment data for school year 2018-2019 was 51,012 which is the second highest in the nation. 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, the Arizona 2019 Annual Indian Education Report largely compares NA students who attend high-density schools to NA students who attend low-density schools. This report also aggregates data by race/ethnicity for all students in grades 3 through 12.

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 Arizona 2019 Annual Indian Education Report focuses on the following:

- Characteristics of NA student enrollment by county, ethnicity, and special education (SPED) (*Source⁹: FY19 Fiscal Year Enrollment data; grade levels: 3-12*)
- Student educational achievement, with results disaggregated by ethnicity (*Source: FY19 Assessment data; grade levels: 3-12*)
- Chronic absenteeism rates (*Source: FY19 Fiscal Year Enrollment data; grade levels: K-8*)
- Graduation rates (*Source: Cohort Year 2018 Graduation data; grade level: 12*)
- Dropout rates (*Source: FY19 Dropout data; grade levels: 7-12*)

⁸ The Inter Tribal Council of Arizona was established by tribal governments to provide member tribes a united voice, <https://itcaonline.com/>

⁹ In Fiscal Year 2017 the Arizona Department of Education fully adopted and implemented a new statewide data system (AzEDS). As a result of this system change, some data elements may not fully align year over year. Please be cautious when comparing Fiscal Year 2017 data to subsequent years. For more information about the AzEDS system, please click here: <https://www.azed.gov/aelas/azeds/>

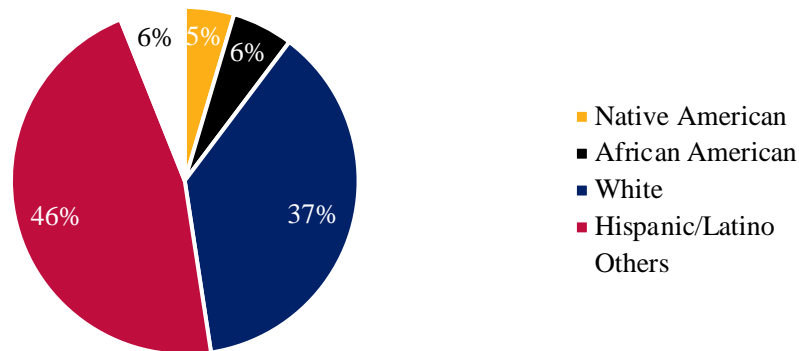
- School Safety information including long-term suspension and expelled percentages
(*Source: FY19 Fiscal Year Enrollment data; grade levels: All*)
- Dropout prevention initiatives
- National Indian Education Study (FY15)
- Parent and community involvement
- Tribal gaming contributions to education (*Source: FY19 Instructional Improvement Fund (IIF)-School Finance report*)
- OIE Initiatives, programs, and events
- The Number of Language Certified Teachers in AZ for Native American Languages
(*Source: FY19 Educator Certification System*)
- 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

Ethnicity

NA students comprised approximately 5% of total grades 3-12 student enrollment ¹⁰ population in Arizona public schools in FY19. The largest student population in Arizona is Hispanics/Latinos, 46%, followed by Whites, 37%. (see Figure 1¹¹ below).

Figure 1: Grades 3-12 Student Enrollment by Race/Ethnicity in FY19



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 1, SPED students comprise 13% of the total student enrollment population in FY19. Within the race/ethnicity category, 17% of the NA students are classified as students with a disability, while 12% of the students in Other Ethnicity/Race are classified as students with disability.

¹⁰ Some business rules for initial data cleaning that were used in Accountability was applied in the Grades 3-12 enrollment counts in this section.

¹¹ Total grades 3-12 student enrollment 952,440; Native American 43,275; African American 54,779; Asian 26,879; Hispanic/Latino 436,255; Native Hawaiian/Other Pacific Islander 3,554; White 356,399; Two or more Races 31,096; Unknown 203.

Table 1: Percent of Grades 3-12 Special Education Students in FY19

Race/Ethnicity	# of Non-SPED	# of SPED	Total Student Population	% of SPED in Total Student Population
Native American	36,075	7,200	43,275	17%
Other Ethnicity/Race	795,652	113,513	909,165	12%
Total	831,727	120,713	952,440	13%

Information on the number and percent of grades 3-12 NA students enrolled in each county and the number and percent of high-density and low-density schools in each county is summarized in Table 2. 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.

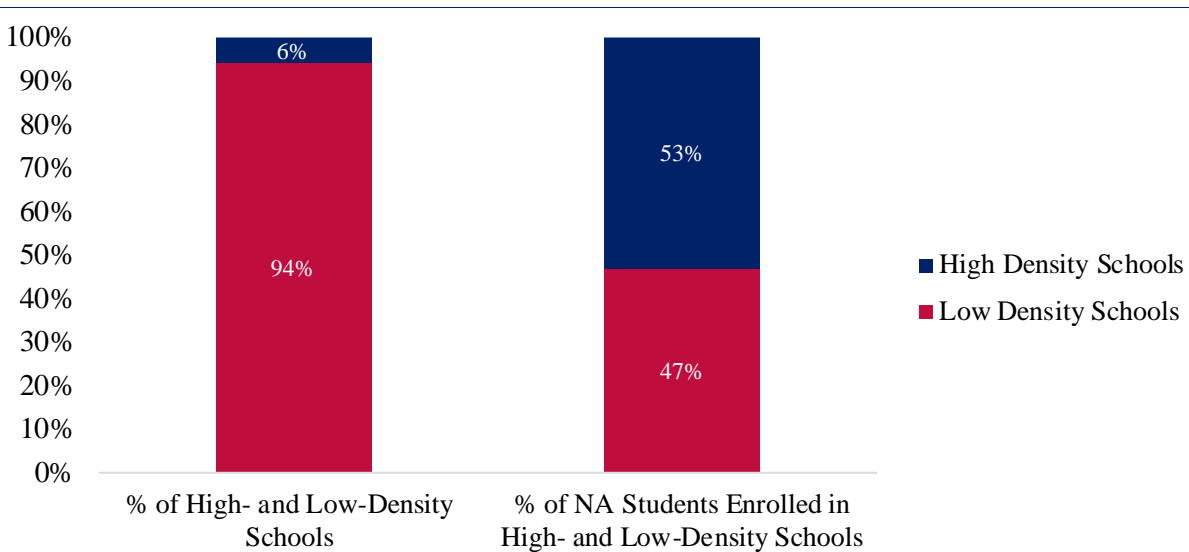
Table 2: County Level Grades 3-12 Native American Student Enrollment & High-Density Schools and Low-Density Schools in FY19

County	# of NA Students	# of Total Enrollment	% NA Students	# of Schools	# of High-Density Schools	% of High-Density Schools	# of Low-Density Schools	% of Low-Density Schools
Apache	6,651	8,682	77%	35	24	69%	11	31%
Cochise	107	15,671	1%	59	0	0%	59	100%
Coconino	5,363	14,938	36%	47	27	57%	20	43%
Gila	1,750	6,058	29%	25	10	40%	15	60%
Graham	510	5,413	9%	22	4	18%	18	82%
Greenlee	56	1,385	4%	6	0	0%	6	100%
La Paz	453	2,030	22%	11	5	45%	6	55%
Maricopa	14,010	636,098	2%	1,099	11	1%	1,088	99%
Mohave	576	19,271	3%	51	2	4%	49	96%
Navajo	6,684	14,678	46%	49	23	47%	26	53%
Pima	4,036	125,559	3%	300	11	4%	289	96%
Pinal	2,325	42,515	5%	93	5	5%	88	95%
Santa Cruz	7	8,397	0%	25	0	0%	25	100%
Yavapai	459	20,687	2%	77	1	1%	76	99%
Yuma	288	31,058	1%	66	0	0%	66	100%
Totals	43,275	952,440	5%	1,965	123	6%	1,842	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.

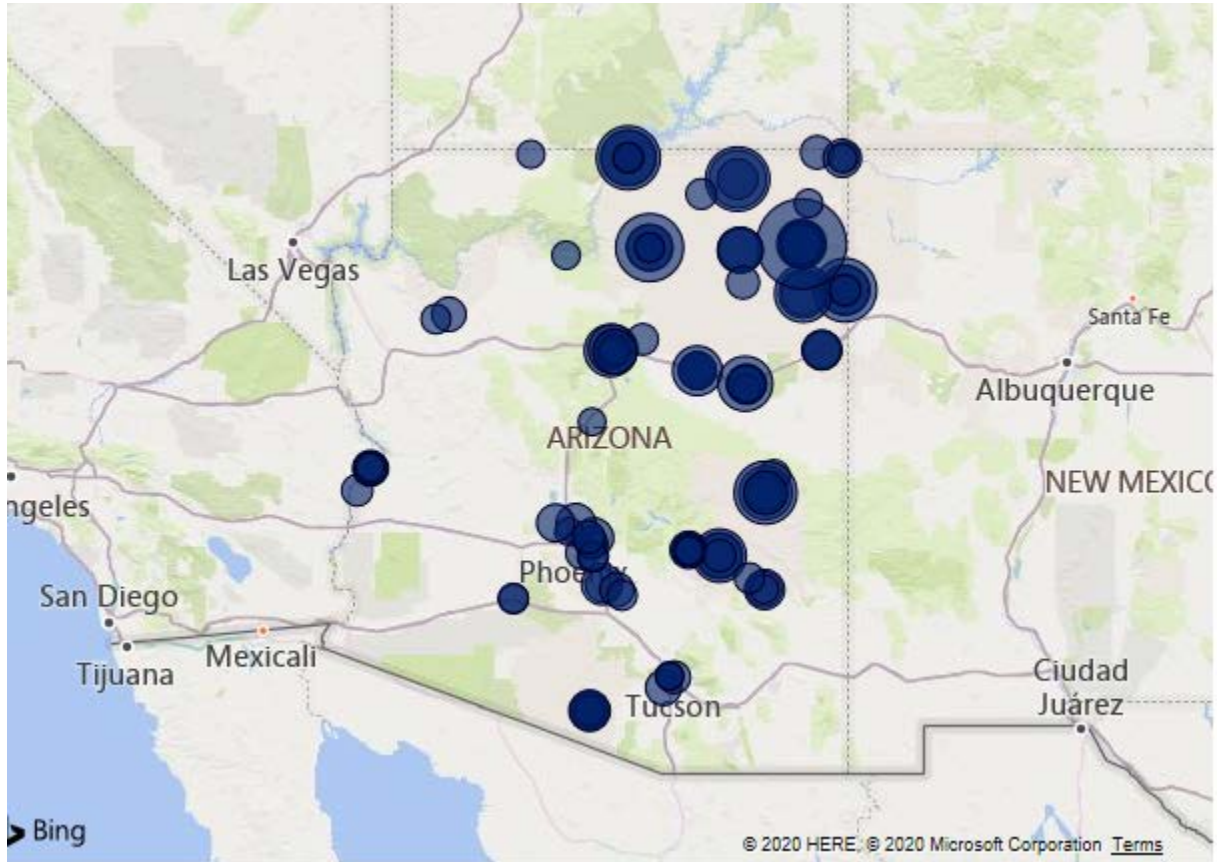
When we look at the high-density and low-density schools closely and compare the number of grades 3-12 NA students at high-density and low-density schools, the data shows that 123 schools (6%) in Arizona are high-density schools; 1,842 schools (94%) are classified as low-density schools. Overall, 53% of Native American students were enrolled in high-density schools and 47% of Native American students were enrolled in low-density schools in FY19 (see Figure 2).

Figure 2: Percent of High-and Low-Density Schools and Percent of Grades 3-12 Native American Students Enrolled in High- and Low-Density Schools in FY19



A total of 60% (74 out of 123) of high-density schools are in Apache, Coconino, and Navajo counties. Most NA students at high-density schools are concentrated in counties in which tribal lands are located. The data showed that 76% of grades 3-12 NA students at high-density schools were enrolled in these three counties (see Figure 3-map and Table 3 for details). In contrast, 75% (1377 out of 1842) of low-density schools are in Maricopa and Pima counties. 79% of grades 3-12 NA students at low-density schools were enrolled in these two counties (see Table 2 and Figure 4-map for details). The academic performance of grades 3-12 NA students at high-density and low-density schools will be discussed in the next section.

Figure 3: Geographical Information of High-Density Schools



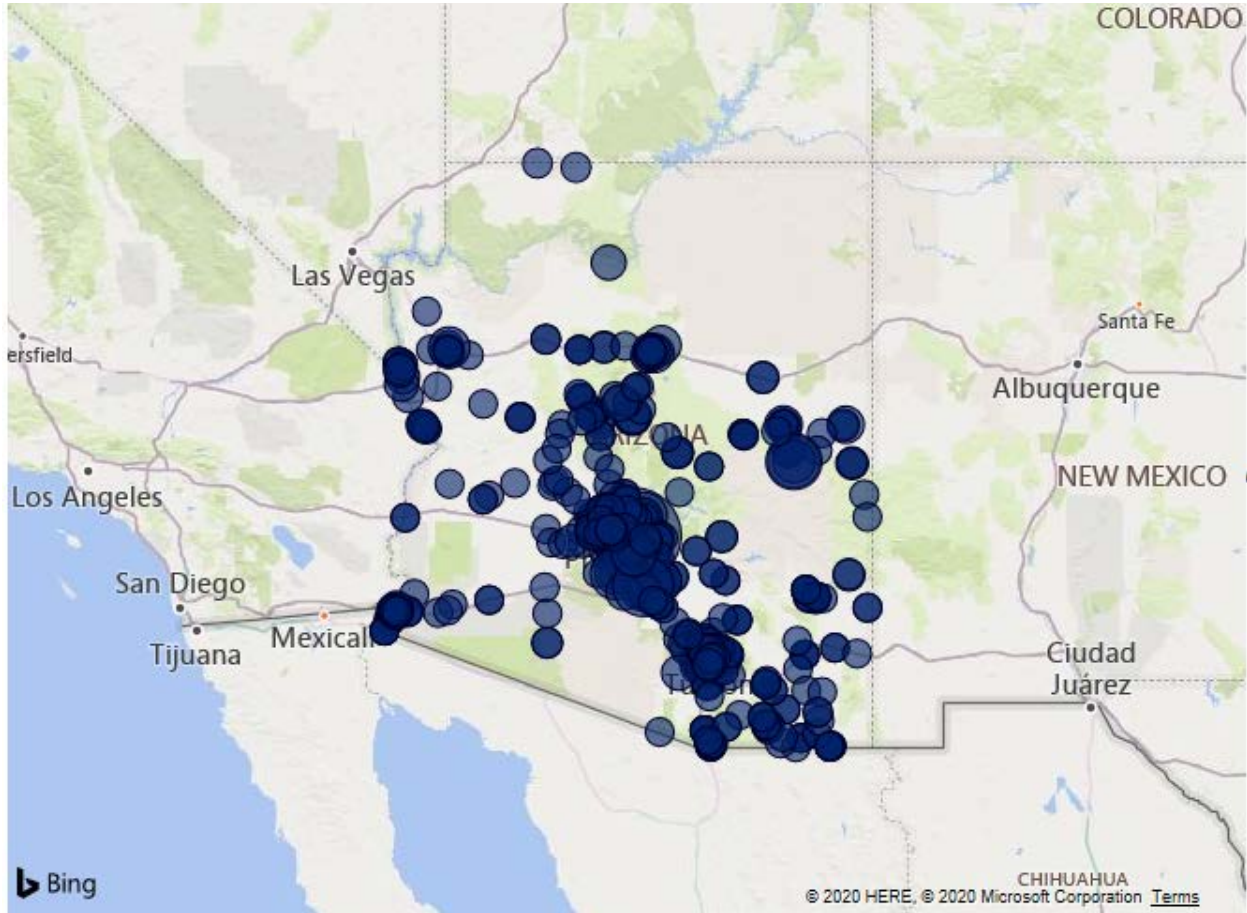
Note: The darker color represents more overlapping of schools in the same area. The bigger bubble represents the higher enrollment of grades 3-12 students.

Table 3: 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 B for details). Apache County, Coconino County, and Navajo County were highlighted in blue in this table because the majority of grades 3-12 NA students at high-density schools were enrolled in these three counties

Figure 4: Geographical Information of Low-Density Schools



Note: The darker color represents more overlapping of schools in the same area. The bigger bubble represents the higher enrollment of grades 3-12 students.

Student Educational Achievement

Student educational achievement was measured using Arizona’s Measurement of Education Readiness to Inform Teaching (AzMERIT, now known as AzM2) assessment and the Multi-State Alternative Assessment (MSAA). In 2019, under the new Menu of Assessment policy, ACT and SAT were administered in some high schools in Arizona. The detailed information on Menu of Assessment can be found in the link (<https://www.azed.gov/assessment/menu-of-assessments/>). This Arizona 2019 Annual Indian Education Report compares the grades 3-12 percent proficient of Native American students in high-density and low-density schools for English Language Arts (ELA) and Math. It also compares the grades 3-12 percent proficient among ethnic groups by ELA and Math in high-density and low-density schools.

AzM2 is a statewide achievement assessment in Arizona. Arizona public school students in grades 3-12 take the AzM2. Students in grades 3 through 8 take an assessment in English Language Arts (ELA) and Math at their grade levels. Students in high school level English and Math take End-of-Course assessments that test their proficiency in these subjects.

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

Student scores on AzM2, MSAA, SAT or ACT fall into one of four performance levels as shown in Table 4 below:

Table 4: FY19 Assessment List

Passing Scores	Performance Level 4 (PL 4)	<ul style="list-style-type: none"> • AzM2 score in ‘Highly Proficient’ • MSAA, ACT, and SAT scores in ‘Level 4’
Passing Scores	Performance Level 3 (PL 3)	<ul style="list-style-type: none"> • AzM2 score in ‘Proficient’ • MSAA, ACT, and SAT scores in ‘Level 3’
Failing Scores	Performance Level 2 (PL 2)	<ul style="list-style-type: none"> • AzM2 score in ‘Partially Proficient’ • MSAA, ACT, SAT scores in ‘Level 2’
Failing Scores	Performance Level 1 (PL 1)	<ul style="list-style-type: none"> • AzM2 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 FY19 administration of the AzM2, MSAA, ACT, and SAT assessments were disaggregated by race/ethnicity for all students in grades 3-12. The percentage of students proficient in 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 5 and 6, the percentage of NA students who attained passing scores in FY19 AzM2, 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, NA students had the lowest percent proficient at both high-density and low-density schools.

Figure 5: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in ELA by Race/Ethnicity

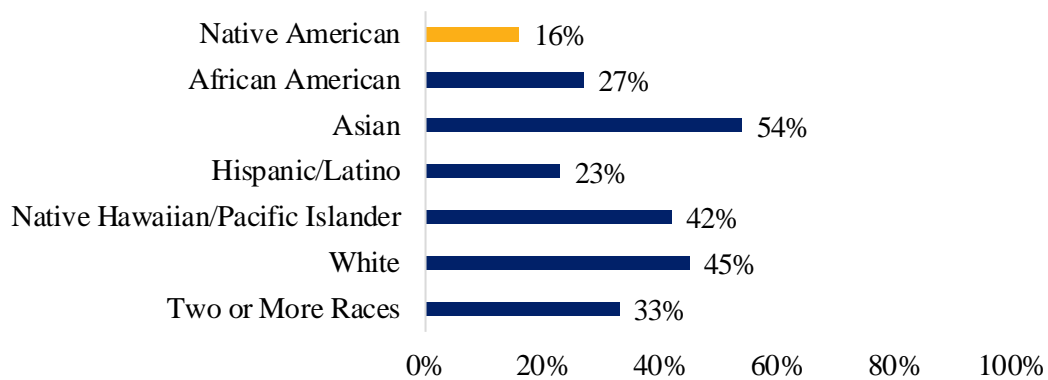
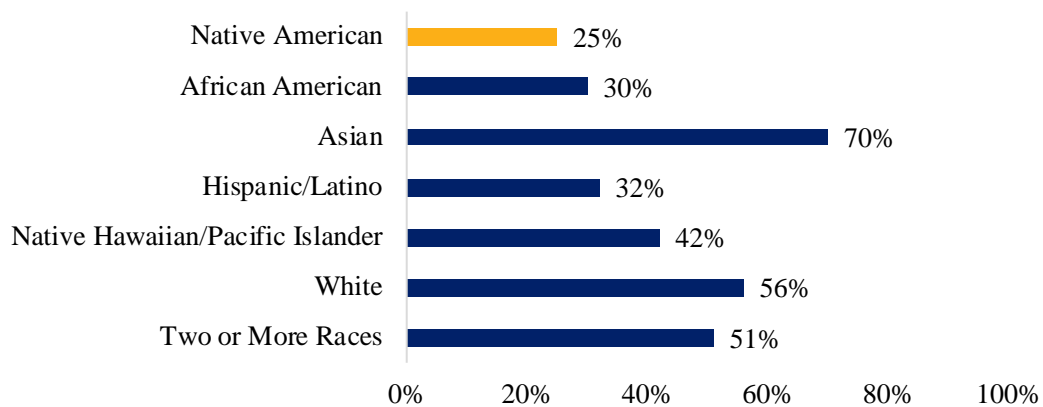
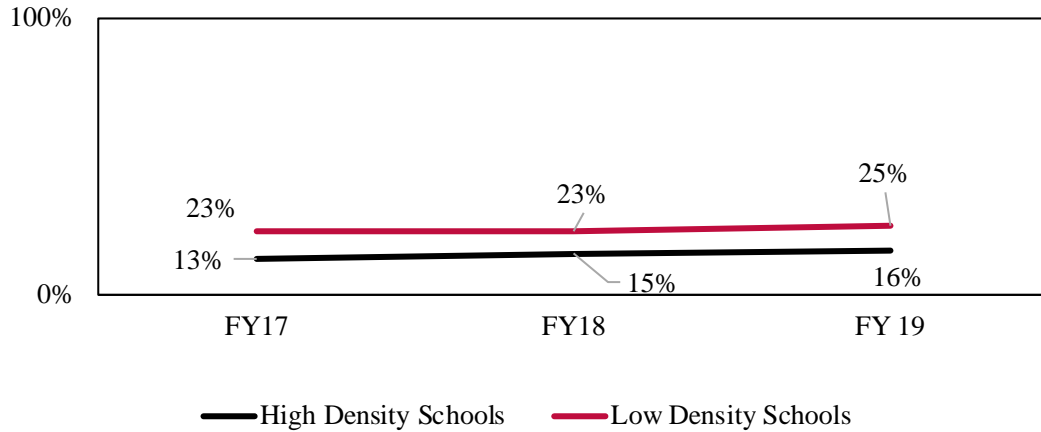


Figure 6: Percent Proficient of Grades 3-12 Students Enrolled at Low-Density Schools in ELA by Race/Ethnicity



When reviewing the trend data (FY17¹²-FY19) in Figure 7, the percent proficient of NA students in ELA increased 3% in high-density schools and 2% in low-density schools in the past three years.

Figure 7: Percent Proficient of Grades 3-12 Native American Students at High- and Low-Density Schools in FY17, FY18 and FY19



Math

Similarly, as shown in Figures 8 and 9, the percentage of NA students who attained passing scores in FY19 AzM2, 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, NA students had the lowest percent proficient at both high-density and low-density schools.

¹² In Fiscal Year 2017 the Arizona Department of Education fully adopted and implemented a new statewide data system (AzEDS). As a result of this system change, some data elements may not fully align year over year. Please be cautious when comparing Fiscal Year 2017 data to subsequent years. For more information about the AzEDS system, please click here: <https://www.azed.gov/aelas/azeds/>

Figure 8: Percent Proficient of Grades 3-12 Students Enrolled at High-Density Schools in Math by Race/Ethnicity in FY19

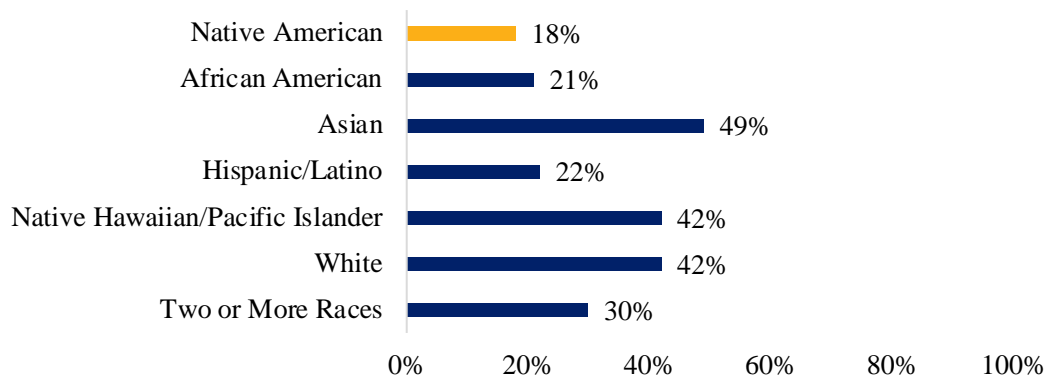
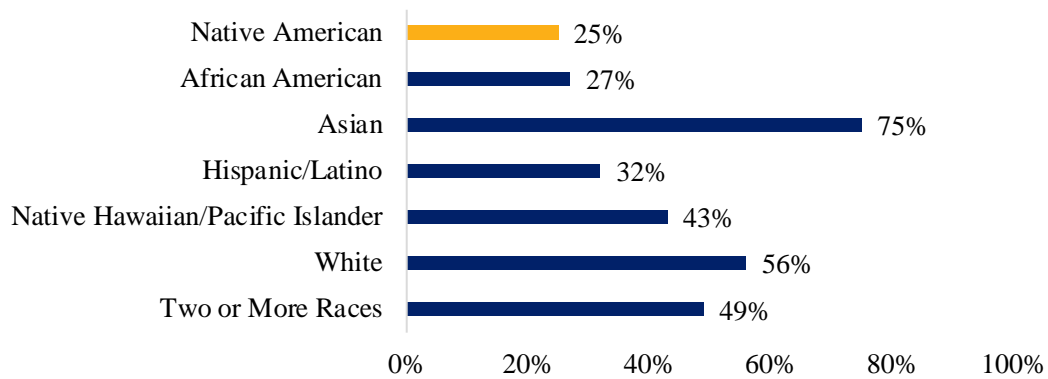
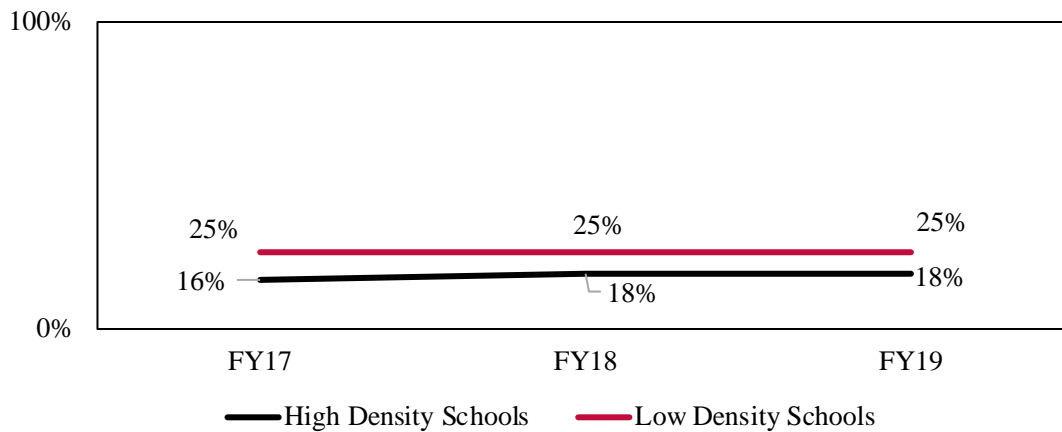


Figure 9: Percent Proficient of Grades 3-12 Students Enrolled at Low-Density Schools in Math by Race/Ethnicity in FY19



When reviewing the trend data as shown in Figure 10, the Math percent proficient for NA students in high-density schools (see black line) increased 2% from FY17¹³ to FY18 and remained the same from FY18 to FY19. Also, in low-density schools, the Math percent proficient for NA students remained the same in the past three years.

Figure 10: Percent Proficient of Grades 3-12 Native American Students at High- and Low-Density Schools in Math in FY17, FY18, and FY19



For both ELA and Math, the percent proficient for NA students at high-density schools has been lower than those at low-density schools in the past three years in Arizona. This pattern is similar to the findings of National Indian Education Study (NIES) 2015 (https://ncela.ed.gov/files/uploads/2017/National_Indian_Education_Study-Handout.pdf). The performance results of NIES demonstrated that the Reading and Math average scores were lower for 4th and 8th grade NA students at high-density schools than those at low-density schools in the past years.

¹³ In Fiscal Year 2017 the Arizona Department of Education fully adopted and implemented a new statewide data system (AzEDS). As a result of this system change, some data elements may not fully align year over year. Please be cautious when comparing Fiscal Year 2017 data to subsequent years. For more information about the AzEDS system, please click here: <https://www.azed.gov/aelas/azeds/>

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.

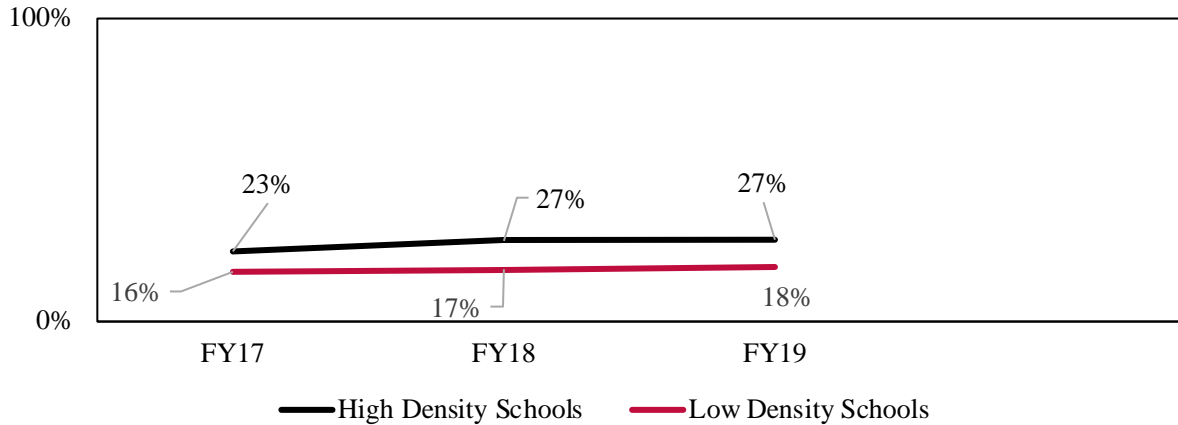
$$\frac{100 * (\text{The number of students who have greater than 10\% absences in each K-8 ethnic subgroup})}{(\text{The total number of students in each K-8 ethnic subgroup})}$$

Please note: in previous Annual Indian Education Reports, the calculations for chronic absenteeism rates included high school students. Due to diverse high school class schedules, the business rules used to calculate Chronic Absenteeism may not reflect the true chronic absenteeism rates for high school students. In Arizona 2019 Annual Indian Education Report, Chronic Absenteeism rates¹⁴ calculation changed the business rules by including only students in grades K-8.

¹⁴ The high-density and low-density school lists in this report was determined by grades 3-12 enrollment numbers. Therefore, schools with only grades K-2 are not in the high-density and low-density list. The aggregation for high-density and low-density schools in the Figures 9 and 10 did not include schools with only grades K-2 students.

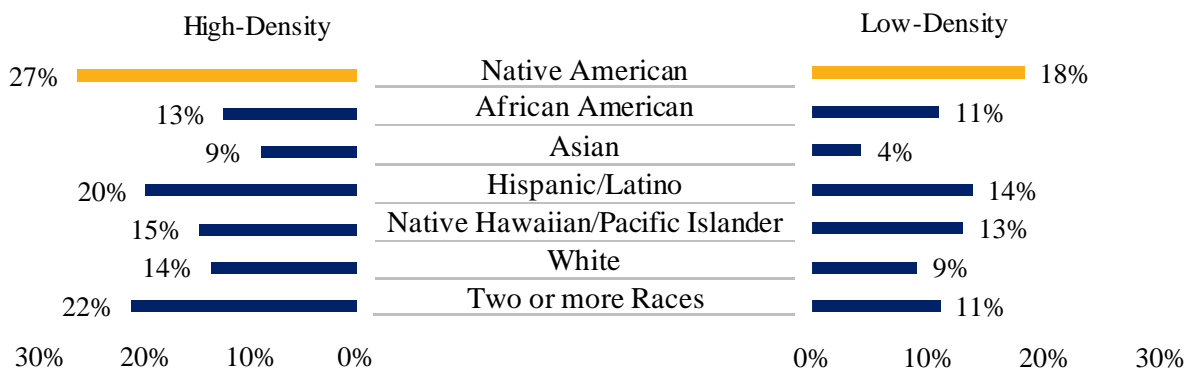
As demonstrated in Figure 11, the chronic absenteeism rates for grades K-8 NA students at high-density schools was constantly higher than those at low-density schools in the past three years from FY17¹⁵ to FY19.

Figure 11: Chronic Absenteeism Rates of Grades K-8 Native American Students at High- and Low-Density Schools in FY17, FY18, and FY19



When comparing the chronic absenteeism rates among ethnicities, the data shows that the chronic absenteeism rates for NA students were higher than other ethnic groups in both high-density and low-density schools in FY19 (see Figure 12).

Figure 12: Chronic Absenteeism Rates of Grades K-8 Students at High- and Low-Density Schools by Race/Ethnicity in FY2019



¹⁵ In Fiscal Year 2017 the Arizona Department of Education fully adopted and implemented a new statewide data system (AzEDS). As a result of this system change, some data elements may not fully align year over year. Please be cautious when comparing Fiscal Year 2017 data to subsequent years. For more information about the AzEDS system, please click here: <https://www.azed.gov/aelas/azed/>

The Chronic absenteeism rate has been considered an important indicator that is closely related to students' academic success. 60% of high-density schools are in Arizona rural counties (i.e., Apache, Coconino and Navajo) where transportation time and weather conditions in some seasons could be hurdles for NA students to attend schools every day consistently. The transportation issues may lead to higher chronic absenteeism rate and lower academic performance for NA students at high-density schools when comparing them to those at low-density schools.

Graduation Rates

From the beginning of Grade 9, students who are entering that grade for the first time form a cohort. Cohort 2018 four-year graduates graduated as of August 31, 2018. Any students who remain in school after August 31, 2018 and graduate before June 30, 2019 would be considered a five-year graduate. The graduate rate formula is shown below.

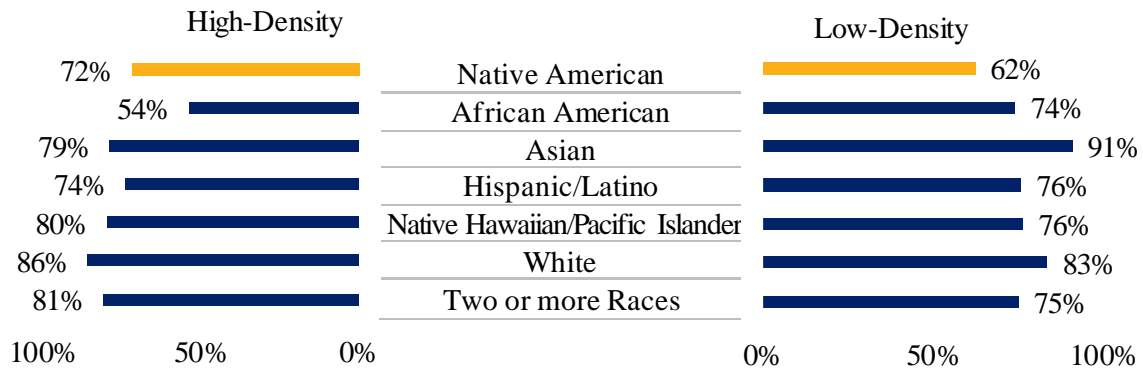
$$\text{Graduation Rate} = \frac{\text{Number of Graduates}}{\text{Number of Graduates} + \text{Number of Non-Graduates}}$$

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>)

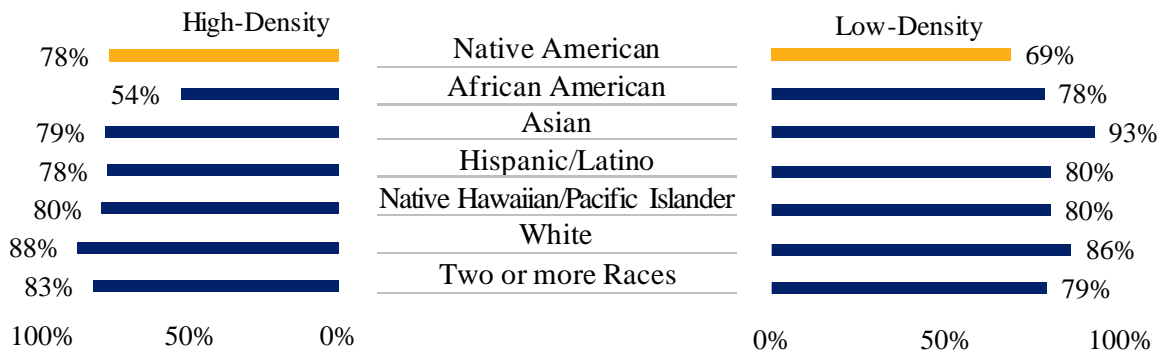
As shown in Figure 13, 72% of NA students graduated from high-density schools in four years for Cohort Year 2018. However, only 62% of NA students graduated from low-density schools in four years. The four-year graduation rate of NA students that attended high-density schools was 10% higher than their Native American peers at low-density schools.

Figure 13: Four-Year Graduation Rates for the Cohort Year 2018 at High- and Low-Density Schools by Race/Ethnicity



For the Cohort Year 2018 five-year graduation rate, 78% of NA students graduated from high-density schools in 5 years. However, only 69% of NA students graduated from low-density schools in five years. The five-year graduation rate of NA students that attended high-density schools was 9% higher than their Native American peers at low-density schools (as shown in Figure 14 for details).

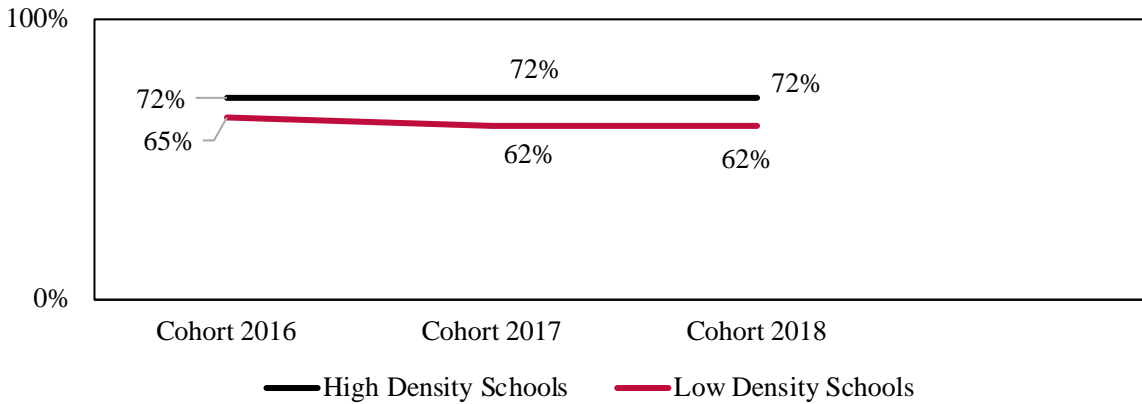
Figure 14: Five-Year Graduation Rates for the Cohort Year 2018 at High- and Low-Density Schools by Race/Ethnicity



When comparing the trend data for the four-year graduation rate of NA students at high-density and low-density schools, as demonstrated in Figure 15, NA students at high-density schools

constantly have a higher 4-year graduation rate than those at low-density schools in the Cohort Years 2016¹⁶, 2017 and 2018.

Figure 15: Four-Year Graduation Rates of NA Students at High- and Low-Density Schools for the Cohort Years 2016- 2018



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 graduation requirements for high-density and low-density schools will contribute to better understanding of why NA students at high-density schools have consistent higher graduation rates than those at low-density schools from Cohort 2016 to Cohort 2018.

¹⁶ In Fiscal Year 2017 the Arizona Department of Education fully adopted and implemented a new statewide data system (AzEDS). As a result of this system change, some data elements may not fully align year over year. Please be cautious when comparing Fiscal Year 2017 data to subsequent years. For more information about the AzEDS system, please click here: <https://www.azed.gov/aelas/azeds/>

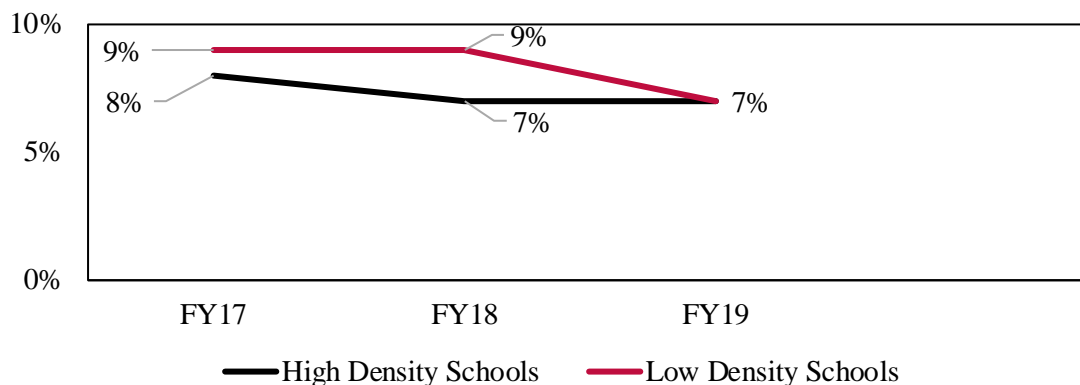
Dropout Rates

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 die. 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 below. (<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 16, it shows that the dropout rates among grades 7-12 NA students dropped 2% for NA students in low-density schools and 1% for NA students in high-density schools from FY17¹⁷ to FY19.

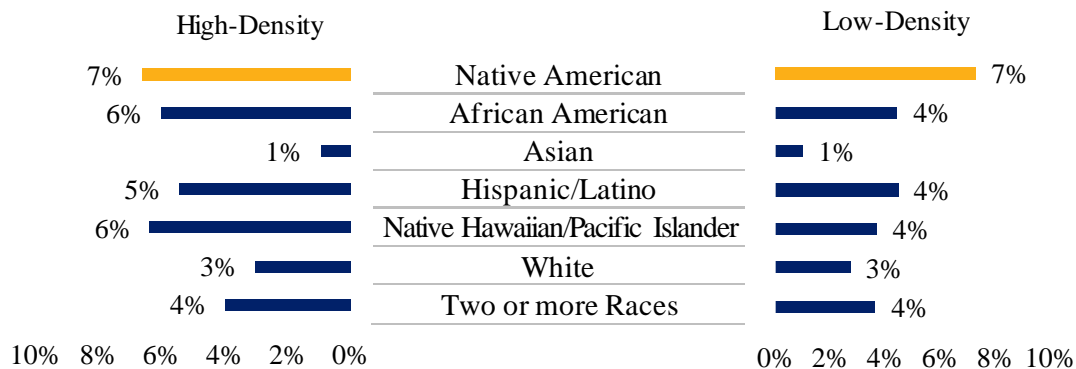
Figure 16: Dropout Rates of Grades 7-12 Native American Students at High- and Low-Density Schools in FY17, FY18 and FY19



¹⁷ In Fiscal Year 2017 the Arizona Department of Education fully adopted and implemented a new statewide data system (AzEDS). As a result of this system change, some data elements may not fully align year over year. Please be cautious when comparing Fiscal Year 2017 data to subsequent years. For more information about the AzEDS system, please click here: <https://www.azed.gov/aelas/azeds/>

Grades 7-12 NA students who attended high-density schools had the same dropout rate as those who attended low-density schools. NA students had the highest dropout rate compared to other race/ethnic groups at both high-density and low-density schools (see Figure 17).

Figure 17: Dropout Rates at High- and Low- Density Schools for Grades 7-12 by Race/Ethnicity in FY19



Dropout Prevention Initiatives

LEAs address dropout prevention through a wide variety of initiatives in order to decrease the dropout rates of NA students. An examination of 2019 Johnson-O’Malley (JOM)¹⁸ 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 5.

Table 5: 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

¹⁸ The Johnson-O’Malley (JOM) Program is authorized by the Johnson-O’Malley Act of 1934. The implementing regulations are provided in Part 273 of Title 25 of the Code of Federal Regulations. JOM provides educational assistance to Native American children, age 3 to grade 12, who are one-fourth degree or more Indian blood and an enrolled member of a Federally recognized tribe, <https://www.bie.edu/topic-page/johnson-omalley>.

Title VI Indian Ed	Johnson-O'Malley Program	Education & Career Action Plans
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School Safety

Long-Term Expelled or Suspended Percentage Analysis

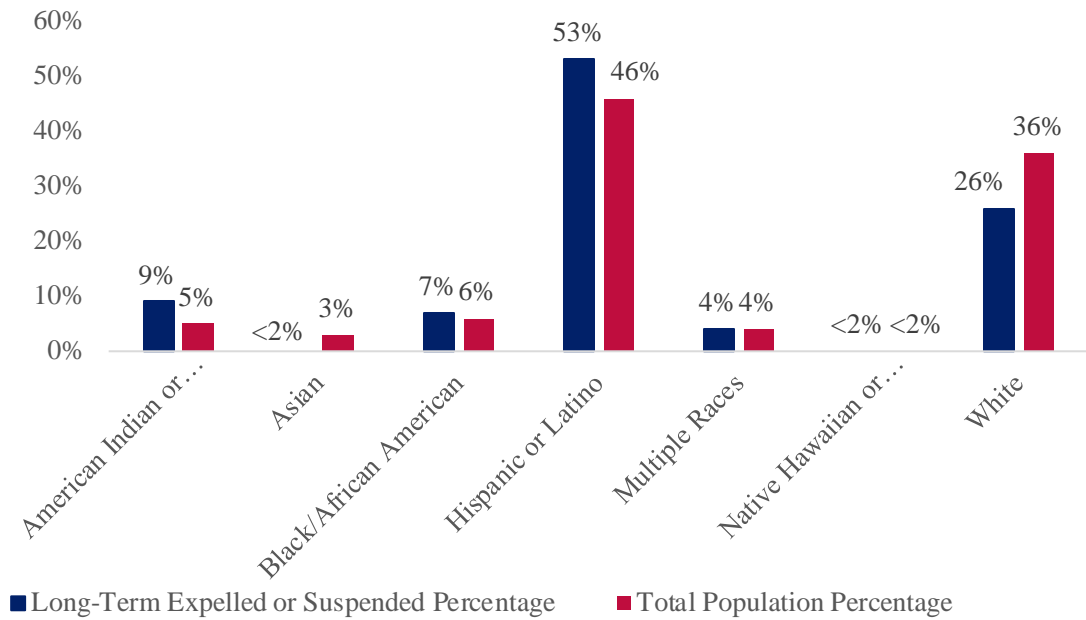
In FY19, the total number of students who are expelled or suspended on a long-term basis before scheduled end of school year or during summer is 1,943 (source: Fiscal Enrollment table including all grade levels). Out of 1943 students, 5% of them are NA students at high-density schools and 4% of them are NA students at low-density schools.

The formula for this calculation is shown below

$$\begin{array}{r}
 \text{Long-Term} \\
 \text{Expelled or} \\
 \text{Suspended Percentage}
 \end{array}
 = \frac{\text{Number of Long-Term Expelled or Suspended NA Student}}{\text{Number of Long-Term Expelled or Suspended Students in FY19 in AZ}}$$

When comparing the long-term expelled or suspended percentage among ethnic groups with total population in Figure 18, NA students comprised 5% of the total population. However, NA students comprised 9% of the long-term expelled or suspended population in AZ.

Figure 18: Long-Term Expelled or Suspended Percentage Among Ethnic Groups with Total Population Percentage (All Grade Levels)



Additional Funding for School Safety Program

On Friday, December 13, 2019 the Arizona State Board of Education approved the FY 2020 Award Recommendations for the School Safety Program Expansion grant for 383 positions:

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

The goal of this funding is to support, promote, and enhance safe and effective learning environments for all students and to ensure schools have the necessary information, resources, and accountability to sustain positive student impact and to prevent students from engaging in delinquency and violence. (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 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.

The NIES survey is conducted every two to four years (2009, 2011, 2015, and 2019). The results from FY19 are not available yet. Table 6 was directly extracted from page 12 of the National Indian Education Study 2015: A Closer Look.

(<https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2019048.pdf>).

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 more than 50% of NA students surveyed felt that the cultures they read about were a little like them but not a lot like them.

Table 6: 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	BIE Schools
Not like me	19	18	22	20	18	18	21	13
A little like me	56	57	55	56	51	49	53	57
A lot like me	25	25	23	24	30	33	26	30

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. National Indian Education Student 2015: A Closer Look p12.

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:

- Balance their traditional self and mainstream society's educational attainment
- Advocate for education by attending school more regularly
- Complete homework more consistently because they have the self-esteem to advocate for help.
- Earn higher grades and test scores
- Graduate and go on to college
- Understand their indigenous and mainstream calling of social skills
- Show participatory behavior
- Have balanced kinship relations with their caregivers, friends and community
- Have balanced self-esteem

Additionally, linking community activities to the classroom:

- Improves self-view to world-related interactions
- Positively impacts academic achievement
- Increases their connections to protective factors to eliminate risky behaviors

National PTA (Parent-Teacher Association)

The National PTA (<https://www.pta.org/>) has a myriad of resources for advocacy and family engagement. Here are two examples:

- **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, and 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 total IIF payments to each county including the breakdown of December 2018 and June 2019 payments.

Table 7: FY19 Instructional Improvement Fund Payment

County	Total Payment	December 2018 Payment	June 2019 Payment
Apache	\$465,243.45	\$258,210.12	\$207,033.33
Cochise	\$750,466.23	\$416,571.42	\$333,894.81
Coconino	\$676,409.12	\$375,496.37	\$300,912.75
Gila	\$309,012.25	\$171,527.57	\$137,484.68
Graham	\$284,669.33	\$158,015.23	\$126,654.10
Greenlee	\$73,015.58	\$40,529.74	\$32,485.84
La Paz	\$102,338.75	\$56,806.54	\$45,532.21
Maricopa	\$25,896,891.59	\$14,372,265.31	\$11,524,626.28
Mohave	\$833,722.33	\$462,785.52	\$370,936.81
Navajo	\$775,050.74	\$430,217.82	\$344,832.92
Pima	\$5,341,870.20	\$2,956,599.47	\$2,385,270.73

Pinal	\$1,850,835.72	\$1,020,608.46	\$830,227.26
Santa Cruz	\$426,124.72	\$236,534.82	\$189,589.90
Yavapai	\$887,433.97	\$492,599.93	\$394,834.04
Yuma	\$1,481,905.44	\$822,581.33	\$659,324.11
Total	\$40,154,989.42	\$22,271,349.65	\$17,883,639.77

Source: County payment based on FY2019ADE School Finance 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. OIE conducts outreach to all of Arizona’s LEAs on reservations and urban areas with high populations of NA students. OIE has historically provided technical assistance on grants, conferences, training, and family engagement activities.. The Deputy Associate Superintendent (DAS) for the Office of Indian Education serves as the liaison between Arizona’s twenty-two tribes and ADE. OIE collaborates with other ADE units and the OIE Task Force, and partners with outside agencies to provide resources for NA students. The DAS 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: 2018-2019 OIE Grants, Programs, Conferences, and Training

Grants, Programs, Conferences, and Training	
<p><u>Grants</u></p> <ul style="list-style-type: none"> • Johnson-O’Malley American Indian Student Needs Tribal College Dual Enrollment Program <p><u>Programs:</u></p> <ul style="list-style-type: none"> • Code Writes Initiative Pilot Program • Tribal Consultation under ESSA (Every Student Succeeds Act) • Best Practices for Educating Native American Students • <u>Conferences:</u> • National Johnson-O’Malley Assoc. Annual Conference • OIE’s Indian Education Stakeholders Summit 	<p><u>Presentations/Training:</u></p> <ul style="list-style-type: none"> • NAU’s American Indian/Indigenous Teacher Education 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 2016 through 2019		
Tribal College	# of Students	Reimbursement
Diné College	318	\$122,990.00
Navajo Technical University	758	\$392,646.25
Tohono O’odham Community College	259	\$44,428.00
Totals	1,335	\$560,064.25

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:** It has been estimated that 52 NA languages have been lost over the course of United States history. 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.

- Certification Data**

In FY19 Educator Certification system, 390 certified teachers were authorized to teach a Native language in Arizona (see Table 10 for details).

Table 10: The Number of Language Certified Teachers in AZ for Native American Languages

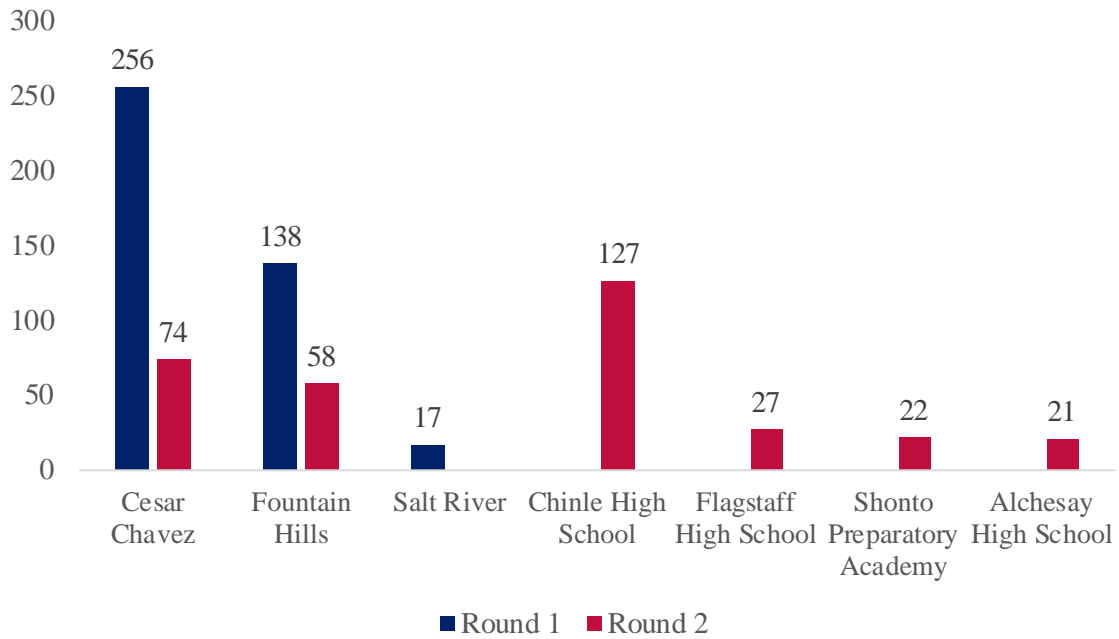
Language	Teacher Count
Akimel O’odham	15
Apache	43
Cheyenne	1
Hopi	11
Hualapai	2
Navajo	299
Pima	1
Tohono O’odham	15
Yaqui	2
Yavapai	1
Grand Total	390

- **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. The program ended in 2019
 - **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 participated 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)

- **Participants:** Based on *completed surveys in the first round of funding*, 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. In the *second round of funding* the program added 74 students at Cesar Chavez, 58 students at Fountain Hills, 127 students at Chinle High school, 27 students at Flagstaff High School, 22 students at Shonto Preparatory Academy and 21 students at Alchesay High School. **The program impacted a total of 740 students and eleven teachers.** In addition, the program provided for new computer labs and robotics

programs at each of the schools, as well as, extensive teacher professional development in both introductory and advanced placement computer science instruction and robotics.

Figure 19: Participant Numbers by Schools



OIE Events

On January 10-12, 2019, OIE held a 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.



Another first for OIE! A 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!



Fearless • Equipped • Determined

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.



Office of Indian Education Task Force

The 2019 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 Americans
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 for 2019. Legislative updates, upcoming events, presentations, tribal consultation documents, reports, and Native language certification information were made available. News from the National Indian Education Association was included to keep constituents abreast of national Indian Education improvement efforts. In addition, the website included an OIE Happenings page for Celebration Stories!

Visit <http://www.azed.gov/oie/> and feel free to contact us with feedback (IndianEducation@azed.gov) In 2020, ADE is rolling out a new website, so stay tuned for updates.

Federal Indian Education Legislation and Funding

2019 Johnson-O'Malley Supplemental Education Act Update!

May 24, 2019 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. 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: <https://www.njoma.com/legislative2.html>

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

Based on data from the U.S. Department of Education Fiscal Year 2020 Budget Summary, the Administration proposed a reduction in funding levels for several Indian Education related programs.

Table 11 reflects the historical funding for Indian Education and Impact Aid. Title I funding is anticipated to be funded at the same rate as 2018 and 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 11: Summary of Department of Education Budget Funding Affecting Indian Education (Budget Authority in Millions)

Department of Education	FY18 Enacted	FY19 Enacted	FY20 Request
Title I Grants to Local Educational Agencies (p.10)	15,759.8	15,859.8	15,859.8
Indian Education (p.15)	180.2	180.2	176.2
Impact Aid (p.15)	1,414.1	1,446.1	1,371.8
Strengthening Tribally Controlled Colleges and Universities (p.40) - <i>Program Proposed for Elimination</i>	31.5	31.9	27.6
Strengthening Alaska Native and Native Hawaii-Serving Institutions (p.40) - <i>Program Proposed for Elimination</i>	15.8	15.9	–
Strengthening Native American-Serving, Non-Tribal Institutions (p.40) - <i>Program Proposed for Elimination</i>	3.8	3.9	–
Tribally Controlled Postsecondary Career and Technical Institutions (p.43)	9.5	9.6	8.3
Alaska Native Education (p.49) - <i>Program Proposed for Elimination</i>	–	35.5	–
Native Hawaiian Education (p.49) - <i>Program Proposed for Elimination</i>	–	36.4	–

Source: U.S. Department of Education

Click the link below for Budget 2020 Summary. The page number of source (budget 2020 summary) were displayed in Table 11. (<https://www2.ed.gov/about/overview/budget/budget20/summary/20summary.pdf>)

Getting Involved!

The following Arizona stakeholder groups are working on issues related to Indian education.

- Phoenix Indian Center, Urban Indian Coalition of Arizona (UICAZ), and Native Health and Native American Connections
- Inter Tribal Council of Arizona (ITCA) and Arizona Indian Education Association (AIEA)
- UNITY organization
- Tohono O'odham, San Carlos, Dine Colleges and Navajo Technical Universities
- Arizona State University, Northern Arizona University, and University of Arizona Native American student outreach
- Grass root organizations such as Indigenous Educators Unite, Save our Schools, AZ Educators United

Two additional ways to get involved are 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 (<https://azredistricting.org/districtlocator/>) 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 (<https://www.azleg.gov/memberroster/>). 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 in this link (<https://2020census.gov/en>).

Conclusion

The data in this report demonstrated that the percent proficient of Native American (NA) students at high-density schools were consistently lower than those at low-density schools in the past three years from Fiscal Year (FY)17 to Fiscal Year (FY)19. Also, when comparing the chronic absenteeism rates for NA students at high-density and low-density schools, NA 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, 60% 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 hurdles for NA students. Encouraging NA students at high-density schools to attend schools every day may greatly contribute to the improvement of their academic performance.

The four-year graduation rates of NA 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 lights on this result.

Dropout rates in FY19 was the same for high-density and low-density schools. However, the dropout rates for NA students were still the highest among different ethnic groups. Even though, long-term expelled or suspended rates for NA students at high-density and low-density are only 1% difference, the 9% rate is still 4% higher than the percentage of NA students in the total population.

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. OIE will conduct statewide surveys of students, teachers, and parents/guardians to determine specific needs and accomplishments of Arizona's Native American students. 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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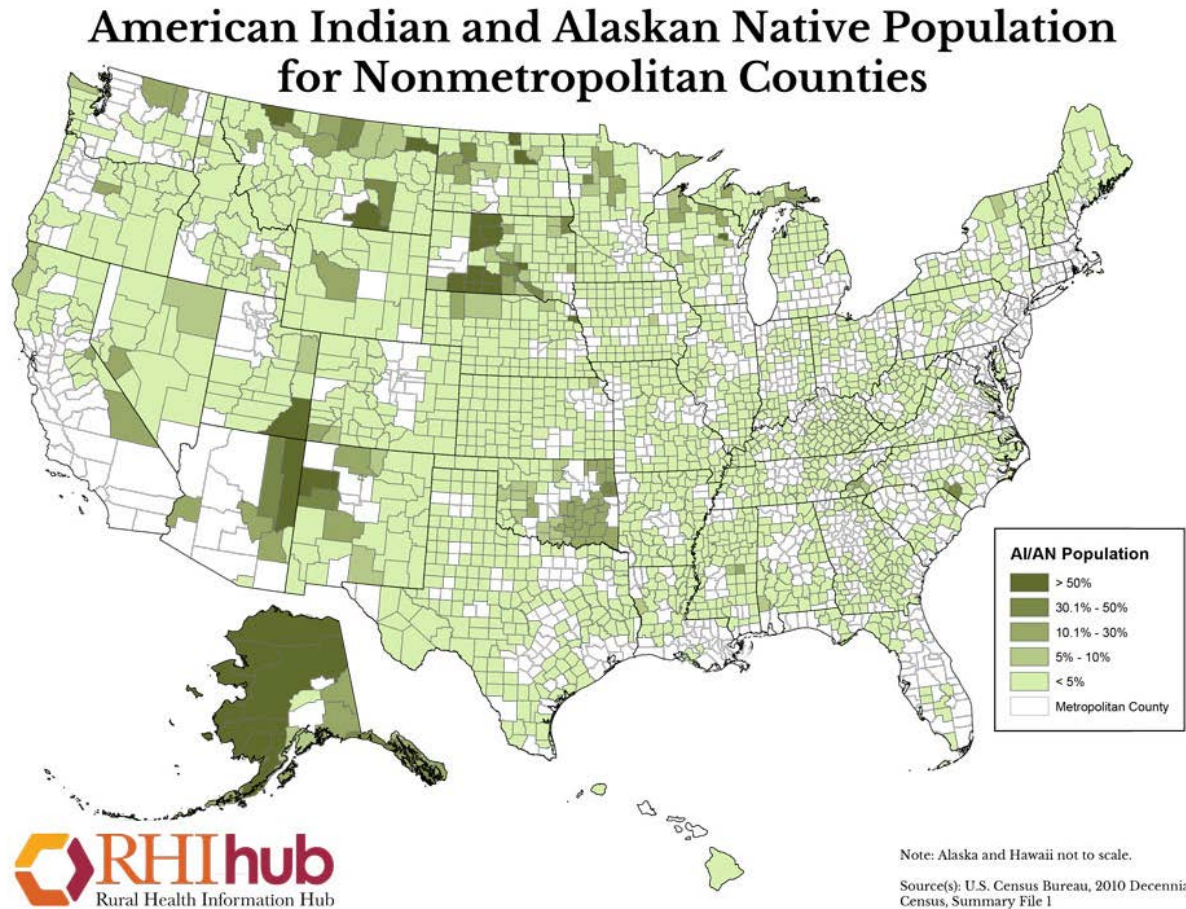
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Appendices

Appendix A: Native American and Alaska Native Population.

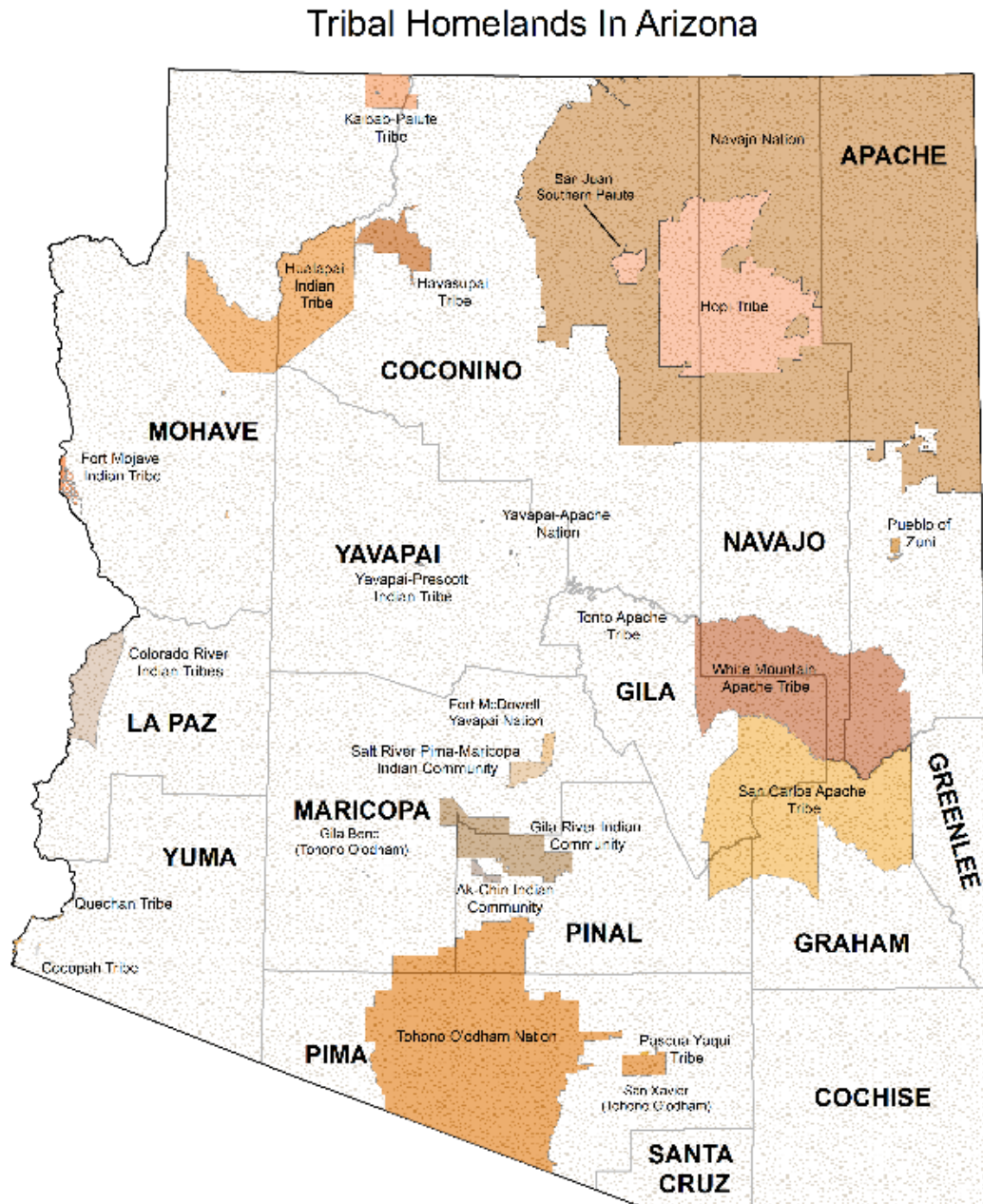
The map below illustrates the 2010 Census population density of Native Americans in the United States as percentages of the total population by county. The heaviest concentration of Native Americans is the Southwest, Oklahoma and the Northern Plains areas.



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



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

Appendix C: Native American Enrollment by State, 2018-2019.

State	Enrollment	State	Enrollment
ALABAMA	6,918	MONTANA	16,533
ALASKA	29,839	NEBRASKA	4,353
ARIZONA	51,012	NEVADA	4,226
ARKANSAS	3,086	NEW HAMPSHIRE	447
BUREAU OF INDIAN EDUCATION	43,706	NEW JERSEY	1,928
CALIFORNIA	31,358	NEW MEXICO	33,152
COLORADO	6,503	NEW YORK	19,529
CONNECTICUT	1,347	NORTH CAROLINA	18,105
DELAWARE	597	NORTH DAKOTA	9,567
DISTRICT OF COLUMBIA	147	OHIO	2,152
FLORIDA	8,126	OKLAHOMA	91,944
GEORGIA	3,396	OREGON	7,279
GUAM	16	PENNSYLVANIA	2,710
HAWAII	403	PUERTO RICO	173
IDAHO	3,546	RHODE ISLAND	1,095
ILLINOIS	5,067	SOUTH CAROLINA	2,530
INDIANA	2,001	SOUTH DAKOTA	15,001
IOWA	1,933	TENNESSEE	1,646
KANSAS	4,036	TEXAS	20,426
KENTUCKY	833	U.S. VIRGIN ISLANDS	11
LOUISIANA	4,522	UTAH	7,124
MAINE	1,499	VERMONT	273
MARYLAND	2,379	VIRGINIA	3,408
MASSACHUSETTS	2,177	WASHINGTON	13,451
MICHIGAN	9,294	WEST VIRGINIA	231
MINNESOTA	14,839	WISCONSIN	9,530
MISSISSIPPI	1,097	WYOMING	3,442
MISSOURI	3,398		
Total Native American Students Enrolled			51,012

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



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