

Arizona 2015 Indian Education Annual Report



Prepared by the Arizona Department of Education
Research & Evaluation Division
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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. In order to capture their unique experiences in different settings, the Arizona 2015 Indian Education Annual Report describes NA students' educational achievements and other educational indicators based on NA student enrollment proportions², and in contrast to students in other race/ethnic groups. This report examines data for school year (SY) 2014-2015/fiscal year (FY) 2015, and is a descriptive representation of students in Grades 3 through high school.

When reviewing educational achievement scores in English Language Arts (ELA) and Math, data shows that NA students performed differently in high-density schools compared to low-density schools. The percentage of NA students who received a passing score in ELA and Math was lower at high-density schools than at low-density schools. In addition, NA students scored lower in ELA and Math than students in other race/ethnic groups. In terms of other educational indicators, NA students had lower attendance rates and graduate rates than other race/ethnic groups. In contrast, compared to African American and Hispanic/Latino students in high-density schools, NA student dropout rates were lower. Last, in 2015 the rate of violent and serious violations decreased in both high- and low-density schools.

Introduction

Arizona has a rich Native American history and culture and is home to the third largest population of Native Americans at 296,529 (U.S. Census Bureau, 2010). With 22 sovereign Native American communities, reservation land covers approximately a quarter of the state (Arizona Commission of Indian Affairs). The map in Appendix A illustrates the 2010 Census population density of Native Americans in the United States; the map in Appendix B represents Arizona tribal lands.

Arizona ranked second highest in the nation for Native American (NA) students at 52,618 (National Center for Education Statistics, 2013-2014); Appendix C provides a complete list of Native American enrollment by state. As a result, Arizona schools educate a significant number of Native Americans. According to the National Indian Education Study (NIES) 2011, "*Native American students' educational experiences may vary depending on the type of school they attend.*" Subsequently, in order to study differences of how NA students perform in distinct educational environments, this report largely compares NA students who attend high-density schools (where 25 percent or more of the student body is Native American) to NA students who attend low-density schools (where less than 25 percent of the student body is Native American). This report also aggregates data by race/ethnicity for all students in Grades 3 through high school.

Pursuant to Arizona Revised Statutes (A.R.S. §15-244), the Arizona Department of Education (ADE)

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

² High-density schools where 25 percent or more of the student body is Native American vs. low-density schools where less than 25 percent of the student body is Native American (National Indian Education Study 2011).

compiled information regarding NA students’ educational achievements and other educational indicators. This report focuses on the following:

- Student achievement, with results disaggregated by ethnicity
- Attendance Rates, Graduation Rates, Dropout Rates, School Safety
- Parent and community involvement
- Educational programs that target Native American students
- Financial reports
- Current status of federal Indian Education policies and procedures
- Initiatives to decrease the number of student dropouts and increase attendance
- Public school use of variable school calendars
- School district consultations with parent advisory committees

Characteristics of Native American Student Enrollment

Native American (NA) students comprise approximately five percent of total student enrollment in Arizona public schools. There are only nine Bureau of Indian Education (BIE) high schools within the borders of Arizona (five BIE operated and four tribally controlled), so a large percent of NA students attend public schools when they reach Grade 9.

Information on the number and percent of NA students enrolled in each county and the number and percent of high-density schools in each county is shown in Table 1. Table 2 lists tribal lands within each county. Together, Tables 1 and 2 demonstrate that the majority of NA students are concentrated in counties in which tribal lands are located. For example, NA students comprise 78 percent of student enrollment in Apache County, “where *two-thirds of the population and over one-half of the land area is comprised of the Navajo Nation*” (Apache County Arizona). In contrast, Maricopa County has the largest number of NA students; however, it is the most populous of Arizona’s counties and so NA students represent only 2 percent of student enrollment.

Table 1: County Level Native American Student Enrollment & High-Density Schools

County	# of NA Students	% NA Students	# of HD Schools	% of HD Schools
Apache	6624	78%	24	67%
Cochise	112	1%	0	0%
Coconino	4802	35%	25	54%
Gila	1604	29%	9	38%
Graham	380	8%	4	20%
Greenlee	26	2%	0	0%
La Paz	419	23%	4	36%
Maricopa	11529	2%	9	1%
Mohave	550	3%	3	5%
Navajo	6075	46%	25	47%
Pima	3692	3%	10	3%
Pinal	2242	6%	7	7%
Santa Cruz	3	0%	0	0%
Yavapai	476	2%	3	4%
Yuma	297	1%	0	0%
Totals	38831	5%	123	6%

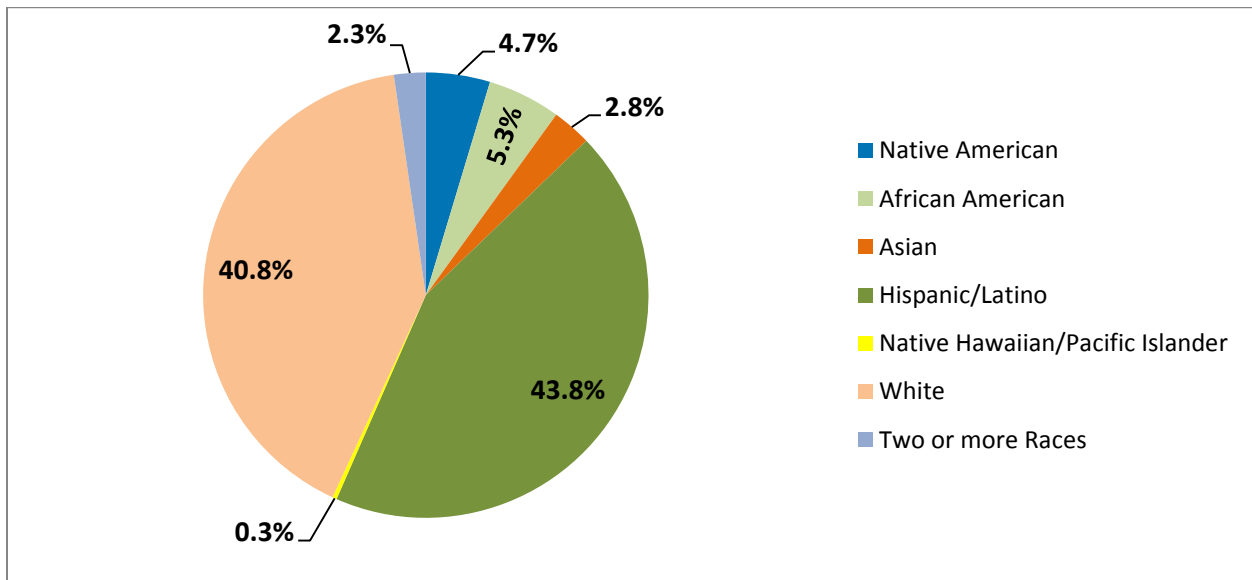
Table 2: Arizona Counties and Tribal Lands

County	Tribal Lands
Apache	Navajo Nation, Zuni Pueblo, Fort Apache
Cochise	None
Coconino	Havasupai, Hualapai, Hopi, Navajo Nation, Kaibab-Paiute
Gila	San Carlos, Fort Apache, Tonto-Apache
Graham	San Carlos
Greenlee	None
La Paz	Colorado River
Maricopa	Tohono O’Odham, Gila River, Salt River, Fort McDowell
Mohave	Kaibab-Paiute, Hualapai, Fort Mohave
Navajo	Hopi, Navajo, Fort Apache
Pima	Tohono O’Odham, Pascua Yaqui
Pinal	Tohono O’Odham, Gila River, Ak-Chin, San Carlos
Santa Cruz	None
Yavapai	Yavapai-Prescott, Yavapai Apache
Yuma	Quechan, Cocopah

Source: Arizona Commission of Indian Affairs - http://azcia.gov/tribes_of_arizona.asp (Appendix B).

Figure 1 illustrates the percentage of students enrolled in Arizona public schools by race/ethnicity for SY 2014-2015. The largest student population in Arizona is Hispanics/Latinos, 43.8%, followed by Whites, 40.8%. The fourth largest student population is Native Americans, 4.7%.

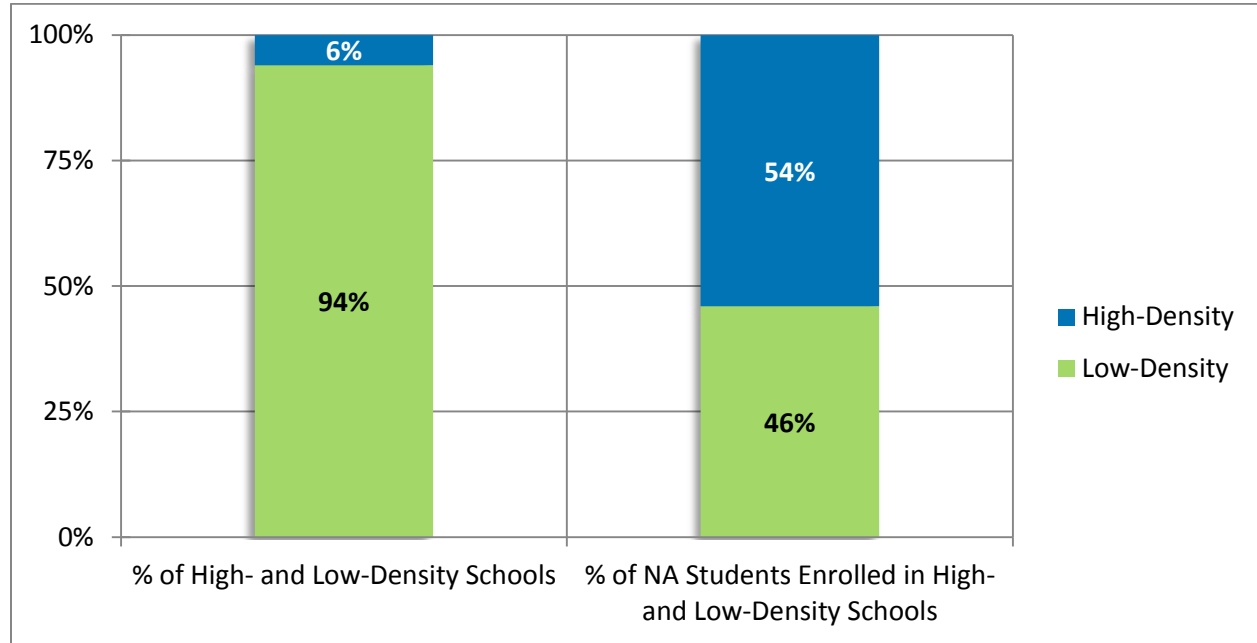
Figure 1: Student Enrollment by Race/Ethnicity



Note: Total student enrollment 833,872; Native American 38,831; African American 44,260; Asian 23,697; Hispanic/Latino 346,905; Native Hawaiian/Other Pacific Islander 2,631; White 340,364; Two or more Races 19,184.

Using the high- and low-density criterion, 123 schools, 6%, were classified as high-density; 1,818 schools, 94%, were classified as low-density. Figure 2 indicates that over half of NA students, 54%, are enrolled in high-density schools.

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



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 Student Accountability Information System (SAIS) for funding and accountability purposes.

As shown in Table 3, SPED students comprise 11.9% of the total student population. Within the race/ethnicity category 16.1% of the NA students are classified as students with a disability, while 11.7% all other race/ethnic groups combined have the same designation.

Table 3: Percent of Special Education Students

Race/Ethnicity	# of Non-SPED	# of SPED	Total	% of SPED
Native American	32,577	6,254	38,831	16.1%
Other Ethnicity/Race	701,938	93,103	795,041	11.7%
Total	734,515	99,357	833,872	11.9%

Student Educational Achievement



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

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

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

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

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

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

For this report, valid test results from the Spring 2015 administration of the AzMERIT assessment and the NCSC assessment were disaggregated by race/ethnicity for all students in Grades 3 through high school. The percentage of students proficient in ELA and Math by attaining a performance level of 3 or 4 was computed for both high- and low-density schools. Since this is the first year implementing AzMERIT and NCSC, test scores were not compared to previous years.

English Language Arts

The percentage of NA students proficient in AzMERIT and NCSC ELA by attaining a performance level of 3 or 4 was lower at high-density schools than at low-density schools. Demonstrated in Figure 3, the percentage of NA students attending high-density schools who scored Proficient (Level 3) or Highly Proficient (Level 4) was 9% compared to 19% of students attending low-density schools, as seen in Figure 4. In addition, in both high- and low-density schools, the percent of NA students proficient in ELA is lower than all other race/ethnic groups.

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

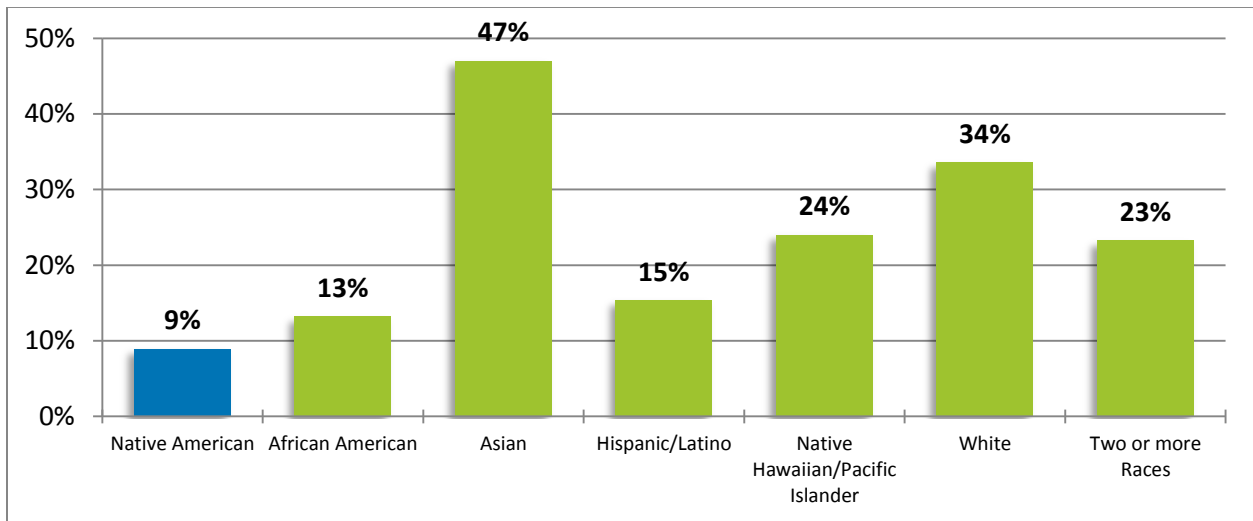
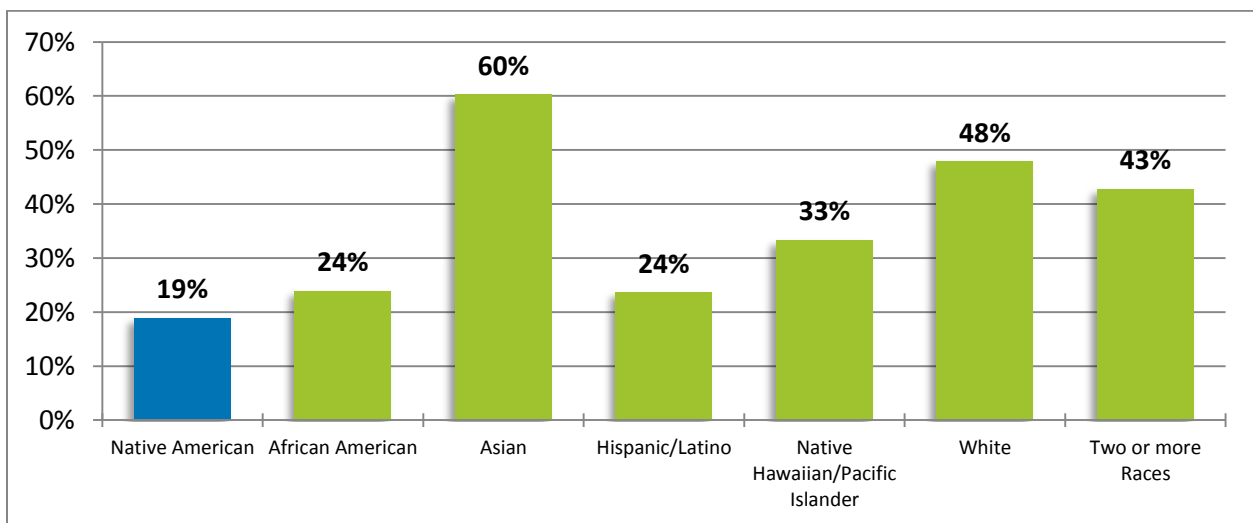


Figure 4: Percent of Students Enrolled at Low-Density Schools Proficient in ELA by Race/Ethnicity



Math

Similarly, the percentage of NA students proficient in AzMERIT and NCSC Math was lower at high-density schools than at low-density schools. Demonstrated in Figure 5, the percentage of NA students attending high-density schools who scored Proficient (Level 3) or Highly Proficient (Level 4) was 13% compared to 21% of the students attending low-density schools, as seen in Figure 6. With the exception of African American students, the percent of NA students proficient in Math is lower than other race/ethnic groups. This is true for both high- and low-density schools.

Figure 5: Percent of Students Enrolled at High-Density Schools Proficient in Math by Race/Ethnicity

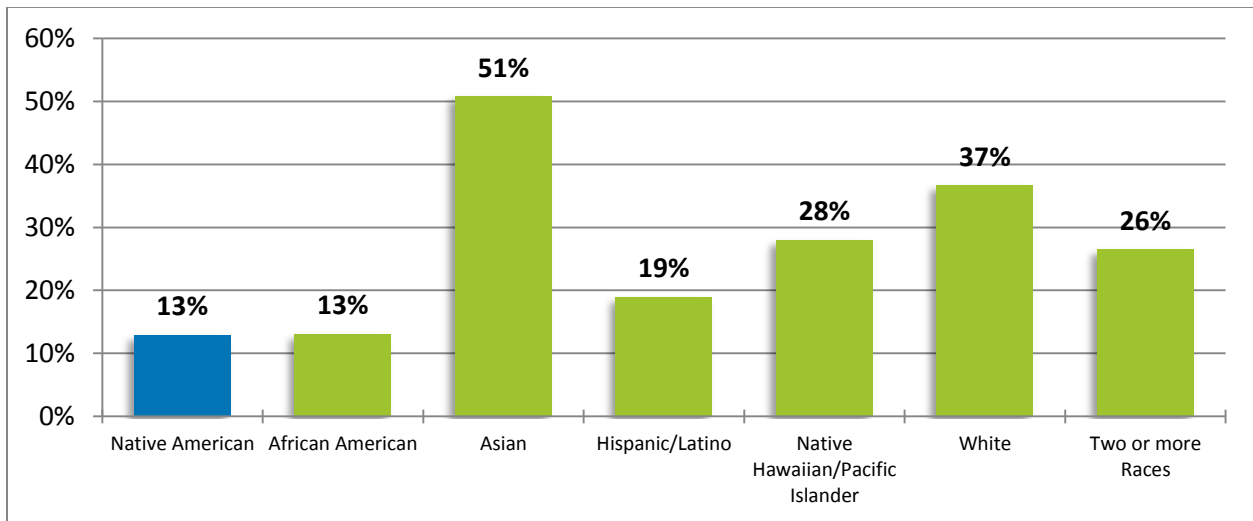
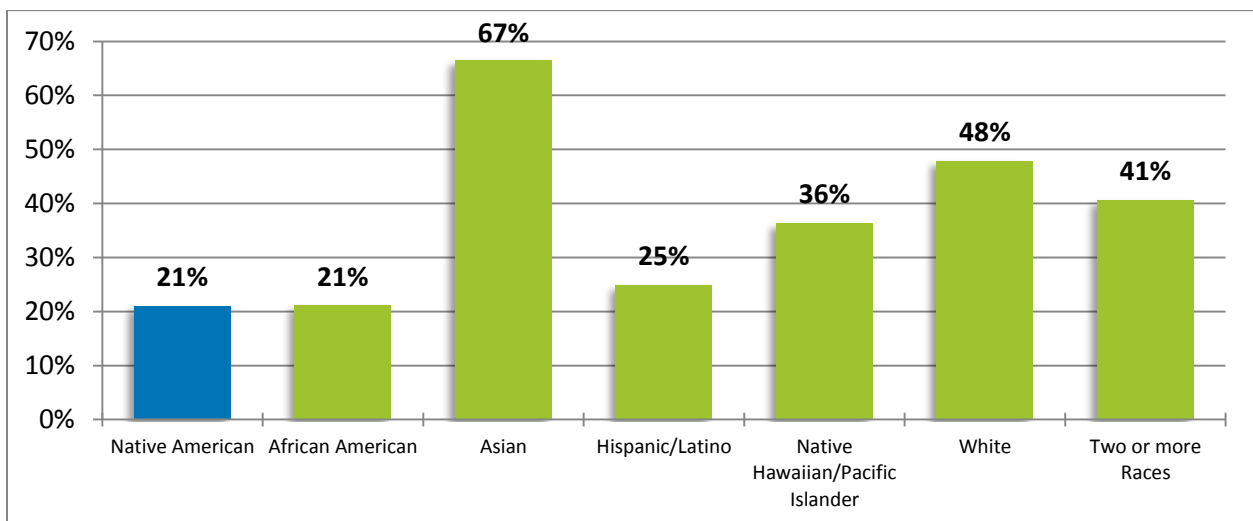


Figure 6: Percent of Students Enrolled at Low-Density Schools Proficient in Math by Race/Ethnicity



Attendance Rates

School attendance rate is the average amount of enrolled students who attend an entire school day. The data used to calculate this measure are reported by schools to the ADE. Schools report the number of students attending and they report the number of students enrolled in the school. Attendance rate is then calculated by dividing the average daily attendance by the average daily membership. This calculation is used in the Federal and State accountability system.

$$\text{Attendance Rate} = \frac{\text{Average Daily Attendance}}{\text{Average Daily Membership}}$$

Demonstrated in Figure 7, there was a decrease in attendance rates for NA students in 2015. The greatest decrease, 1.7%, was seen in low-density schools. Overall attendance rates at high-density schools are slightly lower than at low-density schools.

Figure 7: Attendance Rates of Native American Students at High- and Low-Density Schools

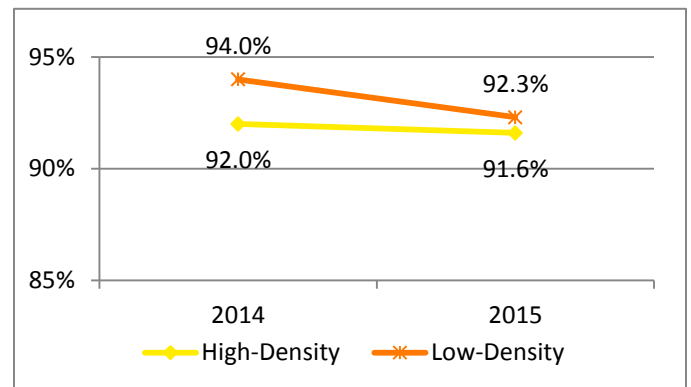
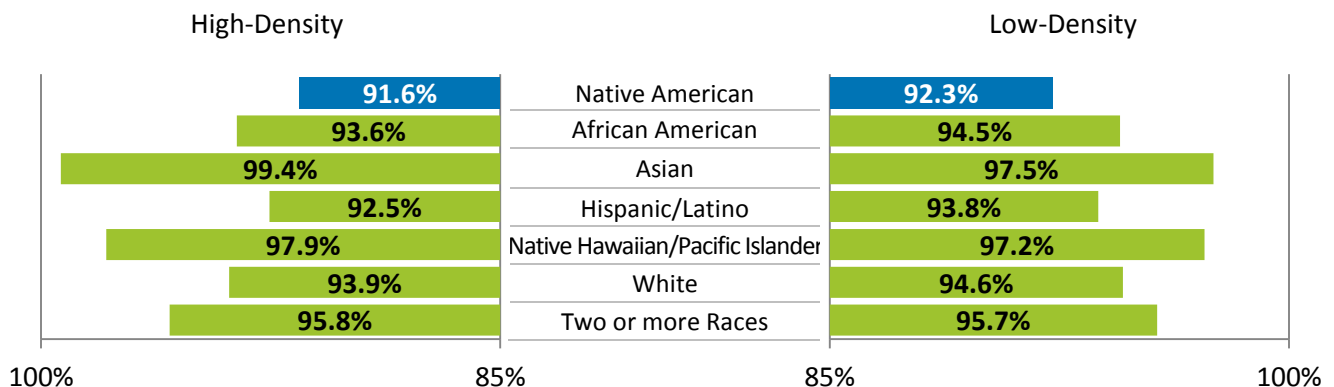


Figure 8 shows that NA students have the lowest attendance rates at both high- and low-density schools compared to students in all other race/ethnic groups.

Figure 8: Attendance Rates at High- and Low-Density Schools by Race/Ethnicity



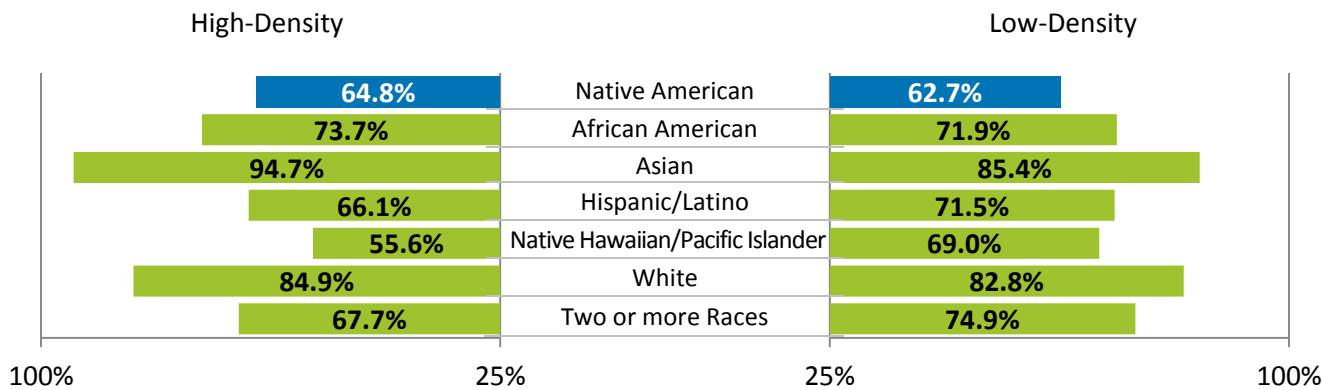
Graduation Rates

The method used to calculate graduation rate is the four-year adjusted cohort formula. From the beginning of Grade 9, students who are entering that grade for the first time form a cohort. Adjustments are made for students who transfer into the cohort later during Grade 9 and the next three years, as well as for students who transfer to another school (including to be home schooled), have exited due to illness, are no longer of school age (22 years or older), emigrate to another country, or die during that same period. Information for these student designations is submitted by schools to the department through SAIS. The graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. This calculation is used in the Federal accountability system.

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

As shown in Figure 9, 64.8% of NA students that attended high-density schools graduated compared to 62.7% at low-density schools. The graduation rate of NA students that attended low-density schools was 2.1% lower than their Native American peers at high-density schools. With the exception of Native Hawaiian/Pacific Islander students at high-density schools, the graduation rates among NA students at both high- and low-density schools is lower than students of other race/ethnic groups.

Figure 9: Graduation Rates at High- and Low-Density Schools by Race/Ethnicity

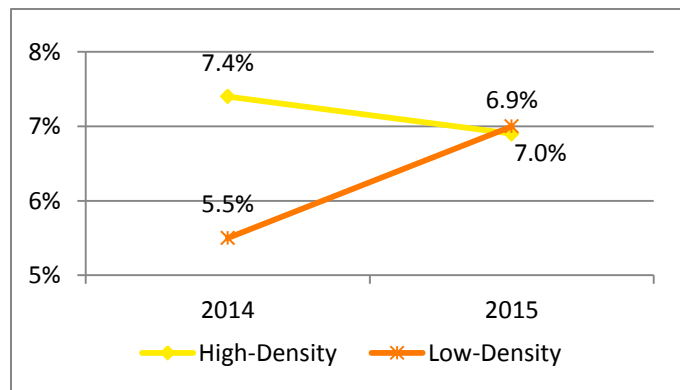


Dropout Rates

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

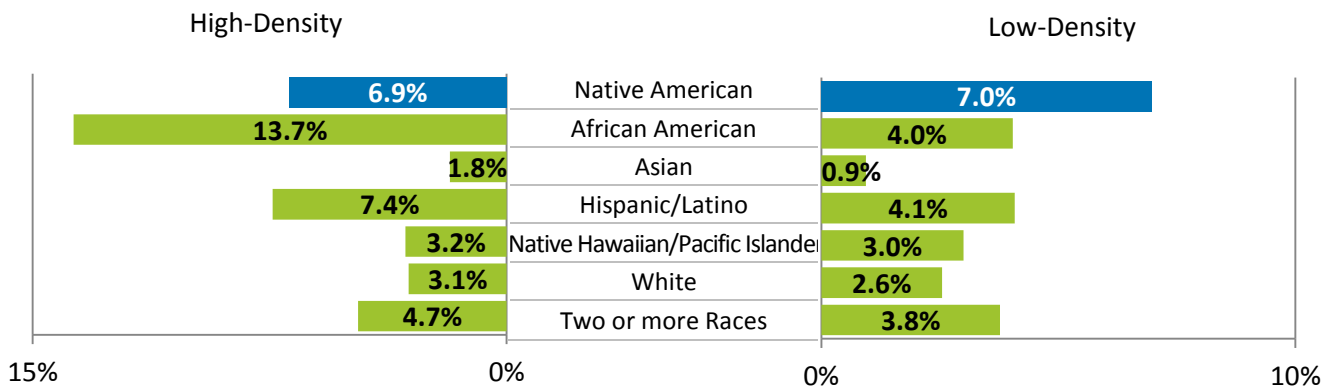
Figure 10 shows that in 2015 the dropout rates among NA students decreased by .5% at high-density schools, whereas the dropout rates increased at low-density schools by 1.5%.

Figure 10: Dropout Rates of Native American Students at High- and Low-Density Schools



As shown in Figure 11, NA students that attended high-density schools had a lower dropout rate compared to African American and Hispanic/Latino students. On the other hand, the dropout rate of NA students that attended low-density schools was higher than students of other race/ethnic groups.

Figure 11: Dropout Rates at High- and Low-Density Schools by Race/Ethnicity



School Safety

School safety information in Arizona is reported in the Arizona Safety Accountability for Education (Az SAFE) database, developed and maintained by the ADE. The database contains information reported by schools of student incidents^{3,4}. Schools are only required to report violent and serious violations. Violent and serious violation terms and descriptions are listed in Appendix D. Figure 12 and Table 4 below includes incident data for all students in all grade levels.

Figure 12 provides the total rate of violent and serious violations among high- and low-density schools per 100 students. Data shows that rates decreased by 5.7 in high-density schools and by 1.5 in low-density schools. Data also indicates that the overall rate in high-density schools is higher compared to low-density schools.

Table 4 shows the rate of violent and serious violations among high- and low-density schools per 100 students by category. Although the rate of incidents decreased in 2015, 'Aggression', 'Harassment, Threat and Intimidation' (e.g., bullying) and 'Alcohol, Tobacco and Other Drugs' continue to be the most prevalent violations. According to Campbell and Smalling (2013), bullying is on the rise and poses serious health threats to NA students. Similarly, Focus On (2011) reported bullying as a contributing factor to the scourge of suicides among Native American youth.

Figure 12: Total Rate of Violent and Serious Violations at High- and Low-Density Schools

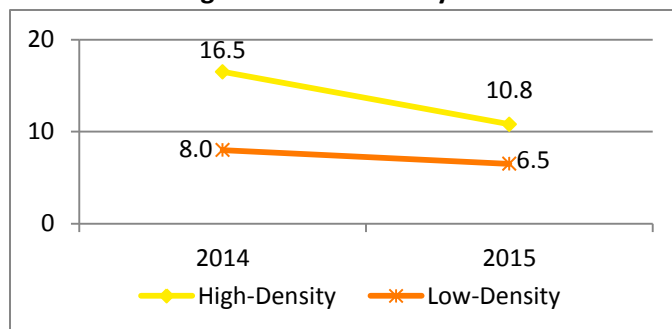


Table 4: Rate of Violent and Serious Violations Per 100 Students at High- and Low Density Schools

Violation Category	High-Density		Low-Density	
	2014	2015	2014	2015
Aggression	5.3	3.3	3.2	2.6
Harassment, Threat and Intimidation	3	2.0	1.9	1.5
Alcohol, Tobacco and Other Drugs	6.3	3.9	1.5	1.1
Weapons and Dangerous Items	0.5	0.7	0.5	0.4
Vandalism or Criminal Damage	0.7	0.4	0.4	0.4
Arson	0	0.0	0.4	0.0
Theft	0	0.0	0.1	0.0
School Threat	0.1	0.0	0	0.0
Sexual Offenses	0.6	0.4	0	0.5
Kidnapping	0	0.0	0	0.0
Homicide	0	0.0	0	0.0
Total	16.5	10.8	8	6.5

³ Incident data reported by schools are a reflection of local policies and procedures. Changes in district/school policy and under-reporting or lack of reporting can show artificial increases or decreases in statewide incidents from year to year. As such, this data should not be used to compare districts/schools to each other and/or make any claims about the relative safety of one district/school to another.

⁴ Rates presented are for violations not student offenders. In other words, it is the number of violations per 100 students regardless of whether only a few students committed the offense.

Dropout Prevention Initiatives

Local Educational Agencies (LEAs) address dropout prevention through a wide variety of initiatives. The statewide programs that address dropout prevention include:

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 VII Indian Ed	Johnson-O'Malley Program	Education & Career Action Plans

Furthermore, an examination of 2015 Johnson-O'Malley (JOM) grantee programs found that LEAs incorporated a broad range of strategies, activities and practices to support dropout prevention tailored to Native American (NA) students. The three main focus areas identified were parent engagement, cultural competency and targeted interventions. A culturally robust program, Hoop of Learning (HOL), was implemented in one Maricopa county LEA. HOL is a high school to college bridge program to meet the academic and cultural needs of NA students. The program is designed to encourage and empower NA students to complete high school and transition successfully to higher education.

Educational Initiatives

The ADE [Office of Indian Education](#) (OIE) manages the Indian Education program and utilizes state and federal funds to maximize teaching and academic achievement while validating the unique cultural identity of NA students. The OIE administers the JOM program, and provides outreach to LEAs on reservations and urban areas with high populations of NA students. Conferences and training, as well as parental involvement activities are also provided.

Current Status of Federal Indian Education Policies and Procedures

President Obama announced the launch of [Generation Indigenous \(Gen I\)](#) at the 2014 White House Tribal Nations Conference. Gen I is a Native youth initiative focused on removing the barriers that stand between Native youth and their opportunity to succeed. This initiative will take a comprehensive, culturally appropriate approach to help improve the lives of and opportunities for Native youth.

The ADE Office of Indian Education provides funds to support the advancement of Indian Education in Arizona. A list of the most common federal funding sources for public schools with more than 10 Indian students can be found in Appendix E.

Parent and Community Involvement

Students achieve better educational outcomes when schools, families and communities work together to support student learning according to the National Education Association (2011). The National Caucus of Native American State Legislators (2008) contends that this is particularly true for Native American

families living in or near tribal communities. When parent, family and community are linked to school and classroom activities, academic achievement improves and students are more likely to view school as important.

Conducted in 2005, 2007, 2009, and 2011, by the National Center for Education Statistics (NCES), the NIES provides data on a nationally representative sample of NA students in public and private schools, including BIE funded schools, at the request of the U.S. Department of Education’s Office of Indian Education (OIE). The NIES is designed to describe the condition of education for NA students in the United States at high- and low-density schools. In addition to academic achievement, the study also focuses on experiences of NA students in Grades 4 and 8.⁵

Tables 5 and 6 below display results from the most recent administration of the survey portion of the NIES 2011. The findings document the efforts of educational professionals to strengthen parent and community involvement at school and with student learning. Responses were summarized for high- and low-density schools. Also, responses were not aggregated by state; rather they were reported on a national level. Table 5 provides responses by school administrators at high- and low-density schools regarding community and family involvement. For 4th grade high-density schools, 87% of school administrators reported community members visited to share tradition and culture, and participated in Indian education parent groups. Also, with the exception of 8th grade high-density schools, 93%-100% of school administrators indicated families are involved in open house and back-to-school night.

Table 5: Percent of School Administrators Reporting Community and Family Involvement, NIES 2011

Responses by School Administrators	Low-Density		High-Density	
	Grade 4	Grade 8	Grade 4	Grade 8
Community Members Visited to Discuss Education Issues	45	39	‡	41
Community and School Officials that Met on Educational Issues	15	17	‡	‡
Community Officials Met with School Personnel and Parents	29	15	‡	‡
Conducted Telephone Calls with Parents	43	36	‡	‡
Community Members Visited to Share Traditions and Culture	56	31	87	‡
Community Members Participating in Indian Education Parent Groups	13	23	87	‡
Families Involved in Making School Curriculum Decisions	34	30	29	5
Families Involved in Volunteer Programs	83	75	64	12
Families Involved in Open Houses and Back-to-School Nights	97	93	100	56
‡ Reporting standards not met				

Presented in Table 6, high- and low-density schools offered opportunities to share American Indian or Alaska Native histories and traditions as well as participate in policies and improvements a few times a year. What's more, school information was sent home once or twice a month. High-density schools also send written performance reports home once or twice a month while low-density schools did so a few times a year.

⁵ NIES is now conducted every four years. The most recent study, NIES 2015, has not yet been released. The 2011 NIES can be found [here](#); more about the survey results can be found beginning on page 40. More about the study overview can be found [here](#), sample design can be found [here](#), survey questionnaires can be found [here](#).

Table 6: Other Parent and Community Involvement Activities – Grade 4, NIES 2011

Low-Density	High-Density
Offer Opportunities to Share American Indian or Alaska Native Histories and Traditions	
A Few Times a Year	A Few Times a Year
Offer Opportunities to Participate in Policies and Improvements	
A Few Times a Year	A Few Times a Year
Send Information Home about School	
Once or Twice a Month	Once or Twice a Month
Sends Written Performance Reports Home	
A Few Times a Year	Once or Twice a Month

In Arizona, many LEAs convene parent advisory committees. Please contact the LEA directly for more information on their involvement with schools and the local community. You can also contact the ADE [Office of Indian Education](#).

Public School Use of Variable School Calendars

The ADE School Finance Department maintains an online application to view [school calendars](#). Detailed information is provided about the total number of school days, beginning and ending dates for the academic year, as well as school closings. While the majority of LEAs operate a 176 to 180-day school calendar with the first day of school starting in mid-August and the school year ending in late May, the range of ‘days of instruction’ can vary by LEA from 146 days to 186 days.

Financial Reports

In compliance with Proposition 301, the [Office of the Auditor General](#) conducts biennial review reports on all school districts and charter schools. These reviews include per-pupil spending and district cost measures.

Also, Native American tribes 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. (This payment does not apply to other agencies such as the Arizona School for the Deaf and Blind, the Arizona Department of Corrections or the Arizona Department of Juvenile Corrections.) Reported in Table 7 are the IIF payments to each county for FY 2015. Table 7 also includes the total payment to charter holders.

Table 7: Instructional Improvement Fund Payments

County	Payment	County	Payment
Apache	\$440,032.88	Mohave	\$792,127.59
Cochise	\$687,306.36	Navajo	\$711,624.99
Coconino	\$606,288.97	Pima	\$4,930,967.22
Gila	\$286,811.41	Pinal	\$1,723,792.74
Graham	\$262,707.35	Santa Cruz	\$374,150.74
Greenlee	\$64,789.70	Yavapai	\$854,153.09
La Paz	\$95,529.78	Yuma	\$1,329,398.07
Maricopa	\$23,399,546.92		
County Total		\$36,559,227.81	
Charter Total		\$ 6,407,929.56	
Grand Total		\$42,967,157.37	

Source: County payment based on 2015 [ADE School Finance Reports](#).

LEAs and charter holders 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).

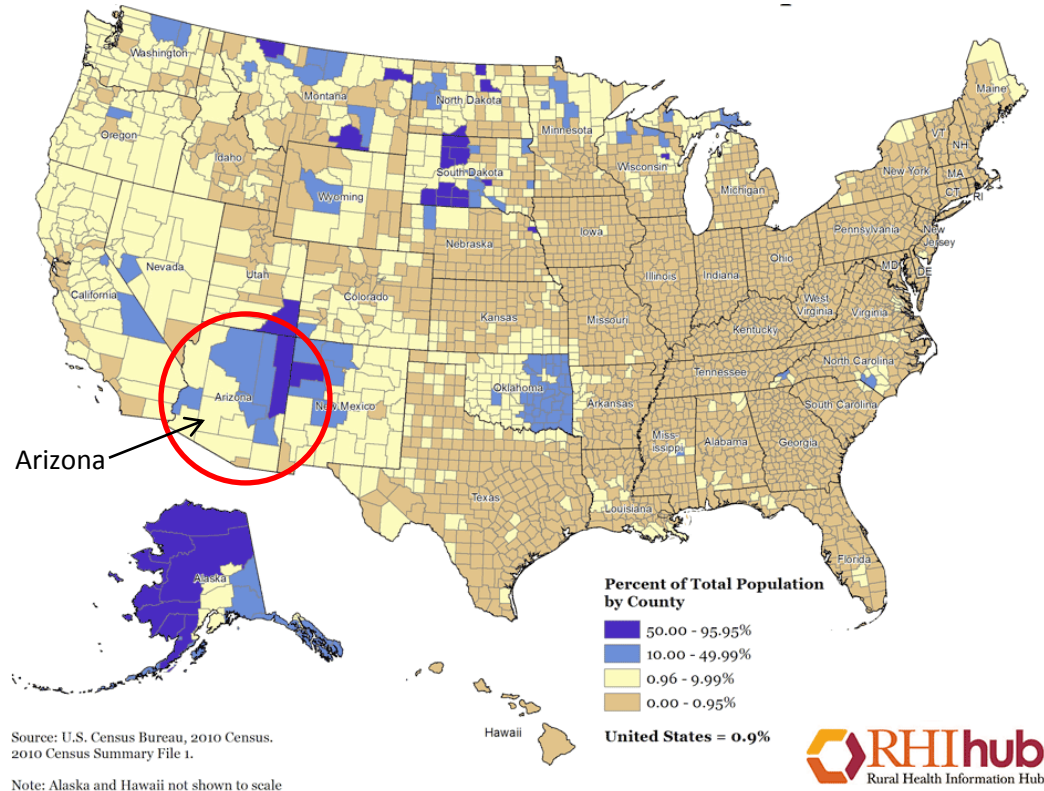
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Appendices

Appendix A. Native American and Alaska Native Population.

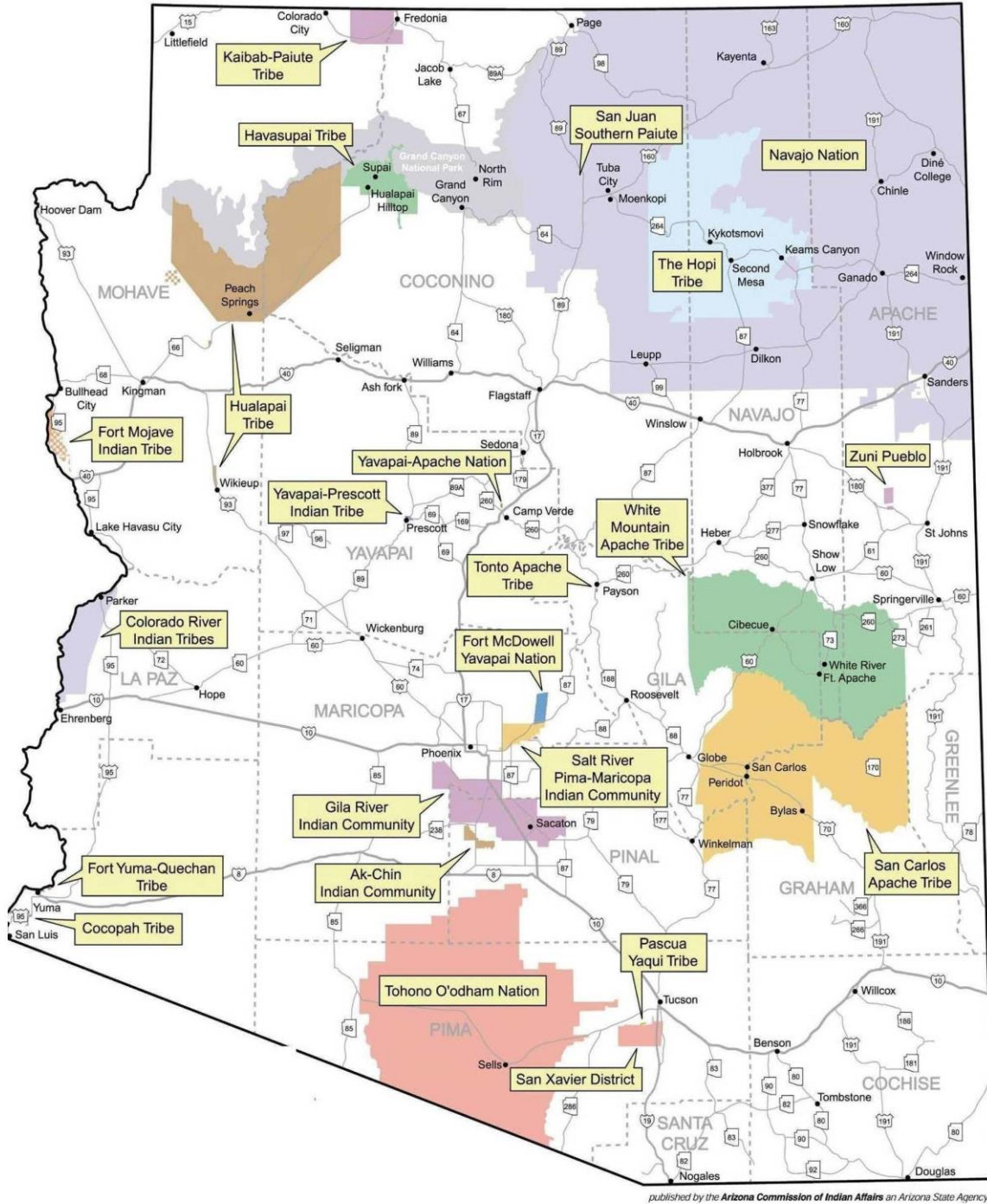
The map below illustrates the 2010 Census population density of Native Americans in the United States as percentages of the total population by county. The heaviest concentration of Native Americans is the Southwest, Oklahoma and the Northern Plains areas.



Source: Rural Health Information Hub - <https://www.ruralhealthinfo.org/maps/292>.

Appendix B. Arizona Tribal Lands.

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



Source: Arizona Commission of Indian Affairs - http://azcia.gov/tribes_of_arizona.asp.

Appendix C. Native American Enrollment by State, 2013-2014.

State	Enrollment	State	Enrollment
OKLAHOMA	102,186	IDAHO	3,871
ARIZONA	52,618	GEORGIA	3,733
CALIFORNIA	38,616	ARKANSAS	3,131
NEW MEXICO	34,185	WYOMING	3,107
ALASKA	31,311	PENNSYLVANIA	2,621
NORTH CAROLINA	20,556	MARYLAND	2,598
TEXAS	20,240	INDIANA	2,579
MONTANA	16,297	SOUTH CAROLINA	2,422
NEW YORK	15,872	OHIO	2,223
SOUTH DAKOTA	15,040	MASSACHUSETTS	2,209
MINNESOTA	14,722	NEW JERSEY	2,001
WASHINGTON	14,700	IOWA	1,985
MICHIGAN	11,297	TENNESSEE	1,790
WISCONSIN	10,912	CONNECTICUT	1,551
OREGON	9,586	MAINE	1,512
FLORIDA	9,096	MISSISSIPPI	1,016
NORTH DAKOTA	9,078	RHODE ISLAND	932
UTAH	7,179	KENTUCKY	865
COLORADO	6,574	HAWAII	751
ALABAMA	6,178	DELAWARE	575
ILLINOIS	6,164	NEW HAMPSHIRE	572
LOUISIANA	5,241	WEST VIRGINIA	326
KANSAS	5,024	VERMONT	249
NEVADA	4,784	PUERTO RICO	196
NEBRASKA	4,383	DISTRICT OF COLUMBIA	88
VIRGINIA	4,051	VIRGIN ISLANDS	16
MISSOURI	3,991	GUAM	13
Total Native American Students Enrolled		522,813	

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

Appendix D. Violations Required to be Reported to ADE and/or Local Law Enforcement.

Aggression
Aggravated Assault
Assault
Endangerment
Fighting
Alcohol, Tobacco and Other Drugs
Alcohol Violation
Drug Violation
Tobacco Violation
Arson
Of a Structure or Property
Of an Occupied Structure
Harassment, Threat and Intimidation
Bullying
Harassment, Nonsexual
Hazing
Threat or Intimidation
Homicide
Kidnapping
School Threat
Bomb Threat
Chemical or Biological Threat
Fire Alarm Misuse
Sexual Offenses
Harassment, Sexual
Harassment, Sexual with Contact
Indecent Exposure or Public Sexual Indecency
Sexual Abuse or Sexual Conduct with a Minor or Child or Molestation
Sexual Assault or Rape
Theft
Burglary or Breaking and Entering (Second or Third Degree)
Burglary (First Degree)
Extortion
Robbery
Armed Robbery
Vandalism or Criminal Damage
Vandalism of Personal Property
Vandalism of School Property
Weapons and Dangerous Items
Dangerous Items
Firearms
Other Weapons

Appendix E. Federal Policies that Affect Public Education of Native American Students.

Policy	Description	Updates
Indian Education Act	<p>1972 landmark legislation establishing a comprehensive approach to meeting the unique needs of American Indian and Alaska Native students. The Indian Education legislation is unique in the following ways:</p> <ol style="list-style-type: none"> 1. Recognizes that American Indians have unique, educational and culturally related academic needs and distinct language and cultural needs; 2. Deals with American Indian education from pre-school to graduate-level education, and reflects the diversity of government involvement in Indian education; 3. Focuses national attention on the educational needs of American Indian learners, reaffirming the Federal government's special responsibility related to the education of American Indians and Alaska Natives; 4. Provides services to American Indians and Alaska Natives that are not provided by the Bureau of Indian Affairs. 	<p>2001: Indian Education was reauthorized as Title VII Part A of the No Child Left Behind Act.</p>
American Indian Religious Freedom Act , Public Law No. 95-341, 92 Stat. 469 (Aug. 11, 1978) (commonly abbreviated to AIRFA)	<p>The Act required policies of all governmental agencies to eliminate interference with the free exercise of Native American Religion based on the First Amendment, and to accommodate access to and use of religious sites to the extent that the use is practicable and is not inconsistent with an agency's essential functions. It also acknowledges the prior violation of that right.</p>	
Title I of the Elementary and Secondary Education Act	<p>Provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.</p>	<p>The Every Student Succeeds Act was signed by President Obama on December 10, 2015. It reauthorizes the Elementary and Secondary Education Act.</p>
National School Lunch Act	<p>Provides nutritionally balanced, low-cost or free lunches to low-income children each school day. In 1998, Congress expanded the program to include reimbursement for snacks served to children in afterschool educational and enrichment programs; includes children through 18 years of age.</p>	
Johnson-O'Malley (JOM) Act	<p>Passed on April 16, 1934 to subsidize education, medical attention and other services provided by States or territories to Indians living within their borders. Today, the JOM program provides financial assistance to meet the specialized and unique educational needs of eligible Indian students.</p>	<p>In 2015, H.R. 4390, the JOM Supplemental Indian Education Program Modernization Act was proposed.</p>
Bilingual Education Act	<p>The first piece of federal legislation that recognized the needs of Limited English Speaking Ability students. Since 1968, the Act has undergone four reauthorizations with amendments, reflecting the changing needs of these students and of society as a whole.</p>	<p>The Bilingual Education Act was repealed in 2002 and replaced with the No Child Left Behind Act.</p>