

Arizona 2016 Indian Education Annual Report



Prepared by the Arizona Department of Education
Research & Evaluation Division
In collaboration with the Office of Indian Education
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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 2016 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) 2015-2016/fiscal year (FY) 2016, 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 those at low-density schools. Overall, the percent proficient for Native American students increased in ELA and Math from 2015 to 2016 in both high-density and low-density schools. In addition, NA students at high-density schools had a higher graduation rate and a lower dropout rate compared to those at low-density schools. However, the attendance rate for NA students at high-density schools was slightly lower than those at low density schools. Furthermore, several educational initiatives, activities and projects for Indian Education were addressed and summarized in this report.

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 52,372 (National Center for Education Statistics, 2014-2015); 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) 2015, "*Native American students' experiences may vary depending on the types of schools 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

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 2015).

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) 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

Grades 3-12 Native American (NA) students comprise approximately 5% of total grades 3-12 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), a large percent of NA students attend public schools when they reach Grade 9.

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 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. Maricopa County has the largest number of grades 3-12 NA students; however, it is the most populous of Arizona's counties, so grades 3-12 NA students represent only 2% of the total grades 3-12 student enrollment in Maricopa.

Table 1: County Level Grades 3-12 Native American Student Enrollment & High-Density Schools and Low-Density Schools

County	# of NA Students	# of Total Enrollment	% NA Students	# of Schools	# of HD Schools	% of HD Schools	# of LD Schools	% of LD Schools
Apache	6882	8897	77%	35	24	69%	11	31%
Cochise	131	15927	1%	60	0	0%	60	100%
Coconino	5332	14985	36%	46	24	52%	22	48%
Gila	1668	6046	28%	24	8	33%	16	67%
Graham	435	5194	8%	20	4	20%	16	80%
Greenlee	34	1390	2%	6	0	0%	6	100%
La Paz	441	1993	22%	11	4	36%	7	64%
Maricopa	13187	601442	2%	1071	8	1%	1063	99%
Mohave	563	19293	3%	54	3	6%	51	94%
Navajo	6673	14646	46%	52	24	46%	28	54%
Pima	4128	122008	3%	297	10	3%	287	97%
Pinal	2450	39739	6%	94	6	6%	88	94%
Santa Cruz	3	8092	0%	24	0	0%	24	100%
Yavapai	511	20731	2%	75	1	1%	74	99%
Yuma	350	31025	1%	65	0	0%	65	100%
Totals	42788	911408	5%	1934	116	6%	1818	94%

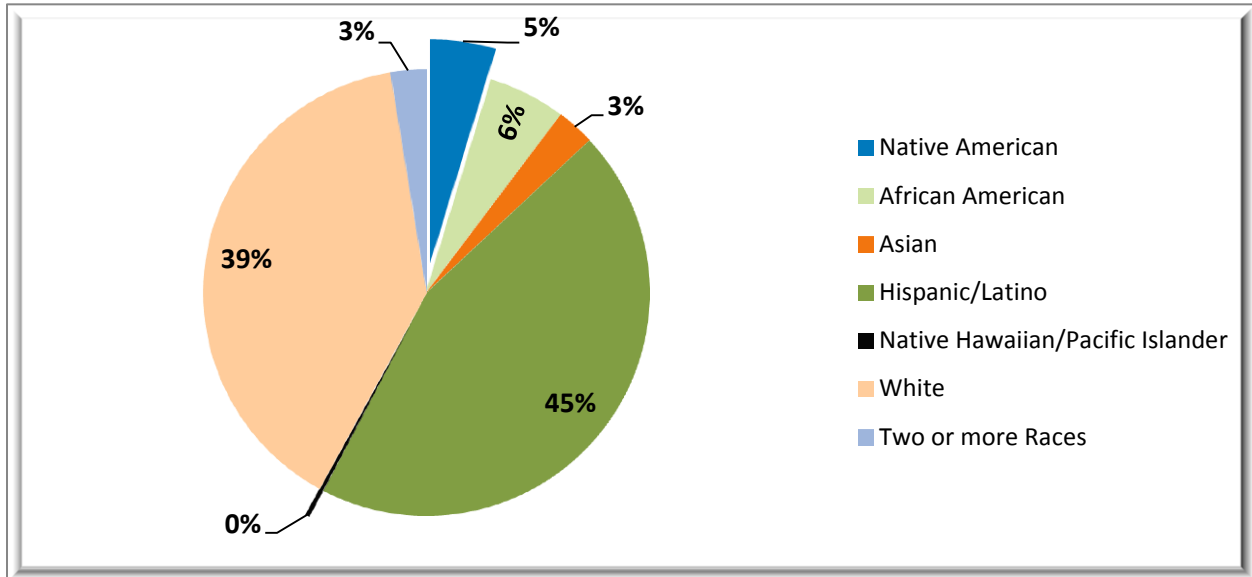
Table 2: Arizona Counties and Tribal Lands

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://gotr.azgovernor.gov/gotr/tribes-arizona> (see Appendix B for details).

Figure 1 illustrates the percentage of students enrolled in Arizona public schools by race/ethnicity for SY 2015-2016. The largest student population in Arizona is Hispanics/Latinos, 45%, followed by Whites, 39%. Grades 3-12 NA students comprise 5% of the grades 3-12 student population in Arizona.

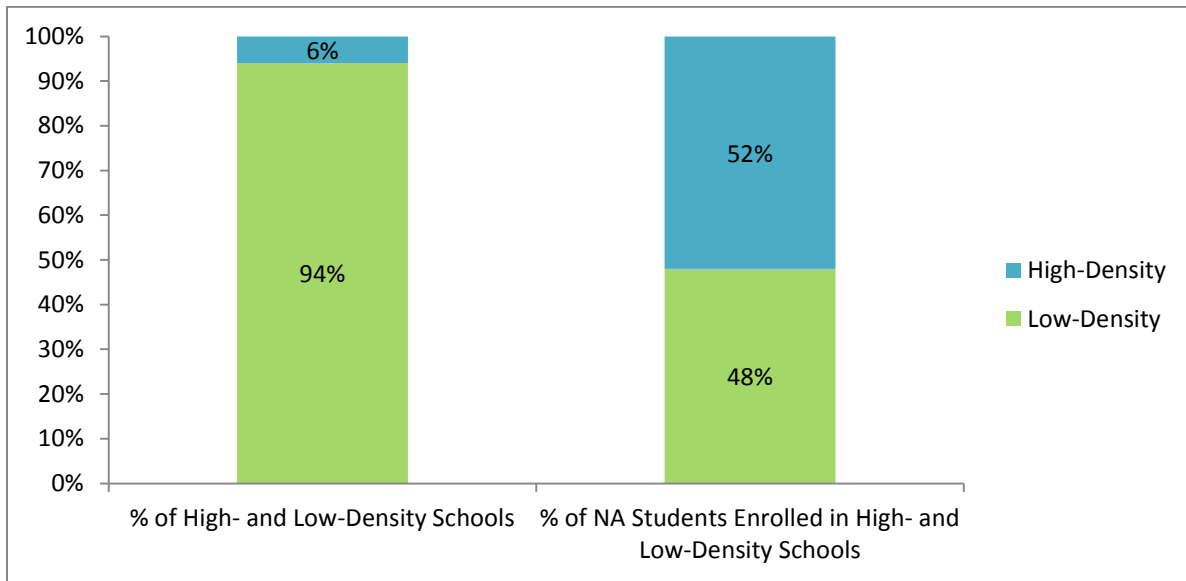
Figure 1: Grades 3-12 Student Enrollment by Race/Ethnicity



Note: Total grades 3-12 student enrollment 911,408; Native American 42,788; African American 50,765; Asian 25,036; Hispanic/Latino 406,457; Native Hawaiian/Other Pacific Islander 3,048; White 359,532; Two or more Races 23,444; Unknown 338.

As shown in Figure 2, 116 schools (6%) in Arizona were high-density schools where 25 percent or more of the student body is Native American; 1,818 schools (94%) were classified as low-density schools where less than 25% of the student body is Native American. Overall, 52% of Native American students were enrolled in high-density schools and 48% of Native American students were enrolled in low-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 12% of the total student population. Within the race/ethnicity category, 16% of the NA students are classified as students with a disability, while 12% include all other race/ethnic groups combined.

Table 3: Percent of Special Education Students

Race/Ethnicity	# of Non-SPED	# of SPED	Total Student Population	% of SPED in Total Student Population
Native American	35,959	6,829	42,788	16%
Other Ethnicity/Race	767,365	101,255	868,620	12%
Total	803,324	108,084	911,408	12%

Student Educational Achievement



Student educational achievement was measured using Arizona’s Measurement of Education Readiness to Inform Teaching (AzMERIT) assessment and the Multi-State Alternative Assessment (MSAA) 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.

MSAA is Arizona’s new alternate statewide achievement test 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 through 8 and Grade 11.

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

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

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

For this report, valid test results from the SY 2015-2016 administration of the AzMERIT assessment and the MSAA assessment were disaggregated by race/ethnicity for all students in Grades 3 through high school. The percentage of students proficient in ELA and Math by attaining a performance level of 3 or 4 was computed for both high- and low-density schools.

English Language Arts

As demonstrated in Figures 3 and 4, the percentage of NA students who attained passing scores in 2016 AzMERIT and MSAA ELA was lower at high-density schools (11%) than those at low-density schools (21%). In comparison to other ethnic groups, NA students had the lowest percent proficient in both high- and low-density schools.

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

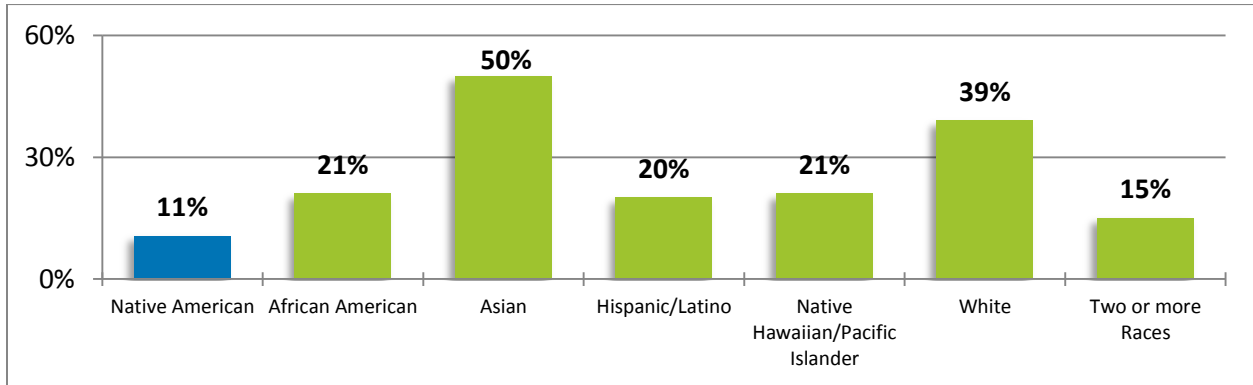


Figure 4: Percent Proficient of Students Enrolled at Low-Density Schools in ELA by Race/Ethnicity

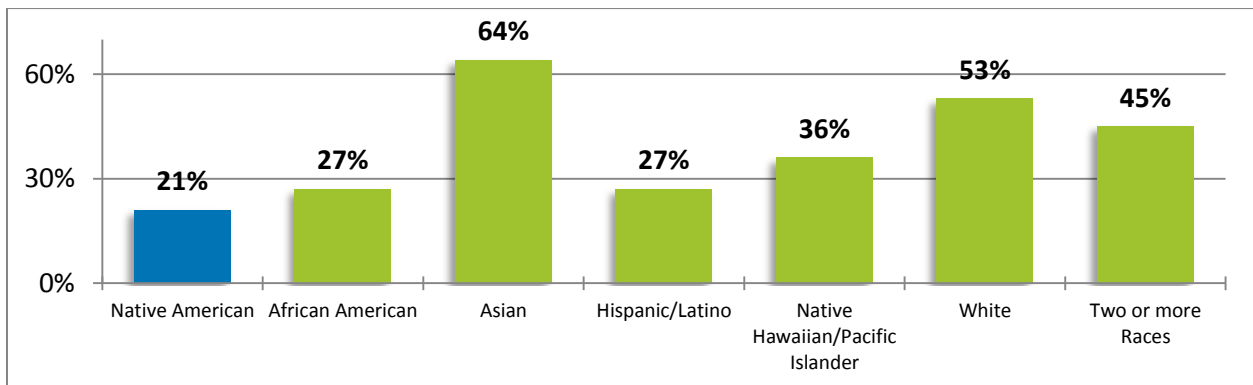
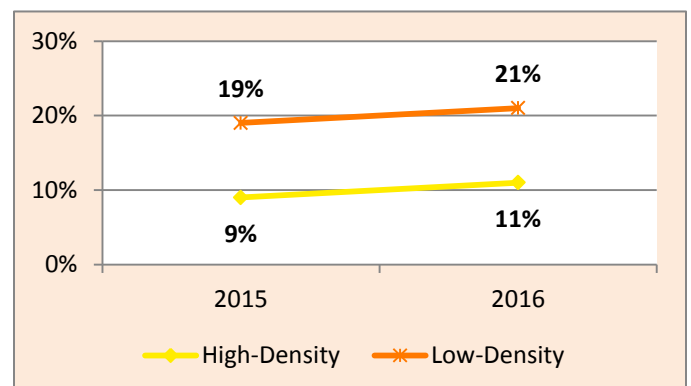


Figure 5: Percent Proficient of Native American Students at High- and Low Density Schools in LEA



As shown in Figure 5, the ELA percent proficient increased from 2015 to 2016 for NA students in both high- and low-density schools.

Math

Similarly, as shown in Figures 6 and 7, the percentage of NA students who attained passing scores in 2016 AzMERIT and MSA Math was lower at high-density schools (14%) than those at low-density schools (23%). In comparison to other ethnic groups, NA students had the lowest percent proficient in low-density schools.

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

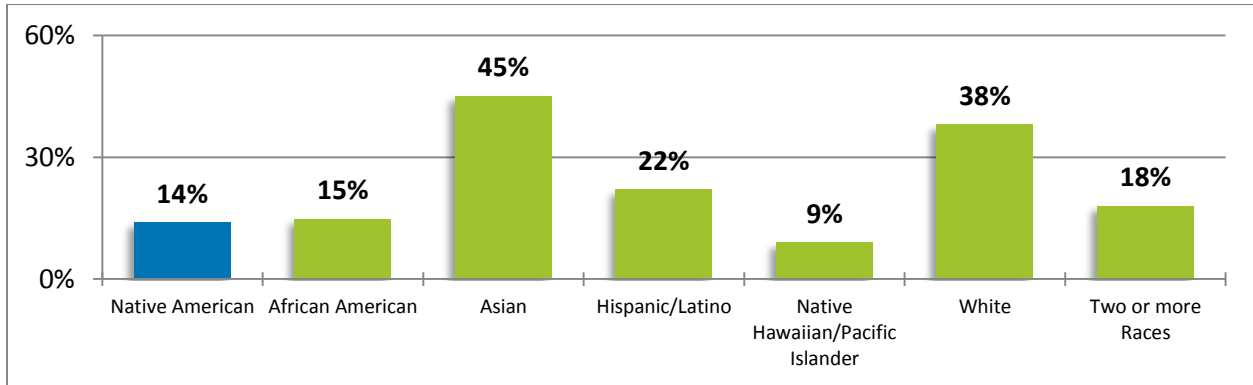
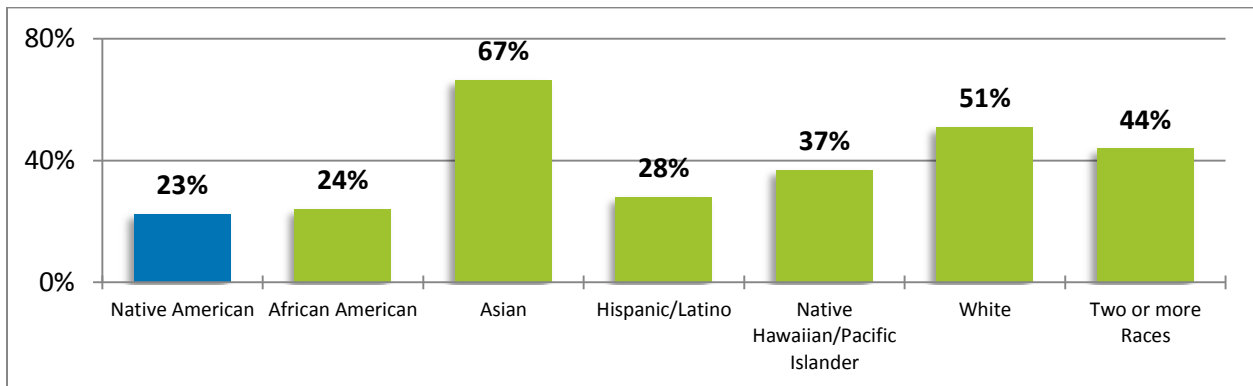
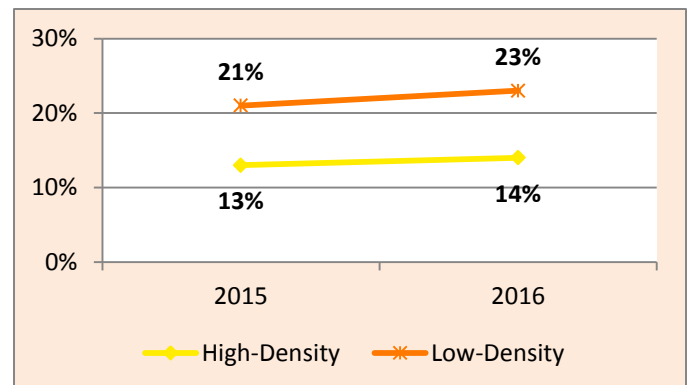


Figure 7: Percent Proficient of Students Enrolled at Low-Density Schools in Math by Race/Ethnicity



As shown in Figure 8, the Math percent proficient increased from 2015 to 2016 for NA students in both high- and low-density schools.

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



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.

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

As demonstrated in Figure 9, attendance rates for NA students at low-density schools were consistent from 2015 to 2016. There was a 1% decrease for high-density schools from 2015 to 2016.

Figure 9: Attendance Rates of Native American Students at High- and Low-Density Schools

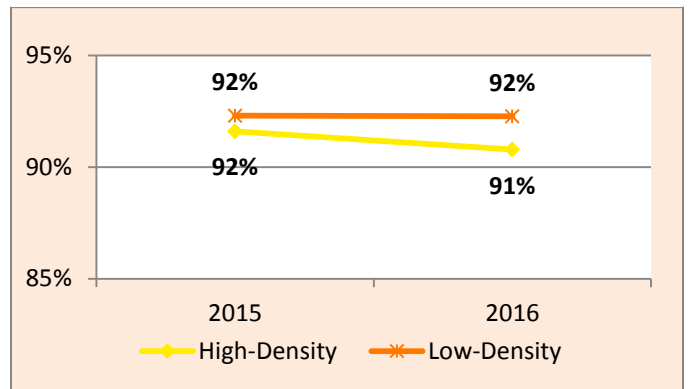
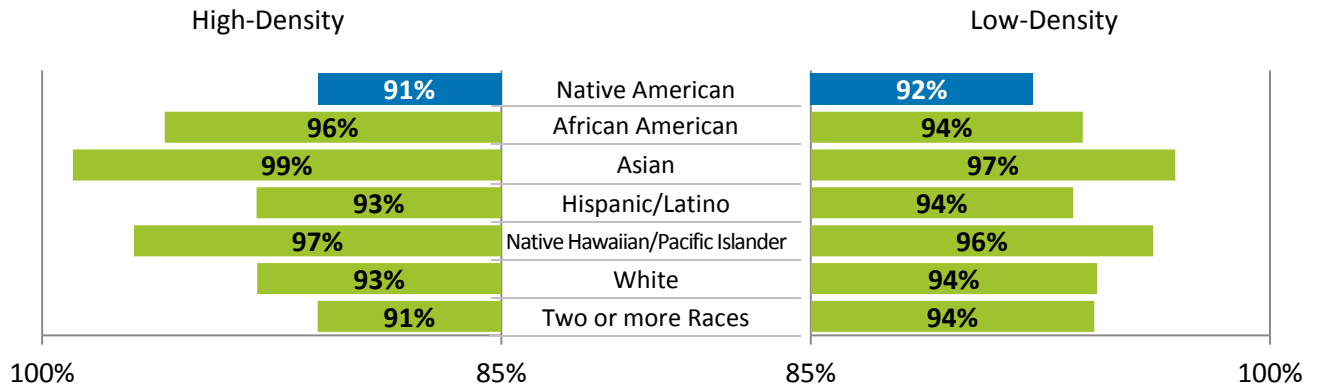


Figure 10 shows that NA students have the lowest attendance rates at both high- and low-density schools compared to students in other race/ethnic groups.

Figure 10: Attendance Rates at High- and Low-Density Schools by Race/Ethnicity



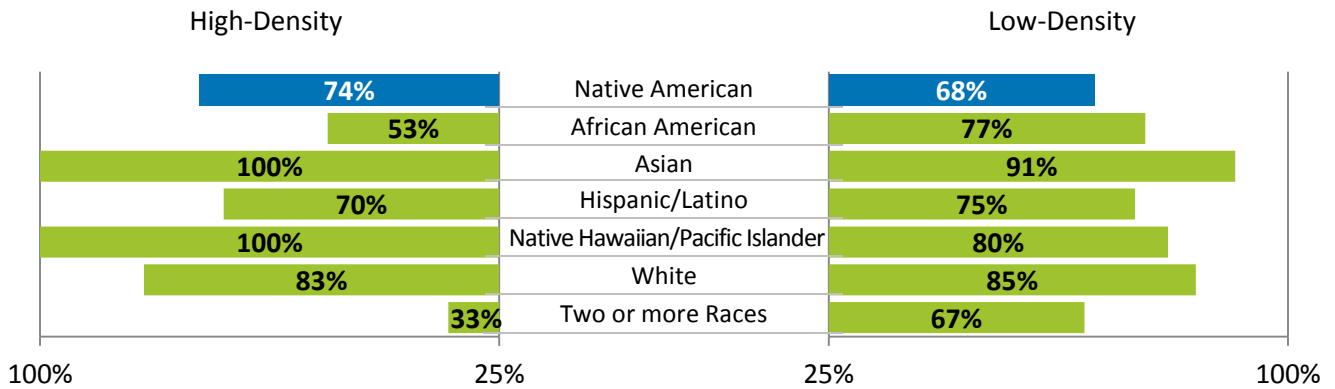
Graduation Rates

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.

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

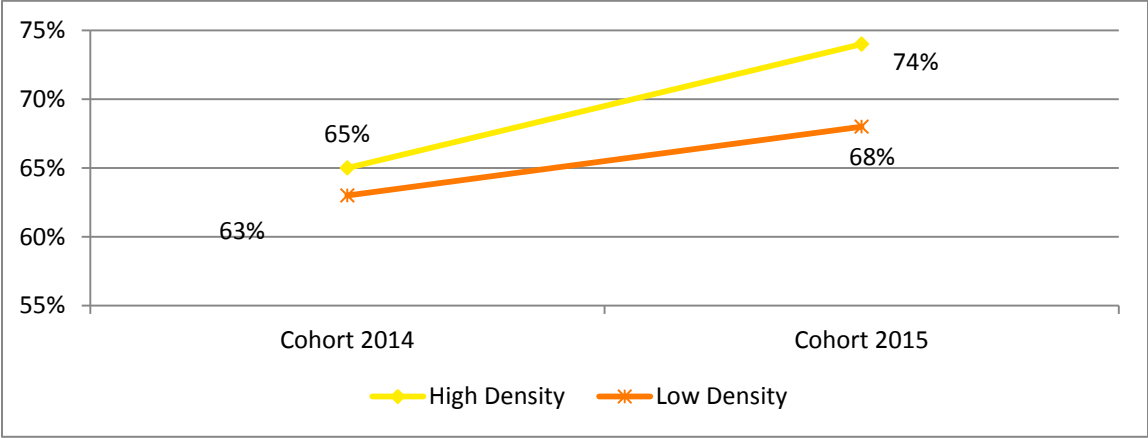
For the cohort year 2015, 74% of NA students graduated from high density schools. However, only 68% of NA students graduated from low-density schools. The graduation rate of NA students that attended high-density schools was 6% higher than their Native American peers at low-density schools (see Figure 11 for details).

Figure 11: Graduation Rates for the Cohort Year 2015 at High- and Low-Density Schools by Race/Ethnicity



As demonstrated in Figure 12, the graduation rates of NA students increased in both high- and low-density schools from 2015 to 2016.

Figure 12: Graduation Rates for the Cohort Year 2015 at High- and Low-Density Schools by Race/Ethnicity

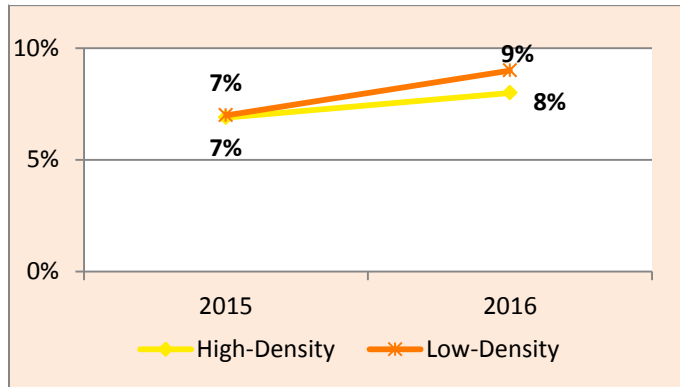


Dropout Rates

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.

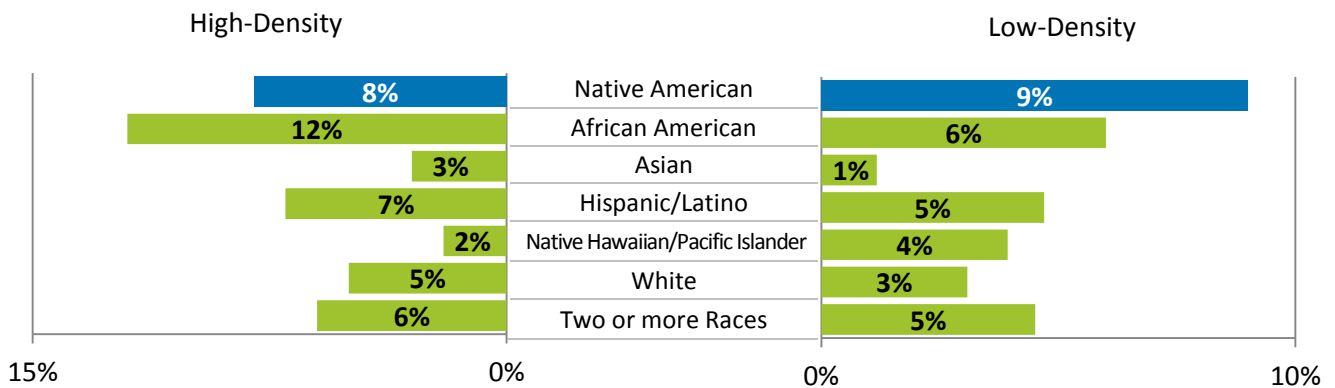
Figure 13: Dropout Rates of Native American Students at High- and Low-Density Schools

Figure 13 shows that the dropout rates among NA students increased 1% for high-density schools and increased 2% for low-density schools from 2015 to 2016.



As shown in Figure 14, NA students who attended high-density schools had a lower dropout rate than those who attend low-density schools. In low-density schools, NA students had a highest dropout rate compared to other race/ethnic groups.

Figure 14: 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 ADE. The database contains information about incidents reported by schools^{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 15 and Table 4 below include incident data for all students at all grade levels.

Figure 15 provides the total rate of violent and serious violations among high- and low-density schools per 100 students. Data shows that rates increased 3.1 from 2015 to 2016 at high-density schools but decreased slightly at low-density schools. Data also indicates that the overall rate at high-density schools is higher compared to low-density schools.

Figure 15: Total Rate of Violent and Serious Violations at High- and Low-Density Schools

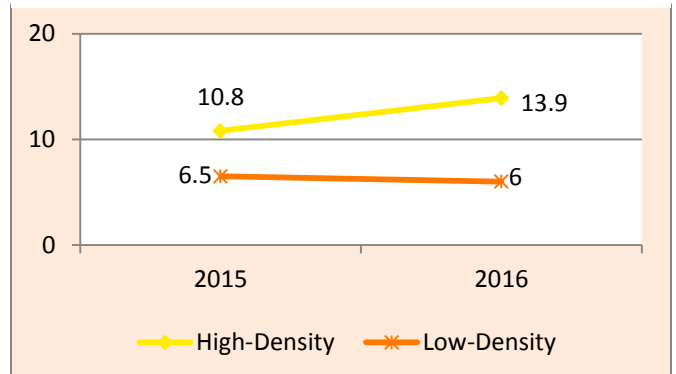


Table 4 shows the rate of violent and serious violations among high- and low-density schools per 100 students by category. ‘Aggression’, ‘Harassment, Threat and Intimidation’ (e.g., bullying) and ‘Alcohol, Tobacco and Other Drugs’ continue to be the most prevalent violations. According to Campbell and 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.

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

Violation Category	High-Density		Low-Density	
	2015	2016	2015	2016
Aggression	3.3	4.6	2.6	2.7
Harassment, Threat and Intimidation	2.0	2.6	1.5	1.3
Alcohol, Tobacco and Other Drugs	3.9	4.4	1.1	1.0
Weapons and Dangerous Items	0.7	1.0	0.4	0.3
Vandalism or Criminal Damage	0.4	0.6	0.4	0.3
Arson	0.0	0.0	0.0	0.0
Theft	0.0	0.0	0.0	0.0
School Threat	0.0	0.1	0.0	0.1
Sexual Offenses	0.4	0.6	0.5	0.4
Kidnapping	0.0	0.0	0.0	0.0
Homicide	0.0	0.0	0.0	0.0
Total	10.8	13.9	6.5	6.0

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 2016 Johnson-O'Malley (JOM) grantee programs found that LEAs incorporated a broad range of strategies, activities and practices to support dropout prevention tailored to NA students. The focused areas were parent engagement, cultural competency and targeted interventions and support such as extracurricular fee payments and instructional supports and materials. The "Steps to Success" initiative implemented in the Tucson Unified School District (TUSD) is a successful program that retrieves students who have dropped out of TUSD. Educational staff, city officials, and community members visited students and their families and encouraged them to return to school to finish their high school education.

Educational Initiatives

ADE's Office of Indian Education (OIE) administers federal and state programs to meet the educational and cultural needs of NA students. Outreach is provided to all of Arizona's LEAs on reservations and urban areas with high populations of NA students. Technical assistance, conferences, training and parental involvement activities are also provided. The Director of Indian Education serves as a liaison between the tribal education departments and ADE, partners with outside agencies to provide resources for NA students and facilitates the Superintendent's AZ Kids Can't Afford to Wait plan. Table 5 below provides an overview of educational initiatives, activities and projects facilitated by the OIE.

Table 5: Overview of 2015-2016 Educational Initiatives, Activities and Projects

AZ Kids Can't Afford to Wait Initiatives	Activities	Projects, Grants, Programs
<p>1) Preservation of Native American Language & Culture</p> <ul style="list-style-type: none"> • Collaborated with ADE's Culturally Inclusive Practices Committee • Dialogued with educators implementing successful programs to ensure culturally appropriate materials are available to educators • Participated in discussions on Indigenous Education with Arizona's universities and community colleges and Indian Education stakeholders <p>2) Office of Indian Education Assistance</p> <ul style="list-style-type: none"> • Requested \$400,000 budget to support OIE – unsuccessful in the 2016 legislative session <p>3) Cross Stateline School Attendance</p> <ul style="list-style-type: none"> • Worked with school districts in Arizona and New Mexico to encourage development of intergovernmental agreements 	<p>1) Served on the planning committee for the 2017 National Forum on Dropout for Native and Tribal Communities to be held in Arizona on April 9-12.</p> <p>2) Worked in support of the Indian Education Advisory Council to provide meetings that are meaningful and productive</p> <p>3) Formed the Tri-State-Alliance with Indian Education Directors in Nevada and Utah in support of each other's efforts to develop and provide services to constituents in Indian education</p>	<p>1) Aligning Efforts and Integrated Support Teams</p> <p>2) American Indian Student Needs Grant</p> <p>3) Tribal Colleges Dual Enrollment Program</p> <p>4) Family Engagement Initiative</p> <p>5) Annual Tribal Leaders Conference</p> <p>6) Johnson-O'Malley Indian Education grant</p> <p>7) Tribal consultation by LEAs and ADE per the Every Student Succeeds Act</p> <p>8) Code Writers Initiative Pilot Program</p>

Preservation of Native American Language and Culture & Parent and Community Involvement

The Office of Indian education has provided workshops and outreach to the Native American community to provide awareness of the process for certifying Native language teachers. Tribes have also done a great job of recruiting Native language teachers and approving them for certification to teach.

Certification Data

- The total number of teachers certified to teach a Native language went from 107 in 2015 to 134 in 2016, a 25% increase.
- The total number of teacher certified to teach a Native language went from 19 in 2012 to 134 in 2016, a 605% increase.
- Teachers certified to teach Akimel O'otham went from 0 to 4 in 2016.
- Teachers certified to teach Apache went from 9 to 21 from 2012 to 2016.
- Teachers certified to teach Hopi has remained at 1 since 2015.
- Teachers certified to teach Hualapai went from 0 to 1 in 2016.
- Teachers certified to teach Navajo went from 10 to 97 from 2012 to 2016.

- Teachers certified to teach Tohono O’odham went from 0 to 9 from 2014 to 2016.
- Teachers certified to teach Yavapai has remained at 1 since 2013.
- The number of Native languages being taught by certified teachers went from 2 to 7 from 2012 to 2016.

OIE Survey Results

In SY2015-2016, 710 students completed a Native American language course; 1,779 students are currently enrolled in a Native American language course.

In SY2015-2016, 683 students completed a Native American culture class; 1,722 are currently enrolled in a Native American culture class. Note: 23 are being taught Navajo at South Mountain Community College.

- Reporting schools had a total of 21 Native Language teachers each year.
- In both SY2015-2016 and SY2016-2017, the following languages were being taught:
 - Akimel O’otham
 - Apache
 - Navajo
 - Tohono O’odham
 - Yavapai

National Indian Education Study (NIES) Survey Results

Preservation of Native American Language and culture

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 2015 NIES survey questions relevant to the preservation and maintenance of Native American language and culture were incorporated in this report. Two questions from student background questionnaires and one question from school background questionnaires were selected and listed below.

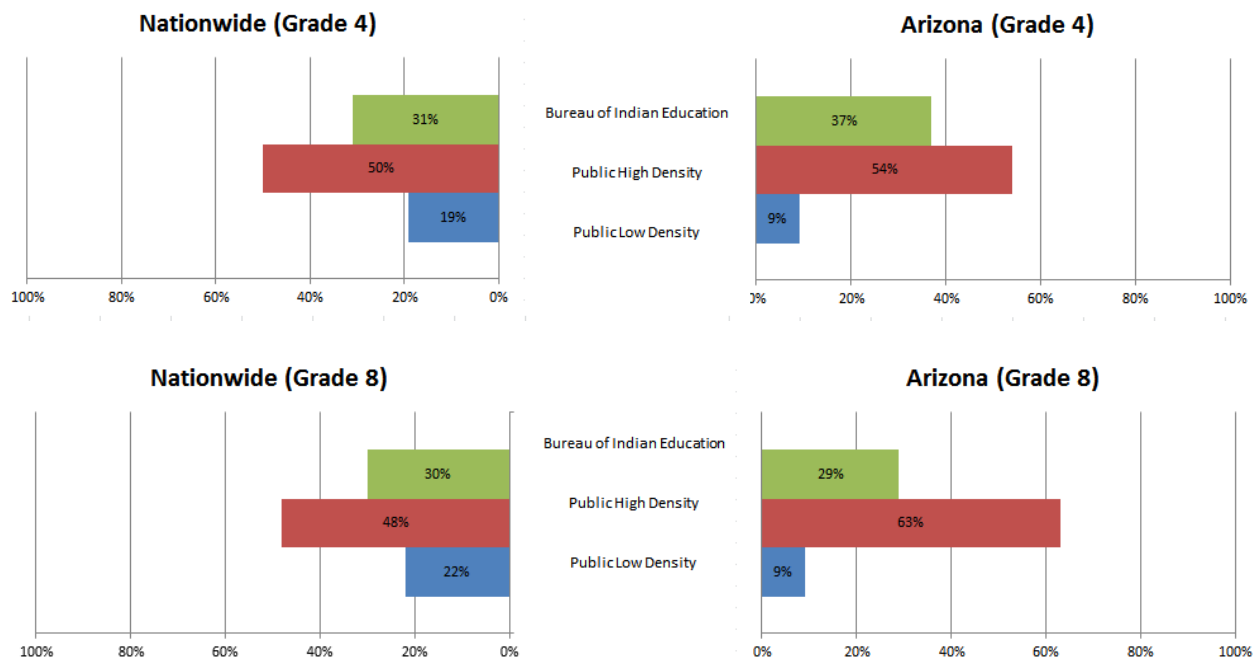
- How often do you attend classes in school that are taught in an American Indian or Alaska Native (AI/AN) language?

- Have you used books, videos, or other materials (including internet resources) about American Indian or Alaska Native people in school?
- Are families of your students involved with your school in the following ways?

The student survey results demonstrated that the percentages of AI/AN student respondents in Arizona public high density schools reporting frequent exposure to Native American languages and cultures were higher than the average of nationwide data (see Figures 16 and 17 for details). The school survey results showed that higher percentages of parents in high density schools were involved in different school programs than those in low density schools in Arizona. This result is different from the nationwide data that shows higher parental involvement in low density schools (see Figure 18 for details).

As shown in Figure 16, approximately 54%-63% of AI/AN students participating in the NIES survey study in Arizona public high density schools reported that they attend classes in school that are taught in their language almost every day. This result is higher than nationwide data which is about 50%. However, in public low density schools, only 9% of Arizona student respondents were taught in their language almost every day which is lower than nationwide data (19%-22%).

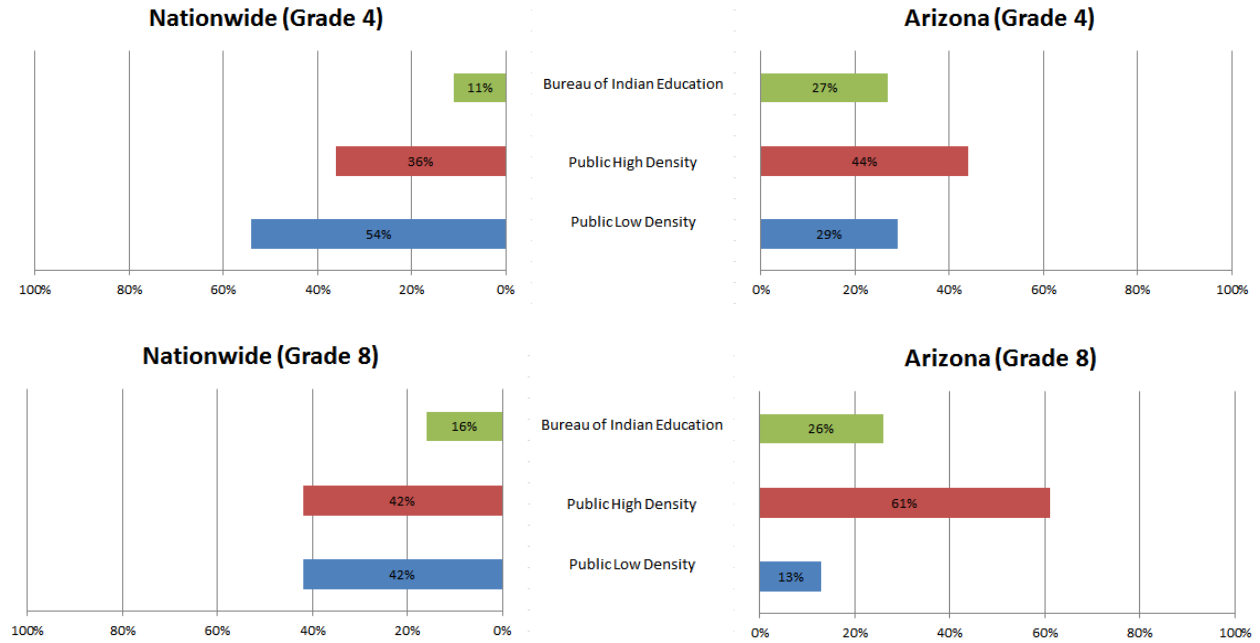
Figure 16: Percent of AI/AN Student Reporting “Every Day or Almost” to the Question: Attend Classes Taught in an American Indian or Alaska Native Language



Similarly, 44%-61% of AI/AN students participated in the NIES survey study in Arizona public high density schools reported that they used books, videos, or other materials (including internet resources) about American Indian or Alaska Native people in school three or more times. This result is higher than nationwide data which is about 36%-42%. However, in public low density schools, only 13%-29% of

Arizona student respondents selected “three plus times” to this question which is much lower than nationwide data (42%-54%).

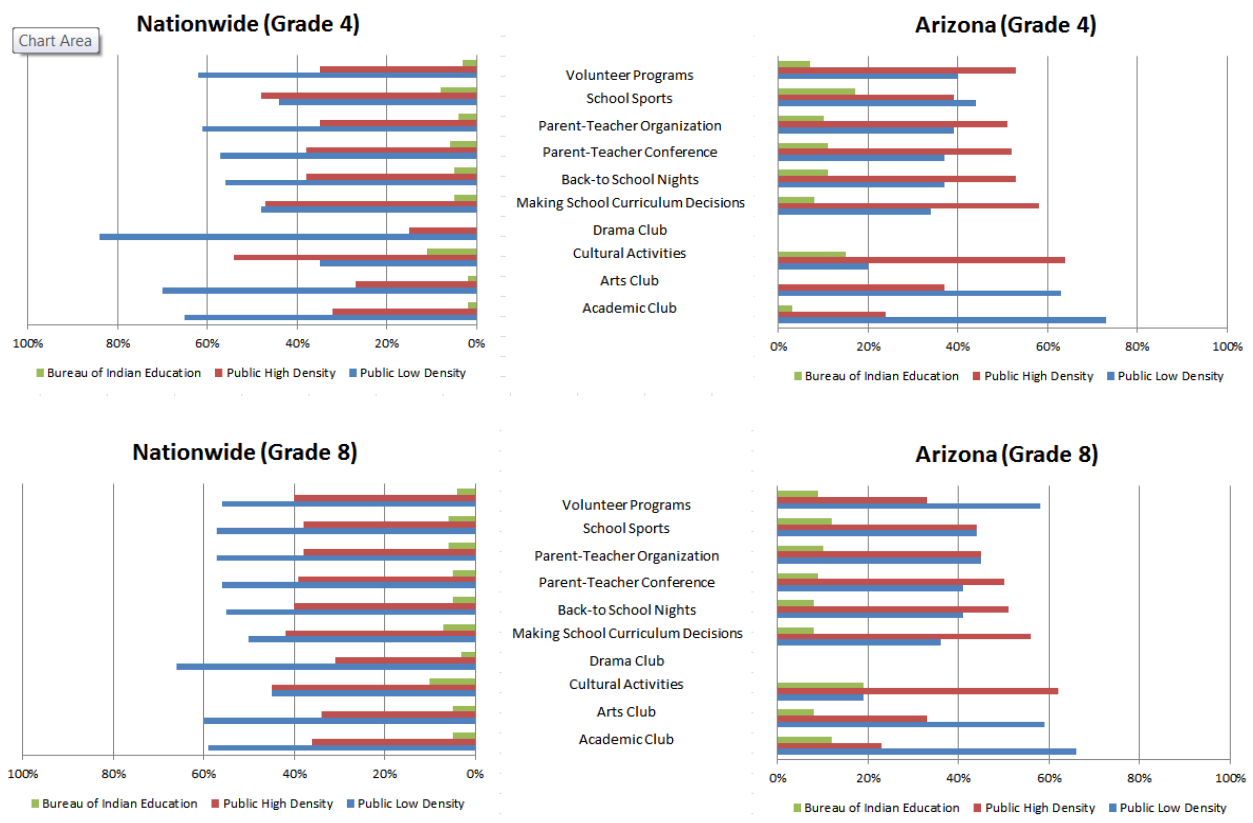
Figure 17: Percent of AI/AN Student Reporting “Three Plus Times” to the Question: Used Books, Videos, or Other Materials in School about American Indian or Alaska Native People



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 (2015). 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. Figure 18 demonstrated that public high density schools have higher parental involvement than low density schools in Arizona. This result is different from nationwide data.

Figure 18: Percent of Family Involvement by Activities



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 focusing on “improving the lives of Native youth through new investments and increased engagement. This initiative takes a comprehensive, culturally appropriate approach to ensure all young native people can reach their full potential.” (<https://www.whitehouse.gov/nativeamericans/generation-indigenous>)

The Elementary and Secondary Education Act of 1965 was reauthorized on December 10, 2015 as the Every Student Succeeds Act (ESSA). ESSA “rolls back much of the federal government’s big footprint in education policy, on everything from testing and teacher quality to low-performing schools. And it gives new leeway to states in calling the shots.” ESSA implementation begins in the 2017-2018 school year. (<https://www.edweek.org/ew/issues/every-student-succeeds-act/>)

Federal Funding Sources

The ADE Office of Indian Education administers Johnson-O’Malley funds to support the advancement of Indian Education in Arizona for a limited number of LEAs. Other Johnson-O’Malley contractors in Arizona receive these funds directly from the Bureau of Indian Education. A list of the most common federal funding sources for public schools can be found in Appendix E.

Public School Use of Variable School Calendars

The ADE School Finance Department maintains an online application to view school calendars (<http://www.ade.az.gov/schoolfinance/Forms/LEAQuery/CalendarOccasions.aspx>). 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 (<https://www.azauditor.gov/reports-publications-1>) conducts biennial review reports on all school districts and charter schools. These reviews include per-pupil spending and district cost measures.

In addition, Native American tribes in Arizona contribute to the state from gaming revenue pursuant to A.R.S. §5-601.02(H)(3)(a)(i) and 5-601.02(H)(3)(b)(i), and the portion that is provided to education is known as the Instructional Improvement Fund (IIF). Pursuant to A.R.S §15-979, the ADE shall pay the monies in the IIF to school districts and charter holders. (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 6 are the IIF payments to each county for FY 2016. Table 8 also includes the total payment to charter holders

Table 6: Instructional Improvement Fund Payment

County	Payment	County	Payment
Apache	\$459,352.66	Mohave	\$837,195.82
Cochise	\$737,972.05	Navajo	\$751,230.56
Coconino	\$651,714.17	Pima	\$5,256,318.71
Gila	\$306,958.50	Pinal	\$1,854,567.67
Graham	\$277,346.37	Santa Cruz	\$400,246.31
Greenlee	\$74,248.90	Yavapai	\$894,399.32
La Paz	\$99,922.34	Yuma	\$1,458,772.37
Maricopa	\$25,138,991.45		
County Total			\$39,199,237.20
Charter Total			\$ 7,241,399.32
Grand Total			\$46,440,636.52

Source: County payment based on FY2016 ADE School Finance Reports
 (<http://www.azed.gov/SchoolFinanceReports/Reports?reportType=county>).

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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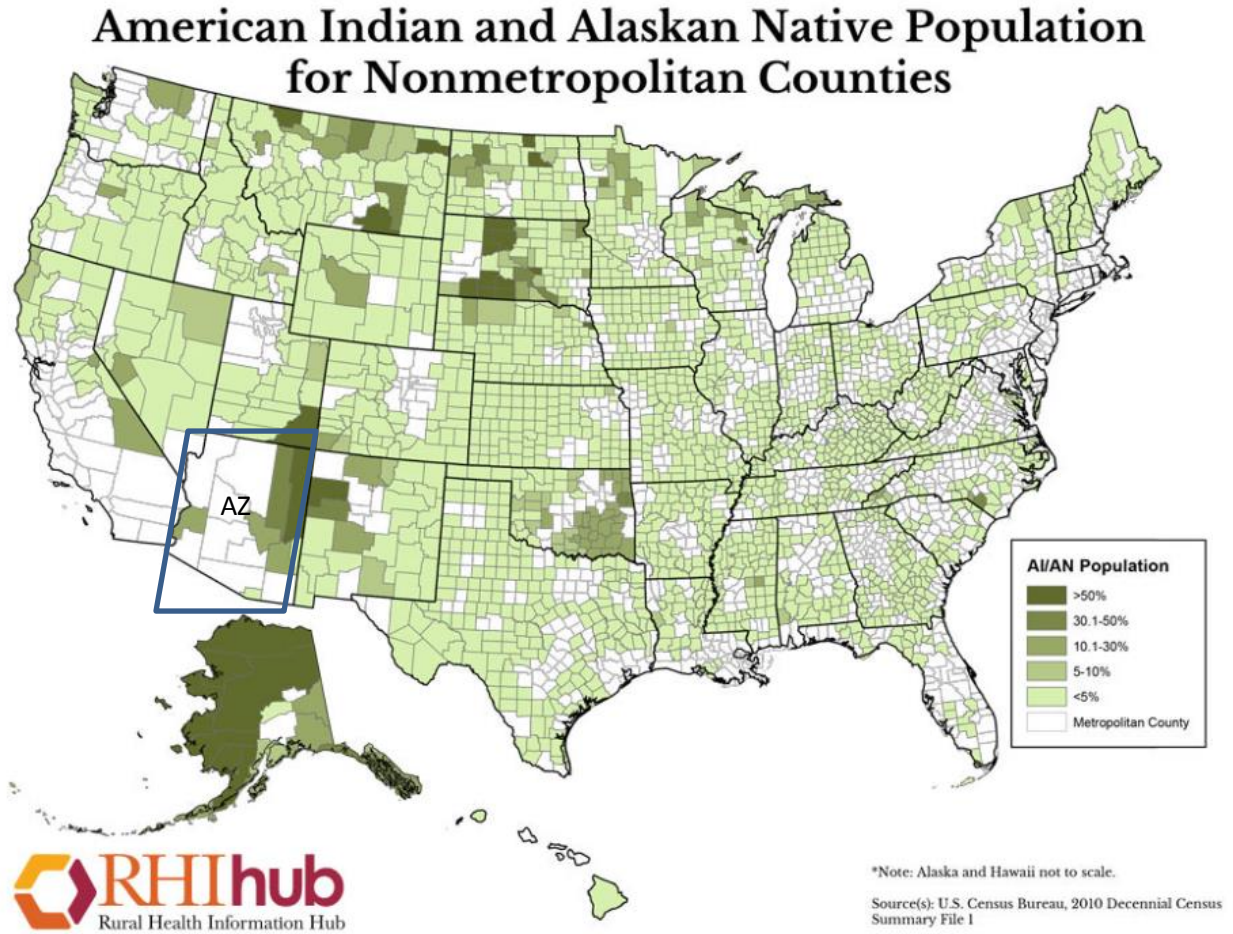
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Appendices

Appendix A. Native American and Alaska Native Population.

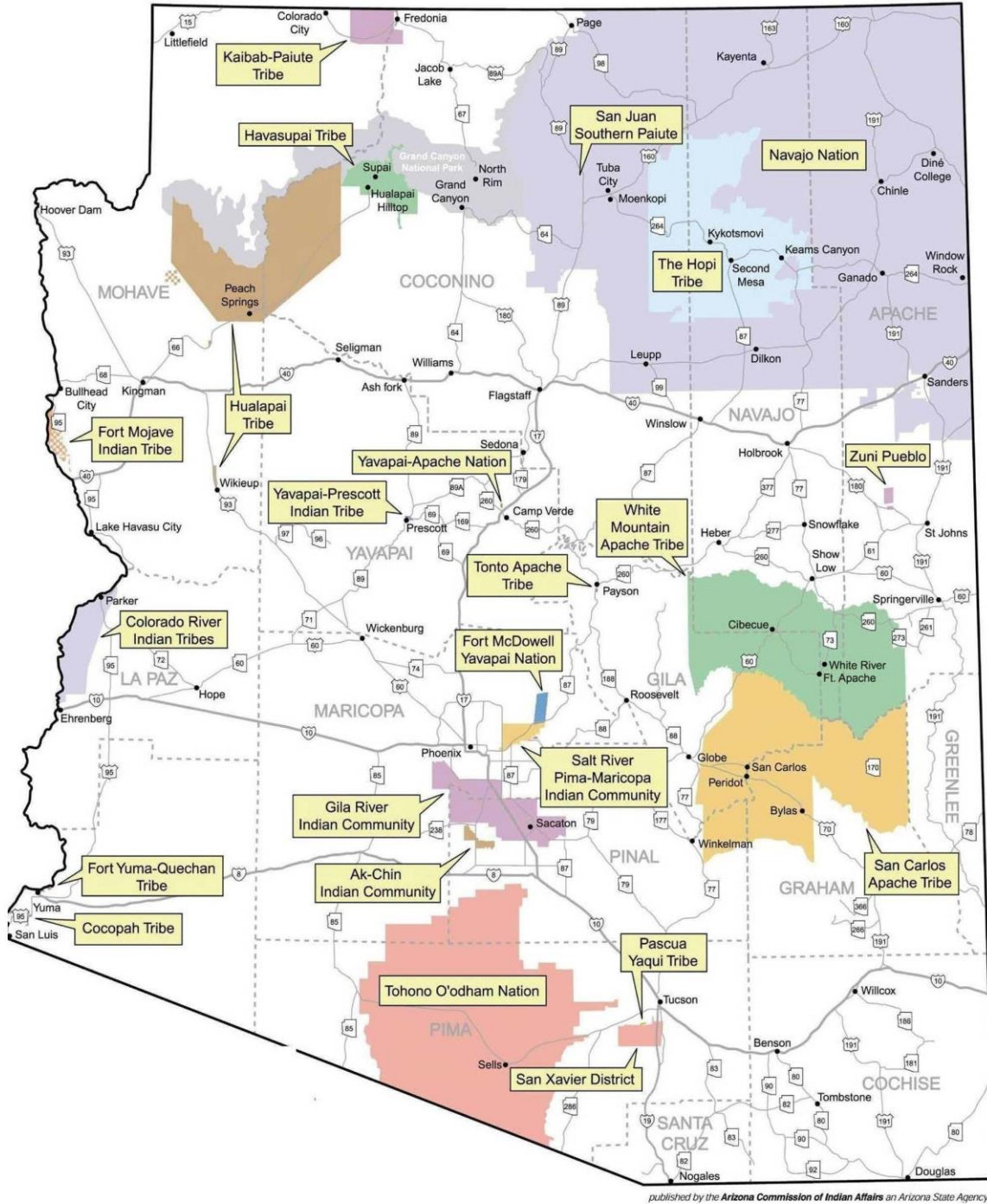
The map below illustrates the 2010 Census population density of Native Americans in the United States as percentages of the total population by county. The heaviest concentration of Native Americans is the Southwest, Oklahoma and the Northern Plains areas.



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

Appendix B. Arizona Tribal Lands Map.

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



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

Appendix C. Native American Enrollment by State, 2014-2015.

State	Enrollment	State	Enrollment
ALABAMA	6,338	MONTANA	16,391
ALASKA	30,966	NEBRASKA	4,449
ARIZONA	52,372	NEVADA	4,654
ARKANSAS	3,134	NEW HAMPSHIRE	544
CALIFORNIA	–	NEW JERSEY	1,747
COLORADO	6,537	NEW MEXICO	34,629
CONNECTICUT	1,501	NEW YORK	17,048
DELAWARE	560	NORTH CAROLINA	–
DISTRICT OF COLUMBIA	212	NORTH DAKOTA	9,311
FLORIDA	8,957	OHIO	2,189
GEORGIA	3,592	OKLAHOMA	100,357
GUAM	14	OREGON	9,302
HAWAII	637	PENNSYLVANIA	2,527
IDAHO	3,567	PUERTO RICO	127
ILLINOIS	6,046	RHODE ISLAND	1,006
INDIANA	2,385	SOUTH CAROLINA	2,543
IOWA	1,973	SOUTH DAKOTA	15,194
KANSAS	4,872	TENNESSEE	1,691
KENTUCKY	856	TEXAS	21,495
LOUISIANA	5,088	UTAH	7,277
MAINE	1,435	VERMONT	222
MARYLAND	2,612	VIRGIN ISLANDS	–
MASSACHUSETTS	2,238	VIRGINIA	3,931
MICHIGAN	10,592	WASHINGTON	14,399
MINNESOTA	14,624	WEST VIRGINIA	311
MISSISSIPPI	1,125	WISCONSIN	10,734
MISSOURI	3,805	WYOMING	3,315
Total Native American Students Enrolled			461,431

Source: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/ccd/elsi/expresstables.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
Arson of Structure or Property
Arson 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 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)	<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>	<p>In 1994, Congress passed amendment H.R. 4230.</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>	<p>In 2010 President Obama signed into law the Health, Hunger-Free Kids Act. This bill is part of the reauthorization of funding for child nutrition.</p>

Johnson-O'Malley (JOM) Act	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.	In 2015, H.R. 4390 , the JOM Supplemental Indian Education Program Modernization Act was proposed.
Bilingual Education Act	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.	The Bilingual Education Act was repealed in 2002 and replaced with the No Child Left Behind Act .