



## Title VII & American Indian Student Data Update 2015-16

### Key Findings

1. Many students identifying as American Indian do not qualify for Title VII Indian Education services, and many students qualifying for these services do not identify as American Indian through the enrollment process.
2. All data for Title VII and American Indian students volatile due to the low number of students identifying as American Indian.
3. Title VII students had lower attendance, similar rates of behavior incidences, and slightly higher rates of out-of-school suspensions compared to district averages.
4. American Indian students have lower attendance and lower rates of behavior events and out-of-school suspension compared to district averages.
5. Title VII & American Indian students have MAP math and reading proficiency and growth rates below the district average.

### Background

In this report, we present data on the American Indian student population in MMSD. Students can identify as American Indian during the enrollment process, and these students become the group typically referenced as Native American or American Indian for accountability purposes at both the local and state levels. However, Title VII of the Elementary and Secondary Education Act (ESEA) establishes the Indian Education program, under which students can qualify for services by meeting various criteria even if they choose not to self-identify exclusively as American Indian. To provide the most robust possible picture of American Indian student performance, we choose to present demographic, behavioral, and academic data for students qualifying for Title VII services as well as for students identifying as American Indian in separate sections. As the table on the following page shows, not all students qualifying for Title VII services identify as American Indian. Similarly, not all students identifying as American Indian qualify for Title VII services, which is why we disaggregate this report into two groups – American Indian and Title VII students.

Typically, MMSD does not present data on groups of six or fewer students to protect student privacy. Given that fewer than 100 students identified as American Indian/Alaska Native (shortened to “American Indian” for this report) for the 2015-16 school year and that MMSD has more than 50 school sites, it is almost always impossible to report American Indian student data disaggregated by school. All year-to-year changes in data presented in this report should be interpreted with the context that American Indian student data in MMSD is highly variable from year to year given the small number of students identifying as American Indian; even a few students can have a large impact on percentages.

### Title VII Students

Under Title VII of the Elementary and Secondary Education Act (ESEA), the Indian Education program provides services designed to meet the culturally related academic needs of American Indian students. Students must demonstrate their eligibility for Title VII services by meeting one of a list of criteria:

1. A member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribes or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; -Or-
2. A descendant in the first or second degree (parent or grandparent) as described above; -Or-
3. Considered by the Secretary of the Interior to be an Indian for any purpose; -Or-
4. An Eskimo or Aleut or other Alaska Native; -Or-
5. A member of an organized Indian group that received a grant under the Indian Education Act of 1988.

Because MMSD allows students and families to choose their own race/ethnicity when enrolling, not all students identifying as American Indian necessarily meet these criteria. Similarly, not all students who are eligible for Title VII choose to identify as American Indian.

The table below shows the number of students identifying as American Indian who qualify for Title VII services, as well as the racial/ethnic identification of students qualifying for Title VII services.



Students Identifying as American Indian			Students Qualifying for Title VII Services					
Not Title VII	Title VII	Total	American Indian	African-American	Hispanic	Multiracial	White	Total
30	62	92	62	2	25	72	3	164

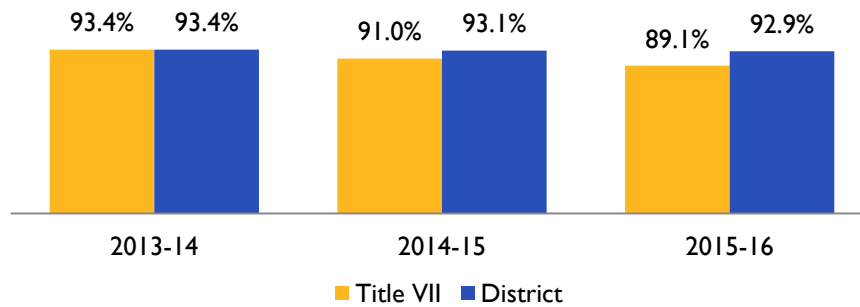
Among students identifying as American Indian, nearly a third are not identified as eligible for Title VII services. In addition, among students eligible for Title VII services, less than half identify as American Indian.

### Demographics

School Year	Number of Students	Female	Free/reduced lunch	Special Education	English Language Learner
2013-14	162	43%	59%	26%	10%
2014-15	153	42%	58%	25%	11%
2015-16	164	49%	59%	19%	13%

Title VII students make up less than 1% of MMSD. A majority of Title VII students receive free/reduced lunch, while 13% are English Language Learners and 19% are identified as Special Education. A higher percent of Title VII students were low-income compared to the district average, while a lower percent identified as an English Language Learner.

### Attendance

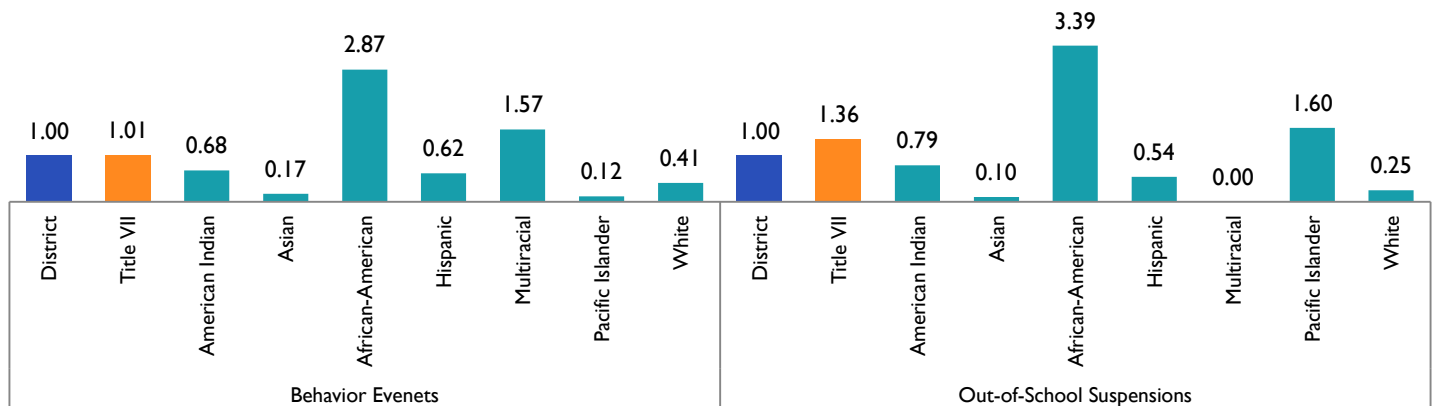


Attendance for Title VII students was 3.8 percentage points below district averages during 2015-16. Attendance rates have been lower or similar to district averages the past three school years.

### Behavior

The graph below shows the ratio of out-of-school suspensions and behavior events to enrollment for the major racial/ethnic groups within MMSD for 2015-16, as well as Title VII students. This ratio is calculated by dividing the number of students in a racial/ethnic group registering a behavior event or suspension by the overall number of students in that racial group. To standardize and compare the rates, we divided the rate of behavior incidents and suspensions by the district average to produce ratios for each racial/ ethnic group, as well as Title VII students.

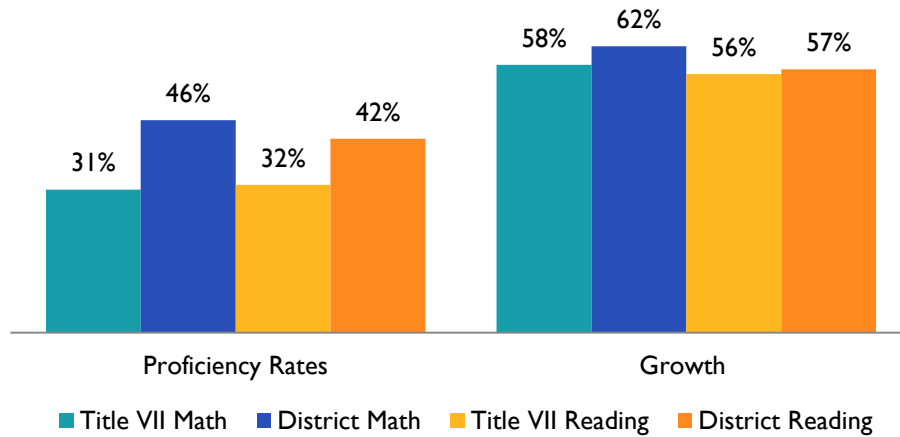
### Rate of Suspensions & Behavior Events to District Average 2015-16



During 2015-16, Title VII students received behavior events at similar rates and suspensions at slightly higher rates than district averages.

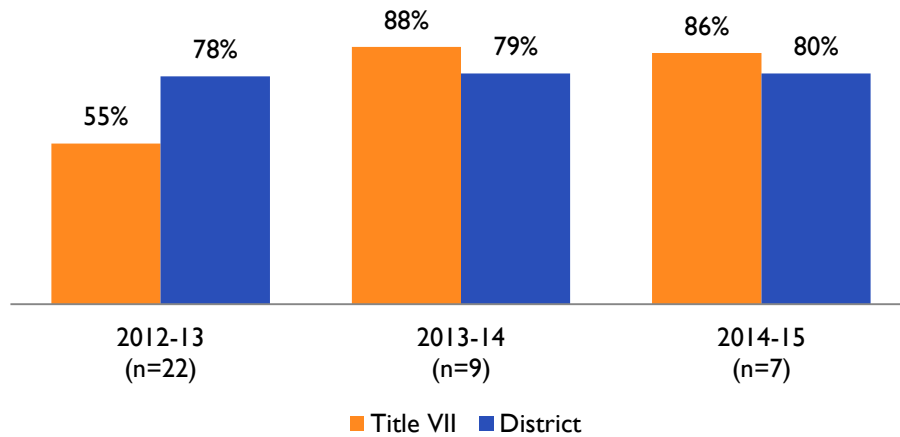
### MAP Growth & Proficiency

The graph below shows the percent of students meeting typical fall-spring growth targets during 2015-16 and scoring proficient or advanced on the Measures of Academic Progress (MAP) test in Spring 2016 for students in grades 3-8.



Title VII students met typical fall-spring growth targets at lower rates than their peers in both the MAP math and MAP reading assessments. Title VII students performed better in reading than math for proficiency, but worse in growth targets. Proficiency rates for Title VII students are significantly lower than district proficiency rates, although relatively few Title VII students were tested.

### High School Completion



The graph above shows high school completion rates for Title VII students relative to the district average for the last three graduating classes. These numbers were calculated by comparing the 2015 cohort student list with a list of students graduating since the 2010-11 school year. During the 2015-16 school year, Title VII high school completion rates were seven percentage points higher than the district average. We identified seven Title VII students in the 2015 cohort; six of those students graduated by 2015. Title VII high school completion rates have fluctuated significantly over the past three years, due to the low number of Title VII students.



## Students Identifying as American Indian

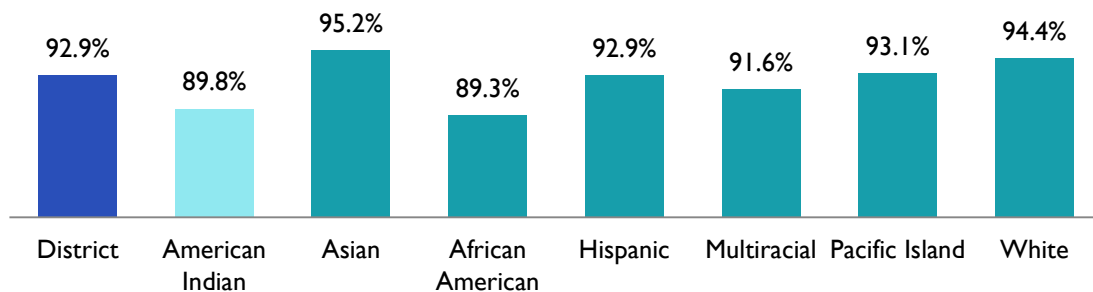
### Demographics

The table below shows additional demographic details for the students identifying as American Indian on the third Friday in September, the district's first official enrollment date.

School Year	Number of Students	Female	Free/reduced lunch	Special Education	English Language Learner
2013-14	94	47%	51%	22%	16%
2014-15	98	51%	57%	26%	18%
2015-16	99	54%	56%	25%	12%

Students identifying as American Indian constitute less than 1% of MMSD's student population. Of these students, more than half receive free/reduced lunch, a quarter are classified as Special Education, and 12% are English Language Learners. A higher percent of students identifying as American Indian were low-income, compared to the district average.

### Attendance

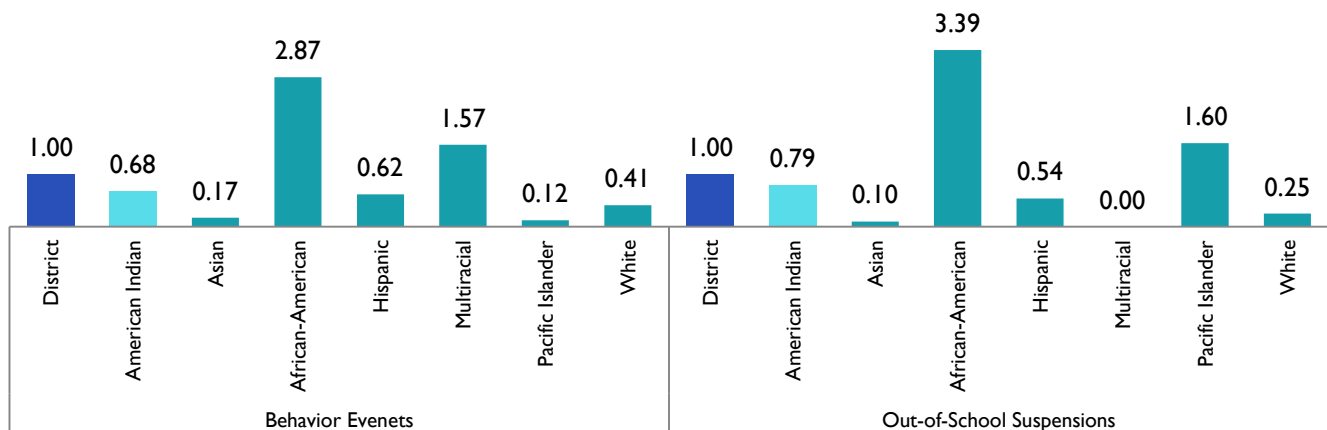


Attendance for American Indian students was 3.1 percentage points below district averages during 2015-16. The attendance rate for American Indian students is lower than every racial group, except African American students.

### Behavior

The graph below shows the ratio of out-of-school suspensions and behavior events to enrollment for the major racial/ethnic groups within MMSD for 2015-16. This ratio is calculated using the same process as the graph on page 2.

### Rate of Suspensions & Behavior Events to District Average 2015-16

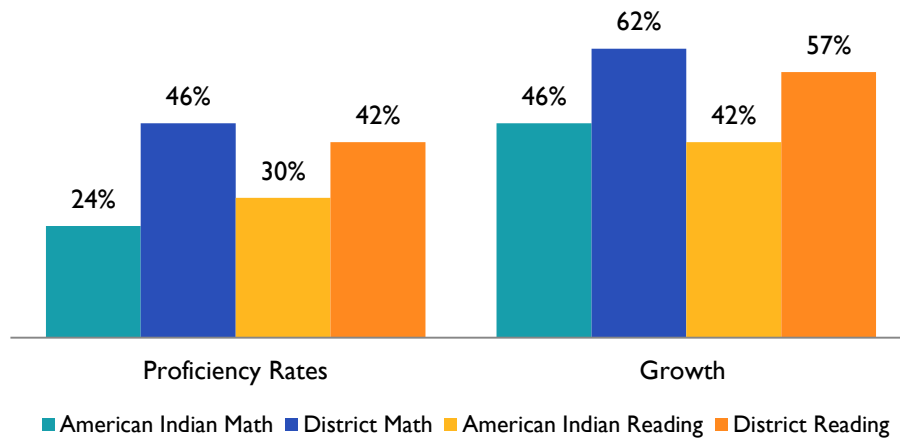


During the 2015-16 school year, American Indian students received out-of-school suspensions and behavior events at lower rates than district averages.



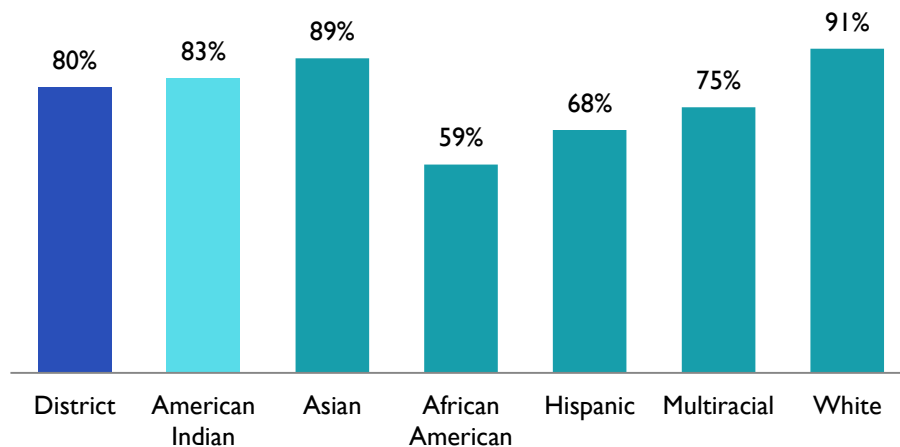
### MAP Growth & Proficiency

The graph below shows the percent of students meeting typical fall-spring growth targets during 2015-16 and scoring proficient or advanced on the Measures of Academic Progress (MAP) test in Spring 2016 for students in grades 3-8.



American Indian students met typical fall-spring growth targets at lower rates than their peers in reading and at higher rates in math. The percent of American Indian students meeting growth targets in both math and reading have been variable the past three years, due to the small number of American Indian students tested. Proficiency rates for American Indian students are lower than district proficiency rates.

### High School Completion



In the 2015 graduation cohort, American Indian students had a graduation rate that was 4 percentage points higher than then District average. Due to the low number of American Indian students, graduation rates are volatile and may change dramatically between years.