



## Title VII & American Indian Annual Update 2016-17

### Key Findings

1. Many students identifying as American Indian do not qualify for or apply for Title VII Indian Education services, and many students receiving these services do not identify as American Indian through the enrollment process.
2. All data for Title VII and American Indian students are volatile due to the low number of students identifying as American Indian.
3. There has been significant gap closing between American Indian students, Title VII students, and other students over the past five school years (2012-13 to 2016-17) on the percent of students receiving a suspension and the percent of students testing proficient in reading.

### 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.

MMSD does not publicly 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) and 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.

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.

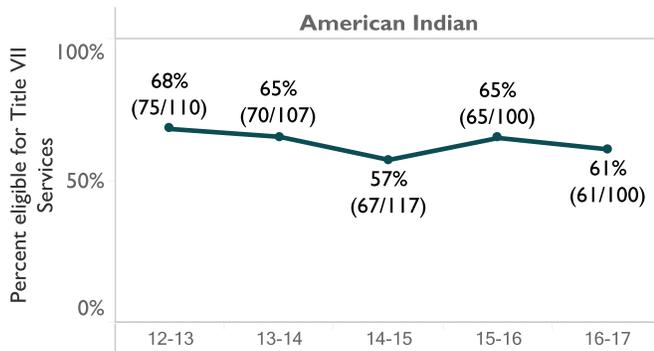
**Note:** Beginning with the 2017 Federal fiscal year the Office of Indian Education has been amended as part of Title VI, Part A of the Elementary and Secondary Education Act. Therefore, students covered as eligible for Title VII will be described as eligible for Title VI in future reports and summaries of current MMSD data (data for the 2017-18 school year).



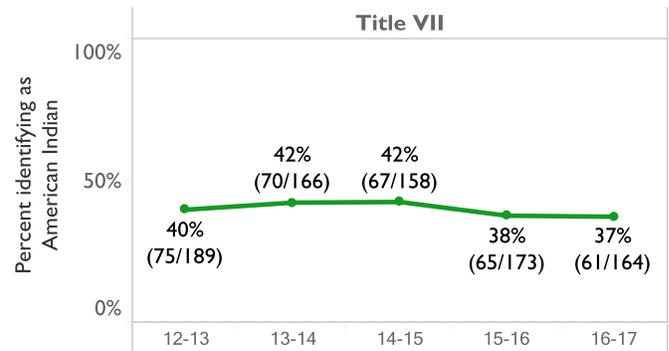
### American Indian and Title VII identification

Over the past five school years, more than half of students identifying as American Indian have received Title VII services. The percentage has decreased from 68% during the 2012-13 school year to 61% during the 2016-17 school year. Over the same time period, around 40% of students receiving Title VII services self-identified as American Indian. The percentage has decreased from 40% during the 2012-13 school year to 37% during the 2016-17 school year.

Percent of American Indian students eligible for Title VII services



Percent of Title VII students identifying as American Indian



### Demographics of American Indians and Title VII recipients

The demographics of students identifying as American Indian and students receiving Title VII services are generally similar each school year. Compared to students identifying as American Indian, a slightly larger percentage of students receiving Title VII services are identified as low-income.

#### Demographics of students identifying as American Indian

School year	Number of students	Percent female	Percent with disability	Percent low-income	Percent ELLs	Percent Advanced Learner
2012-2013	110	48%	22%	51%	11%	N/A
2013-2014	107	45%	22%	49%	11%	7%
2014-2015	117	50%	22%	53%	12%	9%
2015-2016	100	53%	24%	56%	12%	7%
2016-2017	100	51%	26%	46%	13%	8%

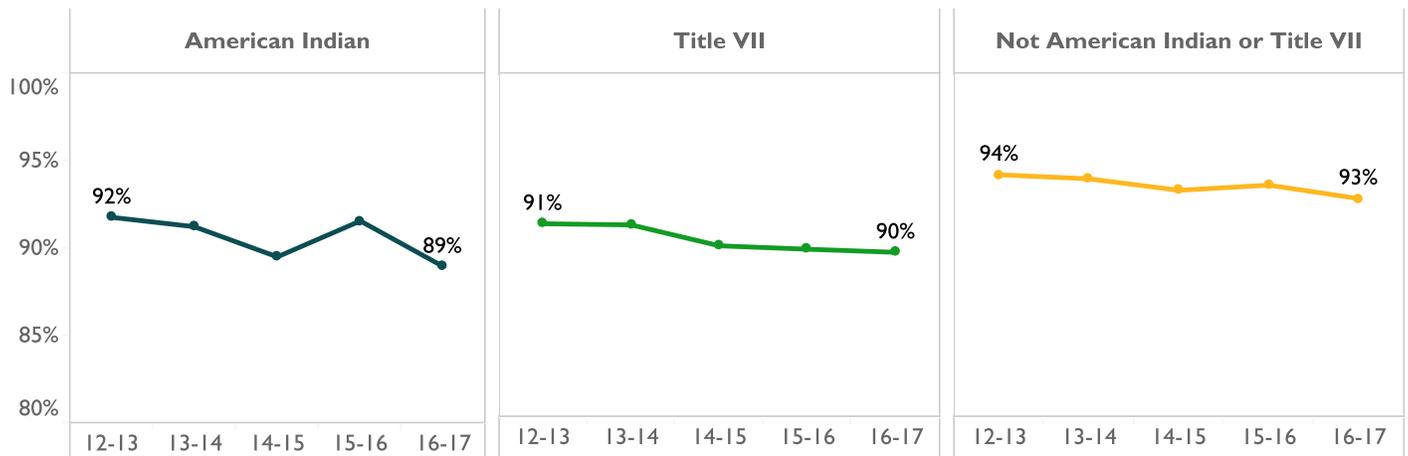
#### Demographics of students eligible for Title VII services

School year	Number of students	Percent female	Percent with disability	Percent low-income	Percent ELLs	Percent Advanced Learner
2012-2013	189	44%	23%	56%	11%	N/A
2013-2014	166	42%	24%	58%	10%	9%
2014-2015	158	44%	23%	59%	11%	11%
2015-2016	173	49%	20%	58%	11%	12%
2016-2017	164	47%	24%	50%	8%	12%

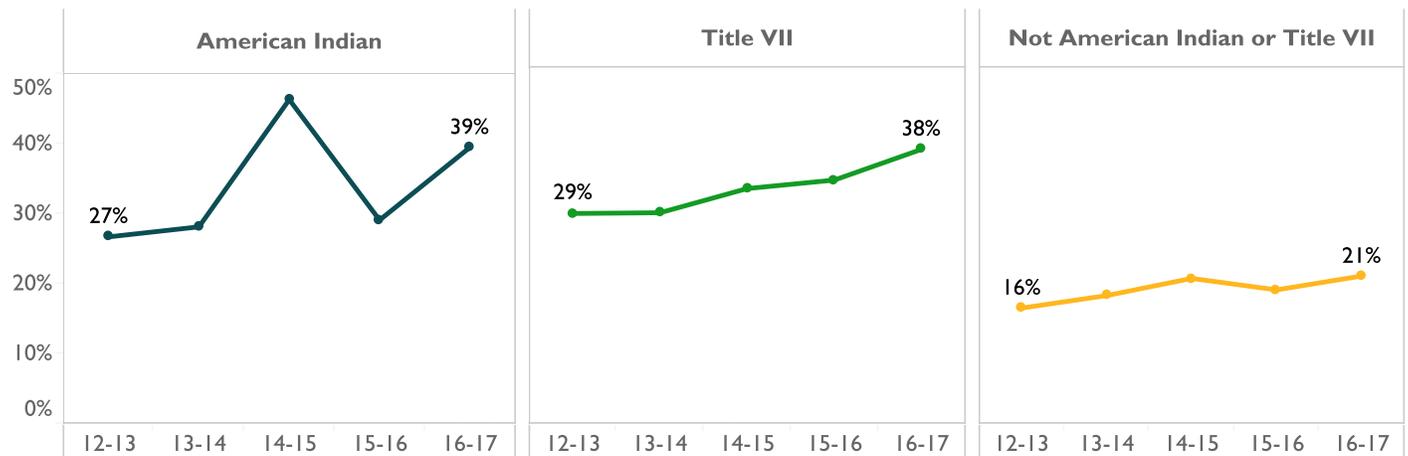
### Attendance and Absenteeism 2012-13 through 2016-17

Overall, the attendance rate has decreased and the percentage of students chronically absent has increased over the past five school years for MMSD students. Students identifying as American Indian and students receiving Title VII services have a lower attendance rate than students in neither of these groups and the percent of these students chronically absent is higher. The gap between the attendance rate of American Indian students, Title VII students, and students not in these groups has increased substantially over the past five years, especially for students identifying as American Indian.

#### Attendance rate 2012-13 through 2016-17



#### Chronic absenteeism rate 2012-13 through 2016-17



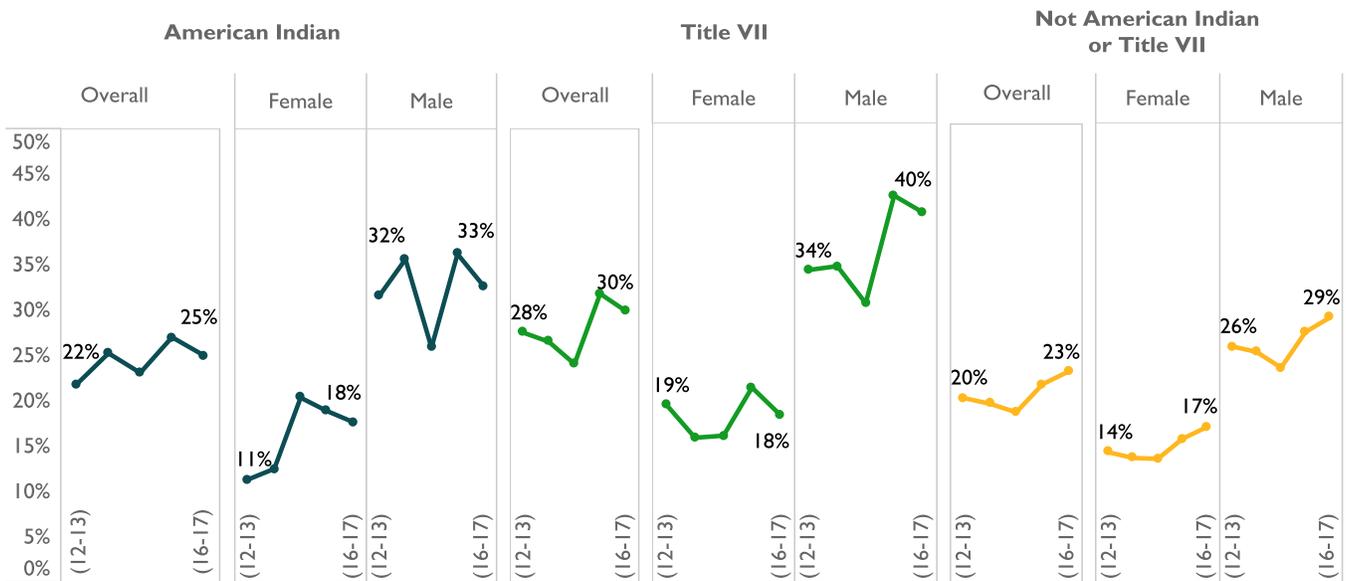
*Chronically absent students have an attendance rate lower than 90%*

### Behavior Events and Suspensions 2012-13 through 2016-17

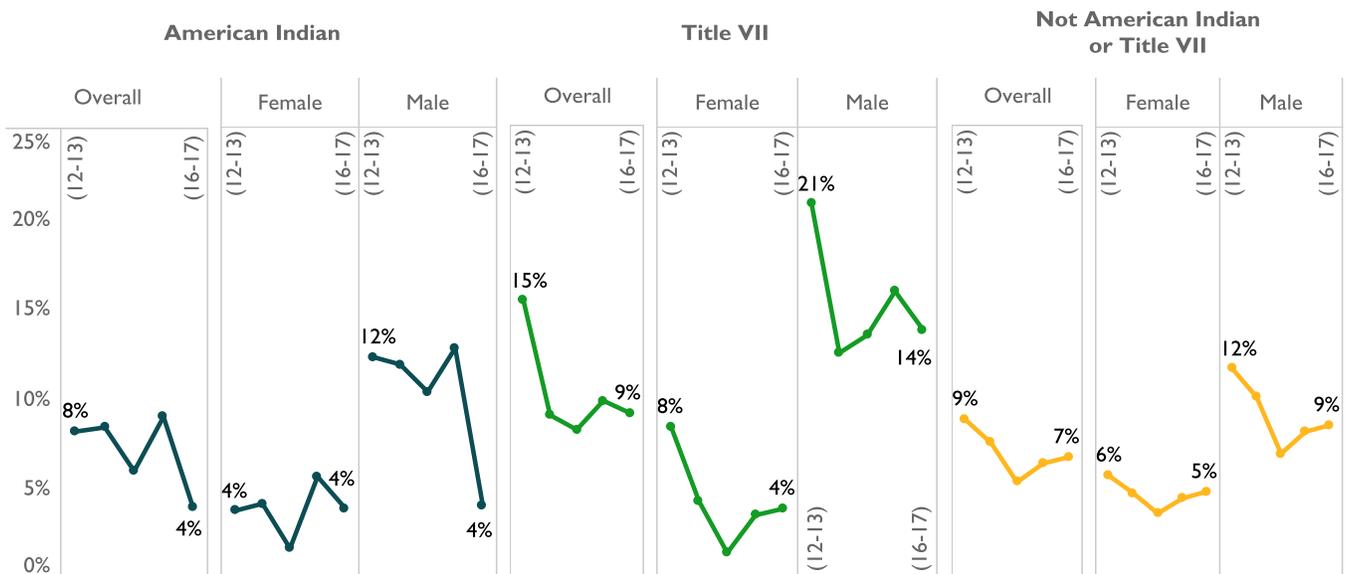
A higher percentage of American Indian and Title VII students had recorded behavior events than students not in either of these groups. The disparity between American Indian and Title VII students was more pronounced for male students than for female students, especially Title VII male students who had an 11 percentage point gap during the 2016-17 school year (40% for Title VII males compared to 29%).

The percentage of American Indian students with a suspension was comparable to the percentage of students with a suspension who did not identify as American Indian or receive Title VII services. The percentage for American Indian students, and specifically males, was actually considerably lower than for the comparison group during the 2016-17 school year. The percentage of students qualifying for Title VII, especially males, with a suspension was considerably higher than for the comparison group, although the gap has decreased over the past five school years.

#### Behavior Events 2012-13 through 2016-17



#### Suspensions 2012-13 through 2016-17



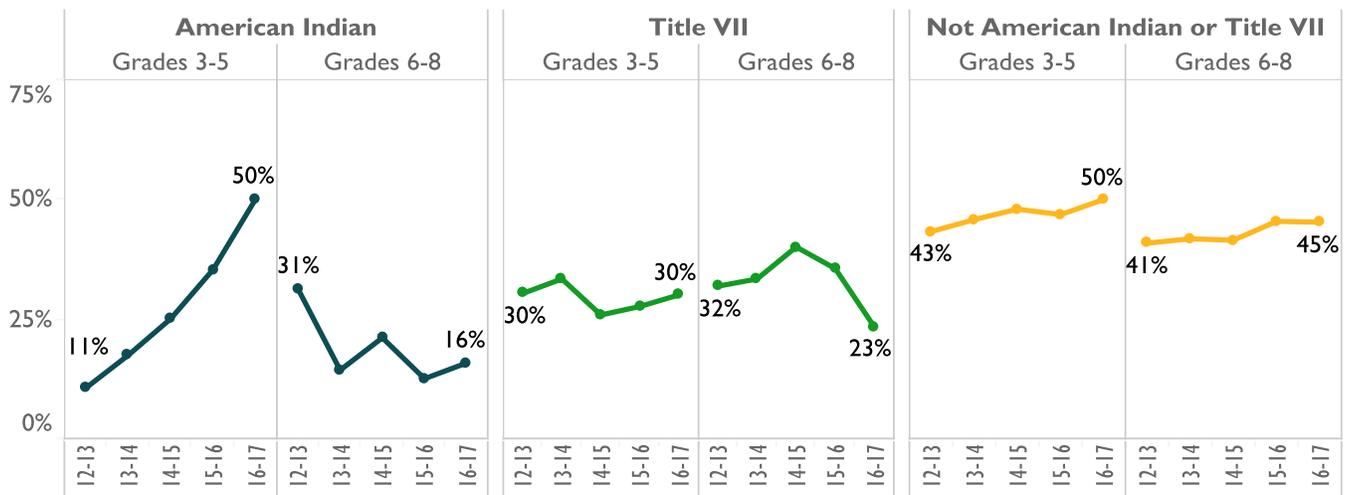


### Proficiency on MAP Assessment 2012-13 through 2016-17

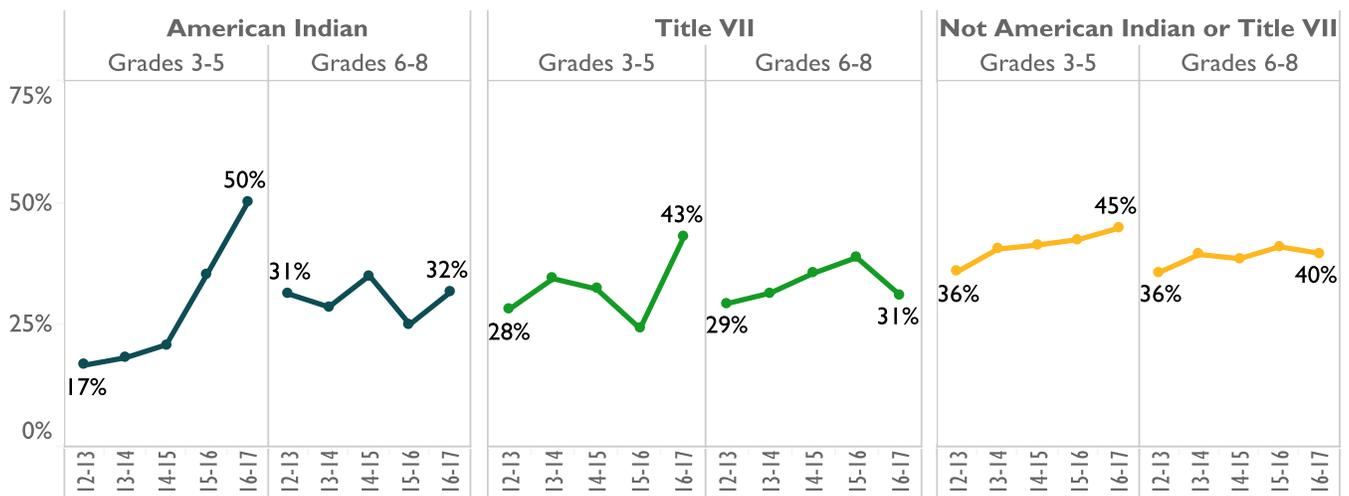
Students identifying as American Indian and students receiving Title VII services have had a lower proficiency rate than students not in either of these groups each of the last five school years. However, American Indian students have seen a large decline in this gap in grades 3-5 as both the comparison group and their proficiency rates have improved.

**Data note:** The summary of MAP proficiency describes around 20 students a year for American Indians and 20 to 40 students a year for the Title VII group at each grade level. This small number makes the percentage of students meeting proficiency susceptible to large changes due to a hand full of students.

#### MAP Math Proficiency 2012-13 through 2016-17



#### MAP Reading Proficiency 2012-13 through 2016-17

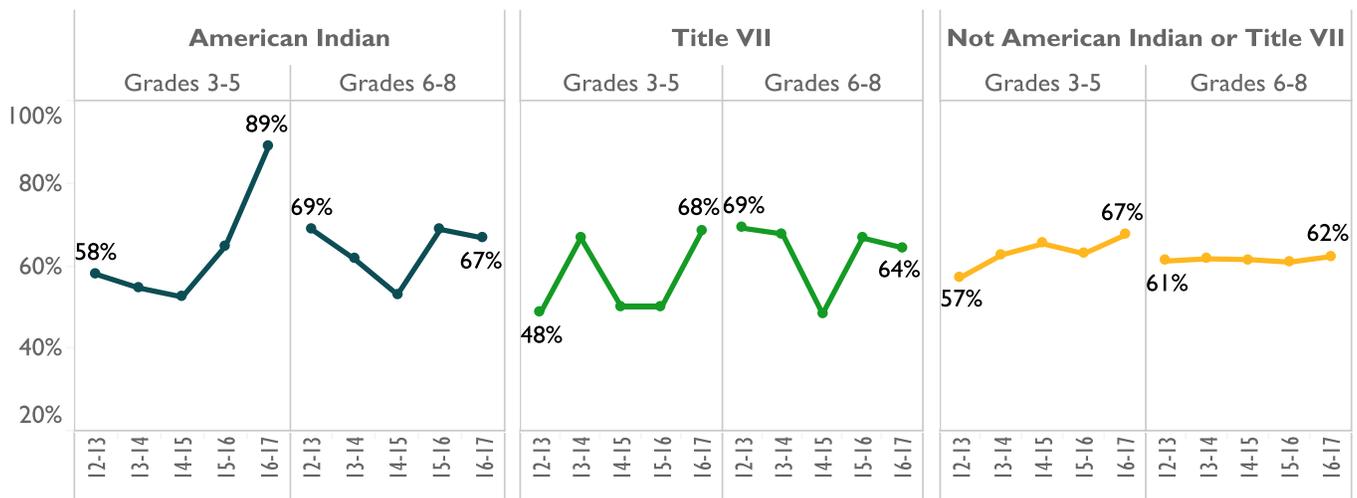


### Growth targets for MAP exam 2012-13 through 2016-17

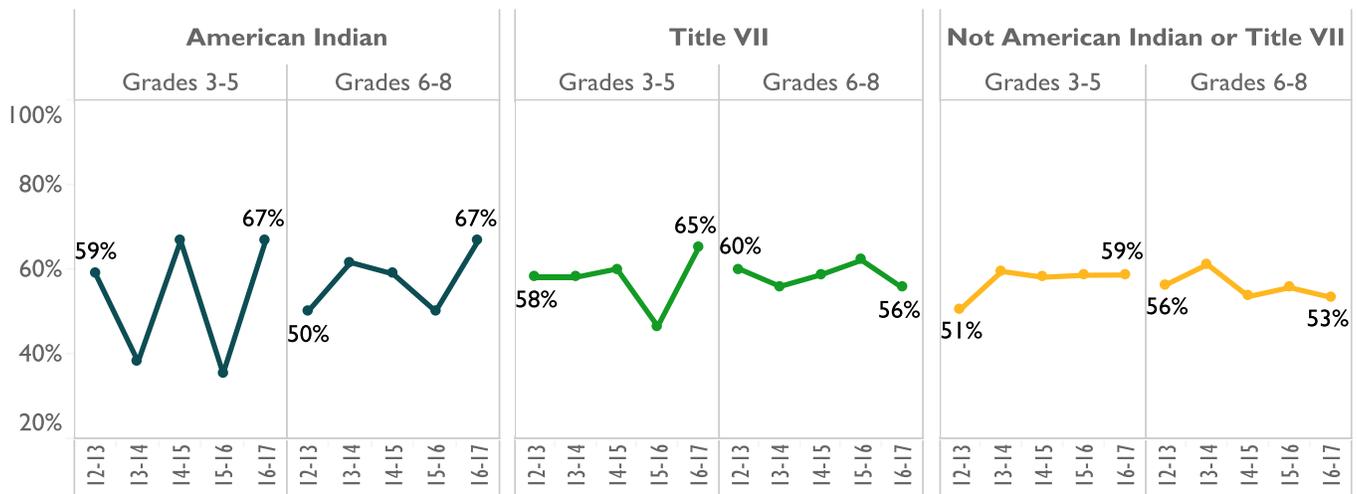
The percentage of students meeting their fall to spring typical growth target each year has been fairly stable and more similar across groups (American Indians, Title VII students, and other students). The large shifts in the from year to year is due to the statistic (percent meeting) only describing a 10 to 30 students. Taken as a whole over the five school years we can observe relative stability.

**Data note:** The summary of MAP growth targets describes around 10 to 20 students a year for American Indians and 15 to 30 students a year for the Title VII group. This small number makes the percentage of students meeting their growth goal very susceptible to large changes due to a hand full of students, especially for American Indian students.

#### MAP Math Growth Target 2012-13 through 2016-17



#### MAP Reading Growth Target 2012-13 through 2016-17



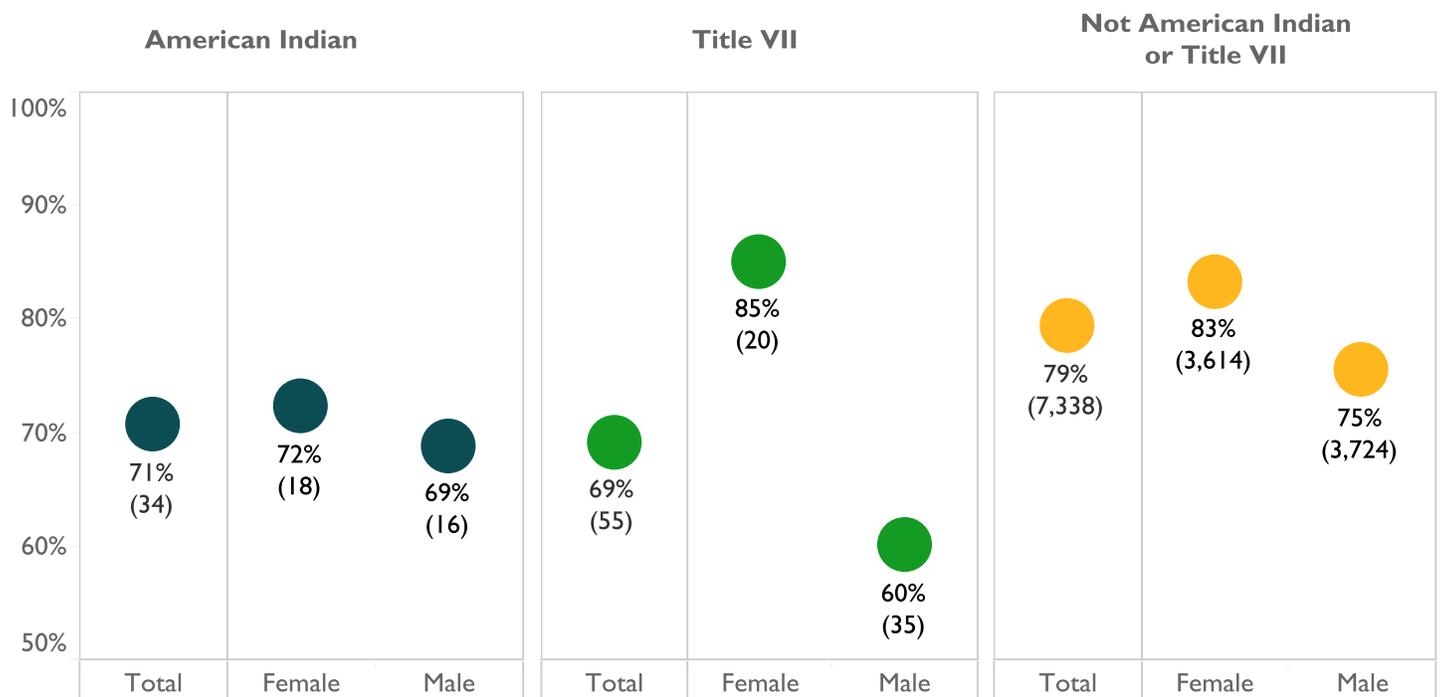
### High School Four Year Completion Rate 2012-13 through 2015-16

The percent of American Indian and Title VII students completing high school in four years is lower than for other students over the past five school years. The number of graduates in each group (American Indian and Title VII) over the past four school years is too low to analyze year by year so a summary for the whole period is presented here. Due to the low student count the comparison by gender for each group should only be interpreted as indicative of a general pattern since the actual percentages can be significantly changed by the outcomes for a few students.

DPI publishes four year high school completion rates one year after the completion of the school year.

The following plot summarizes the overall completion rate for American Indian students, Title VII students, and students in neither of the groups over a four year period (2012-13 through 2015-16).

### High School Four Year Completion Rate 2012-13 through 2015-16



The number of students the percentage applies to is in parentheses. For example, 71% of 34 American Indian students over the four year period (between 2012-13 and 2015-16) completed high school in four years.